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**LANGUAGE ARTS IN AMERICAN MIDDLE SCHOOLS 1980-83: AN
ANALYSIS AND ANNOTATED BIBLIOGRAPHY**

The University of Oklahoma

PH.D. 1984

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**THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE**

**LANGUAGE ARTS IN AMERICAN MIDDLE SCHOOLS 1980-83:
AN ANALYSIS AND ANNOTATED BIBLIOGRAPHY**

**A Dissertation
Submitted to the Graduate Faculty
in partial fulfillment of the requirements for the
degree of**

Doctor of Philosophy

by

**Cheryl A. Steele
Norman, Oklahoma
1984**

LANGUAGE ARTS IN AMERICAN MIDDLE SCHOOLS 1980-83:
AN ANALYSIS AND ANNOTATED BIBLIOGRAPHY

Approved by

Charles King
Robert D. Olin
Robert King
Charles Stiller
Agnes

Doctoral Committee

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A special tribute is expressed to my middle school students for providing the joy, challenge, and inspiration for this research.

DEDICATION

This work is lovingly dedicated to those who made it possible.

To my parents: givers of life and inspiration—for teaching me that no goal was out of reach.

To Bob: my husband and best friend—for believing, encouraging, and loving me.

To Heather, Kimberly, and Summer: my daughters and sources of great joy—for reminding me where real happiness lies.

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LANGUAGE ARTS IN AMERICAN MIDDLE SCHOOLS 1980-83:

AN ANALYSIS AND ANNOTATED BIBLIOGRAPHY

CHAPTER I

Introduction

"The world into which we are born is not the world in which we will live, nor is it the world in which we will die."¹ Change is one of the few static elements in our information-seeking, technologically controlled, fast-paced, anxiety-producing and alienation-inducing society. Immersed in and dictated to by facts accumulating in quantum leaps, the world we seek to know is altering at speeds greatly exceeding any other time period in history. How does one create patterns and order from the masses' of information when today's truth may be tomorrow's trivia?

"Among the few universals that apply to man is this: That all men, no matter of what race or rank, are continually engaged in making sense out of the world around them. Although men may tolerate doubt, few can tolerate meaninglessness."² Thus, it is not surprising that as individuals and professionals, educators, as those entrusted with the enculturation of America's youth, are necessarily searching for assistance in gaining meaning from the wealth of information at their disposal.

¹Margaret Mead, Culture and Commitment, (New York: Doubleday and Co., Inc., 1970), p. 47.

²Dean C. Barnlund, "Communications: The Context of Change," Basic Readings in Communication Theory, ed. C. David Mortensen (New York: Harper and Row, 1973), p. 5.

Beginning with the invention of the printing press in 1459, which vastly increased the widespread dissemination of information, the accumulation of mankind's wisdom has surpassed the ability of any one human being to assimilate, let alone understand and apply all of it.

Of what use are the most innovative ideas and/or practical inventions if they are not readily accessible for contemplation and application by those who need the information? The challenge was then and is now to devise systems of storage and retrieval which allow the user to rapidly and easily locate precisely the piece of information needed from accumulated resources.

The bibliography, at once a simple yet helpful organizational tool, can assist the reader in extracting meaning from what could otherwise be chaos. Preceding the printing press by several hundred years, the history of bibliographies begins with the Venerable Bede's classified bibliography of his own work in 731. During the second century, Galen, like the Venerable Bede, compiled a bibliography of his work. The Benedictine Monastery of St. Gall used bibliographic form in the ninth century for listing the lives of the Saints. Men of the church were carrying the burden for organizing the information of the times.³

Following the invention of the printing press, the form and uses of bibliographies were to change considerably. Simple listings of books available from each publishing house were the first compilations available. With an increasing number of volumes available came the need for more efficient methods of classification, leading ultimately to the Dewey Decimal and Library of Congress Classification Systems used today.

³Theodore Besterman, The Beginnings of Systematic Bibliography, 2nd ed. rev. (London: Oxford University Press, 1963), pp. 1-10.

Whether using the Dewey Decimal System of Classification which employs only numbers or the Library of Congress System of Classification which prefaces numbers with letters, the researcher of today can find bibliographies on a wide variety of topics (including architecture, religion and sports) as well as bibliographies of bibliographies which list bibliographic information available on numerous topics.

Useful as it may be for locating titles and authors, a simple bibliography is limited in its relevancy for those seeking specific information. "It is...difficult to think of anything more lifeless or insignificant than plain titles."⁴ The annotated bibliography with its summarization of contents from each entry adds significance and meaning to a listing of sources of information that would otherwise have limited usefulness.

The most difficult bibliographical control to maintain is in the area of periodicals due to the enormous annual output. It becomes an insurmountable task for the reader/researcher to maintain currency with no guidelines to follow in the attempt to categorize, define, evaluate, and gain meaning from the continual bombardment of stimuli.

Educators, charged with the responsibility of preparing youth for a quality life in the future, must themselves be constantly and consistently learning. It is important for teachers and administrators to have knowledge and information that is current and relevant to those they seek to prepare. "We must educate people in what nobody knew yesterday and prepare people...for what no one knows yet, but which some people must know tomorrow."⁵

⁴George Schneider, Theory and History of Bibliography, trans. Ralph Robert Shaw (New York: Columbia University Press, 1934), p. 31.

⁵Mead, loc. cit.

Each person must in his/her own way deal with the changes so much a part of today's world. As adults, the constant "adapting" and "coping" require all of a person's efforts. How much more "adapting" and "coping" are required of our youth who, by virtue of their ages, are themselves changing at a rate that defies comprehension?

Students in the transescent years from ten to fourteen are especially vulnerable to the effects of such rapid change. At no other time in life are so many changes occurring simultaneously. Physical, social, emotional, and intellectual changes occur in addition to and related to society's fluctuations. As an answer to the need for an educational organization that might more easily assist pupils in adjusting to the multitude of changes they are experiencing at this stage of development, the American middle school movement began.

In the last two decades, the American middle school has been a subject of great interest and controversy in American education. Heralded by some as a promising innovation in the education of early adolescents, and ignored by others as a fad without substantial educational content, the middle school movement continues to make its mark on educational history.

With the growth of the middle school movement have come articles by the hundreds—each purporting to give the reader valuable and novel information regarding American middle schools and those involved with them. A middle school educator, already pressed for time due to the expectations of his/her job, cannot read each and every such article. Yet the need remains for teachers to actively seek current knowledge that affects the schools they work in and the pupils they teach. This need is keenly felt at the middle school where forty-one percent of principals in a NASSP sponsored survey (Valentine et al., 1981)

reported that teachers teaching in their middle level schools were teaching there with no formal middle level preparation.⁶

An annotated bibliography is one method which would provide these professionals with a relatively fast and efficient means of "keeping current" with issues and trends affecting what and who they teach. In particular, the language arts teacher at the middle level with his/her variety of responsibilities, needs assistance in managing the large volume of ideas and information so readily available. This study developed such an annotated bibliography for the middle level language arts teacher.

Purpose of the Study

From the beginnings of the development of American middle schools has come a belief about transescent youth that influences both how and what they are taught. The language arts teacher, in particular, with his/her varied responsibilities, which often include a variety of course offerings and guidance-related activities, will find the need for assistance with organizing the periodical material available for study and use. This analysis of relevant and recent articles and documents and the resultant annotated bibliography in the field of American middle school language arts provided this organization.

Statement of the Problem

The problem of this study was to systematically analyze the periodical literature and documents pertaining to the language arts curriculum and instruction in American middle schools as a basis for the development and presentation of a current and relevant annotated bibliography.

⁶C. Kenneth McEwin, "Middle Level Teacher Education and Certification," NASSP Bulletin (May, 1983), pp. 78-82.

More specifically, this study sought to answer the following questions to the extent this information was reflected in the literature published from 1980 through 1983.

- 1) What was included within the language arts curriculum in American middle schools?
- 2) What innovative programs, teaching approaches and techniques were being used within the language arts curriculum in American middle schools?
- 3) What research had been reported that may have affected the teaching/learning of language arts in American middle schools?
- 4) How were the needs of special students being addressed in language arts classes in American middle schools?
- 5) What curricular materials and/or suggestions were being made for language arts teachers in American middle schools?

Limitations

The trends and annotations included in this study were drawn from and limited to articles and documents concerning American middle school language arts education published between the years 1980-1983. The sources for this research were also limited to those journals and documents which were a part of the ERIC/CIE computerized retrieval system.

⁷This We Believe (Columbus, Ohio: National Middle School Association 1982), p. 9.

Definition of Terms

- middle school - "An educational response to the needs and characteristics of youngsters during transescence," usually including three consecutive grades (5-8).
- language arts - Those courses of study which seek to 1) enable the pupil to understand the expressed thoughts of others, 2) to give the pupil skills to express thoughts of his own, 3) cultivate a taste for reading, 4) acquaint pupils with enduring literature, and 5) develop the desire of pupils to extend their acquaintance with all of the above.
- transescent - Young person experiencing the transition between childhood and full-blown adolescence, roughly ages 10-14, characterized by specific physical, social, emotional, social-emotional, and intellectual characteristics specific to this developmental level.
- special students - Pupils who, because of physical or intellectual characteristics, require or profit from educational experiences which differ from those provided for most pupils.

Significance of the Study

Practicing middle school educators are very often teaching without specific training and certification for this educational level.¹⁰ Without knowledgeable teachers, the establishment of a true middle school is at best left to chance.¹¹ Granted, inservice meetings and college classes can address this need, but much of the information available for teachers' use is left untapped because of the lack of an organized access system.

⁸Report of the Committee of Ten on Secondary School Studies (New York: American Book Company 1894), p. 86.

⁹Op. cit., pp. 3-8.

¹⁰C. Kenneth McEwin, "Middle Level Teacher Education and Certification," NASSP Bulletin (May, 1983), p. 79.

¹¹C. Kenneth McEwin, "The Middle School: An Institution in Search of Teachers," The Middle School: A Look Ahead, ed. Paul S. George and Robert M. Malinka, (Fairborn, Ohio: National Middle School Resource Center, 1977), p. 64.

A special need for such an access system is seen in the broad area of language arts which offers ways for the developing transeccents to explain and interact with the past, present, and future. Language arts gives the transeccent student the opportunity and skills to become involved with the worlds of self and others he seeks to know.

An easily accessible guide to the abundance of periodical material published each year would assist the middle level teacher in his/her efforts to "keep current" in educational areas of interest. This study provided such a system of access for the language arts teacher. Organized into areas of interest for language arts classroom teachers, the educator will find an annotated bibliography of journal articles and documents for the years 1980-1983 as well as an analysis of the contents of the articles and documents and their meaning in terms of trends in middle school language arts.

A page-by-page search of pertinent categories listed in Dissertation Abstracts International failed to locate any writing dealing specifically with the middle school language arts area. The writer was unable to locate any dissertations regarding middle school education written prior to 1960. From 1960-1972 the research in this area was focused in three directions: adolescence, the establishment of middle schools, and comparisons between the traditional junior high school and the middle school. During the years 1973-1977, studies were completed giving insights into the personnel within the middle school: certification, job perceptions, and role expectations. From 1977-1979 the reactions of pupils and the public to the middle school organizational structure received research attention. By 1980-82 the focus had moved to techniques and methods used specifically with middle school students; yet this author located no writing dealing specifically with the middle level language arts area.

This study filled this need and has given middle level language arts teachers an easily accessible guide to periodical literature and documents written specifically for them from 1980-1983.

Methodology

The organizational approach of this dissertation was to identify through the ERIC/CIE computerized retrieval system all journal articles and documents published during the time period 1980-1983 which dealt with language arts curriculum and instruction in American middle schools. The articles identified were then limited to those available through the University of Oklahoma library resources.

As articles and documents were located and read, the following information was recorded on cards: source of the article or document, title of the article or document, author, author's credentials/affiliation, date of the article or document, and a summary of the contents of the article or document. The contents were then coded to correspond to the organizational divisions this author had chosen to use.

Cards were sorted according to coding for analysis and reporting of trends in each area of interest. Those trends were analyzed and discussed. Conclusions based upon the data were drawn. Recommendations for further study were then made.

An annotated bibliography of articles and documents organized into specific areas of the language arts program in American middle schools was then appended to the dissertation.

CHAPTER II

BACKGROUND OF THE PROBLEM

The History of Language

"Who sees things grow from their origin will have the most advantageous view of them."¹²

Aristotle

Language is such a familiar feature of daily life that man rarely pauses to define it. It seems as natural to man as his walking, yet that is merely an illusory feeling. If language were such a natural occurrence, man would not feel the need to teach it. Biological heredity predestines that man should walk, not because his elders teach him but because his very being is prepared from the moment of conception for all of the nervous energy and muscular adaptations that result in walking. Walking is an inherent biological function of man.¹³

This is not the case with language. It is due entirely to the circumstance that he is born into a society that will lead him into its traditions that man acquires language. Eliminate society and there is every reason to believe that man would walk, but it is quite possible that under those circumstances man would not communicate ideas. Indeed, one might wonder, if there was no language, in what form would ideas exist, or would they exist at all?

¹²Carlton Grant Laird, The Miracle of Language (New York: The World Publishing Co., 1953), p. 35.

¹³Edward Sapir, Language (New York: Harcourt, Brace, and World, Inc., 1921), p. 3.

Speech, as a human activity without assignable limits as humans pass from one social group to another, becomes a particular historical heritage of a group, a product of long term social usage. It varies as all creative efforts vary, perhaps not as consciously, but nonetheless as certainly as do religions and customs of various people. Walking is an organic instinctive function. Speech is a non-instinctive culturally acquired function. As such, language may serviceably be defined as "...a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols."¹⁴ Coming from the Latin "lingua" (tongue) and its original meaning ("that which is produced with the tongue"¹⁵), language has come to include all "that carries a message from one human mind to another."¹⁶

There is no more striking general fact about language than its universality. One may argue as to whether a particular group engages in activities that are worthy of the name of religion or art, but man knows of no people not possessed of a fully developed language.¹⁷ Scarcely less impressive than the universality of language is its incredible diversity. These two factors lead to a significant inference. Man is forced to believe that language is an immensely ancient heritage of the human race, whether or not all forms of speech can be traced from a single pristine form. It is doubtful if any other cultural aspect of man, be it creating fire or chopping stone, could lay claim to

¹⁴Edward Sapir, Language (New York: Harcourt, Brace, and World, Inc., 1921), p. 8.

¹⁵Mario Pei, All About Language (Philadelphia: J. B. Lippencott Co., 1954), p. 10.

¹⁶Ibid.

¹⁷Ibid., p. 22.

greater age. Pei noted, "I am inclined to believe that it; language; antedated even the lowliest developments of a material culture, that these developments, in fact, were not strictly possible until language, the tool of significant expression, had itself taken shape."¹⁸

Infants and language are essential ingredients of a civilization, yet speakers of language know no more where it came from than do infants of where they come from. In a sense man knows. He knows that he is inventing language daily and that everyone always has been. As language, man knows a great deal about it—as an invention, perhaps the greatest invention of all time, he knows almost nothing. In the sense in which the word "invention" is commonly used ("something devised by an individual or individuals, by known means, at a given time and place"¹⁹), man has only plausible guesses about language. He knows only that there must have been a time when there was no language, and then there was a time when there was a language, but he doesn't know how, when, where, or by whom language came into being.

Never lacking for theories, man has continually hypothesized regarding the origin of his language. Sir Thomas Browne supposed that Hebrew was Adam's language and that it was native in mankind. A child raised in solitude would speak Hebrew naturally.²⁰ Browne and others of his time assumed the language had been a divine gift from God.

Johann Herder, whose inclinations as a German romanticist did not becloud his critical mind, disposed of that supposition by pointing out that

¹⁸Mario Pei, All About Language (Philadelphia: J. E. Lippencott Co., 1954), p. 23.

¹⁹Laird, p. 17.

²⁰Ibid.

language is so illogical and capricious that only a blasphemer could attribute it to the Deity.

Herder's contemporary, Rousseau, in his concern for the origins of society, thought that primitive men, seeing the need for language, sat down and deliberately evolved one which they then used by mutual consent.²¹

Theorists to follow in the nineteenth and early twentieth century were more specific as they theorized that language arose from efforts to imitate birds and animals, from wordless cries of pain and joy, from misunderstood babblings of playful children, or from economical desires to make more use of the voice; however, proponents of one theory could never convince others to agree, so speculation continues as to the origin of language. In short, man knows little of how language started, and has few materials from which to find out. What he does know is that there was a beginning, and that the history of man appears to be the history of language.

Language may very well have begun when two or more human beings decided that a certain sound or set of sounds should have the same meaning to both or all of them. At this point, language could have been born.

Granted this, a standardization of sounds may have followed, indicating certain actions or qualities, particularly those involving some natural sound that could be imitated, like "gurgle." If these suppositions are true, the first thing that comes to mind is that the process of language creation must have been a slow, painful process stretching over thousands, perhaps millions of years, with one set of speakers advancing just a little bit beyond the ones that

²¹Laird, p. 18.

came before them, until what had been little more than a series of noises became a real language.

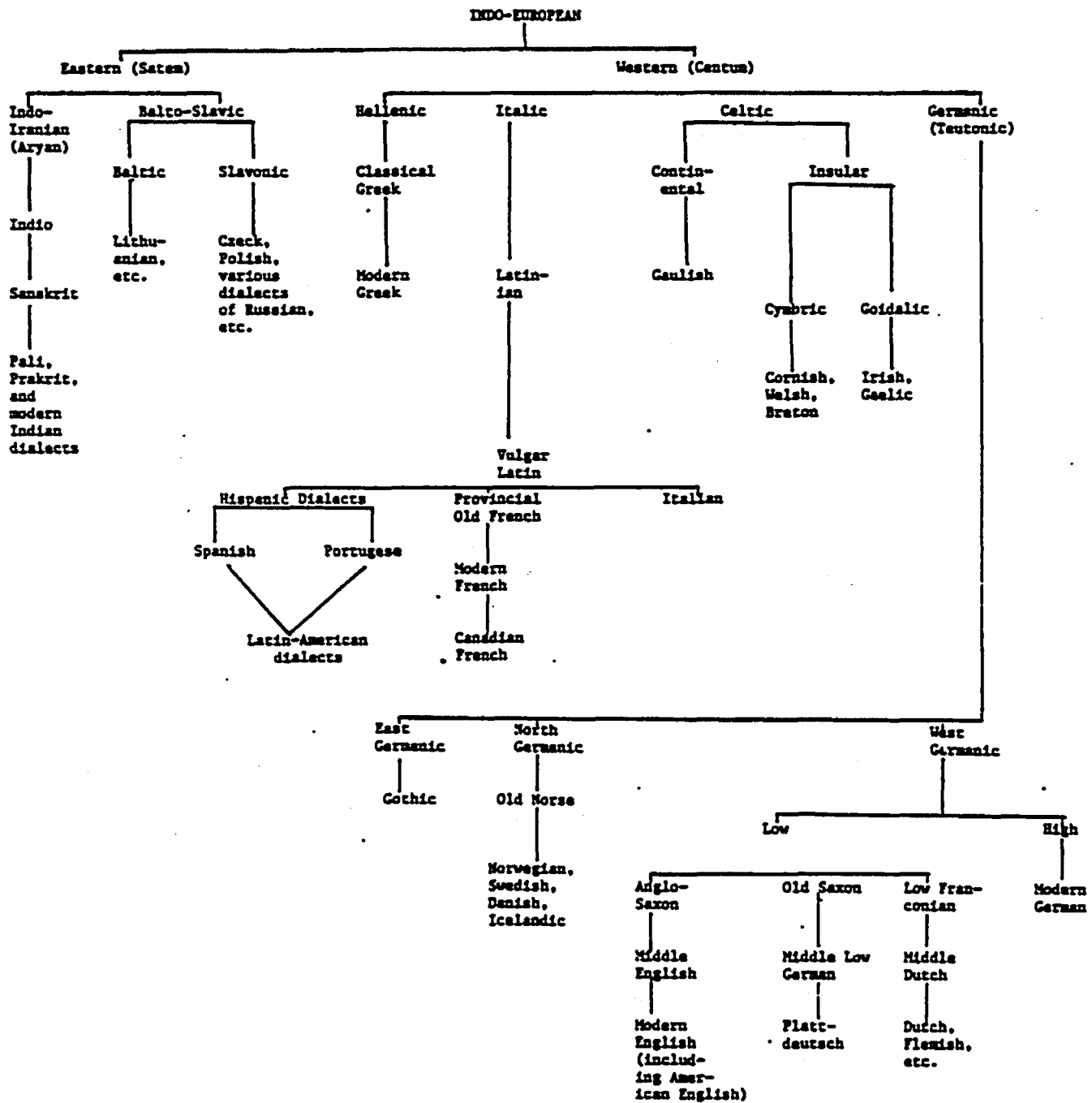
The picture just drawn of the origin of language may or may not be accurate. Researchers can't be sure because the earliest records available are scribbled pictures on walls which do not prove those people actually talked. Much later findings reveal written messages, but before humans invented writing, they had been speaking for many centuries.²² The painful building process can only be surmised.

By the time the first written records appeared, the spoken language had been built up to a very satisfactory level, that much the written records reveal. The earliest written records of language are in Sumerian, a tongue spoken in Mesopotamia about 6,000 years ago. From this point of reference, the languages of today's world fall into linguistic groups, which are part of linguistic families, which belong to tribes of families, so that all languages appear to have descended from one universal parent language. But even this fact is open to speculation.

Those who speak English are most interested in the ancestry and relationships of their own language. It is an illustrious ancestry with important relationships. Table I indicates that English came from a long extinct tongue called Indo-European, which is one of the great language families of the Eurasian land mass, accounting for most of the languages now spoken in Europe and some of the tongues of southern Asia. By all odds, the most important body of modern language, whether one counts number of speakers of the

²²Pei, p. 47.

TABLE I
DERIVATION OF LANGUAGE



From Carlton Grant Lavid, The Miracle of Language (New York: The World Publishing Co., 1953), p. 26.

language, the social and political importance of these speakers, or the areas in which the language is dominant, are the descendants of Indo-European.

Modern researchers do not know who the Indo-Europeans were. Even that name for them was certainly not theirs. Researchers know them only by the languages which have sprung from their language. In fact, there is no recorded sample of Indo-European. If it was ever written, there is no direct evidence. By comparative linguistic study, man has a mass of information, both general and detailed, concerning the Indo-Europeans and the language they spoke.

There were, then, some tens of thousands of years ago a body of people with a common language, living in temperate east central Europe, perhaps where Czechoslovakia is now. They were apparently cattle-raising nomads living in a stone age culture. Spreading in many directions, one group got as far as southeast Asia, probably earlier than 1500 B.C. This group spoke a language known later as Sanskrit. On the way to Asia, the Indo-Europeans split up enough so that they scattered language along their route.

The Slavic languages of modern Russia and the Balkans represent one large division. The Hellenes went into what is now southern Russia, then down into the Balkan Peninsula, creating classic and then modern Greek. The Italic people pushed south from the Alps; from them came Latin. The Celts were once in much of central Europe, but their language survives now only in a fringe by the sea: Gallic, Welsh, Manx. The Proto-Germans followed them and left their language all over northern Europe. Other members of the Indo-European language family fared worse.

As a result of these movements, in recent centuries, the civilized world has been predominantly Indo-European speaking.²³ The great powers of

²³Laird, p. 102.

Russia, the British Commonwealth, and the United States all speak Indo-European languages. The languages of the whole New World are Indo-European. Most European nations also speak languages derived from this same source: French, German, Italian, Spanish, etc.

Are languages continuing to develop in ways that might provide more branches for the linguistic family tree? Possibly. The forces which make new languages are still at work, human beings developing words to express the entire range of human experience.

"Language exists only in so far as it is actually used—spoken, heard, written, and read. What significant changes take place in it must exist to begin with as individual variations."²⁴ These individual variations and the complications arising therefrom have led to the development of the study of language and its inclusion in the education of America's youth.

Language As A Science To Be Studied

To learn a language it is not enough to know so many words. They must be connected according to the laws of the particular language. The countless grammatical mistakes made by youth are proof of the difficulty of using a language correctly²⁵—especially on account of the unsystematic character of our roles.

The science of language began, tentatively and approximately, when the minds of men asked, "Why do people everywhere speak different languages? How were words first created?"

In Europe, grammatical science was slowly and laboriously developed in Greece and later in Rome. Aristotle laid the foundation for categorizing

²⁴Sapir, p. 155.

²⁵Otto Jespersen, Language: Its Nature, Development, Origin (London: George Allen and Unwin Ltd., 1922), p. 139.

words into "parts of speech" and introduced the notion of "case" (ptōsis).²⁶ His work was continued by the Stoics, many of whose grammatical distinctions and terms are still used today.

The Middle Ages saw no advance in linguistic science, for the main objective at that time was learning Latin. The widening horizons of the Renaissance and the developments in the ensuing centuries led to a deepening interest in the various living languages of Europe. International travel, communication, and most important of all, the invention of the printing press rendered the study of language much easier.

Discovery and publication of texts in the old Gathonic (Germanic) languages paved the way for the historical treatment of this important group of languages in the seventeenth and eighteenth centuries.

The great philosopher Liebniz instigated Peter the Great to have vocabularies and specimens collected by all the various languages of his vast empire. To this initiative taken by Liebniz and to the Emporess Catherine II's personal interest in these works, man owed, directly or indirectly, the great repertoires of all languages then known. Despite their unavoidable shortcomings, these works of the 1700's exercised a mighty influence on linguistic thought and research of the time and contributed greatly to the study of languages in the nineteenth century.

The effects of advances in Europe necessarily influenced what had occurred and what would eventually be happening in the field of language in America. The Massachusetts Education Act of 1647 ordered, but with no

²⁶ Otto Jespersen, Language: Its Nature, Development, Origin (London: George Allen and Unwin Ltd., 1922), p. 20.

specific directions for implementation, the establishment of schools for reading and writing. In view of the fact that maintaining religious practices, keeping household accounts, reading newspapers, and writing and receiving letters were the driving forces behind the enactment of this country's first education laws, the focus upon language arts is not surprising.²⁷

Since 1647, the demand for functional adequacy in oral and written expression has continued to be heard. The Compulsory Education Act in Massachusetts (1852) was the first legislation to address this issue. To achieve society's goals at any stage of our political development has required basic competence of citizens in reading, writing, and grammar.

Materials used to teach American citizens these required skills at first were British imports, but the American colonists soon began to issue their own editions, culminating in The New England Primer issued by Benjamin Harris, a Boston printer, sometime between 1686 and 1690. Harris had earlier published a similar book in London (The Protestant Tutor for Youth 1679). In the New England version, he reduced the size of the book and gave it a new title, but the parts remained with which the colonists were familiar (and which would later come to influence language arts curricular materials): letters of the alphabet, a syllabarium, the Lord's Prayer, at least one catechism, and various other religious and instructional pieces. One of the most famous is the child's prayer beginning, "Now I lay me down to sleep," which appeared for the first time in the 1737 version of the Primer.

²⁷Paul C. Burns, Betty L. Broman, and Alberta L. Lowe Wantling, The Language Arts in Childhood Education (Chicago, IL: Rand-McNally and Co., 1966), p. 32.

The belief in the power of primers to achieve more than teaching a child to read was seen as Noah Webster, a teacher in Orange County, New York, compiled a speller. This Blue-Backed Speller set out consciously to reform and simplify the erratic American spelling system of Webster's day.²⁸ With his speller and later The American Dictionary (1828) he succeeded. Like the primer before it, Webster's speller became a nearly universal medium for instruction; it was still in use in some areas of the country as late as 1900.²⁹

Another great in the earliest language arts instruction was a six book series of readers which appeared in 1836 written by William Holmes McGuffey. The content here was decidedly moral, though not overtly religious. The books were graded by level of difficulty, with selections of real literary value predominantly in the fifth and sixth readers, although all of the lessons remained short, usually a page or two at most. The mechanics of teaching aloud: articulation, inflection, accent, emphasis, modulation, and poetic pause were emphasized.

Even as reading instruction was developing, other pedagogical models were emerging. Most of these models developed from an analogy between a study of English and the study of classical language, an analogy conditioned and reinforced by the prevailing doctrines of "mental discipline" and "faculty psychology." From 1750-1865 these two doctrines took turns exerting their influences.³⁰

²⁸Arthur N. Applebee, Tradition and Reform in the Teaching of English: A History (Urbana, Illinois: N.C.T.E., 1974), p. 3.

²⁹Ibid.

³⁰Ibid., p. 57.

Though the roots of English studies can be traced back to the Latin catalogs of John Leland and Bishop John Bale in the 1540's, it was not until the end of the 1800's that there was anything even approximating what is now included under the heading of "the language arts curriculum." The pedagogical theory of mental discipline was at the root of the long delay; it held that the purpose of education was to exercise and train mental faculties, in particular, reason and memory. The value of any given subject was directly proportional to the degree of internal structure the subject exhibited and rules and knowledge a student could be required to master.

The classical languages with their complicated vocabulary and syntax provided a fertile field for such training. Other subjects had to compete within these same stringencies. English appeared too easy.

Grammar was the first formal study of English to become widespread within the curriculum, and it did so by taking up the same methods and approaches which had dominated the teaching of the classical languages. Once English grammar had become respectable, a variety of speculative, textual, and rhetorical studies that were closely related to it were also legitimized. With a recognizable justification in the theory of mental discipline, English grammar was offered in most American schools by 1810. This was tacitly recognized by the College of New Jersey (later Princeton University) when its 1819 candidates for admission were asked to be "well acquainted with English grammar."³¹ It was the first time that competence in any aspect of the vernacular had been required for entrance to any college in America. By 1860, most colleges were implementing this same requirement.

³¹ Arthur N. Applebee, Tradition and Reform in the Teaching of English: A History (Urbana, Illinois: N.C.T.E., 1974), p. 103.

By 1865, schools, both common and university, were recognizing a variety of loosely related minor studies of the vernacular: rhetoric, oratory, spelling, grammar, literature, literary history, reading. All had taken their places within the language arts curriculum.

The language arts curriculum was soon to feel the effects of the Committee of Ten, organized by the National Council of Education and the National Education Association in 1892 to consider the problems of secondary school studies. Charles W. Eliot, president of Harvard and long an advocate of modern studies, was named as chairman. He served with a committee that was unique in its composition and its ultimate effects on the American educational system. Its members represented a wide range of experiences and fields of interest.

A report, issued at the request of the Committee of Ten, represented a reconciliation of the contemporary points of view about the teaching of the language arts. It began with a purpose statement:

The main objects of the teaching of English in schools seem to be two: 1) to enable the pupil to understand the expressed thoughts of others, and to give expression to thoughts of his own; and 2) to cultivate a taste for reading, to give the pupil some acquaintance with good literature and³² to furnish him with a means of extending that acquaintance.

This simple two-part statement presented the necessary unification of the many disparate studies which go beneath the rubric English. Communication and appreciation were focal points, and if language arts in later years was to lose some of its vigor because of the diversity of activities which it would be forced to assimilate, in the 1890's that same breadth allowed the various minor studies to be brought together into a more encompassing program.

³²Report of the Committee of Ten on Secondary School Studies,
loc. cit.

This unification of the many parts of language arts was one of the most important effects of the Report of the Committee of Ten. The other major effect was to accord the subject of English a new status, making it at least the only subject recognized for definite inclusion in a program of study for every student during each of his/her four high school years.³³

With the Report and soon thereafter the formation of the National Conference on Uniform Entrance Requirements in English, the place of English studies within the secondary school curriculum was firmly established. In the years to follow, the question would not be whether to teach the language arts, but how to do so. Changes would occur in materials, philosophy, methods, and students, all of which would cause the area of language arts to fluctuate.

At the turn of the century, educated opinion held that language arts was a curricular area that all students should be steadily exposed to during their educational experiences. Teachers of the language arts increasingly came to feel that they had a professional identity, a competence to decide what studies to offer, and a corresponding ability to proceed without the guidance of colleges. English clubs and associations were established to share ideas and speak with a more powerful collective voice. The New England Association of Teachers of English in 1901 was the first such organization.³⁴

The move in the early 1900's was to alter the high school "fitting school" program suited for college entrance to a "common school" program, one for the purpose of preparing pupils for life. Changes in philosophy, psychology,

³³ Op. cit., p. 184.

³⁴ Applebee, p. 45.

enrollment numbers, and needs of pupils accelerated the move. "A school for the people" was a good rallying cry, and as such served its purpose well. But this cry was vague in its implications for teaching English. Many varied proposals were made between 1900-1917, but most lacked unity and direction. Nevertheless, they gradually led to the implication of progressive methodology and thus opened the way for the development of a more systematic and coherent program in later years.

Two movements occurred almost simultaneously. Some leaders in the field of language arts promoted studying types of literature (genres), while others felt the emphasis should be on child study, collecting materials a child would find interesting and manageable. The authorities were divided between literary principles and psychological principles.

Whether the teachers followed one school of thought or another, the alpha and omega were always the classics.

Let the English teacher popularize his course, if he must, so that plenty of crumbs fall to the beggars within the gates; but let him really spend himself in piling high the feast for the golden-brained, hungry-souled boys and girls, who will be able, if he does not stunt their growth, to take their places finally after toil-work years, at the banqueting table of life, beside the real kings and queens of the earth.³⁵

In the years following, the concern for the needs of students began to take a greater and more influential role in the educational decisions affecting youth. Vocational education became an important dimension of the school program. The language arts program emphasized more business-like skills than literature. Many courses became basically courses in composition, with units on

³⁵James Cloyd Bowman, "The Use of the Magazine in English," English Journal (May, 1916), p. 333.

salesmanship, advertising, and printing added for variety and depth. Teaching aids promising to create and hold pupil interest were introduced into the market.

Drama emerged during the years just prior to World War I from the academic stress on oral presentation and the progressive concern for self-expression. The National Council of Teachers of English circulated prompt books, published lists of suitable plays for students, and voted at their 1918 convention to ask all high school principals to hire at least one teacher qualified to coach plays.

All of these changes became incorporated in the Seven Cardinal Principles of Education (1918), stressing health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character.³⁶

After the war, the application of science to education took the form of science being termed synonymously with efficiency as it applied to education. Schools were being condemned for costing too much and producing too little. Measurements of ability and achievement became all-important.

Teachers of English were well-protected, for English and other language arts classes remained inexpensive to teach and high on the list of essential courses. Not able to escape the critics totally, functionalism became the key word and the recommendations of the Clapp Commission were soon to be employed. John M. Clapp of Lake Forest College surveyed 22,000 people to determine which skills learned in language arts classes were still being

³⁶Commission on the Reorganization of Secondary Education of N.E.A., Cardinal Principles of Secondary Education (Washington: Government Printing Office, 1918), pp. 10-11.

employed with difficulty (1926).³⁷ Clapp's recommendations were to be implemented during the 1930's.

The schools might well devote more attention to a number of the language activities which according to the returns are widely used by persons of many callings and social groups reporting, and which are reported as giving much difficulty. These activities in particular are Interviewing, word of mouth inquiries, reports to a superior, instructions for subordinates, conferences; Conversation, with casual acquaintances, at social gatherings, over the telephone; Public Speaking, informal discussion, preparing addresses, Writing, informal notes and memos for oneself, formal notes of invitation, introduction, etc.; Reading, legal documents, Listening, to an interview, a conference, or public meeting.³⁸

Also in the 1930's were experimental programs in reading, speech, grammar, and exploration through literature.

The narrowing of the goals of education into a general education for those who wanted neither vocational nor college preparatory classes was the problem for educators in the decade from 1940-1950. How could pupils be educated for a personally satisfying and socially adequate life in a democracy?

Two responses developed in answer to this query, a narrowing of social needs concerns to concerns with adolescents and their adjustments to the adult world, and a renewal of support for the importance of language and communication skills which World War II had shown to be so necessary. Progressive education took its turn in the limelight.

The 1960's, as a result of Sputnik's launch in 1957, the National Defense Education Act in 1958, and the Ford Foundation's funded conference on "Basic Issues" in 1958, saw a unity of purpose from educators at every grade

³⁷ Applebee, p. 85.

³⁸ John M. Clapp, The Place of English in American Life (Chicago: N.C.T.E., 1926), p. 46.

level. This unity of purpose carried into the 1970's when teachers began again, with new insights and new courage, to move toward educational reform. The factors which led to these changes in the teaching of language arts were complex. Shifts in school populations, educational philosophy, psychology, and the scholarly disciplines from which English as a scholarly subject was derived have all had a more or less direct influence upon instructional patterns.

As educators in the 1970's focused instruction on adolescent needs, language arts at the end of the personal spectrum of needs became involved with guidance. Experiences and exploration became the goals of the language arts teachers. Literature for adolescents became "transitional literature."³⁹ Those teaching pupils from ten to fourteen were expected to stress thematic units organized around the interests and needs which current research on adolescence had delineated. Language arts surfaced as an important tool in the educational movement to address the unique and specific needs of transescent youth. Educators and others researching youth in the developmental stage between childhood and adolescence were cognizant of the fact that youth as well as adults, gain an idea of reality based on their perceptions devised through language. "Language gives us access to the world. It evokes feelings."⁴⁰ Youth can project a world of the future and reconstruct the world of the past. The business of language arts is to explore the ways things and people are or should be related to others.

Realizing that the language ability of pupils entering the years between ten and fourteen varies greatly and that each succeeding year often

³⁹ Op. cit., p. 169.

⁴⁰ Richard Mitchell, Less Than Words Can Say (Boston: Little, Brown, and Co., 1979), p. 30-31.

increases that variability, numerous proposals were made to provide for these individual differences in language arts and the other academic areas as well. Enrichment, acceleration, and special groupings (including ability grouping) were all partial answers to a need long overlooked. The middle school concept, rising from a belief about the needs of transescents and how to meet those needs, predictably crossed paths with language arts educators, those in a particularly good position to help meet those needs.

Development of the American Middle School

The middle school is an educational response to the needs and characteristics of youngsters experiencing transescence...some 20 million of them...and as such evolves from a melding of the nature of the age⁴¹ group, the nature of learning, and the expectations of society.

The term "middle school" was used very little prior to the early 1960's. Once coined, the question arose as to the definition of a true "middle school." Rather than a place, technique, or substantive group of facts, a "middle school" was proposed as a philosophy and belief about children, in particular early adolescents, and their unique needs; who they are, how they grow, and how they learn.⁴²

William Alexander, early founder of middle school education, explained his concept as a school providing a program planned for a range of older children, pre-adolescents, and early adolescents that builds upon the

⁴¹ National Middle School Association, p. 9, 2, 10.

⁴² Joseph C. Devita, Philip Pumerantz, and Leighton B. Wilklow, The Effective Middle School (New York: Parker Publishing Company, 1970), p. 25.

elementary program for earlier childhood and in turn is built upon by the high school's program for adolescents.⁴³

Described as a promising alternative to inadequate six-three-three organization, the middle school was supposed to contain three successive grades brought together, including grades six and seven. Focusing on the needs of students in these in-between years, and designed to promote continuous educational progress for all concerned, the heart of the middle school is the learner.

The child's uniqueness must always be considered. The arteries that feed the heart are the staff members and parents. We must be sensitive to the needs and abilities of the 'inbetweenager' and build on a program which will allow for the intellectual, social, physical, and emotional growth of each child according to that child's capabilities. The goals of schools in the middle should be to provide for each student the opportunity to become self-directing⁴⁴ and self-sustaining in a friendly, positive, and encouraging atmosphere.

Jerry Rippetoe, principal of Oklahoma's first public middle school, succinctly brought together the philosophies of middle school leaders across the nation when he described middle school as "a type of thing necessary to work with emerging adolescents, not confined to subject matter. It is several people making decisions about a pupil, where he can go and what he can do. The rest is purely mechanics."⁴⁵

In tracing the development of the middle school concept, the historical setting must be considered, for it is from this environment that the middle

⁴³ Alvin W. Howard and George C. Stoumbis, The Junior High and Middle School: Issues and Practices (Pennsylvania: Intext Educational Publications, 1970), p. 200.

⁴⁴ Conrad F. Toepfer Jr., "Brain Growth Periodization Data: Some Suggestions for Reorganizing Middle Grades Education," The High School Journal, 63 (March, 1980), pp. 224-226.

⁴⁵ Statement by Jerry Rippetoe, former principal, Rogers Middle School, personal interview with the author, Oklahoma City, Oklahoma, January 24, 1983.

school grew. In the 1950's the climate in education became more shrewdly questioning. Why had organizational structures been planned as they were? Why were certain techniques used and courses studied year after year? Critics asked questions and demanded answers. Education itself had become a subject of major and continuing public interest. The post-war entry of men and women into the teaching profession who, by virtue of experiences as well as years, were older than the average college graduate, gave education a "shaking up" that proved to be enlightening. These veterans were not the acquiescent, lecture fodder ready to swallow what their professors had told them, but volunteers ready to experiment for themselves with methods, materials, and organizational structures. More than 40,000 of these new teachers were injected into the system through the Emergency Training Scheme.⁴⁶

These innovators found in the 1950's that the use of practical approaches and individual discovery methods produced surprising results in the shape of more innovative curricula, more interested students, and better achievement scores. To these teachers and many others who sensed the trend, the assumptions on which the practices of the past had been established came under close scrutiny.

In this new climate, it was inevitable that some would question the organization and structure of the junior high school as established in the early 1900's. (Some recognize the first junior high as being established in 1904 in Berkeley, California, while others refer to the Columbus, Ohio, junior high in 1909 as the first.)

⁴⁶John Burrows, The Middle School-High Road or Dead End? (London: The Woburn Press, 1978), p. 24.

There had been critics of the junior high ever since its inception. In the 1950's, the chorus began to swell. The main targets of complaint were 1) the junior high's adoption of senior high social activities such as dances, sororities, dating; 2) the junior high's excessive interest in sports which led to the practice of using these grades almost solely for the purpose of preparing athletes for high school competition; and 3) imitation of the high school's activity program. Margaret Mead charged that the junior high may have been alienating students from educational achievement, rather than easing the transition to senior high school. The impersonal system did not appear to be taking individual differences into account. On the one hand, youngsters were asked to conform to school standards while at the same time, schools were asking junior high students to be adult beyond their years.⁴⁷

These unrealistic demands were seen in increased juvenile delinquency and crime, students being stigmatized as failures early in their academic careers, low academic standards, and a higher dropout rate than ever before.⁴⁸ Educators began to ask the scientific community for assistance.

Resultant studies showed significant results. Margaret Mead's research indicated a significant drop in the age when young people were reaching puberty.⁴⁹ With the improvements in nutrition and disease control, children were becoming physically mature earlier. Even more evident was the earlier sophistication of these young adolescents. Added to this was the increasing number of school districts which were requiring entering first

⁴⁷ Devita, Pumerantz, Wilklow, op. cit., p. 20.

⁴⁸ Ibid., p. 20.

⁴⁹ Ibid., p. 21.

graders to be six on or before October 1, resulting in chronologically older students in each grade.

Increasing evidence of the earlier maturation of children was seen again in the Howard and Stoumbis study⁵⁰ which showed the majority of girls entering puberty between the ages of ten to twelve and boys, eleven to thirteen. These factors indicated that some, perhaps most, ten to thirteen year olds would be better placed in a middle school rather than an elementary school. These same students (grades six, seven, eight) were seen as more alike developmentally than a group of students a bit older (grades seven, eight, nine). They also were experiencing the same developmental problems.

Similar findings occurred in other research projects. An in-service assessment of social, physical, mental, and emotional characteristics of children in kindergarten through grade twelve was done by the Saginaw, Michigan, school district. It revealed greatest similarities among grades kindergarten through grade four, grades five through eight, and grades nine through twelve.⁵¹

At this same time, these pre-adolescents were also being evaluated as to their cognitive abilities. Piaget's classifications of the stages of intellectual development had been re-evaluated. The beginning of formal intellectual operations was assigned to age eleven, thus encouraging educators to provide more abstract work for these pupils.

Scientific research seemed to be admonishing educators that new methods and organizational structures were called for. The Connecticut State

⁵⁰Howard Stoumbis, op. cit., p. 204.

⁵¹George E. Mills, "The How and Why of the Middle School," Nations Schools, 68 (December, 1961), pp. 43-53.

Board of Education in issuing a policy statement on middle school, responded to the challenge:

There is increasing emphasis placed on youth's need for physical development together with the knowledge and understanding of health habits. New research showed that children at 5th and 6th grade levels have the ability to think and reason on a more abstract level than previously thought possible....The challenge is for re-grouping and reorganization. It is our sincere belief that the middle school can more readily bring this about for our children than any other type of organization.⁵²

It was gradually becoming accepted that children of ages ten to thirteen needed an educational program different than the self-contained classroom of the elementary school and yet not that of a departmentalized high school.

Teachers were feeling as dissatisfied as the transescents in the traditional junior high setting. Glenn R. Rasmussen found the poorest teaching occurring at the junior high level.⁵³ A study of 600 teachers conducted at Cornell found those teaching grades seven and eight were markedly less satisfied with their assignments than those teaching lower or higher grades.⁵⁴ Teacher turnover was higher at this level.⁵⁵ Teacher training and certification were lacking for those interested in this specific age group.⁵⁶

The new structure adapted for middle school allowed the teacher who wanted to be an innovator and experimenter an opportunity that didn't exist in

⁵² Devita, Pumerantz, Wilklow, op. cit., pp. 21-22.

⁵³ Glenn R. Rasmussen, "The Junior High School—Weakest Rung in the Educational Ladder," NASSP Bulletin, (October, 1962).

⁵⁴ Howard, Stoumbis, op. cit., p. 207.

⁵⁵ John H. Hansen and Arthur C. Hearn, The Middle School Program (Chicago: Rand-McNally and Company, 1971), p. 18.

⁵⁶ Howard, Stoumbis, loc. cit.

the traditional programs, thus reducing the figures of dissatisfaction, turnover, and poor teaching.⁵⁷

Students and teachers were demanding change, and the public joined in, charging that the junior high school, albeit unwittingly, fostered racial imbalance.⁵⁸ The middle school was proposed in large cities often as a way of ending this defacto segregation in some neighborhoods.⁵⁹

Administrators, although not deaf to demands being made by the public, teachers, and students were more interested in the requirements being imposed by the federal government. The Education Act of 1964 authorized, for experimental purposes, the establishment of a small, unspecified number of new types of schools which "straddled" the elementary to senior high range. Two years later, a new government lost no time in announcing its intention to introduce comprehensive secondary schools nationwide. Almost overnight, the middle school became a valuable agent in advancing the process of "going comprehensive."⁶⁰ The principal administrative advantage of the middle school, ironically, was the saving in size which it made possible in the comprehensive secondary school.

It was certainly true that pressures from students, teachers, politics, finances, enrollments, and anti-segregationists played a part in the expressed

⁵⁷ Educational Research Service, Inc., Summary of Research on Middle Schools, (Arlington, Virginia, 1975).

⁵⁸ Theodore Moss, Middle School, (Boston: Houghton-Mifflin Co., 1969), p. 18.

⁵⁹ George C. Stoumbis and Alvin W. Howard, Schools for the Middle Years, (Pennsylvania: International Textbook Co., 1969), p. 103.

⁶⁰ Burrows, op. cit., p. 30.

interest in the middle school. (See Table II) Some or all of these factors affect the development of virtually any school, however, the leaders of the middle school movement found no discredit in adopting what they thought to be an educationally sound program because it suited a political need. Supporters of the middle school movement may well be grateful for the political impetus, for without it, progress might have been slow indeed.

A "middle school" meant many things to many people in the early 1960's. Theodore C. Moss, author of numerous articles regarding middle schools, synthesized the thinking of the times and proposed the following guidelines for a middle school:⁶¹ a commitment to the age group ten to fourteen evidenced by teachers and administrators; a statement of the school's purposes should be cooperatively determined; continual evaluation by students, teachers, parents of the existing program; a guidance program thought of as a total concern; core programs; flexibility; personalized learning; in-depth studies; a strong health education program; evaluation of pupil completed often with an avoidance of numerical and/or letter grades; arts as a prominent part of the curriculum; physical education activities related to the developmental characteristics of transescents; a wide variety of interesting electives; modern foreign languages provided for the students; and outdoor education for all pupils.

A number of events and persons are considered seminal in the development of the middle school in the past twenty years. Paul Woodring in

⁶¹Theodore Moss, "Characteristics of a Good Middle School," NASSP Bulletin 55 (October, 1971), pp. 71-74.

TABLE II
REASONS FOR ESTABLISHING MIDDLE SCHOOLS*

REASON	Percent	
	1967	1977
To eliminate crowded conditions in other schools	58.2	47.7
To provide a program specifically designed for children in this age group	44.6	68.3
To bridge the elementary and high school better	40.0	62.7
To provide more specialization in grades 5 and/or 6	30.0	20.1
To remedy the weakness of the junior high school	24.5	36.0
To move grade 9 into the high school	24.5	29.2
To try out various innovations	23.6	22.9
To utilize a new school building	20.9	18.7
To use plans which have been successfully implemented in other school systems	12.7	13.4
To aid desegregation	6.5	14.2

*The 1967 data are from the Alexander survey, 1967-68, and the 1977 data from the Brooks survey, 1977.

Chart reproduced from Exemplary Middle School. William Alexander and Paul George. Holt, Rinehart and Winston, New York, 1981, page 15.

his Saturday Review section on education in 1965 chronicled the beginning of the rise in numbers of middle schools when he said, "It now appears that the six-three-three plan with its junior high school is on the way out."⁶² Soon after, William Alexander, the so-called father of the American Middle School movement, conducted the first comprehensive study of middle schools in the United States. Alexander also authored the first definitive text on middle school, The Emergent Middle School, 1968. The Midwest Middle School Association, founded in 1970, was the first middle school organization in the nation and in 1974, spawned the National Middle School Association. (Other key persons and events are noted in Table III.)

Once a middle school had opened its doors, it became the job of the teachers to implement the middle school philosophy within their classrooms as they worked with students. The language arts teacher, in particular, within the wide range of experiences included under the umbrella of the language arts curriculum, has had the opportunity to experiment with, innovate, and create curricula that not only have met the goals of the Committee of Ten, but have also addressed the needs of America's transescent youth.

⁶²Theodore Moss, "Characteristics of a Good Middle School," NASSP Bulletin 55 (October, 1971), pp. 71-74.

TABLE III

KEY PERSONS AND EVENTS IN MIDDLE SCHOOL DEVELOPMENT

- * The Cornell Junior High School Conference in 1963 proposed a general reorganization of schools in the middle with the introduction in grades 5-6 of some specialization and team teaching.
- * Gordon Vars' writing in the 1960's provided a historical perspective for middle school and developed the concept of a core curriculum.
- * Donald Eichhorn's experience as a middle school principal and his research for his doctorate led to The Middle School in 1966. This book first described the middle school learner as "transescent." His work in turn was used by Drash and Tanner to develop the idea of developmental grouping as an alternative to age grouping.
- * The first series of nationwide conferences and workshops on middle schools was sponsored by the Educational Leadership Institute, Springfield, Massachusetts, in the late 1960's and early 1970's.
- * The University of Florida developed the first major teacher education program for middle school educators, leading to the first exclusive middle school teaching certificate in the county on the state level.

Information from The Middle School Primer. Alfred Arth and John Lounsbury. University of Wyoming, Laramie, Wyoming, 1982, p. 4.

CHAPTER III

REVIEW OF RELATED LITERATURE

Introduction

Language is probably the greatest breeder of friendliness in the world. Misunderstandings and suspicions are cleared away by it, and people are made aware of the fact that after ⁶³all, they are not so very different from one another as they thought.

Language is the medium in which man is conscious. The speechless beasts are surely aware, but they are not conscious. To be conscious is "to know with something," and language of some sort is the device with which man can know. Consciousness has degrees. The poor soul wanders in the twilight sleep of knowing if the only tools at his disposal are unsubstantial words, and at best he acquires but a hazy impression of life. Man's consideration and interpretation of the world is the result of his "base." The language arts offer ways to explain, integrate, and interact with the past, present, and future world man seeks to know.

Billions of people speak and understand a language. In fact, unless something is physically wrong, every human being speaks and understands at least one language. Every member of homo sapiens ever born spoke and understood a language, unless, of course, he/she died too soon or in some way was disabled.⁶⁴ The ability to use language is included in the meaning of sapiens. Humans have no other way of being sapiens except through language.

⁶³Pei, p. 7.

⁶⁴Mitchell, p. 5.

The definition of language has been as varied as those who seek to study it. Thinking of language as "the arrangement of meaningful words built up by derivational and inflexional suffixes, pronounced by human beings in social contact"⁶⁵ brings one to the realization that "without language there is no understanding among people, and without understanding there is no chance of their being able to work together."⁶⁶

Perceptions and Proposals: The State of the Art

Historical perspective luminates the present status of the teaching of language arts by giving reference points for some of the more vocal advocates of educational reform.

Thomas Harvey's Elementary Grammar and Composition (1868) firmly entrenched the practice of teaching diagramming, parts of speech, certain rules of grammar, punctuation, and capitalization as did Dimon Kerl's more functional grammar, Language Lessons (1871), with its concern for right and wrong word usage and sentence structure. Advocates of "mental discipline" saw these subjects of study, plus elocution and rhetoric as the "stuff" of which an elitist education was made.

In 1910-1920 the books published for elementary pupils revealed the inclusion of the "common man" in schooling, and other significant differences. During this decade, reading and literature comprised two-thirds of the language program, while oral and written English accounted for the remaining one-

⁶⁵ William A. Jenkins, "The State of the Art of Teaching Language," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia J. Cianciolo, (Urbana, IL: N.C.T.E., 1973), p. 7.

⁶⁶ Pei, p. 4.

third.⁶⁷ Ideas for writing emphasized topics such as clouds, trees, spring and the study of stories, poems, and pictures. Although shifting the emphasis of language arts, the method of instruction was reminiscent of an earlier era, with drill being the major teaching tool.

The subjects of reading and composition in the 1940's and 1950's were the common, every day social experiences of the students, such as vacation activities, personal experiences, current happenings, and pets.

The decades of the 1960's and 1970's saw another shift, to more practical applications of knowledge in the field of language arts. The daily needs and interests of students were the reference points for the creation of lessons on conversing, discussing, telephoning, reporting, dramatizing, and questioning. Meaning and understanding replaced drill as individual student needs were being addressed. Rather than deductive observations, inductive guided discovery was occurring in language arts classes. Students were finding out things for themselves with less telling, more performing and less repeating, and more thinking. Students were participating in a type of learning cycle: a problem situation was discovered, speculation was offered as to its solution, verification of speculative ideas through references to authorities, texts and other resources was accomplished, pupils answers were then expanded and reasons for those answers established, and finally students practiced and used the concepts they discovered.⁶⁸

For education in general and language arts in particular, the twenty-two years since 1958 have been marked by unprecedented impetus for change.

⁶⁷ Burns, Broman, Wantling, p. 91.

⁶⁸ Ibid., p. 120.

Teachers at the elementary and middle school levels had traditionally concentrated on teaching language skills in terms of usage, while fostering children's abilities in speaking, writing, listening, and reading. Literature was included as part of the reading instruction or dealt with superficially in the story time at the end of the day. Generally, language was not thought of as having content of its own, but as a means through which one communicated content.⁶⁹

Teachers in the early 1960's were suddenly faced with an outpouring of new proposals for language arts programs, derived from the rapidly accumulating knowledge in several disciplines. From linguistics came the most radical and puzzling proposals that ultimately affected the processes, content, and terminology of the field. For the first time, the study of language itself was considered important content. New grammar texts were proposed, requiring a revision of existing concepts of such basic elements of grammar as the sentence, and parts of speech. Structural grammar, with its emphasis on word order and sentence patterns, appeared for a brief time, followed by generative-transformational grammar, based on the concept of "rules," explained and analyzed by involved tree diagrams and equations made up of noun and verb phrases. "Scarcely had teachers grasped the essence of one innovation when others appeared on the scene."⁷⁰

The study of language variations also received attention. Advocates of studying racial, social, and regional dialects were heard. Paralinguistic features were included. The study of the historical development of the English

⁶⁹ King, Emans, and Ciancioli, ed., p. IX.

⁷⁰ Ibid., p. X.

language was considered essential. Research in phonology challenged traditional methods of spelling instruction.

Each area of new content was accompanied by its own specialized terminology and method. Language scholars were using analytical and discovery procedures which were generally recognized as instructional methods. But a problem arose due to teachers' unfamiliarity with the sources of the new content. The result was a majority of persons using direct teaching and memorization.

Language arts' very foundation was shaken by linguists' rejection of the concepts of "right and wrong" in language usage. Instead of acting, as in the past, on the prescriptions or "rightness" of a language usage, teachers were advised to seek out the language a child possessed and to guide its development fully. At a fundamental level, teachers were being asked to alter their basic attitude about language and its unique role in people's lives.

In that age when the approach to living tended to be relaxed in dress, food, and social behavior, educators had also relaxed their out-of-school language standards. "We are not as prone to reject the user of non-standard English as we once were. This is not to say there is no need for standards in language use, but rather to stress that variety within the realm of acceptability is still one of our most basic considerations in language teaching."⁷¹

Leaders in the field of language arts saw their main tasks as developing awareness, widening students' scope of understanding, and creating or at least strengthening positive attitudes toward language learning. That they increased the effective use of the language provided the most defensible

⁷¹Jenkins, p. 9.

criteria for language study activities. It was felt that too often in the past teachers had erred in attempting to teach students far more about language than they needed to know to use it effectively, often teaching them the wrong things. In the 1960's, the emphasis fell on oral language, for this was the primary method of using language when students left school.

Other forces in other facets of language arts were also influencing materials, teaching, and content. Curriculum theorists, notably Jerome Bruner, were advocating teaching subject matter in a systematic way, with emphasis on its structure. Bruner maintained that literature, in addition to the sciences, could be taught in a systematic way by studying the "grasping of intuitive ideas."⁷² This type of thinking was implemented in language and literature programs by various curriculum centers. These centers stressed not only more literature but more study of literature. Although most teachers welcomed the new emphasis on literary studies, many were apprehensive about the stress on the area of systematic analysis, fearing it would deter children's intuitive imaginative responses.

For the language arts, the decade of the sixties was an era of new knowledge, shifting focuses, controversy, and uncertainties. As each new curricular proposal appeared, it held the central focus of attention for at least a brief period of time. Thus, its importance was magnified, while other aspects of language arts became blurred or were pushed outside the field of concern. Most of the innovations of the period could be classified as discipline or content centered, as opposed to process.

⁷²Loc. cit.

In the last few years, a more harmonious relationship has existed between recent innovations and more traditional concerns of the language arts. The central focus has been shifted from learning content to a concern for people, from materialism to humanism. The thrust for both the language arts and the middle school (who both moved into these attitudes simultaneously) is that language arts classes will develop people by increasing their understanding of language and literature and their abilities to communicate.

A 1969 National Conference on Language Arts in Philadelphia produced a collection of papers rejecting further segmentation of the language arts and the attending drift toward mechanistic and materialistic goals in language teaching. Instead, those in attendance at that conference pleaded for greater emphasis on community, individuality, and integration toward the ultimate goal of true humanity. "Language is to be taught not for the sake of promoting or preserving 'correct' language, but for the enhancement of the child's humanness."⁷³ This philosophy was echoed for schools in general by Charles E. Silberman in Crisis in the Classroom (1970).

But the technology changes the values, and dictates some of its own; no technology is ever neutral...Our most pressing educational problem, in short, is not how to increase the efficiency of the schools; it is how to create and maintain a humane society. ⁷⁴A society whose schools are inhumane is not likely to be humane itself.

As the 1970's progressed, it became more and more accepted as educational truth that in speaking of language one was talking about both a skill and a content area. It was the belief of William Jenkins in "The State of the

⁷³Ibid., p. 3.

⁷⁴Charles E. Silberman, Crisis In The Classroom and the Remaking of American Education, (New York: Random House, 1970), p. 202.

Art of Teaching Language" that language study should be concerned with the way a child uses his native tongue, with the medium by which he conveys his feelings or understandings or knowledge about something.⁷⁵ Language is also a subject for study and, as an important body of knowledge, is concerned with its history, use, and effect. In recent years, this body of knowledge has increased in importance; in its use for arousing children's interest in language; for developing children's depth of understanding of the language, the world and self; and increasing the variety of ways youth use their language.

The arbitrariness of the English language with its changing patterns, the ways location will alter its pronunciations, and its many facets are characteristics which illustrate to pupils that they have the ability to express themselves in a variety of ways.

A teacher's first task is to show the student what he/she knows already about language, building confidence and then working to improve performance. The teacher should recognize a hierarchy of cruciality in the presumed errors of children in both oral and written language. Not all presumed errors of speech, reading or writing are of equal significance. Some count more than others. Recent research of sociolinguists rather clearly shows that society as a whole ranks grammatical variations from the standard as considerably more important than variety in pronunciation or vocabulary.⁷⁶

This suggests that the primary focus of oral language training should be on matters of grammar. Man's proclivity to generalize, categorize, and

⁷⁵ Op. cit., p. 7.

⁷⁶ Roger W. Shuy, "What Ever Happened to the Way Kids Talk?" A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), p. 37.

perhaps stereotype is a great strength and, yet at this stage of language arts, a definite weakness. To assume that language disabilities in pronunciation and vocabulary which distinguish social, economic, or geographical dialects will carry heavy social pressures is simply an error. A number of linguists, among them McDavid and Houston, have found that vocabulary reflects cultural experience and can be expected to differ as youth move from one neighborhood to another. Mastery of grammatical usage, however, reflects cultural and educational advantages. It is quite easy to identify usage differences between middle and lower class speech. As far as pronunciation is concerned, differences between middle class and lower class White speech or between middle and lower class Negro speech are much less easily detected than has heretofore been assumed.⁷⁸

The net effect of studies like the one mentioned is that the former concern for social adjustment in children could very well become a concern for language development. It has been known for a long time that verbal ability is the best predictor of academic success.⁷⁹ It also provides an index for potential cultural, social, and economic success. This is not to say that this situation is fair or correct. Perhaps, in a utopian sense, a person should be able to achieve any success, social, economic, or cultural, regardless of the dialect he/she speaks. But the reality is that although it matters little in most situations whether one has a French or Spanish accent, it does matter, albeit often subconsciously, whether one has a Southern Negro accent or that of a middle class suburban dweller. One increasingly acceptable way of handling the

⁷⁸Jenkins, p. 10.

⁷⁹Ibid., p. 11.

problem of dialects is to consider each of them as so unique as to potentially prevent its speakers from unlimited participation in the larger culture. From this perspective, no dialect will be rejected, but all will be considered as potentially posing difficulties.

It appears to be a truism that in-group speech has been too long neglected by schools because it is non-prestige. As such, it is considered unworthy of consideration and teaching. But, since language teaching must begin where the pupil is, in-group dialects and non-prestige speech frequently represent the teacher's starting point. "The difference between where a child is and where we want him to go can be great or small. But it is this distance that determines the task of teaching."⁸⁰

Studies at the University of Illinois (Englemann and Beriter)⁸¹ found it was efficacious to teach children new language patterns and new language skills rather than to try to replace old ones, because to do so seemed to create conflict in learning. The researchers advocated that a child learn to use his native dialect effectively. It was their suggestion that perhaps in the middle grades the student should be taught the new dialect, standard English.

If this sort of information can be discovered for oral language, it seems reasonable to assume that it can also be projected to the areas of reading and writing. Exactly how shunned by society is a person who stumbles as he/she reads aloud or a person who writes a boring, ungrammatical composition containing numerous misspellings?

⁸⁰Jenkins, p. 11.

⁸¹Ibid., p. 12.

What little is known about how readers and writers are judged by their peers in the adult world comes primarily from those who teach both subjects, not from society as a whole. It is possible, even likely, that teachers of both subjects have fallen prey to the monster of irrelevance in the same way that teachers of oral language have done. Much of the currently available oral language material for poor Black children focuses on matters of pronunciation, (Golden, 1965; Lin, 1964; Hurst, 1965)⁸² evidence of where language arts educators' sense of cruciality lies.

The field of composition stands perhaps in only slightly better shape with respect to a hierarchy of cruciality. Although spelling errors appear to be overrated in terms of the logic of composition, the fact that they are ranked highly by society at large justifies the attention given them. Grammatical errors are also deemed important and this correlates well with the significance of to grammatical construction of oral language. Little mention is made in the literature regarding the cruciality of sentence variety, ambiguity and clearness of outline as seen by the society as a whole.

For both composition and reading, it seems prudent for teachers to be concerned with the significance of a problem at a given stage of the child's development. Until such a hierarchy is established, teachers will not know whether they are addressing themselves to the most important matters or merely peripheral concerns.⁸³

Oral and written composition are media through which pupils can know themselves and any subject better. Such expression, which results when there

⁸²Shuy, p. 40.

⁸³Ibid., p. 50.

are insights into self and the subject matter under study will also provide opportunities for students to develop creative abilities and increase language proficiency.

Suggestions from those training language arts teachers for capitalizing upon these opportunities are numerous. Howard Blake (Temple University) suggests that discussing ideas with others will encourage students to understand self and sense the rich content for writing that is in the immediate environment.⁸⁴ Similarly, Oliver Andresen (Chicago State University) maintains that creativity in student writing is enhanced by students gaining insight into themselves and that a child's immediate personal world offers the most subject matter for writing.⁸⁵ Children deal with universal themes in their writing, and stories with those same themes are appealing and thus should be a part of the reading, writing program (Alvin T. Burrows, New York University).⁸⁶ Gerald Duffy from Michigan State University states that the crucial elements in teaching poetry writing are the same skills required for all creativity: self-expression, divergent thinking, and evaluation procedures that inspire improvement.⁸⁷

⁸⁴ Howard E. Blake, "What Children Write About," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 171-179.

⁸⁵ Oliver Andresen, "Creativity in Children's Writing," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 180-186.

⁸⁶ Alvina Trent Burrows, "Children's Writing: Composing and Communicating," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 181-195.

⁸⁷ Gerald Duffy, "Crucial Elements in the Teaching of Poetry Writing," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 196-208.

Few would argue that oral and written expression as well as reading are the cornerstones of any language arts curriculum; however, agreement upon the emphasis to be placed upon specifics within the broad categories remains elusive. Indeed, the range of possible topics within each of the three broad categories gives rise to the question of what should be included within the language arts program at the middle school level?

There is one conversation in Through the Looking Glass, by Lewis Carroll, that could have been written about two language arts teachers discussing curriculum-making. Alice and the Queen had been running like mad when Alice discovered they were still under the same tree they had started from, and looked around in great surprise.

"Why I do believe we've been under this tree all the time! Everything is just as it was."

"Of course it is," said the Queen, "what would you have it?"

"Well, in our country," said Alice, still panting a little, "you'd generally get to somewhere else—if you ran very fast for a long time as we've been doing."

"A slow sort of country," said the Queen. "Now here, you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"⁸⁸

Though teachers may long for a static curricular plan that remains constant long enough to get some teaching done, the language arts educator of today is in the midst of an exciting teaching experience where the stage scenery is changed as times dictate, and the curricular dialogue is forced to adapt.⁸⁹

⁸⁸Lewis Carroll, Alice's Adventures in Wonderland and Through the Looking Glass, (London: The John C. Winston Co., 1923), pp. 184-185.

⁸⁹Mauree Applegate, Easy in English, (Evanston, IL: Harper and Row, 1960), p. 5.

If the language arts curriculum stopped here with the essential adaptations to today's world, curricular planning might be comparatively easy. But it doesn't...dozens of needs and questions arise. What about thinking, a prerequisite skill for other areas? What about classical literature? Who needs standard grammar instruction? Should schools tolerate slang and dialects? The list goes on indefinitely. Simply what to include in language arts classes and how to teach it constitute a certain uneasiness.⁹⁰ A brief overview of what those training language arts educators are supporting lends insight into language arts classrooms.

Linguistics receives support as subject matter for all ages, kindergarten through college from Andrew Schiller (University of Illinois at Chicago). He argues against teaching merely for good expository writing, which is a by-product of any good language arts program, and asserts that the real aim of language arts should be to teach about languages and how problems involving language are formulated and solved by linguists. Not supporting any one school of grammar study, Schiller believes a pedagogical grammar should form the basis of elementary instruction in linguistics. He advocates instruction in the history of language and further asserts that an objective of the language arts curriculum should be to teach polydialectism, including instruction in "standard" English.⁹¹

Kellogg Hunt (Florida State University) reports studies showing that syntactic maturity can be enhanced through sentence-combining practice, with

⁹⁰ Mauree Applegate, Easy in English, (Evanston, IL: Harper and Row, 1960), p. 6.

⁹¹ Andrew Schiller, "Grammar in the Grammar School," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia J. Cianciolo, (Urbana, IL: N.C.T.E., 1973), pp. 93-103.

or without simultaneous instruction in formal grammar, thus refuting earlier studies reporting that classroom study of grammar had no effect on the quality of student writing. With this as the basis for his opinion, Hunt suggests writing exercises be deeply embedded in language arts programs.⁹²

Spelling, a traditional portion of the language arts curriculum, is discussed by Carl Personke (University of Wisconsin) and Gus Plessas (California State University). Both men agree that spelling should hold a prominent position in language arts curricula, yet there is great disagreement on the methods to use in teaching spelling. Generalizations regarding spelling, taught inductively over a period of time, are supported by Personke,⁹³ while Plessas opposes these "phonemic clues" in favor of specific word knowledge.⁹⁴

Composition as an integral part of the language arts curriculum is discussed by Jean LePere (Michigan State University),⁹⁵ and Nita Wyatt Sundbye (University of Kansas).⁹⁶ Both educators agree on the importance of composition and give guidelines as to methods of its evaluation and

⁹²Kellogg W. Hunt, "Syntax, Science, and Style," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia J. Cianciolo, (Urbana, IL: N.C.T.E., 1973), pp. 111-125.

⁹³Carl Personke, "Generalization and Spelling: Boon or Bust?" A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 148-158.

⁹⁴Gus P. Plessas, "Cues or Miscues in Spelling," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 159-170.

⁹⁵Jean M. LePere, "Evaluation in Language Arts: A Creative Process," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 209-219.

⁹⁶Nita Wyatt Sundbye, "Evaluation of Children's Compositions," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 220-232.

teaching. Mitchell summarizes their ideas in Less than Words Can Say:

"An education that does not teach clear, coherent writing cannot provide our world with thoughtful adults; it gives us instead, at its best, clever children of all ages."⁹⁷

Oral language proficiency is advocated in terms of communication skills⁹⁸ and the resultant enhancement of self. Drama is included within this category as Stewig details ways it helps students develop larger and richer vocabularies, understand various verbal and nonverbal modes of communication, and express themselves spontaneously.⁹⁹

Reading, for years a separate entity within the language arts family, is now being included within the context of other courses. The rationale is that reading, as a form of language the child will use in all schoolwork, should be taught throughout the curriculum.¹⁰⁰

Literature as viable content for language arts became a focal point for change in the 1960's. Many argued that literature should have a greater portion of the curriculum, that it should be studied as a separate discipline in a planned, sequential manner, and that appropriate selections of literature could well serve students as models for original writing. While some curriculum centers were developing "discipline centered" materials that were to be used extensively as exemplars for children's own writings, other voices, somewhat on

⁹⁷ Mitchell, p. 46.

⁹⁸ Mildred H. Freeman, (Atlanta University), "Communication Skills, A Major Challenge," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 233-236.

⁹⁹ John Warren Stewig, (Purdue University), "Creative Drama and Language Growth," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 237-251.

¹⁰⁰ H. Alan Robinson (Hofstra University), "Reading and the Elementary School Curriculum," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 255-265.

the periphery, were admonishing teachers of language arts not to overteach.¹⁰¹ Excessive analysis of literature and forcing unnatural applications of writing style, it was feared, would result in children's missing the main value of literature, or even rejecting literature entirely. Literature should serve the child and foster his/her personal growth. It has the potential to stir the imagination, excite, inform, enhance understanding.¹⁰²

William Iverson (Stanford University) suggested that teachers give more thought to planning a literature program that follows an informal sequential pattern. He recommends a plan that would use criteria to guide the choice of selections, yet would at the same time, have the flexibility to allow an array of choices, allowing a mixing of literature of all types,¹⁰³ for the values of a culture are seen in its literature.¹⁰⁴

Iverson, with Lee Bennett Hopkins (Scholastic Book Services, Inc.)¹⁰⁵ and Myra C. Livingston (Beverly Hill Unified School District, University of California Extension)¹⁰⁶ agree that literature should reflect real life situations that children already know or are capable of knowing, even though those

¹⁰¹William J. Iverson, "New Trends in Children's Literature," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 325-335.

¹⁰²Ibid.

¹⁰³Ibid.

¹⁰⁴Mitchell, p. 58.

¹⁰⁵Leo Bennett Hopkins, "And One Day the World Will Know Me: Poetry for Inner City Youngsters," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 348-353.

¹⁰⁶Myra Cohn Livingston, "The Rest is Silence," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 354-372.

realities aren't always nice. Children should have "realistic images and contemporary words and sounds."¹⁰⁷ If students are to value literature, it must speak to them in their language about their world.

Numerous other areas are included in the language arts offerings at the middle school level: listening, speech, conversation, discussion, reporting, storytelling, choral reading, telephone usage, social courtesies, interviews, reviews, messages, poetry, literary genres, research, storywriting, letters, reports, announcements, record-keeping, forms, lexicography, handwriting, etc.¹⁰⁸ Upon examination of the ten texts recommended by the Oklahoma State Department of Education in 1983, all offered at least thirty different topics for study at the sixth grade level, with the most offerings totaling forty. Examinations of seventh and eighth grade language arts texts revealed similar findings.

Criticism and Direction

Much time is spent in diagnosing the child who does not "do well" in the typical language arts classroom in America. Instead, perhaps it is time to diagnose the system of language arts instruction, its goals and objectives, and determine not only how they are stated, but what they mean for significant living. The attainment of a set of skills by scope and sequence may be the wrong goal on which to concentrate. Unless educators are interested only in mechanical efficiency and not concerned with the grasp of the vitality and interrelationships of language and its people, such a goal is meaningless.¹⁰⁹

¹⁰⁷ Op. cit.

¹⁰⁸ Burns, Broman, Wantling.

¹⁰⁹ Helen Fisher Darrow, "Individualized Language Activities and the Nature of Individuality," A Forum for Focus, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 53-62.

Perhaps a much more meaningful goal is the identification of self and others through the mode of language. With this goal, the primary life skills of language are not reading, writing, speaking, listening; but thinking, exploring, imagining, and expressing, in terms of seeking understanding and enhancement of self and others.¹¹⁰

Interrelationships grow when children engage continually in dialogue encounters using creative listening and creative responding. Real communication increases when students continually attempt to translate embryonic feelings and hunches into communicable forms of awareness. Without these transactional experiences, the great usefulness of language for youth in relating to others, in combining harmoniously the inner-outer worlds of being, is likely to be veiled, if not lost.¹¹¹ The achievement of these humanistic goals in language teaching calls for open structures for learning, those offered through the philosophy of the American middle schools.

This open structured school environment beckons each transescent to discover himself and his humanness, as well as that of others, through a wide variety of language experiences that help him/her realize and share his/her uniqueness and individuality and enjoy those characteristics in others.

Open structure does not mean lack of structure, rather it indicates a wide-range of available materials; teacher-pupil planning and management; continuous interaction among pupils, parents, teachers, and administrators; and in-depth experiences.¹¹²

¹¹⁰Helen Fisher Darrow, "Individualized Language Activities and the Nature of Individuality," *A Forum for Focus*, ed. Martha L. King, Robert Emans, and Patricia Cianciolo, (Urbana, IL: N.C.T.E.), pp. 53-62.

¹¹¹Ibid.

¹¹²Ibid.

This type of school which parallels the middle school that is designed for each transescent youth to grow and develop uniquely and individually, while balancing humane and academic factors, makes the middle school language arts curriculum different from either an elementary or secondary program.¹¹³ Instead of the teacher imposing classroom structure by virtue of "outside authority," the structure opens up so that everyone involved has the opportunity and obligation to participate in the decisions to be made. The structure allows, indeed requires the child to allow language to function as an extension of self.¹¹⁴

A Summary

The state of the art of teaching language is not a completely happy state, nor is it a totally unexplored state. What used to be called language in school and included writing, spelling, correct speech, a handful of grammar, and the study of great literature has now shifted to a likeness of a hobo costume for a masquerade, little bits of everything put together in a haphazard way. What is included within the language arts curriculum is anybody's guess.¹¹⁵

If such a definition were not so loose, language arts might be defined as "the skills of living together," so thoroughly do these skills permeate the whole school day and daily living of all adults.¹¹⁶ It has been suggested that the middle school language arts program have as its goals efforts to help students: use words responsibly, think clearly, listen imaginatively, speak

¹¹³ McEwin, p. 11.

¹¹⁴ Op. cit.

¹¹⁵ Applegate, p. 5.

¹¹⁶ Ibid., p. 6.

effectively, read thoughtfully, write creatively, use mechanics powerfully, regard good English respectfully, and become acquainted with the best in literature.¹¹⁷ Whether the American middle school language arts program during the last three years has been working toward those goals remains to be studied. A study of the articles and documents written for the middle level language arts teacher from 1980-1983 gave insight into one avenue of assistance for these educators.

Reading Habits of Public School Educators

According to Stanley I. Mour the subject of public school educators' reading habits has received relatively little study and research;¹¹⁸ however, a brief examination of what information was available offered insight into this topic.

Balow studied two-hundred and sixty liberal arts graduate students enrolled in a fifth year of professional education, professional-education undergraduates, and professional-education graduate students in Minnesota. These students were surveyed to determine the magazines which they regularly read. Survey results indicated that most graduate students in education mainly read those journals which were given free with memberships in a professional organization. The similarities were greater than differences in choices, and "escape" reading was predominant. The reading done in the NEA Journal and the state education journal provided the only exceptions.¹¹⁹

¹¹⁷ Applegate, pp. 7-11.

¹¹⁸ Stanley I. Mour. "Do Teachers Read?" Reading Teacher (19:397-401), 1977.

¹¹⁹ Bruce Balow, "Magazine Reading Among Teachers and Prospective Teachers," Journal of Teacher Education (12:57-59), 1961.

A survey of one-hundred elementary schools in Minnesota found that teachers read significantly more of those journals that gave pragmatic ideas that could be directly implemented in the classroom. Few college and university faculty publish in those journals; therefore, it appeared that although educators in the area of higher education did the research and were knowledgeable about current educational trends, particular issues, and innovations, their expertise was not being communicated to those practicing in public school classrooms. A gap between theory and practice existed. The reported reason for teachers not reading was the opinion that material found in many current periodicals was of no immediate or practical value. A correlation existed between what magazines the school library subscribed to and what magazines the teachers reported reading. Teachers reported little time to read, although older teachers read more than younger ones. The reading that was done came from easily accessible magazines. Those periodicals most often read were Instructor, Language Arts, Today's Education, Childhood Education, Teacher, and Reading Teacher.¹²⁰

One-hundred and twenty-six randomly selected teachers were surveyed in one county in Illinois and it was found that teachers with higher degrees and in larger schools read the most professional materials. Subject-specific articles accounted for eighty-five percent of those read by junior high teachers. Lack of time was the most frequently cited reason for not reading more, but availability of materials was also a key factor. Only the larger schools were

¹²⁰ John J. Cogan and Douglas H. Anderson. "Teachers' Professional Reading Habits," Language Arts (54:254-258), 1977.

likely to have a professional library. "Fewer theoretical and more practical, hands-on materials" were desired by a majority of those educators surveyed. Respondents also suggested that they would appreciate knowing of current issues, practices, and research.¹²¹

A group of one-hundred South Dakota elementary schools was randomly selected. Survey results indicated that forty schools did not and forty-two schools did have professional libraries within the schools. On the average, five professional journals were received by each school library. Read most often were the "practical" articles; read the least were theoretical and abstract articles. Elementary teachers were most often reading Today's Education, Instructor, Teacher, and Learning.¹²²

A Kentucky study surveyed two-hundred and twenty-four graduate students in the School of Education at the University of Louisville. Respondents tended to read the more practical, useful materials in educational journals. Teachers suggested that discussion groups, article reviews, and professional libraries for teachers might increase the amount of professional reading done. The study indicated that teachers read a minimal amount of both professional and non-professional materials. Less than one-half of those surveyed read a professional journal on a regular basis. Those journals most often read were Today's Education, Teacher, and Instructor. Mour suggested that in order to reduce the gap between theory and practice, university and

¹²¹Thomas A. Kersten and David Drost. "Professional Publications: Who Are the Readers?" NASSP Bulletin (64:94-96), 1980.

¹²²Charles E. Eicher and Robert W. Wood, "Reading Habits of Elementary School Teachers and Principals, "Education (97:385-391), 1977.

college educators need to write more pragmatic material and then publish in the journals teachers most frequently read.¹²³

Fifty percent of 741 Tennessee teachers surveyed read professional journals fewer than thirty minutes in a typical week. Of the ten percent who read more than two hours per week, a large number were teachers holding advanced degrees. The more experienced teachers read more, as did the specialists, and those with doctorate degrees. Principals' encouragement of reading was a factor in teachers reading more, as was the discussion of articles during faculty meetings. Eighty-five percent of suburban schools, eighty-two percent of urban schools, and seventy-seven percent of rural schools reported that their school libraries purchased periodicals for teachers.

The availability of reading materials within the school was perceived differently by more experienced and less experienced teachers. Eighty-five percent of those with ten or more years of teaching experience reported that there were available reading materials at their school, while eighty-one percent with six to ten years of experience, eighty-three percent with three to five years of experience, and only sixty-one percent with less than three years of experience indicated that reading materials were available for them. Fewer men reported materials available than females, and as the level of education increased, so did the level of awareness of materials in the school. For both male and female, the more-experienced teachers read at home and the less experienced read at school.¹²⁴

¹²³Mour, pp. 397-401.

¹²⁴Thomas W. George and Steven Ray, "Professional Reading--Neglected Resource--Why?" Elementary School Journal (80:29-33), 1979.

Availability of professional reading materials in the schools and the reading habits of teachers were studied when four-hundred and twenty-four elementary principals in fifty states were questioned. Professional books and periodicals in the school libraries were reported by 76.9 percent. Although ninety-seven different journals were reported, exclusive of state organs, the titles most often mentioned were Instructor, Grade Teacher, Elementary School Journal, Elementary English, Childhood Education, Education Digest, Arts and Activities, School Arts Magazine, Arithmetic Teacher, and PTA Magazine. Six percent of the principals reported journals read "infrequently," thirteen percent reported "average or moderate" usage, thirty-two percent "often," and forty-one percent "very extensively." The size of the school made no difference as to whether there was a professional collection, nor did the type of community, be it urban or rural. Dorothy Peterson found, "...the evidence generally substantiates that the typical teacher in the elementary schools is not an avid reader of current professional literature."¹²⁵

Six-hundred seventy-four public school teachers in the Maritime Provinces of Nova Scotia, New Brunswick, and Prince Edward Islands indicated in a survey that nineteen percent regularly read journals of both professional and general interest, while thirteen percent read no journals at all. The most popular journals were Instructor, Journal of Education, Learning, The Reading Teacher, and Education Digest. These teachers wanted pragmatic articles and those that discussed methods and materials for teaching. The reading habits

¹²⁵Dorothy G. Peterson, "The Teacher's Professional Reading," Elementary School Journal (63:1-5), 1962.

and interests crossed teaching levels, teaching experience levels, gender, and disciplines.¹²⁶

The Teacher Opinion Poll conducted by the NEA Research Division in the spring of 1970 showed that elementary teachers tend to read teacher-idea magazines while secondary level teachers read subject matter journals published by various subject matter membership organizations.¹²⁷

A study by Simpson designed originally to see how well teachers read, also cited several possible causes for the non-reading habits of teachers, among which was that "[they]...have not been taught how to get the printed materials which will be of definite help in solving their day-by-day problems."¹²⁸

Salmonis discussed the problems educators encounter when trying to follow current trends in their fields. She supports a carefully planned program of study of current literature; however, with the quantity of material available, selection becomes an issue of importance. Suggested aids for teachers included educational indices, Book Review Digest, reviews, and bibliographical materials.¹²⁹

The studies cited indicated several factors about teachers: 1) at the present time they do not spend much time reading professional journals; 2) teachers desire pragmatic articles that are easily obtained; 3) if these

¹²⁶Andrew S. Hughes and Kimber Johnston-Doyle, "What Do Teachers Read?" Education Canada (18:42-45), 1978.

¹²⁷"What Teachers Use Professional Periodicals?", NEA Research Bulletin (48:116-118), 1970.

¹²⁸Ray H. Simpson, "Reading Disabilities Among Teachers and Administrators," Clearing House, (17:11-13), 1942.

¹²⁹Bernice Salamonis, "Keeping Abreast of the Times," Education (87:36), 1966.

articles are available, they will be likely to read them; and 4) teachers need a method for "sifting through" the available materials so that their reading time will be usefully spent.

This information lends support to the creation of an annotated guide to articles and documents in the specific areas a language arts teacher would find of interest. This study created such an annotated bibliography for the middle school language arts teacher.

CHAPTER FOUR

METHOD OF INVESTIGATION

Introduction

This study was designed to seek answers to the following questions in terms of data to be found in educational journals and documents published from 1980 through 1983: (1) What was included within the language arts curriculum at that time? (2) What innovative programs, teaching approaches, and techniques were being used within the language arts curriculum in American middle schools? (3) What research had been reported that may have affected the teaching/learning of language arts in American middle schools? (4) How were the needs of special students being addressed in language arts classes in American middle schools? and (5) What curricular materials and/or suggestions were being made for language arts teachers in American middle schools?

The data for this study were obtained through the ERIC-CIJE computerized retrieval system at the University of Oklahoma. The raw data were grouped as appropriate to permit the analyses necessary to answer the basic research questions and permit the organization and development of an annotated bibliography of the most relevant articles and documents for middle school language arts teachers.

Procedure

This author chose the years 1980-1983 as the time period from which to draw relevant materials concerning the middle school language arts program

for several reasons. Following the establishment of the American middle school as a separate and distinct educational organization in the 1970's, a great number of articles were written, studies conducted, and documents submitted. The publication of these items was at its height in the first three years of the 1980's. It is also during the years from 1980 through 1983 that middle school educators observed a need and desire for more specific guidelines and tools for the content teachers within the middle school. Finally, by utilizing educational journal articles and documents from the past three years, the resultant analyses and annotated bibliography would contain the most recent information available.

A preliminary computer search for articles located under the descriptors "middle schools/junior high schools" revealed a total of 5,428 journal articles and documents. Because this number exceeded the financial capacity of this researcher to obtain and because it was the desire of this author to analyze specifically articles and documents that were targeted for language arts classes operating within the middle school philosophy, the number of items under consideration was then limited to the 1,571 obtained with the more specific descriptor "middle schools."

A second computer search for articles and documents listed under the descriptor "language arts" revealed a total of 4,344 items covering a wide variety of sub-topics within the language arts category. This large number of items was not only unwieldy, but non-specific as well, in terms of the needs of this author. The articles and documents located under "language arts" were then further limited by examining those articles and documents retrieved when combining the descriptors "language arts" and "middle schools." The total number of articles and documents retrieved was eighty. Of this total number

thirty-three were eliminated because their publication dates did not fit within the time frame under consideration by this author. A page-by-page search of the journals and documents subscribed to by the University of Oklahoma revealed which of the articles and documents published from 1980-1983 were readily available through library resources at the University of Oklahoma. Of the forty-seven items the computer listing identified as being of interest to this author and meeting all specific subject matter and publication date requirements, forty were available through the Oklahoma University library resources and were then located, read, and analyzed for the data in this study.

Each article/document received from the ERIC-CIJE computer search, and deemed pertinent to this study, was systematically read and analyzed to determine the following information: (1) title of the article or document, (2) source of the article or document, (3) date of publication, (4) author's name, (5) educational affiliation of the author, (6) publishing agency of the article, and (7) answers to specific research questions under consideration.

A card containing all of this data was prepared for each article/document and cards addressing each of the five research questions were filed together. If a particular article or document addressed more than one research question, a card was made for each research area of concern, in order to simplify the reporting and analysis of the data.

Research concerning reading habits of professional educators revealed that teachers most often read content related and pragmatic articles--especially those which are included within the membership fee of a professional organization or are subscribed to by their school library. The National Council of Teachers of English is the official organization for language arts teachers and its publication, English Journal, accounted for only two of the

articles identified by the ERIC-CIJE computer search as meeting the needs of this study. The professional organization for language arts teachers also sponsored the writing of one document identified for use in this study. The National Middle School Association is the official organization for middle school educators. Its publication Middle School Research accounted for seven of the articles analyzed and reported by this researcher. This researcher was unable to locate any educational documents sponsored by the National Middle School Association. These findings are represented in Table IV and Table V which follow.

TABLE IV

Sources of Data: Journals

Total number of journal articles obtained for use in this study	<u>19</u>
Total number of articles from <u>English Journal</u> (N.C.T.E.) obtained for use in this study	<u>2</u>
Total number of articles from <u>Middle School Research</u> (N.M.S.A.) obtained for use in this study	<u>7</u>

TABLE V

Sources of Data: Documents

Total number of educational documents obtained for use in this study	<u>21</u>
Total number of documents written under sponsorship of National Council of Teachers of English (N.C.T.E.) and obtained for use in this study	<u>1</u>
Total number of documents written under sponsorship of National Middle School Association (N.M.S.A.) and obtained for use in this study	<u>0</u>

The data from Table IV indicated that the publications of the two professional membership organizations for middle school language arts teachers, English Journal (N.C.T.E.) and Middle School Research (N.M.S.A.) provided 47.36 percent of articles identified for use in this study. The data from Table V indicated that one of the professional membership organizations for middle school language arts teachers, National Council of Teachers of English, sponsored .047 percent of the educational documents identified for use in this study, while the other professional organization, National Middle School Association, sponsored no documents identified for possible use in this study.

Further examination of the sources of data produced the findings depicted in Table VI which indicate that thirty of the articles and documents identified for use in this study were sponsored by sources other than the professional membership organizations (N.C.T.E., N.M.S.A.) for middle school language arts teachers. Federal government agencies, state departments of education, local school districts, and other professional organizations for teachers and administrators supported and sponsored the greater number of articles and documents that were included within this study and which this researcher identified as being of interest and use to middle school language arts teachers.

TABLE VI

Sponsoring Agencies of Data: Number of Articles and Documents Included in This Study	
Professional membership organizations (N.C.T.E., N.M.S.A.) for middle school language arts teachers	<u>10</u>
Federal governmental agencies, state departments of education, local districts	<u>12</u>
Other sponsoring agencies	<u>18</u>
Total number of articles/documents included in this study	<u>40</u>

Category Selection

Each article was categorized as to its contents, using the research questions posed in the problem statement of this study as guidelines. Because of the diversity of material located within each of those categories, the following criteria were established for categorization of the data within each broad area of the middle school language arts program.

1. Language arts curriculum—characterized under the language arts umbrella (i.e., reading, composition, drama, English).
2. Innovative programs, teaching approaches, techniques—characterized by new, unusual, or novel organizational and/or methodological approaches to the teaching of language arts (i.e., author's week in a middle school, city streets: an outdoor classroom, creative poetry and you).
3. Research affecting the teaching/learning of language arts—characterized by reported studies whose findings give further insight into how the language arts are taught and learned (i.e., brain growth periodization and its implication for the language arts, differentiating instruction to improve comprehension in middle school content areas, time utilization in middle school classrooms).
4. Special student needs—characterized by content concerned with students needing or profiting from instruction and/or materials different from that used for the majority of students (i.e., stimulating creativity, gifted programs in the language arts, higher horizons for underachievers).
5. Curricular materials—dealing with pragmatic ideas for the classroom (i.e., middle school idea factory, language arts improvement programs).

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF DATA

Introduction

It was the purpose of this author to systematically analyze the articles and documents published for middle school language arts teachers during the years 1980 through 1983 in order to determine answers to the five research questions posed in the problem statement of this study. The raw data in this study were presented through a series of tables containing information as to the articles and documents published from 1980 through 1983 in five major categories which corresponded to the five research questions: (1) middle school language arts curriculum, (2) innovative middle school language arts programs and/or teaching techniques, (3) research affecting the teaching/learning of language arts in the middle school, (4) attempts to meet the needs of special students in middle school language arts classrooms and (5) curricular materials and/or suggestions for middle school language arts teachers. An annotated bibliography of the articles and documents felt to be of primary interest to the middle school language arts teacher was developed as a result of the analyses.

Individual tally sheets were created for each article identified through the ERIC-CIJE computerized retrieval system for the purpose of transcribing the data concerned with the title of the article or document, source of the article or document, date of publication, author's name, educational affiliation of the author, sponsoring agency of the article or document and an abstract of

contents of the article/document relating to answers to the specific research question under consideration.

These tabulation sheets were compiled and a master tabulation sheet for each of the five major categories under consideration was created. Those five master tabulation sheets were included within the body of this chapter and in the appendix section of this manuscript. From an analysis of each of these master tabulation sheets, possible trends were noted and then discussed within the body of this chapter.

An ERIC-CIJE computerized search for articles related to language arts within the American middle school between 1980 and 1983 yielded forty-seven articles. Of these, seven were unavailable through the University of Oklahoma library resources and thus were eliminated from consideration for this study. The remaining forty were located, read, and used for analysis in this study. This information is displayed in the following table.

TABLE VII

Articles Identified by ERIC-CIJE

Articles/Documents identified by ERIC-CIJE	<u>47</u>
Articles/Documents unavailable through the University of Oklahoma library resources	<u>7</u>
Articles/Documents used in study	<u>40</u>

Eight journals were represented by the articles identified for use in this study. The University of Oklahoma library system subscribes to 16,957 periodicals within their three locations: the Bizell Library on the main campus, the Law Library, and the Health Sciences Center Library. Seven of these

journals were found on the subscription lists of this library system and thus were used as sources for the articles included in this study. The remaining sources of data for this study were educational documents. Of twenty-two documents identified by ERIC-CIJE as appropriate for use in this study, twenty-one were available through the University of Oklahoma library resources. One educational document was unavailable for use in this study. The following table depicts this information:

TABLE VIII

Journals and Documents Identified by ERIC-CIJE

Journals identified by computer search	<u>8</u>
Journals available at O.U. Library	<u>7</u>
Journals unavailable at O.U. Library	<u>1</u>
Journals included in this study	<u>7</u>
Educational documents identified by computer search	<u>22</u>
Educational documents available at O.U. library	<u>21</u>
Educational documents unavailable at O.U. library	<u>1</u>
Educational documents included in this study	<u>21</u>

The journals included within this study and the number of articles obtained from each journal are listed in the following Table IX. The data indicated that the official publications of membership organizations likely to attract middle school language arts teachers and therefore encourage the reading of their journals had accounted for forty-seven percent of the articles included in this study. The official publications (National Middle Schools'

Middle School Research and language arts teachers' English Journal) accounted for a total of nine articles from a total of nineteen articles used in this study.

TABLE IX

Titles of Journals and Number of Articles
Included in this Study

<u>National Association of Secondary School Principals Bulletin</u>	<u>6</u>
<u>Instructor</u>	<u>1</u>
<u>Learning</u>	<u>1</u>
<u>Journal of Reading</u>	<u>1</u>
<u>Middle School Research</u>	<u>7</u>
<u>English Journal</u>	<u>2</u>
<u>Education Week</u>	<u>1</u>
<hr/>	
Total number of journals represented in this study	<u>7</u>
Total number of articles represented in this study	<u>19</u>
Total number of articles presented in professional organization publications for middle school language arts teachers (<u>Middle School Research</u> , <u>English Journal</u>)	<u>9</u>
Percentage of articles contributed by professional organization publications for middle school language arts teachers and identified for use in this study (<u>Middle School Research</u> ; <u>English Journal</u>)	<u>47% (9/19)</u>

A comparison of the total numbers of articles located for inclusion in this study, and the total number of documents located for use in this study indicated that an almost equal number of items of each type of material was obtained for inclusion in this study.

TABLE X

Types of Data

Number of journal articles obtained for use in this study	<u>19</u>
Number of educational documents obtained for use in this study	<u>21</u>
Total number of data sources	<u>40</u>

Analysis of the data by research categories revealed the following numbers of articles and documents which addressed each research question: seven dealt with the content of the middle school language arts curriculum, nineteen gave information regarding innovative programs and/or teaching techniques, thirteen reported research affecting language arts learning and/or teaching, six addressed the needs of special students within the middle school language arts class, and twenty-one provided curricular materials and/or suggestions for the middle school language arts teacher. Table XI depicts this information. It should be noted that many data items addressed more than one research category and were included in the figures for each category addressed.

TABLE XI

Data Items Addressing Each Research Category

Curriculum content	<u>7</u>
Innovative programs/techniques	<u>19</u>
Research affecting teaching/learning of language arts	<u>13</u>
Needs of special students	<u>6</u>
Curricular materials	<u>21</u>

Content Data

In order to more clearly depict and discuss the findings of this study, the following data were presented by a table illustrating the raw data organized by categories corresponding to the research questions posed in the problem statement of this study. Following each table, a discussion analyzed the data in terms of how the specific research question was answered by that data. The reader should note that due to the overlapping of some of the research categories, certain data appeared on more than one table and therefore were included in the analyses of several research category findings. A summarization and overview of the research findings conclude this chapter.

The Middle School Language Arts Curriculum 1980-1983

It was the objective of this author to ascertain as much as possible from journal articles and documents published from 1980 through 1983 and available through the University of Oklahoma library resources what content was being included within the language arts curriculum of American middle schools. Table XII, included within the body of this chapter and in the appendix, depicts the data obtained. Seven articles and documents of the forty identified for use in this study contained data pertinent to this topic.

Robert Johnson's article "The English Curriculum in Middle Schools, Junior Highs—The Components" (NASSP Bulletin, April 1981) was indicative of the attitudes of authors included in this research category as Johnson referred to the middle school's language arts curriculum as a transitional bridge, merging and re-emerging as transescents not only refine their listening, speaking, reading, and writing skills acquired from childhood through the elementary years, but also begin to analyze language and develop insights into

TABLE XII
ARTICLES/DOCUMENTS RELATING TO MIDDLE SCHOOL LANGUAGE ARTS CURRICULUM 1980-1983

Title of Article/Document	Source of Article/Document	Publication Date	Author	Educational Affiliation of Author	Publishing Agency	Abstract of Contents Related to Research Category
"The Emerging Middle School Language Arts Program"	<u>Middle School Research</u> pp. 27-32	1981	Sandra Muse Kuhlmann	Clear Lake Intermediate School, Houston, Texas	National Middle School Assoc.	Based on a literature search, eight propositions were derived to describe the basic middle school language arts program. A survey of 50 principals and language arts departmental chairpersons was reported--showing to what degree they felt the propositions were accepted in the schools. 19 noted authorities also rated their opinions on the degree to which those eight propositions should be implemented in middle school language arts programs.
"The Middle Schools: It's Institution and English Curriculum"	Educational Resources Information Center	1981	Barbara D. Nazekrod	none listed	N/A	Baltimore, Maryland's Conversion to the Middle School philosophy was the backdrop for suggesting that the middle school language arts program should be active oriented, skill development oriented, yet allow for diversity of interests and experiences. The historical development of the middle school language arts program is explained as well as the rationale for specifics within that curriculum.
"The English Curriculum in Middle School/Junior High--The Components"	<u>NASSP Bulletin</u> pp. 41-46	April 1981	Robert Spencer Johnson	Teacher-Herricks Middle School, Albertson, New York	N/A	Defines and explains the elements of the English curriculum (listening, speaking, reading, writing) and shows how, as integrated, they become the basis for the middle school English curriculum.
<u>RISS Handbook</u>	Educational Resources Information Center	Feb. 1980	Louise Biddle Mollie Vander-Zyl	Riverside Unified School District, California	Riverside Unified School District, California	The RISS program was designed to help K-8 teachers monitor basic language arts and math skills. A guide for middle school language arts teachers provides diagnostic tests, student/class profile sheets, and listing of specific skills students should possess before leaving middle school language arts program.
<u>Language Arts Basic Skills: Middle/Junior High Instructional Mini-Packet, Reading and Writing Standards</u>	Educational Resources Information Service	1980	Anna Meehan, Comp.	Palm Beach County Board of Public Instruction, West Palm Beach, Florida	Palm Beach County Board of Public Instruction, West Palm Beach, Florida	Produced in response to a school board's directive to develop a standardized curriculum for language arts at the middle level. These guides provide preparatory sheets, activity sheets, evaluation sheets, and answer keys for several reading and writing skill areas deemed of essential significance for middle school language arts pupils. Very detailed.
<u>Language Arts Curriculum Guide, 2nd Edition</u>	Educational Resources Information Service	1981	Max Brunton, ed.	Parkrose Public Schools, Portland, Oregon	Parkrose Public Schools, Portland, Oregon	Language arts course statements for grades 7-8 are presented in this curriculum guide. Content areas for 7th grade include reading, writing, spelling. Content areas for 8th grade include reading, writing, and spelling. At 7th level, certification is required in reading. At 8th grade each area is required to be certificated.
"JII/MS Idea Factory English for the Eighties"	<u>English Journal</u> pp. 72-73	January, 1980	Bill Horst Jeff Golub	National Council of Teachers of English, ed. of <u>English Journal</u>	National Council of Teachers of English	Explores the responsibilities of middle school/junior high language arts teachers in the 1980's and reports on the functions of the JII/MS Assembly of the National Council of Teachers of English.

literature.¹³⁰ "The language arts program fits the nature of the adolescent; it grows from what is known about him...it builds from the elementary to the high school..."¹³¹

In a study utilizing fifty language arts department chairpersons and principals at the 1976 National Middle School Conference in St. Louis, Missouri, those educators were asked to rate on a scale of one to five the degree to which their language arts departments accepted and implemented each of eight propositions regarding the content and emphasis in their middle school language arts programs. Secondly, nineteen noted authorities at the conference were asked to rate the degree to which they felt language arts departments currently accepted the propositions and also were likely to implement them in the future. The mean and median responses to each proposition were calculated for both groups, and conclusions were drawn from these statistics which describe the nature of the programs emerging from the schools at that time. This study, published in 1981 succinctly depicts the language arts program revealed in this analysis of articles published from 1980 through 1983. Table XIII reproduces the propositions put forth and the results of that study.¹³²

¹³⁰Robert S. Johnson, "The English Curriculum in Middle School/Junior High--The Components," NASSP Bulletin (65:p. 42), April, 1981.

¹³¹Sandra Muse Kuhlmann, "The Emerging Middle School Language Arts Program," ERIC, (p. 27-28), 1981.

¹³²Ibid.

TABLE XIII

Propositions Regarding Middle School Language Arts Program

1. The language arts program fits the nature of the adolescent: it grows from what is known about him.
2. The program is student-centered: it is humanized, sensitized, positive, and non-competitive.
3. The program is sequential: it builds from the elementary to the high school.
4. The program is flexible: it is open, allows for change, has room to grow, and is experimental.
5. The program stresses process: it involves discovery, problem-solving, experience, and creativity.
6. The program stresses basic skills: it emphasizes reading, writing, spelling, grammar, speaking, and listening.
7. The program is individualized: it takes into consideration levels of achievement, rates of learning, continued progress, and different learning styles.
8. The program is innovative: it incorporates a variety of methods, materials, and media.

Reproduced from "The Emerging Language Arts Program" by Sandra Muse Kuhlmann. Middle School Research (Vol. II: pp. 23-30).

The Emerging Middle School and its Language Arts Program
Survey Results

<u>Degree of Acceptance</u>		<u>Degree of Implementation</u>	
1.	Unacceptable	1.	Not Implemented
2.	Questionable	2.	Weakly Implemented
3.	Accept With Reservations	3.	Average Implementation
4.	Accept in General	4.	Strongly Implemented
5.	Endorse Completely	5.	Fully Implemented

	<u>Degree of Acceptance</u>	<u>Degree of Implementation</u>
	<u>Mean/Median</u>	<u>Mean/Median</u>
1. The language arts program fits the nature of the adolescent: it grows from what is known about him.	4.08/3.52 4/4	3.14/2.83 3/3
2. The program is student-centered: it is humanized, sensitized, positive, and non-competitive.	4.06/3.89 4/4	3.04/2.64 3/2
3. The program is sequential: it builds from the elementary to the high school.	3.50/4.31 3/5	3.54/2.83 3/3
4. The program is flexible: it is open, allows for change, has room to grow, and is experimental.	3.38/4.21 4/4	3.56/2.89 3/3
5. The program stresses process: it involves discovery, problem-solving, experience, and creativity	4.12/4.05 3/4-5	3.32/2.88 3/3
6. The program stresses basic skills: it emphasizes reading, writing, spelling, grammar, speaking, and listening.	4.72/4.31 3/5	3.98/3.55 3/4
7. The program is individualized: it takes into consideration levels of achievement, rates of learning, continued progress, and different learning styles.	3.70/4.26 3/5	3.30/2.55 3/2-3
8. The program is innovative: it incorporates a variety of methods, materials and media.	3.23/4.32 3/5	3.60/3.16 3/3

Reproduced from "The Emerging Language Arts Program" by Sandra Muse Kuhlmann. Middle School Research (Vol. II: pp. 23-30) 1981.

The data in Kuhlmann's study and in the articles under consideration in this research category seemed to reveal the following ideas in regard to the language arts curriculum in American middle schools:

1. In general, what is accepted, is felt to be implemented.
2. The first characteristic that is accepted and implemented is a basic skills program.
3. An innovative, flexible program is the next descriptive area accepted and implemented.
4. The area with the widest range of degree of acceptance and also implementation concerns individualized instruction within the language arts classroom.
5. Two of the major beliefs inherent in the middle school movement (that the program fits the nature of the child and is student centered) are the final ideas to be accepted and implemented.
6. Process-oriented instruction, another major tenet¹³³ of middle school philosophy, does not appear readily accepted.

Of particular interest to this researcher was the commitment to basic skills that the educators writing articles and documents included in this study felt was of major importance.

Listening was repeatedly given significance as a skill to be perfected at the middle school level because it was felt that pupils at that developmental stage needed that skill in academic areas in order to organize their thoughts for activities such as notetaking and as a social skill in interpreting verbal (and non-verbal) signals of communication.¹³⁴

¹³³Sandra Muse Kuhlmann, "The Emerging Middle School Language Arts Program," ERIC, (p. 27-28), 1981.

¹³⁴Johnson, loc. cit.

"The program emphasizes learning through all the senses so that learning is total rather than solely verbal."¹³⁵ Students will listen effectively for the personal feelings, goals, and decisions of others.¹³⁶ In the curriculum guides created by the Palm Beach County Board of Public Instruction, very detailed listings of specific listening skills were given.¹³⁷

The converse of listening is speaking, hence oral use of the English language was another significant area of the middle school language arts program discussed repeatedly in journal articles and documents. Johnson affirmed the transescent's need for opportunities to express himself/herself orally, yet admitted that often the desire and/or skills to do this are lacking; therefore, areas of concentration, in his opinion, should be standard usage of the language, projection of the voice in order to be heard before a group, organization of thoughts before speaking, organization of ideas for presentation to a group, and the use of gestures and other body language to augment oral expressions.¹³⁸ Students will "demonstrate effective speaking, poise techniques, and interaction in formal and informal situations."¹³⁹ Nazelrod summarized all authors in this category: "Direct, real experience...composing and speaking--initiate most learning experiences."¹⁴⁰

¹³⁵ Barbara D. Nazelrod, "The Middle School: Its Institution and English Curriculum," ERIC, (p. 23), 1981.

¹³⁶ Anna Meehan, ed. Language Arts Basic Skills: Middle/Junior High Instructional Mini Packet, Reading and Writing Standards, ERIC, (p. 59), 1980.

¹³⁷ Ibid.

¹³⁸ Johnson, p. 43.

¹³⁹ Meehan, p. 59.

¹⁴⁰ Nazelrod, p. 23.

Reading received emphasis as a necessary skill for the understanding and appreciation of literature that will be offered at the middle school and later at the high school. Indeed, each author emphasized reading as an essential skill for pupils leaving middle school language arts programs. The Parkrose Public Schools, Portland, Oregon, required certification in reading at both the seventh and eighth grade levels.¹⁴¹ Although all authors saw reading as an essential area of the middle school language arts program, not all agreed on the emphasis to be placed on technical skills (word attack, vocabulary), as opposed to more generalized usage of reading for pleasure and information gathering. Technical aspects were of primary consideration in the curricular handbooks, RISS, Language Arts Basic Skills, and Language Arts Curriculum Guide, while Johnson and Nazelrod shifted the emphasis in the direction of applying the reading skills to other areas of the student's life. Never negating the need for technical skills in reading, Johnson and Nazelrod were more inclined to view reading as an integrated part of the language arts program, not an entity in itself.

One application of reading was in the area of literature. Again, the authors and editors of curriculum guides (Biddle, Vanderzyl, Brunton, Meehan) emphasized technical skills such as "recognizing elements in literature,"¹⁴² "knowing terminology,"¹⁴³ and "recalling details,"¹⁴⁴ but also included

¹⁴¹Max Brunton, ed. Language Arts Curriculum Guide, ERIC (p. 12), 1981.

¹⁴²Meehan, p. 60.

¹⁴³Max Brunton, ed. Language Arts Curriculum Guide, ERIC (p. 12), 1981.

¹⁴⁴Louise Biddle and Mollie Vanderzyl, RISS Handbook, ERIC (p. 35), 1980.

application of these skills in "distinguishing fact and opinion,"¹⁴⁵ "making inferences,"¹⁴⁶ and "making generalizations and predictions."¹⁴⁷ Johnson issued a warning to teachers regarding choices made for literary study. Experience with any literature may involve more than a youngster at this age can profitably deal with at one time—understanding the work, relating the work to self, relating it to the society at large, evaluating it and responding to it; "so, according to Johnson, it is important that the middle school teacher of English exercise considerable discretion in selecting and limiting the way any particular piece of literature is approached."¹⁴⁸

Grammatical skills were identified in each article/document as having primary importance; however, the trend emerging from this data was that grammar was, in great part merely a preliminary or contributing skill in reaching the goal of coherent writing. Various forms of writing (expository, narrative, descriptive, persuasive, letters, poetry, reports) were mentioned in all curriculum guides as forms to be taught and used in helping middle schoolers perfect writing skills. The mechanics, grammar, of the language were often mentioned by Johnson within the context of these forms. "Students need to understand that writing which does not conform to the mechanical conventions of written American English...may fail to communicate the writer's message effectively; it is almost certain to denigrate the writer's reputation."¹⁴⁹

¹⁴⁵ Ibid.

¹⁴⁶ Brunton, op. cit.

¹⁴⁷ Meehan, p. 60.

¹⁴⁸ Johnson, p. 44.

¹⁴⁹ Ibid., p. 45.

The common element, it appeared to this author, tying all of the language arts together is the language itself; a content containing a history, a nature all its own, coding systems, and a variability specific to its heritage. Only one author included a study of the language as an individual identity as a recommended portion of the middle school language arts program. Johnson felt the need to include a non-functional use of the language so that students would not only study to "know how to do, but also study just to know."¹⁵⁰

The middle school language arts curriculum as represented by the authors, articles, and documents cited in Table XII focused on "general knowledge"¹⁵¹ and the data indicated a combination of contemporary issues illustrated by transescent needs and the middle school philosophy and traditional disciplines. The physical, emotional, and intellectual changes occurring in the middle school youngster mandated a unique educational climate, differing from, but linked to the elementary school and high school.¹⁵² This climate included the middle school language arts class and its curriculum. Although total agreement was not found by Kuhlmann in her study¹⁵³ or by this researcher as to what the middle school language arts curriculum was "all about," several consistencies did appear, all centering on the acquisition or perfection of basic skills as the cornerstone for the middle school language arts program. Listening, speaking, reading (including literature), and writing (including grammar) consistently were espoused as the "bridge between what

¹⁵⁰Johnson, p. 46.

¹⁵¹Bill Horst and Jeff Golub, "JH/MS Idea Factory: English for the Eighties," English Journal (69:p. 72), January, 1980.

¹⁵²Ibid.

¹⁵³Kuhlmann, p. 29.

was taught in the elementary and senior high school."¹⁵⁴ Although emphasis on items within these categories was varied, the middle school English curriculum "sets out to do what no other grade or subject can,"¹⁵⁵ provide a skill-developmental course of study specifically designed for the transescent, allowing for his/her diversity, yet relying on the commonality of the transescent experience. It was suggested by Nazelrod that the English curriculum is as unique as the students it fashions; it too merges and emerges into a new design.¹⁵⁶ After an analysis of the data within this study, this author saw the middle school English curriculum, 1980-1983, as a curriculum like the transescent, in the process of becoming.

Innovative Programs, Teaching Approaches and Techniques 1980-1983

It was the purpose of this author to identify insofar as possible from an analysis of articles and documents published from 1980 through 1983 and available through the University of Oklahoma library resources, innovative programs, teaching approaches, and teaching techniques which were occurring within the American middle school. Of the forty articles/documents identified and located for analysis in this study, nineteen specifically addressed the issues under consideration in this research category. These sources of data are listed in Table XIV, found in the body of this chapter and in the appendix. The data regarding the number of articles and documents dealing with the pragmatic

¹⁵⁴ Nazelrod, p. 18.

¹⁵⁵ Ibid.

¹⁵⁶ Ibid., p. 19.

issues of this category appeared to indicate that the tendency of teachers to read these types of materials was perhaps being recognized by authors.¹⁵⁷

The data obtained from the articles and documents listed in Table XIV was organized for the purpose of analysis into innovative programs, followed by teaching methods and techniques. The data indicated these programs and techniques were originating from one common goal, to focus on the transescent student "as an individual within the context of similar individuals."¹⁵⁸ The data indicated a premise: "youngsters from ten to fourteen are different from both elementary and high school students, and because they are different, the program of their schools should be different as well."¹⁵⁹

Innovative programs were of a varied nature as represented in the articles and documents cited in this study. Integrating the language arts with other disciplines within the middle school was strongly advocated by Mary Compton in her recommendation that "if the middle school curriculum is to reflect what is known about transescent (that they relate best to what they experience in their daily lives, that they are anchored in the present with only superficial journeys to the past and future, and that they are, to a large extent, egocentric), then a logical curricular grouping would find language arts, music, and the social sciences referred to as "humanities."¹⁶⁰ The "Energy Curriculum

¹⁵⁷ Mour, pp. 397-401.

¹⁵⁸ Nazelrod, p. 24.

¹⁵⁹ Mary Compton, "The Middle School Curriculum: A New Approach," NASSP Bulletin (p. 39), May, 1983.

¹⁶⁰ Mary Compton, "The Middle School Curriculum: A New Approach," NASSP Bulletin (p. 42), May, 1983.

TABLE XIV
ARTICLES/DOCUMENTS RELATING TO INNOVATIVE PROGRAMS, TEACHING APPROACHES
AND TECHNIQUES 1988-1993

Title of Article/Document	Source of Article/Document	Publication Date	Author	Educational Affiliation of Author	Publishing Agency	Abstract of Contents Related to Research Category
"The Middle School: It's Institution and English Curriculum"	Educational Resources Information Center	1981	Barbara D. Nussred	None listed	N/A	Unique teaching techniques designed for use in Baltimore, Maryland. Middle schoolers in language art classes are discussed.
"The Middle School Curriculum: A New Approach"	NASSP Bulletin pp. 75-81	May, 1983	Mary Campen	Associate Professor, College of Education, University of Georgia	N/A	Suggestions are made for an integrated curricular organization which could more nearly meet the middle schooler's needs.
"Them Worked, Try Them"	Educational Resources Information Center	May, 1988	Carol L. Kachinski	Reading teacher Neal Armstrong, Middle School, Sedot Park, Penn.	Paper presented at the 1988 Reading Assoc. May, 1988	This paper contains descriptions of activities that have proven successful in one middle school's reading program—described with objective method materials.
"Project Alpha: Creative Poetry and Year"	Educational Resources Information Center	1988	Anthony J. Le Steri et al.	Project Alpha Director, Gwynedd Mercy College, Gwynedd, Valley, PA	Dept. of Health, Education & Welfare, Washington, D. C.	Unit on writing poetry helps develop the creativity of all students—especially those who are gifted.
"Project Alpha: Language"	Educational Resources Information Center	1988	Anthony J. Le Steri et al.	Project Alpha Director, Gwynedd Mercy College, Gwynedd, Valley, PA	Dept. of Health, Education & Welfare, Washington, D. C.	Guidelines and specifics for teaching language to middle schoolers—especially the gifted are given.
"Survey Side Up in Language Arts"	Educational Resources Information Center	Sept., 1981	David Le Hart ed.	Seminole Board of Public Instruction, Sanford, Fla.	Florida State Dept. of Ed., Office of Environmental Education	Science and language arts are linked together in an energy awareness theme. Exercises are specific, teachers listed for materials.
"Participant Planned Staff Development, Resources for Schools"	Educational Resources Information Center	1988	Susan Vlachak Garrett	Maine State Dept. of Ed.	Dept. of Health, Education & Welfare, Washington, D. C.	Language arts skills are taught across the disciplines as a result of teachers participating in a writing workshop.
"Meas for Teaching English in the Junior High and Middle School"	Educational Resources Information Center	1988	Cindy Carter, ed Zora Rashida, ed	None listed	National Council of Teachers of English	208 activities ready for use are listed, divided into subject categories. Activity sheets are ready for reproduction.
"An Energy Curriculum for Middle Grades"	Educational Resources Information Center	April, 1988	Indiana State Dept. of Commerce, Public Instruction, Division of Curriculum	None listed	Dept. of Energy, Washington, D.C.	Ways to address the energy issue and at the same time meet the needs of adolescents are given. Specific lessons with implications for language arts.
"City Streets: An Outdoor Classroom"	Educational Resources Information Center	1988	Edward L. Stranis Michael Fleishman	None listed	Con. Jean Productions, Philadelphia, PA	Forty-one activities are suggested for middle schoolers visiting a city street.
"Author's Week in A Middle School"	Journal of Reading pp. 67-69	May, 1981	Esther Pasco	Reading coordinator, Shureham-Wading River Middle School District, Shureham, NY	Shureham-Wading River Middle School District, Shureham, NY	A middle school implements an author's week by providing books, inviting authors for mini-lessons, parent involvement, and community support. Excellent resource book as well as procedure.
"Design and Implementation of An Effective Drama Unit for MS/JH"	Educational Resources Information Center	April, 1981	Judy M. Krull	None listed	Paper presented at annual meeting of Central States Speech Assoc.	Utilizes the last 6 weeks of school in a unit designed to include all students. Three live, specific resources, methods of evaluation, and benefits of the program are given.
<u>Yarnworks: Magic or Tension?</u> <u>A Handbook for Continuity</u>	Educational Resources Information Center	1988	Louise Flynn	Charyona Public Schools, Charyona, WY	N/A	Discusses creativity and how to encourage creativity in the classroom—specific lessons with 32 teach ideas—1 domain lesson plans with resources.
"Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School"	Educational Resources Information Center	1988	James H. Carnotta, Dunbar H. Barville	Maryland State Dept. of Ed.	Maryland State Dept. of Ed.	Suggestions utilize theme of CREATE for language arts/reading classroom curriculum, reading skill guidelines, subject, activities, teach-reteach, a glossary, append, and evaluate.
"An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting"	Educational Resources Information Center	April, 1981	Greg M. Srester et. al.	None listed	Paper presented at Annual meeting of Educational Research Assoc.	A program at Dand Middle School to achieve minimum competency in academics and life skills is detailed. Language improvement was not significant in this program.
"Mistakes, Marks, and the Middle Level Student"	NASSP Bulletin pp. 71-77	May, 1983	Gordon Voss	Prof. of Ed. at Kent State University	N/A	Discusses problems with using the traditional grading system with middle schoolers—offers alternative methods of implementation.
"Self-Concept and Esteem in the Middle Level School"	NASSP Bulletin pp. 63-71	May, 1983	James A. Beane	Asst. Prof. of Ed., St. Bonaventure Univ.	N/A	Discusses the "hidden" curriculum and innovative ways to deal with language arts and self-concept.
"Children With Short Power"	EXPERIENCE pp. 33-34	Nov., 1988	Mervil Harris	Classroom teacher	N/A	Specific suggestions for any middle school educator dealing with feelings in the classroom.
"Responding to kids in Turmoil"	EXPERIENCE pp. 26-31	April, 1988	Jack McCarvey	Administrator	N/A	Mentions methods for dealing with stressors and behavior of middle schoolers.

for Middle Grades"¹⁶¹ and "Sunny Side Up in Language Arts"¹⁶² were similar in proposing the joining of science and language arts in thematic units.

Innovative programs from the Montgomery County Intermediate Unit #23 were addressing the needs of gifted language arts students in "Project Alpha: Language"¹⁶³ and "Project Alpha: Creative Poetry and You."¹⁶⁴ Also for the gifted student was "Structuring a Differentiated Language Arts Program for the Highly Able Reader."¹⁶⁵ Although these programs were discussed more thoroughly in the research category dealing with needs of special students, the data in this category indicated a tendency for many of the techniques used for gifted pupils in the Alpha projects to be included within innovative programs for all middle school language arts pupils. The "City Street: An Outdoor Classroom"¹⁶⁶ and Yesterday's Minds or Tomorrows? A Handbook on Creativity, in particular, made use of many of the concepts (i.e., developing creative capacities and expressions) utilized in the Alpha projects for gifted students in language arts. Not overtly mentioned, but inherent within the activities listed, the data indicated creativity was an important focus of

¹⁶¹ Indiana State Departments of Commerce, Public Instruction, and Curriculum, "An Energy Curriculum for Middle Grades," ERIC (p. 10), April, 1980.

¹⁶² David La Hart, ed. "Sunny Side Up in Lanaguage Arts," ERIC (p. 40), September, 1981.

¹⁶³ Anthony J. Le Storti, et al. "Project Alpha: Language," ERIC (pp. 2-3), 1980.

¹⁶⁴ Anthony J. Le Storti, et al. "Project Alpha: Creative Poetry and You," ERIC (pp. 13-17), 1980.

¹⁶⁵ James H. Cornette and Dennise M. Bartelo, "Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School," ERIC (pp. 1-8), 1980.

many of the innovative programs listed in Table XIV and discussed within this research category.

The data illustrated that the involvement of students was a factor in many innovative programs. Judy Krull's drama unit¹⁶⁶ and Esther Fusco's "Authors' Week in a Middle School"¹⁶⁷ were cases in point, where pupils planned, organized, participated in, and partially evaluated the language arts experiences within their classroom.

Along with the student involvement indicated by the data concerning innovative programs was the issue of involvement of teachers and parents with the students in language arts learning experiences. Teachers developed a belief in this type of program when they became "temporary pupils" through a staff development writing workshop.¹⁶⁸ The National Council of Teachers of English in their "Ideas for Teaching English in the Junior High and Middle School" evidenced support by the inclusion of a special section addressing methods of obtaining parental involvement.¹⁶⁹

Although dealing with middle school students in a variety of innovative programs, the techniques and teaching methods indicated by the data obtained from the articles and documents used in this study indicated that the overall concern, seen as the purpose for utilizing particular techniques, was the middle

¹⁶⁶Judy M. Krull, "Design and Implementation of an Effective Drama Unit for MS/JH," ERIC (p. 40), April, 1981.

¹⁶⁷Esther Fusco, "Author's Week in a Middle School," Journal of Reading (24:pp. 676-679), May, 1981.

¹⁶⁸Susan Vladeck Garrett, "Participant Planned Staff Development, Resources for Schools," ERIC (pp. 26-29), 1980.

¹⁶⁹Candy Carter ed. and Zora Rashkis ed. "Ideas for Teaching English in the Junior High and Middle School," ERIC (pp. 4-5), 1980.

school student, his needs and abilities. Self concept was addressed in seventeen of the nineteen articles and documents included in this research category. Specifically, "Responding to Kids in Turmoil,"¹⁷⁰ "Children With Short Fuses,"¹⁷¹ and "Self Concept and Esteem in the Middle Level School"¹⁷² gave suggestions for meeting the transescent's need for a positive self concept.

This developmental stage calls for "unprecedented teaching techniques."¹⁷³ Such implications for the middle school English program may run counter to traditional theory and practice in their teaching approaches. Innovative practices indicated by the data in this study included 1) discussion as a means of diagnosing language needs, 2) writing for fluency before a concern for "correctness," 3) performing of language tasks as opposed to memorization of abstract information about language, 4) the preponderance of pupil talk as opposed to teacher talk, use of language to learn grammar, rather than learning it through formal linguistic analysis, 5) mechanics and spelling as a means toward better written expressions, 6) use of film and television as valid and vital media to be utilized in a variety of ways for and by students, and 7) the grounding of writing and reading experiences in the reality of the transescent's world.

The data gathered for use in the identification of innovative programs, teaching techniques, and methods indicated that these programs and teaching

¹⁷⁰ Jack McGarvey, "Responding to Kids In Turmoil," Learning (pp. 24-28), April, 1980.

¹⁷¹ Merril Harris, "Children With Short Fuses," Instructor (pp. 52-54), November, 1980.

¹⁷² James A. Beane, "Self-Concept and Esteem in the Middle Level School," NASSP Bulletin (pp. 63-71), May, 1983.

¹⁷³ Nazelrod, p. 17.

methodologies took varied forms, but converged time after time in an effort to teach the language arts concepts in a realistic, pragmatic, and effective way to transescents, whose very stage of development requires specific and unique programs and teaching methodologies.

Research Affecting the Teaching/Learning of
Middle School Language Arts 1980-1983

It was the purpose of this author to identify as much as possible through utilization of articles and documents published from 1980 through 1983 and available through the University of Oklahoma library resources, research studies that may have affected the teaching and/or learning of language arts in American middle schools. Thirteen articles and documents from the total of forty identified for use in this study contained data pertinent to this research category. This data is presented in Table XV in the body of this chapter and in the appendix.

The data indicated great interest and research in the areas of brain growth, cognitive development of transescents and the implications of these findings for language arts teaching and learning. Research by Herman Epstein of Brandeis University and Conrad Toepfer of the State University of New York was quoted as the basis for seven of the articles utilized in this research category dealing with research that has affected language arts instruction at the middle school level. "The brain growth hiatus between ages twelve and fourteen years covers the middle school years , so we predict little increase in intellectual abilities during that period." Furthermore, the data suggested that 76 percent of children will sit through the years twelve, thirteen, and fourteen being unable to handle material presented at the formal level of

TABLE IV
ARTICLES/DOCUMENTS RELATING TO RESEARCH AFFECTING THE TEACHING/LEARNING
OF MIDDLE SCHOOL LANGUAGE ARTS (1980-1981)

Title of Article/Document	Source of Article/Document	Publication Date	Author	Educational Affiliation of Author	Publishing Agency	Abstract of Contents Related to Research Category
"The Middle School Philosophical Concept as Practical Solution"	<i>Education Week</i>	Apr. 16, 1981	Usher, Bruce	not listed	N/A	Article discusses three basic groups of 12-14 year old middle school creators, and ways of meeting these needs.
"Middle School Privatization and Its Implications for Language Arts"	<i>English Journal</i> (p. 172)	Dec. 1981	Bill Hynes, Rebecca Johnson	Classroom teachers	National Council of Teachers of English	Authors examine the findings of English and Teacher and the implications of these findings for assignments while middle school language arts classes.
"Open Circles and Cognitive Restructuring"	Educational Resources Information Center The Language Arts Project Characteristics & Features of L.A.P. (p. 12)	1980	Marshall T. Graham	Professor of Language Arts, University of Wisconsin, Madison	National Middle School Assoc.	This article discusses how growth in it reasons to what happens within the classroom.
"Open Circles and Higher Level Thinking"	Educational Resources Information Center The Language Arts Project Characteristics & Features of L.A.P. (p. 12)	1980	Edward Shapiro, Phyllis Shapiro	Edna Auer, Prof. of Educ. Sci., Ed. and Reading, Univ. of Wisconsin, Stevens Point, Wis.	National Middle School Assoc.	Lesson plans are given for language arts classes showing how to design for various cognitive levels.
"Cognitive Growth and the Development of the Middle-School Learner"	Educational Resources Information Center The Language Arts Project Characteristics & Features of L.A.P. (p. 12)	1980	Clara Maynard	Prof. of Educ. Sci., State Univ., Kent, Ohio	National Middle School Assoc.	The question - "What do we teach to address the needs of students?" Answers are given.
"Toward the Future: Assessing Thinking in the Middle Grades"	Educational Resources Information Center The Language Arts Project Characteristics & Features of L.A.P. (p. 12)	Feb. 1983	David Swanson	Assoc. Prof. of Educ. & Soc. Sci. and Reading, State University College, Canton, NY	National Assoc. of Secondary School Principals	Research is quoted on abilities and limitations of middle schoolers. Systems encourage teachers to move beyond the basics they are doing to find and serve as to critical thinking.
"Student Engagement in a Language Arts Test of Cognitive Restructuring"	Middle School Research Project, Chicago Series 101	1981	Edward Branso	Univ. of Wisconsin, Stevens Point, Wis.	National Middle School Assoc.	Conclusion of Language Arts Test of Cognitive Restructuring revealed some differences with secondary for writing in language arts are necessary as opposed to skills for science and math. Types of language arts thinking are identified.
"Can the Middle School Adapt to the Needs of Its Students?"	Educational Resources Information Center The Language Arts Project Characteristics & Features of L.A.P. (p. 12)	1980	Harriet Thornburg	Prof. of Early Psychology Univ. of Arizona	National Middle School Assoc.	Developmental abilities of the preadolescent are discussed--also teacher characteristics governing success with middle school students.
"Focus on the Learner: Leads to a Clearer Middle Level Picture"	NASIS Bulletin (p. 752)	May, 1983	Donald Dickerson	Sup. for Learning, PA	National Middle School Assoc.	Discusses the needs of the preadolescent learner within the classroom.
"Middle School Developmental Age Concept"	Educational Resources Information Center The Language Arts Project Characteristics & Features of L.A.P. (p. 12)	1980	Donald Dickerson	Sup. of Learning, PA	National Middle School Assoc.	Discusses methods of grouping for best results at the middle school level.
"Seven With Students"	NASIS Bulletin (p. 752)	March, 1981	Berry Youngs	not listed	N/A	Medical studies are the basis for suggestions on how to handle the preadolescent students and other levels of middle schoolers.
"Management of Content: Test Difficulty by Elementary and Middle School Personnel"	Educational Resources Information Center	Dec. 1981	James Snyder, Pats C. Jay	not listed		Paper presented at the annual meeting of the American Reading Forum.
"The Utilization Study: Classroom Observation (1979-80)"	Educational Resources Information Center	April, 1980	Pat Lynde	Pr. Third Grade School	Task Force of Research & Eval.	Discussion how the middle level teachers' time is spent--implications for better use of time within the classroom.

reasoning.¹⁷⁴ Citing these research findings and the fact that a brain growth spurt from ages ten to twelve preceded this plateau occurring from twelve to fourteen, the Brazees asserted that "these data are of monumental importance because it becomes very obvious that instruction should be geared to meet the range of cognitive capabilities of each child."¹⁷⁵ The Brazees,¹⁷⁶ Glenn Maynard,¹⁷⁷ Horst and Johnson,¹⁷⁸ and David Strahan¹⁷⁹ indicated that although teachers have known this to be true intuitively, instruction that takes into account the range of cognitive levels at the middle school had not developed. The Brazees reported, "Indeed, children in many middle schools are instructed as if they functioned at the same cognitive level."¹⁸⁰ The data indicated the authors cited in this research category were in agreement that it was essential that schools begin to use this information to gear instruction to multiple levels of understanding, as well as to offer attainable challenges that will allow each student to achieve a more formal level of thought when

¹⁷⁴ Herman T. Epstein, "Brain Growth and Cognitive Functioning," ERIC The Emerging Adolescent: Characteristics and Implications, ERIC, (pp. 35-36), 1980.

¹⁷⁵ Edward N. Brazee and Phyllis E. Brazee, "Brain Growth and Higher Level Thinking," The Emerging Adolescent: Characteristics and Educational Implications, ERIC (pp. 42-43), 1980.

¹⁷⁶ Ibid.

¹⁷⁷ Glenn Maynard, "Cognitive Growth and Development of the Middlescent Learner," The Emerging Adolescent: Characteristics and Educational Implications, ERIC, (pp. 38-41), 1980.

¹⁷⁸ Bill Horst, and Rebecca K. Johnson, "Brain Growth Periodization and Its Implications for Language Arts," English Journal (pp. 74-75), January, 1981.

¹⁷⁹ David Strahan, "Beyond Basics: Assessing Thinking in the Middle Grades," NASSP (pp. 2-6), February, 1983.

¹⁸⁰ Brazee and Brazee, Ibid.

maturational readiness arrives; yet they admitted this had not occurred. "This report and others suggest that while enriched thinking is a major goal of middle level education, it is also an area in critical need of improvement."¹⁸¹

The data suggested that the schools' ongoing emphasis on a continuing cycle of increasingly more abstract learning was dysfunctional for middle schoolers and several suggestions were made for changes that would improve the learning at that level. During this plateau, "a consolidation of previous learning should take place; previously learned skills should be applied in a realistic setting."¹⁸² Middle school instruction "should be characterized far more by maturation in already initiated and learned cognitive skills rather than in the acquisition of new skills."¹⁸³ "Curriculum planning for learning strategies for these students should focus upon the development of learning activities that help youngsters consolidate those thinking skills acquired earlier and help students mature intellectually."¹⁸⁴

Specifically, the recommendation from the data for language arts classes seemed to be that students should not be asked to perform at the formal operations level before they are biologically and physiologically ready. Formal grammar, archetypal literary criticism, and writing formal papers would be postponed and supplanted by emphasis on types of skills that students are capable of and interested in, writing about themselves, their peers, and society, dealing with values, exploring alternatives, and investigating logic.¹⁸⁵ The

¹⁸¹ Strahan, p. 2.

¹⁸² Brazee and Brazee, *Ibid.*

¹⁸³ Ullik, Rouk, "The Middle School: Philosophical Concept as Practical Solution," Education Week (p. 41), November 16, 1981.

¹⁸⁴ Horst and Johnson, p. 74.

¹⁸⁵ Horst and Johnson, p. 75.

program indicated by the research data as most appropriate should be largely exploratory, containing affective experiences, fostering enjoyment of various forms of literature, and based on concrete materials available for pupils to manipulate.¹⁸⁶

Edward N. Brazee, realizing that the age span from eleven to fourteen is crucial in the cognitive development of the transescent; that it is during this time that the child moves from concrete to transitional to formal level thinking, and that at the same time these things are occurring, the adolescent is asked to begin studying a variety of disciplines in depth due to the curricular plans of most schools, questioned the unstated assumption of other researchers (Epstein, 1978; Sund, 1976; Strahan, 1980), that "formal thinkers are formal thinkers in any situation."¹⁸⁷ This assumption appeared to be the basis for most pencil and paper measures of cognitive functioning.

Brazee created and investigated a Language Arts Test of Cognitive Functioning (LATCF) to determine if such a measure could give specific information about the thinking required for language arts tasks.¹⁸⁸ Results of Brazee's study indicated that the LATCF was accurate in identifying the level of cognitive functioning specifically needed in language arts. Edward Brazee asserted, "It was obvious from the range of scores...that all students cannot cognitively 'handle' the same ideas/concepts equally. Although student interest

¹⁸⁶ Horst and Johnson, p. 75.

¹⁸⁷ Edward N. Brazee, "Student Responses to a Language Arts Test of Cognitive Functioning," Middle School Research: Selected Studies, (p. 75), 1981.

¹⁸⁸ Ibid.

and motivation are very important in student learning, a given task must match the cognitive level if that student is to be successful."¹⁸⁹

In addition to studying the cognitive development of the middle school age child, the data in this research category indicated some interest and subsequent research in developmental characteristics of this age group. Hershel Thornburg identified developmental characteristics evidenced by transescents as 1) developing friendships with others, 2) becoming aware of increased physical changes, 3) learning new social/sex roles, 4) having the ability to organize knowledge and concepts into problem solving strategies, 5) showing interest in planning many of their own learning experiences, and 6) having an emerging value system.¹⁹⁰ Eichhorn added to that list: 7) variance in rate and age at which they mature, 8) emotional insecurity, 9) reflection of a range of intellectual abilities, 10) desire and need for responsibility, 11) yearning for both childhood and adolescent sophistication, 12) group mindedness, 13) intense yet shifting loyalties to friends, 14) intense, yet short-lived interests, 15) insatiable curiosity and thirst for knowledge levels.¹⁹¹

Thornburg,¹⁹² and Eichhorn,¹⁹³ discussed these developmental characteristics and needs and ways that the middle school program had and

¹⁸⁹ Edward N. Brazee, "Student Responses to a Language Arts Test of Cognitive Functioning," Middle School Research: Selected Studies, (p. 83), 1981.

¹⁹⁰ Hershel Thornburg, "Can the Middle School Adapt to the Needs of Its Students?" The Emerging Adolescent: Characteristics and Educational Implications, ERIC (pp. 1-4), 1980.

¹⁹¹ Donald Eichhorn, "Focus on the Learner Leads to A Clearer Middle Level Picture," NASSP Bulletin (pp. 45-58), May, 1983.

¹⁹² Thornburg, op. cit.

¹⁹³ Eichhorn, op. cit.

should continue to meet those developmental needs. The data suggested developmental grouping of students as opposed to grade, age, or achievement grouping.¹⁹⁴ Within that developmental grouping should emerge a program that is controlled but not rigid, challenging but secure, activity oriented, displays variety, provides access to adults, and promotes a learning climate.¹⁹⁵

The data in this research category also provided two studies which addressed factors affecting the teaching of language arts at the middle school level. Susan Strader and Flora Joy produced data indicating that of those educators they tested (of all subject areas), at most thirty-five percent were able to rank the readability of a language arts passage correctly. When the researchers analyzed their data further, they asserted that in only one instance was grade level of students taught a factor; the number of reading and language arts courses taken was not significant; and in contrast to an earlier study by Palmatier and Strader (1979), in which high school teachers were generally unable to rank passages, elementary and middle school teachers were able to do so with only moderate success.¹⁹⁶ This data would seem to indicate a real need for teachers to acquire this skill if they are to accommodate the wide variety of skills needed, a need of middle schools indicated by the data cited earlier.

One other research study was identified through the ERIC/CIEJ computerized search for articles and documents published from 1980 through 1983 and affecting the teaching and learning of language arts in middle schools in America. Fae Lysiak's "Time Utilization Study: Classroom Observation

¹⁹⁴Thornburg, op. cit.

¹⁹⁵Eichhorn, op. cit.

¹⁹⁶Susan G. Strader and Flora C. Joy, "Assessment of Content Text Difficulty by Elementary and Middle School Personnel," ERIC (pp. 3-4), December, 1981.

1979-80" reported findings that shed light on the middle school language arts program. Her data comparing how math and language arts time in the middle school was utilized indicated:¹⁹⁷

- 1) Over three-fourths of the allotted class time was spent on instructional activities.
- 2) A greater percentage of the class time was spent on instructional activities in language arts than in math classes.
- 3) More direct teaching was observed in language arts classes than math classes.
- 4) More applied instructions without teacher assistance was observed in language classes than math classes.
- 5) The percent of time spent on language arts instruction exceeded the time spent on math instruction at each grade level.

Lysiak's findings were taken and a table was created by this author representing those findings (Table XVI).

Table XVII presents data obtained from Lysiak's study comparing how class time was spent at the various grade levels. Results indicated¹⁹⁸

- 1) The percentage of time middle school teachers spent on instruction was less than the time spent by elementary or high school teachers.
- 2) More direct teaching was observed at elementary schools and less at middle schools.
- 3) In the middle schools, a greater percentage of class time was spent on applied instruction than at other levels.
- 4) Middle school students spent more of their applied instruction time without teacher aid than at other levels.
- 5) Teachers at the elementary level assisted students more with applied instruction than did other levels.

¹⁹⁷ Fae Lysiak, "Time Utilization Study: Classroom Observation 1979-80," ERIC (pp. 14-20), April, 1980.

¹⁹⁸ Ibid.

TABLE XVI
MATH/LANGUAGE ARTS TIME UTILIZATION
(PERCENTAGES OF TIME SPENT)

TIME UTILIZATION	Instructional Time							Interference			Instructional Related Mgt.	
	Direct Teaching	Audio Visual	Testing	Applied Instruction With Teacher Aid	Applied Instruction Without Teacher Aid	Instructional Related Management	TOTAL %	Other Interference	Planned Interference	TOTAL %	Other Management	TOTAL %
All Grades/Subjects Allocated Time - 55 min. Observations - 128	33	2	7	24	9	8	83	8	3	11	6	6
Language Arts Allocated time - 56 min. Observations - 65	38	4	5	18	12	9	86	7	2	9	5	5
Math Allocated time - 54 min. Observations - 64	30	0	8	30	6	8	82	9	3	12	6	6

This table was created by this author from data obtained from "Time Utilization Study: Classroom Observation 1979-80" by Fae Lysiak, Ft. Worth Independent School District, Ft. Worth, Texas. The study was completed under the auspices of the Texas Dept. of Research and Evaluation, and published by ERIC, April 1980.

TABLE XVII
TIME UTILIZATION ACCORDING TO GRADE LEVELS
(PERCENTAGES OF TIME SPENT)

TIME UTILIZATION	Instructional Time							Interference			Instructional Related Mgt.	
	Direct Teaching	Audio Visual	Testing	Applied Instruction With Teacher Aid	Applied Instruction Without Teacher Aid	Instructional Related Management	TOTAL %	Other Interference	Planned Interference	TOTAL %	Other Management	TOTAL %
Elementary School Allocated Time - 44 min. Observations - 36	38	1	5	28	5	10	87	5	2	7	6	6
Middle School Allocated time - 64 min. Observations - 44	30	1	5	21	16	8	81	9	2	11	8	8
High School Allocated time - 55 min. Observations - 48	34	4	10	23	4	9	84	10	4	14	2	2

This table was created by this author from data obtained from "Time Utilization Study: Classroom Observation 1979-80" by Fae Lysiak, Ft. Worth Independent School District, Ft. Worth, Texas. The study was completed under the auspices of the Texas Dept. of Research and Evaluation, and published by ERIC, April 1980.

- 6) Interferences were lowest at the elementary level and highest at the high school level.
- 7) Management time was lowest in high schools.
- 8) One-half of management time at the middle schools was spent on non-instruction related tasks, whereas at other levels, the management time was more instruction related.

A final analysis of Lysiak's data dealing with how language classroom time was utilized at each grade level revealed¹⁹⁹

- 1) Instructional time was lowest at middle school and highest at the elementary school.
- 2) More direct teaching was done at the elementary school.
- 3) Middle school students tended to spend more of their applied instruction time without teacher assistance than the high school or elementary school students.
- 4) Management time was highest at the middle school.
- 5) Interferences were highest at the high schools.

This data is presented by this author in Table XVIII.

From an analysis of data obtained from articles and documents published from 1980-1983 and available through the University of Oklahoma library resources, dealing with research affecting the teaching and learning of language arts within America's middle schools, several trends were indicated. Data illustrated interest and research activities studying the intellectual, social, physical, and psychological changes which occur during transescence. The authors cited also voiced concern that the middle school must work within the parameters of these changes. "The school, and the teacher, must respond to each."²⁰⁰ Eichhorn repeatedly stated, "The one point on which educators,

¹⁹⁹Fae Lysiak, "Time Utilization Study: Classroom Observation 1979-80," ERIC (pp. 14-20), April, 1980.

²⁰⁰Horst and Johnson, p. 75.

TABLE XVIII
LANGUAGE ARTS TIME UTILIZATION ACCORDING TO GRADE LEVELS
(PERCENTAGES OF TIME SPENT)

TIME UTILIZATION	Instructional Time							Interference			Instructional Related Mgt.	
	Direct Teaching	Audio Visual	Testing	Applied Instruction With Teacher Aid	Applied Instruction Without Teacher Aid	Instructional Related Management	TOTAL %	Other Interference	Planned Interference		Other Management	TOTAL %
Elementary Language Allocated Time - 44 min.	42	2	1	23	11	9	88	5	2	7	5	5
Middle School Language Allocated time - 66 min.	35	1	5	14	19	9	83	8	1	9	8	8
High School Language Allocated time - 55 min.	36	9	7	19	6	9	86	8	4	12	2	2

This table was created by this author from data obtained from "Time Utilization Study: Classroom Observation 1979-80" by Fae Lysiak, Ft. Worth Independent School District, Ft. Worth, Texas. The study was completed under the auspices of the Texas Dept. of Research and Evaluation, and published by ERIC, April 1980.

parents, and students are likely to agree is the need to develop an appropriate and effective educational program for students in the middle years."²⁰¹ Through an examination of the data included in this research category, it was suggested that educators at the middle level needed to define and refine activities, methods, and experiences so as to improve the educational experiences of transescents. By synthesizing findings of research with the knowledge of language arts, "we will have tools for creating valid curricula."²⁰²

Attempts to Meet Needs of Special Students Within the Middle School Language Arts Classroom

It was the purpose of this author to ascertain, insofar as articles and documents published from 1980 through 1983 and available through the University of Oklahoma library resources revealed, what attempts were being made in middle school language arts classes to address the needs of special students. Table XIX included within the body of this chapter and in the appendix depicts the data obtained. Six of the forty articles and documents used in this study contained data pertinent to this research category.

The data depicted by Table XIX indicated the needs of two main types of special students were being addressed through the literature obtained in this study: gifted and talented middle schoolers and middle school students who, for unspecified reasons, had not acquired minimum competencies in one or more language arts areas.

Project Alpha (Advanced Learning Programs in the Humanities and Arts) produced two packets of materials obtained for use in this study:

²⁰¹Eichhorn, p. 48.

²⁰²Ibid.

TABLE XIX
ARTICLES/DOCUMENTS RELATING TO ATTEMPTS TO MEET THE NEEDS OF SPECIAL STUDENTS WITHIN
MIDDLE SCHOOL LANGUAGE ARTS CLASSROOMS 1980-1983

Title of Article/Document	Source of Article/Document	Publication Date	Author	Educational Affiliation of Author	Publishing Agency	Abstract of Contents Related to Research Category
"Project Alpha: Language"	Educational Resources Information Center	1980	Anthony J. Le Storti et al.	Project Alpha: Director Gwynedd-Mercy College Gwynedd Valley, PA	Dept. of Health, Education and Welfare/Office of Education, Washington, D. C.	Objectives, materials, guidelines for 8 lessons for the gifted on purposes of language and processes of language, successful/unsuccessful communication, precise/imprecise communication, connotation etc. A study unit designed for gifted humanities and arts.
"Project Alpha: Creative Poetry and You"	Educational Resources Information Center	1980	Anthony J. Le Storti et al.	Project Alpha: Director Gwynedd-Mercy College Gwynedd Valley, PA	Dept. of Health, Education and Welfare/Office of Education, Washington,	Using a learning styles approach, types of poetry then poetry skills are taught in a step-by-step program from Advanced Learning Programs in the Humanities and Arts. (gifted)
"Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School"	Educational Resources Information Center	1980	James H. Cornette, Dennis M. Bartelo	Maryland State Dept. of Education	Maryland State Dept. of Educ.	Provides a plan for individualizing reading within a heterogeneously grouped class for the highly skilled reader.
"Yesterday's Minds or Tomorrow's? A Handbook on Creativity"	Educational Resources Information Center	1980	Louise Flynn	Cheyenne Public Schools Cheyenne, WY	N/A	Discusses creativity vs. I.Q., give creativity tests, steps in creative process, how to encourage creativity in classroom--32 teaching ideas--for creative pupils and others too.
"Pennsylvania School Improvement Program"	Educational Resources Information Center	January, 1980	Leslie K. Peters	Penn. State Dept. of Ed. Office of Research, Planning and Data Management	Penn. State Dept. of Educ., Office of Research, Planning and Data Management	A school assistance team was assigned to chosen schools to improve basic math/reading skills.
"An Evaluation of Competency Based School Programs in a Learning for Mastery Setting"	Educational Resources Information Center	April, 1981	Greg M. Strasler and others	Not listed	Paper presented at Annual Meeting of the American Educational Research Assoc. April 13-17, 1981	Competency-based program at a middle school for students who had not achieved minimum competencies in academic and life skills. Language skills were not significantly improved.

"Creative Poetry and You"²⁰³ and "Language,"²⁰⁴ both designed for the education of the gifted. In both instances, the data indicated the thrust to be to provide a strong interdisciplinary blend of the strategies and content of the humanities and arts, to foster creative and critical thinking, to provide enriching and stimulating learning experiences for gifted youth, and to encourage teachers to use multiple teaching styles and methods.²⁰⁵ The data seemed to illustrate two topics around which Le Storti and others built units, poetry and language, both topical units fitting within the typical program at the middle school level from 1980-1983, as indicated by the data from curricular materials cited in Middle School Language Arts Curriculum 1980-83 in this chapter. Although labeled for use with gifted students, a further examination of the data indicated activities and lessons comparable to those suggested by Johnson,²⁰⁶ Nazelrod,²⁰⁷ and Biddle and Vanderzyl.²⁰⁸ This same indication followed an examination of the data obtained from Cornette and Bartelo²⁰⁹ and Flynn.²¹⁰ Lessons presented in these data tended to be directed toward the gifted pupil, yet also tended to be presented in a manner applicable to the average middle level pupil in a language arts class. "The plan [CREATE] provides for the teacher a model for instruction to meet the varied needs of the

²⁰³ Le Storti, "Creative Poetry and You," pp. 1-4.

²⁰⁴ Le Storti, "Language," pp. 2-3.

²⁰⁵ Ibid.

²⁰⁶ Johnson, loc. cit.

²⁰⁷ Nazelrod, loc. cit.

²⁰⁸ Biddle and Vanderzyl, loc. cit.

²⁰⁹ Cornette and Bartelo, loc. cit.

²¹⁰ Flynn, loc. cit.

students in the regular classroom. Therefore, in dealing with the emerging adolescent in the Middle School, it is important that teachers employ a multiplicity of techniques to meet the individual needs of students..."²¹¹

In addition to the programs created for use with middle school language arts students who are gifted, the data presented two programs that, by their authors' explanation, were established for students who had not acquired minimum competencies in specific academic areas. The Competency Based Program at Dent Middle School was targeted for "all students in grades six through eight who did not demonstrate mastery of the defined minimum competencies in the four basic subject areas."²¹² Similarly, a School Assistance Team responded to needs of students in Pennsylvania schools based on state assessments of data dealing with students' basic skills in reading and math.²¹³ Data gathered in this research category did not seem to indicate total agreement as to whether these programs were successful; however, the evidence of programs addressing the needs of students who are not excelling academically was of interest to this researcher.

An analysis of the data from the six articles/documents chosen for inclusion within this research category identified programs addressing two different points on the academic scale, the gifted middle school pupils and the middle school students who, for whatever reason, were not performing satisfactorily in academic areas. It was interesting to note that four of the six

²¹¹ Cornette and Bartelo, op cit.

²¹² Greg M. Strasler and others, "An Evaluation of Competency Based School Programs in a Learning Mastery Setting," ERIC (p. 7), April, 1981.

²¹³ Leslie K. Peters, "Pennsylvania School Improvement Program," ERIC (p. 14), January, 1980.

articles and documents under consideration in this research category addressed programs for the academically superior student. However, it was noted earlier that those programs were, in many ways, similar to programs suggested for all transescents in language arts classes.

The data within this study repeatedly asserted the uniqueness of the transescent. The efforts identified within this research category and represented in Table XIX to address the needs of special students appeared to adhere to that philosophy. Although the data indicated that special students were receiving some attention, it also appeared that their needs may not be so different from the needs of all unique middleschoolers who find themselves in a "special" physical, emotional, psychological, intellectual, and academic stage of development.

Curricular Materials and/or Suggestions for Middle School Language Arts Teachers 1980-1983

It was the purpose of this author to determine insofar as possible from articles and documents published from 1980 through 1983 and available through library resources at the University of Oklahoma what curricular materials and suggestions were being made for the middle school language arts teacher. Twenty-one of the forty articles and documents obtained for use in this study contained data pertinent to this research category. This data was represented in Table XX within the body of this chapter and in the appendix.

This research category utilized data from many of the articles and documents noted in Innovative Programs, Teaching Approaches and Techniques 1980-1983, in the body of this chapter, because the curricular materials presented in this research category employed many innovative teaching methodologies and the data indicated that these curricular ideas and materials

TABLE XX
ARTICLE DOCUMENTS RELATING TO CURRICULAR MATERIALS AND/OR SUGGESTIONS FOR
MIDDLE SCHOOL LANGUAGE ARTS TEACHERS (1961-1981)

Title of Article/Document	Source of Article/Document	Publication Date	Author	Educational Affiliation of Author	Publishing Agency	Abstract of Contents Related to Research Category
"Language Arts Curriculum Guide" 2nd Edition	Educational Resources Information Center	1981	Max Brown et al.	Private Public Schools, Portland, Oregon	Private Public Schools, Portland, Oregon	Language arts course materials for grades 7-8 are given.
EISE: <i>Interdisciplinary</i>	Educational Resources Information Center	Feb., 1980	Louise Baskin, Middlebury Teacher	Shawnee United School District, CO.	Shawnee Unified School District, CO.	A program designed to help K-8 teachers master the language arts curriculum. Contains guidelines with diagnostic instruments included.
"Language Arts Basic Skills Initiative/2: High Instructional Materials, Reading and Writing Standards"	Educational Resources Information Center	1980	Anna Madsen comp.	Palm Beach County Board of Public Instruction, West Palm Beach, Florida	Palm Beach County Board of Public Instruction, West Palm Beach, Florida	A curriculum guide that also contains activity sheets and evaluation lists for reading and writing skills learned essential for middle schools.
"NINE New Factory English for the Eighties"	EISE, <i>Journal</i> pp. 72-73	June, 1980	Bill Hord, Just Cooks	National Council of Teachers of English, of English	National Council of Teachers of English, of English	Explores responsibilities of language arts teachers in the middle school in the 1980's.
"The Middle School 7's Initiative and English Curriculum"	Educational Resources Information Center	1981	Barbara D. Hunsicker	None listed	N/A	Overview of what middle school language programs should "be about."
"The English Curriculum in Middle School/2: Junior High—The Curriculum"	EISE, <i>Journal</i> pp. 61-62	April, 1981	Robert Spencer Johnson	Teacher-Harrison Middle School, Harrison, NY	N/A	Defines and outlines the elements of the English Curriculum and offers ideas for implementation. The focus is both for the middle school language arts program.
"Structuring a Differentiated Language Arts Program for the Eighties: A New Model for the Middle School"	Educational Resources Information Center	1980	James H. Cornforth, Director of Education, Maryland State Dept. of Ed.	Maryland State Dept. of Ed.	Maryland State Dept. of Ed.	How to actually teach a variety of levels of people in language arts class is explained.
"Vocabulary, Writing, or Improvements? A Model for Middle School Language Arts Curriculum"	Educational Resources Information Center	1980	Louise Flynn	Chryseum Public Schools, Chryseum, NY	N/A	This author also presents activities, and teaching techniques for teaching creativity.
"How to Teach English in the Junior High and Middle School"	Educational Resources Information Center	1980	Carol Carter and Zora Baskin ed.	None listed	National Council of Teachers of English	200 language arts activities are divided into subject categories—many ready-made lessons.
"Design and Implementation of an Effective Drama Unit for MS/2"	Educational Resources Information Center	April, 1981	Judy M. Krul	None listed	None listed	A unit is given with day-by-day plans, methods of instruction and materials. Specific resources listed.
"An Energy Curriculum for Middle Grades"	Educational Resources Information Center	April, 1980	Indiana State Dept. of Education, Public Instruction, Division of Curriculum	None listed	Dept. of Energy, Indianapolis, ILL.	Specific lessons are given with implications for language arts.
"Jumping Up in Language Arts"	Educational Resources Information Center	Sept., 1981	David Lohr et al.	Sanville Board of Public Instruction, Sanville, PA	Private State Office of Ed., Pennsylvania Department of Education	Specific exercises are given linking science and language arts. Sources of information are given.
"City Search: An Outdoor Classroom"	Educational Resources Information Center	1980	Edward L. Schaefer, Michigan Problems	None listed	Can-Sense Productions	Visiting a city report is done and starting point for 11 activities.
"Theme Spotted, Try Them"	Educational Resources Information Center	May, 1980	Carol L. Kucharski	Reading teacher at Neal Middle School, Bethel Park, PA	None presented at the National Council of Teachers of English, Nov., 1980	Objectives, methods, materials for a successful reading program in middle school are listed.
"Author's Best's Middle School"	EISE, <i>Journal</i> pp. 67-68	May, 1981	Esther Penco	Reading coordinator, Shawnee Middle School, Shawnee, MO	Shawnee-Mission River Middle School, Shawnee, MO	An explanation of how an author's work was held and suggestions for doing this are given.
"Project Alpha: Creative Poetry and Year"	Educational Resources Information Center	1980	Anthony J. Le Nard, et al.	Project Alpha Director, Cornwell Valley College, Cornwell Valley, PA	Dept. of Health, Education and Welfare, Office of Education	This is a detailed poetry unit with plans, worksheets, exercises.
"Project Alpha: Language"	Educational Resources Information Center	1980	Anthony J. Le Nard, et al.	Project Alpha Director, Cornwell Valley College, Cornwell Valley, PA	Dept. of Health, Education and Welfare, Office of Education	Guidelines for teaching a language unit to middle schoolers—especially gifted are explained.
"The Middle School Curriculum: A New Approach"	EISE, <i>Journal</i> pp. 74-75	May, 1983	Mary Compton	Assistant Prof., College of Ed., Univ. of Georgia	N/A	Integrated curriculum is suggested—humanities and technical areas as the two domains.
"Brain Growth and Higher Level Thinking"	Educational Resources Information Center THE JOURNAL OF EDUCATION JANUARY 1982 pp. 6-7	1980	Edward & Phyllis Branson	Each with prof. of Ed., Univ. of Northern Colorado, Greeley, Colorado	National Middle School Assoc.	Lessons are shown which adapt for various cognitive levels.
"Self-Concept and Learning in the Middle Level School"	EISE, <i>Journal</i> pp. 67-71	May, 1983	James A. Basso	Asst. Prof. of Ed., St. Bonaventure Univ.	N/A	Author gives innovative suggestions for dealing with language arts and self-concept.
"Midnight, March, and the Middle Level Student"	EISE, <i>Journal</i> pp. 71-72	May, 1983	Caroline Fero	Prof. of Educ., Kent State University	N/A	Very often alternatives to traditional grading and ways to implement the suggestions.

gave impetus to innovative programs. The data concerning curricular materials and suggestions for middle school language arts teachers indicated three types of materials and documents published from 1980 through 1983: curriculum guides; specific unit, lesson, and activity plans and materials; and special interest suggestions that dealt with a particular concern (i.e., grading, self-concept, higher level thinking, interdisciplinary teaching). For purposes of reporting and analyzing the data pertinent to this research category, these areas of concern will serve as the organizational structure for the following discussion.

A brief history of the language arts curriculum in middle schools was the backdrop for Nazelrod's presentation of curricular suggestions for middle school language arts teachers that provide sixth, seventh, and eighth graders with opportunities to 1) acquire the skills, the knowledge, the flexibility needed to handle the variety of language roles demanded by society, 2) receive instruction in language arts that will help them control basic forms of composition (oral and written), and that will help them interpret non-verbal as well as verbal systems of communication, 3) add to their understanding of the many forces that influence human behavior, 4) experiment with new ideas and concepts, and 5) examine alternatives for the future.²¹⁴ The data indicated Johnson's guidelines for middle school language arts components (listening, speaking, reading, literature, writing, and language)²¹⁵ were designed in a way that would allow them to further divide and specify areas within Nazelrod's guidelines.

²¹⁴Nazelrod, p. 25.

²¹⁵Johnson, pp. 42-46.

Data in this research category indicated further specificity of skills provided by Brunton,²¹⁶ Biddle and Vanderzyl,²¹⁷ and Meehan.²¹⁸

Within the range of skills that the aforementioned authors put forth, the data provided ready-made lessons, activities, units, or worksheets from Cornette and Bartelo;²¹⁹ Flynn;²²⁰ Carter and Rashkis;²²¹ Krull;²²² Indiana Departments of Commerce, Public Instruction, and Curriculum;²²³ La Hart;²²⁴ Stranix and Fleishman;²²⁵ Kochinski;²²⁶ Fusco,²²⁷ Le Storti and others.²²⁸ The data indicated a variety of topics were used to present the materials and suggestions these authors produced.

²¹⁶Brunton, op. cit.

²¹⁷Biddle and Vanderzyl, op. cit.

²¹⁸Meehan, op. cit.

²¹⁹Cornette and Bartelo, op. cit.

²²⁰Flynn, op. cit.

²²¹Carter and Rashkis, op. cit.

²²²Krull, op. cit.

²²³Indiana Departments of Commerce, Public Instruction, and Curriculum, op. cit.

²²⁴La Hart, op. cit.

²²⁵Stranix and Fleishman, op. cit.

²²⁶Kochinski, op. cit.

²²⁷Fusco, op. cit.

²²⁸Le Storti, et al., op. cit.

Special interest concerns such as grading (Vars),²²⁹ self-concept (Beane),²³⁰ brain growth and higher level thinking (Brazee, Brazee),²³¹ and integrative curriculum through interdisciplinary teaching (Compton)²³² provided data for this research category with specific suggestions for addressing the concern each author expressed.

The data obtained for use in this category tended to indicate through the number of items located, that as mentioned in Innovative Programs, Teaching Approaches and Techniques, in this chapter, that perhaps authors of articles and documents were addressing the teachers' proclivity to read materials of a more pragmatic nature.²³³ Whether addressing general issues with specific suggestions,²³⁴ providing detailed plans and materials,²³⁵ or suggesting methods for meeting specific student needs,²³⁶ the data indicated the tendency for the authors cited in this research category to provide a variety of curricular materials and suggestions for the middle school language arts teacher.

²²⁹Gordon Vars, "Missiles, Marks, and the Middle Level Student," NASSP Bulletin (pp. 72-77), May, 1983.

²³⁰Beane, op. cit.

²³¹Brazee and Brazee, op. cit.

²³²Compton, op. cit.

²³³Mour, op. cit.

²³⁴Nazelrod, op. cit.

²³⁵Flynn, op. cit.

²³⁶Beane, op. cit.

A Summary of Findings

An analysis of the data obtained for use in this study provided this author with an overview of the language arts program from 1980 through 1983, as indicated by publications during that time period and available through the University of Oklahoma library resources. The data tended to indicate, in answer to "What was included within the language arts curriculum?" an emphasis on basic skills. The research question of innovative programs, teaching approaches, and techniques was addressed by data indicating innovative programs which expanded and integrated the basic skills were being emphasized. "What research had been reported that may have affected the teaching/learning of language arts?" Cognitive brain growth received the most attention in educational documents and articles obtained for use in this study. The needs of two groups of special students were addressed, those pupils who were designated as gifted, and those who did not possess minimum language arts competencies. Curricular materials and/or suggestions for middle school language arts teachers presented an interweaving of the basic skills emphasis, adaptations resulting from the findings of research concerning brain growth of adolescents, the need for special programs for gifted pupils and those who needed to improve language arts competencies, and innovative programs planned and presented to help language arts teachers achieve these goals.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study involved the systematic analysis of articles and documents pertinent to language arts in the American middle school, published from 1980 through 1983, and available through the University of Oklahoma library resources. The articles and documents used in this study were identified by an ERIC-CIJE computerized retrieval system. The intent of this study was to determine, insofar as the articles and documents identified for use in this study indicated, answers to the five basic research questions: 1) What was currently included within the language arts curriculum in American middle schools? 2) What innovative programs, teaching approaches, and techniques were being used within the language arts curriculum in American middle schools? 3) What research had been reported that may have affected the teaching/learning of language arts in American middle schools? 4) How were the needs of special students being addressed in language arts classes in American middle schools? and 5) What curricular materials and/or suggestions were being made for language arts teachers in American middle schools?

Data were recorded on tabulation sheets. Research categories were then created which were synonymous with the research questions cited in the problem statement of this study. Tabulation sheets were organized into the five research categories and a table was created indicating data pertinent to that research category. From these data, an analysis was completed regarding

how the research question under consideration was being addressed by the data. These conclusions relate only to this investigation and cannot be generalized beyond those articles/documents actually received by this author from the ERIC-CIJE computerized retrieval system.

After an analysis of the sources of the data, it became clear to this author that the professional organizations for middle school language arts teachers had published nine of the nineteen articles identified for use in this study. The remaining articles were published in an administrative journal (NASSP Bulletin) and various other educational journals (Learning, Instructor, Education Week). Data cited earlier indicated these journals were often found in school libraries. It was indicated that teachers were more likely to read articles appearing in professional journals that were included in professional memberships or were subscribed to by their schools, so the assumption was made that 47 percent of the articles identified for use in this study were available for teachers who desired to read them. However, of the forty articles and documents identified for use in this study, twenty-one sources were educational documents. These data sources, by the nature of their form and location, were not readily accessible to the middle school language arts teacher. It may be suggested that much of the available data useful for the middle school teacher of language arts was being published, but not disseminated for maximum benefit to those who could profit most from it.

As the data from each research category was considered, it became apparent to this researcher that several trends were indicated. This author concluded that the middle school language arts curriculum centered around basic skill development, yet it appeared the researchers sought to emphasize the plateau occurring in the cognitive development of the transescent. This author saw no conflict in application arising from the data analyzed in each

category. While the cognitive developmental plateau occurs, according to the researchers cited in this study, the researchers also emphasized that learning can and should continue during this transitional phase. The difference appeared to lie in the types of learning activities, goals, and methods used with the transescent age group, as opposed to elementary or high school students. Curriculum changes, methods, and materials reflected the specific physical, emotional, psychological and social needs of middle school students and efforts to meet those needs. More concretely, the middle school language arts curriculum appeared to be, in part, a response to the research indications, that students in the intermediate grades need a curriculum geared to help them clarify, order, interpret, and communicate experiences through the skillful use of language. In order for these language arts skills to be mastered, students followed a course of study in which oral and written skills were emphasized. This was done experientially or through "performance-oriented" methods. Those modes of active learning fit the physiological make-up of the adolescent.

The uniqueness of the middle schooler was indicated from the data, and there were efforts to accommodate the needs of special students within this unique developmental stage. Programs for gifted students were noted as were programs created to teach minimum competency skills; however, this researcher did observe that many of these materials and efforts labeled for special students were similar to the curricular materials and suggestions created for use with all middleschoolers.

Curricular materials and suggestions suggested by the data in this study were pragmatic and often included skills from several academic areas in an interdisciplinary theme.

An annotated bibliography of the data sources this researcher felt would be of most interest to middle level language arts teachers was appended to this document in an effort to provide those teachers with an easily accessible guide to those sources of information applicable to them, their classrooms, and their students. Data indicated teachers were not prolific readers of professional materials; therefore, it was the hope of this author that by providing an annotated bibliography of pertinent resources, teachers in American middle schools might be encouraged to "remain current" in a rapidly changing academic field.

Recommendations

Based upon the data received in this study, several recommendations for further study are suggested in an effort to encourage the maintenance of a language arts curriculum for the eighties that is responsive to the specific needs of transescents:

1. That a similar study be conducted using textbooks on state approved adoption lists to determine if the patterns of this study can be duplicated.
2. That a study be conducted based on classroom observations of middle school language arts classes to determine if the patterns determined by this study can be duplicated.
3. That a study be conducted to determine needs of middle school language arts teachers so that those needs might be addressed.
4. That similar studies be conducted in the other three basic curricular areas of the middle school (science, math, social studies) to determine if similar trends and patterns exist in those areas as were identified in this study.
5. That a similar study be conducted in American junior high schools to determine similarities and differences in patterns, as related to this study.

APPENDIX A

Results of ERIC-CIJE Computerized Retrieval System:

Sources of Data

TABLE IV

Sources of Data: Journals

Total number of journal articles obtained for use in this study	<u>19</u>
Total number of articles from <u>English Journal</u> (N.C.T.E.) obtained for use in this study	<u>2</u>
Total number of articles from <u>Middle School Research</u> (N.M.S.A.) obtained for use in this study	<u>7</u>

TABLE V

Sources of Data: Documents

Total number of educational documents obtained for use in this study	<u>21</u>
Total number of documents written under sponsorship of National Council of Teachers of English (N.C.T.E.) and obtained for use in this study	<u>1</u>
Total number of documents written under sponsorship of National Middle School Association (N.M.S.A.) and obtained for use in this study	<u>0</u>

TABLE VI

Sponsoring Agencies of Data:
Number of Articles and Documents Included in This Study

Professional membership organizations (N.C.T.E., N.M.S.A.) for middle school language arts teachers	<u>10</u>
Federal governmental agencies, state departments of education, local districts	<u>12</u>
Other sponsoring agencies	<u>18</u>
Total number of articles/documents included in this study	<u>40</u>

TABLE VII

Articles Identified by ERIC-CIJE

Articles/Documents identified by ERIC-CIJE	<u>47</u>
Articles/Documents unavailable through the University of Oklahoma library resources	<u>7</u>
Articles/Documents used in study	<u>40</u>

TABLE VIII

Journals and Documents Identified by ERIC-CIJE

Journals identified by computer search	<u>8</u>
Journals available at O.U. Library	<u>7</u>
Journals unavailable at O.U. Library	<u>1</u>
Journals included in this study	<u>7</u>
Educational documents identified by computer search	<u>22</u>
Educational documents available at O.U. library	<u>21</u>
Educational documents unavailable at O.U. library	<u>1</u>
Educational documents included in this study	<u>21</u>

TABLE VII

Articles Identified by ERIC-CIJE

Articles/Documents identified by ERIC-CIJE	<u>47</u>
Articles/Documents unavailable through the University of Oklahoma library resources	<u>7</u>
Articles/Documents used in study	<u>40</u>

TABLE IX

**Titles of Journals and Number of Articles
Included in this Study**

<u>National Association of Secondary School Principals Bulletin</u>	<u>6</u>
<u>Instructor</u>	<u>1</u>
<u>Learning</u>	<u>1</u>
<u>Journal of Reading</u>	<u>1</u>
<u>Middle School Research</u>	<u>7</u>
<u>English Journal</u>	<u>2</u>
<u>Education Week</u>	<u>1</u>
<hr/>	
Total number of journals represented in this study	<u>7</u>
Total number of articles represented in this study	<u>19</u>
Total number of articles presented in pro- fessional organization publications for middle school language arts teachers (<u>Middle School Research, English Journal</u>)	<u>9</u>
Percentage of articles contributed by pro- fessional organization publications for middle school language arts teachers and identified for use in this study (<u>Middle School Research, English Journal</u>)	<u>47% (9/19)</u>

TABLE X

Types of Data

Number of journal articles obtained for use in this study	<u>19</u>
Number of educational documents obtained for use in this study	<u>21</u>
Total number of data sources	<u>40</u>

APPENDIX B
Content Data

TABLE XI

Data Items Addressing Each Research Category

Curriculum content	<u>7</u>
Innovative programs/techniques	<u>19</u>
Research affecting teaching/learning of language arts	<u>13</u>
Needs of special students	<u>6</u>
Curricular materials	<u>21</u>

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TABLE IV
ARTICLE DOCUMENTS RELATING TO INNOVATIVE PROGRAMS, TEACHING APPROACHES
AND TECHNIQUES (1981-1983)

Title of Article/Document	Source of Article/Document	Publication Date	Author	Educational Attainment of Author	Publishing Agency	Abstract of Contents Related to Research Category
"The Middle School in Its Institutional and English Curriculum"	Educational Resources Information Center	1981	Barbara D. Holsinger	None listed	N/A	Underlying teaching approaches designed for use with middle school students in language arts classes are discussed.
"The Middle School Curriculum: A New Agenda"	NASSIP Bulletin pp. 15-23	May, 1983	Mary Cargan	American Professor's College of Education, University of Georgia	N/A	Suggestions are made for an integrated curriculum organization which would more nearly meet the middle school's needs.
"Three Shards, Try Them"	Educational Resources Information Center	May, 1980	Gerald S. Kachindl	Reading teacher, Neal Armstrong Middle School, Bedford Park, Penn.	Paper presented at the 1980's National Reading Assoc. May, 1980	The paper contains descriptions of activities that have proven successful in one middle school's reading program--described with objective needed materials.
"Project Alpha Creative Poetry and Text"	Educational Resources Information Center	1980	Anthony S. La Sarrà et al.	Project Alpha Director, Croydon Mercy College, Croydon, Valley, PA	Dept. of Health, Education & Welfare, Washington, D. C.	Unit on writing poetry helps develop the creativity of all students--especially those who are gifted.
"Project Alpha Language"	Educational Resources Information Center	1980	Anthony S. La Sarrà et al.	Project Alpha Director, Croydon Mercy College, Croydon, Valley, PA	Dept. of Health, Education & Welfare, Washington, D. C.	Conditions and specifics for teaching language to middle schoolers--especially the gifted are given.
"Theory Set Up in Language Arts"	Educational Resources Information Center	Sept., 1981	David La Hart et al.	Seaside Board of Public Instruction, Seaside, Fla.	Florida State Dept. of Ed., Office of Environmental Education	Science and language arts are linked together in an energy awareness theme. Exercises are specific; sources listed for materials.
"Participant Planned Self-Directed, Resources for Schools"	Educational Resources Information Center	1980	Susan Ylvisack Current	Assoc. State Dept. of Ed.	Dept. of Health, Education & Welfare, Washington, D. C.	Language arts skills are taught across the disciplines as a result of teachers participating in a writing workshop.
"How to Teach English in the Junior High and Middle School"	Educational Resources Information Center	1980	Clay Carter, et al. Zane Kaphale, et al.	None listed	National Council of Teachers of English	208 activities ready for use are listed, divided into subject categories. Activity sheets are ready for reproduction.
"No Group Curriculum for Middle School"	Educational Resources Information Center	April, 1980	Indiana State Dept. of Commerce, Public Instruction, Division of Curriculum	None listed	Dept. of Ed., Washington, D.C.	Ways to address the energy issue and at the same time meet the needs of adolescents are given, with specific lessons with implications for language arts.
"City Servers As Outdoor Classroom"	Educational Resources Information Center	1980	Edward L. Jernale Michael P. Jernale	None listed	Cam. Jern. Productions, Philadelphia, PA	Pertinent activities are suggested for middle schoolers visiting a city street.
"Author's Book in A Middle School"	NASSIP Bulletin pp. 27-33	May, 1981	Esther Penco	Reading coordinator, Sherburne-Wading River Middle School District, Sherburne, NY	Sherburne-Wading River Middle School District, Sherburne, NY	A middle school implements an author's week by providing books, inviting authors for non-reading, parent involvement, and community support. Excellent resources listed as well as procedures.
"Design and Implementation of An Effective Drama Unit for MS/JP"	Educational Resources Information Center	April, 1981	Judy M. Kraft	None listed	Paper presented at annual meeting of Central States Speech Assoc.	Utilizes the last 6 weeks of school in a unit designed to include all students. Three lines, specific resources, methods of evaluation, and benefits of the program are given.
"Innovative Approaches to Teaching Language Arts in the Middle School"	Educational Resources Information Center	1980	Loanne Flynn	Chryseas Public Schools, Chryseas, NY	N/A	Discusses creativity and how to encourage creativity in the classroom--specific lessons with 22 teacher ideas--3 detailed lesson plans with resources.
"Teaching a Differentiated Language Arts Program for the Highly Able Reader in the Middle School"	Educational Resources Information Center	1980	James H. Cavanaugh, Dennis M. Barlow	Maryland State Dept. of Ed.	Maryland State Dept. of Ed.	Suggestions utilize theme of CREATE for language arts/reading the classroom curriculum, reading and exploring the subject, activities, post-reading, or planning, impact, and evaluate.
"No Evaluation of Compensatory-Based School Programs in a Learning for Mastery Setting"	Educational Resources Information Center	April, 1981	Craig M. Sreeder et al.	None listed	Paper presented at annual meeting of Educational Research Assoc.	A program at Davis Middle School to achieve maximum competency in academics and life skills is described. A study of program improvement was conducted in this program.
"Models, Methods and the Middle Level Student"	NASSIP Bulletin pp. 7-17	May, 1983	Carole Voss	Pres. of Ed. at Kent State University	N/A	Discusses problems with using the traditional grading system with middle schoolers--offers alternative and methods of implementation.
"Read, Create and Express in the Middle Level Classroom"	NASSIP Bulletin pp. 23-31	May, 1983	James A. Stone	Asst. Pres. of Ed. at Kent State University	N/A	Discusses the "middle" curriculum and innovative ways to deal with language arts and self-concepts.
"Children 'Own Their Power'"	NASSIP Bulletin pp. 33-35	Nov., 1980	Merid Harris	Classroom teacher	N/A	Specific suggestions for any middle school teacher or dealing with feelings in the classroom.
"Responding to Kids in Formative"	NASSIP Bulletin pp. 37-43	April, 1980	Jack McCarty	Administrator	N/A	Describes methods for dealing with stresses and behaviors of middle schoolers.

TABLE XV
ARTICLES/DOCUMENTS RELATING TO RESEARCH AFFECTING THE TEACHING/LEARNING
OF MIDDLE SCHOOL LANGUAGE ARTS 1980-1983

Title of Article/Document	Source of Article/Document	Publication Date	Author	Educational Affiliation of Author	Publishing Agency	Abstract of Contents Related to Research Category
"The Middle School: Philosophical Concept as Practical Solution"	<u>Education Week</u>	Nov. 16, 1981	Ullis Rank	not listed	N/A	Article discusses slow brain growth of 12-16 year old teens that creates, and ways of meeting these needs.
"Brain Growth Periodization and Its Implications for Language Arts"	<u>English Journal</u> pp. 71-73	Jan., 1981	Bill Harris Rebecca Johnson	Classroom teachers	National Council of Teachers of English	Author summarizes the findings of Epstein and Tessler and the implications of these findings for assignments within middle school language arts classes.
"Brain Growth and Cognitive Functioning"	Educational Resources Information Center <u>The Emerging Adolescent Characteristics & Educational Implications</u> pp. 36-37	1980	Norman T. Epstein	Professor of Biophysics Brandon Univ., Waltham, Mass.	National Middle School Assoc.	This article discusses brain growth as it relates to what happens within the classroom.
"Brain Growth and Higher Level Thinking"	Educational Resources Information Center <u>The Emerging Adolescent Characteristics & Educational Implications</u> pp. 42-43	1980	Edward Brasse Phyllis Brasse	Each Asst. Prof. of Educ. Univ. of Northern Colorado Greeley, Col.	National Middle School Assoc.	Lesson plans are given for language arts classes showing how to adapt for various cognitive levels.
"Cognitive Growth and the Development of the Middle-school Learner"	Educational Resources Information Center <u>The Emerging Adolescent Characteristics & Educational Implications</u> pp. 38-41	1980	Clara Maynard	Prof. of Educ., Kent State Univ., Kent, Ohio	National Middle School Assoc.	The question - "What do we teach to address the needs of transcients?" Answers are given.
"Beyond the Basics: Assessing Thinking in the Middle Grades"	Educational Resources Information Center <u>The Emerging Adolescent Characteristics & Educational Implications</u> pp. 38-41	Feb., 1983	David Strahan	Assoc. Prof. of Elem. & Sec. Ed. and Reading, State University College, Geneseo, NY	National Assn. of Secondary School Principals	Research is quoted on abilities and limitations of middle schoolers. Strahan encourages teachers to move beyond the basics they are doing as well and move on to critical thinking.
"Students Respond to a Language Arts Test of Cognitive Functioning"	<u>Middle School Research Project, Middle School Studies</u> Winter, 1981	1981	Edward Brasse	Univ. of Northern Colorado Greeley, Colorado	National Middle School Assoc.	Creation of Language Arts Test of Cognitive Functioning revealed some different skills necessary for working in language arts area successfully as opposed to skills for science and math. Types of language arts thinking are identified.
"Can the Middle School Adapt to the Needs of Its Students?"	Educational Resources Information Center <u>The Emerging Adolescent Characteristics & Educational Implications</u> pp. 1-7	1980	Harshel Thurnburg	Prof. of Ed/Psychology Univ. of Arizona	National Middle School Assoc.	Developmental abilities of the transcients are discussed—also teacher characteristics guaranteeing success with middle school students.
"Focus on the Learner Leads to a Clearer Middle Level Picture"	<u>NASSP Bulletin</u> pp. 43-48	May, 1983	Donald Eichhorn	Supt. for Lewisburg, PA schools	National Middle School Assoc.	Discusses the needs of the transcients learner within the classroom.
"Middle School Developmental Age Grouping"	Educational Resources Information Center <u>The Emerging Adolescent Characteristics & Educational Implications</u> pp. 36-37	1980	Donald Eichhorn	Supt. of Lewisburg, PA schools	National Middle School Assoc.	Discusses methods of grouping for best results at the middle school level.
"Stress Within Students"	<u>NASSP Bulletin</u> pp. 94-105	March, 1981	Betty Youngs	Not listed	N/A	Medical studies are the basis for suggestions on how to handle the stressed middle schoolers and other levels of pupils experience.
"Assessment of Content Test Difficulty by Elementary and Middle School Personnel"	Educational Resources Information Center	Dec., 1981	Susan Strader Flora C. Joy	Not listed	Paper presented at the annual meeting of the American Reading Forum.	Most teachers could not rate the readability of language arts passages—even language teachers' content—implications for classroom.
"Time Utilization Study: Class-Classroom Observation 1979-80"	Educational Resources Information Center	April, 1980	Pae Lysick	Pt. Worth Ind. School	Texas Dept. of Research & Eval.	Illustrates how the middle level teacher's time is spent—implications for better use of time within the classroom.

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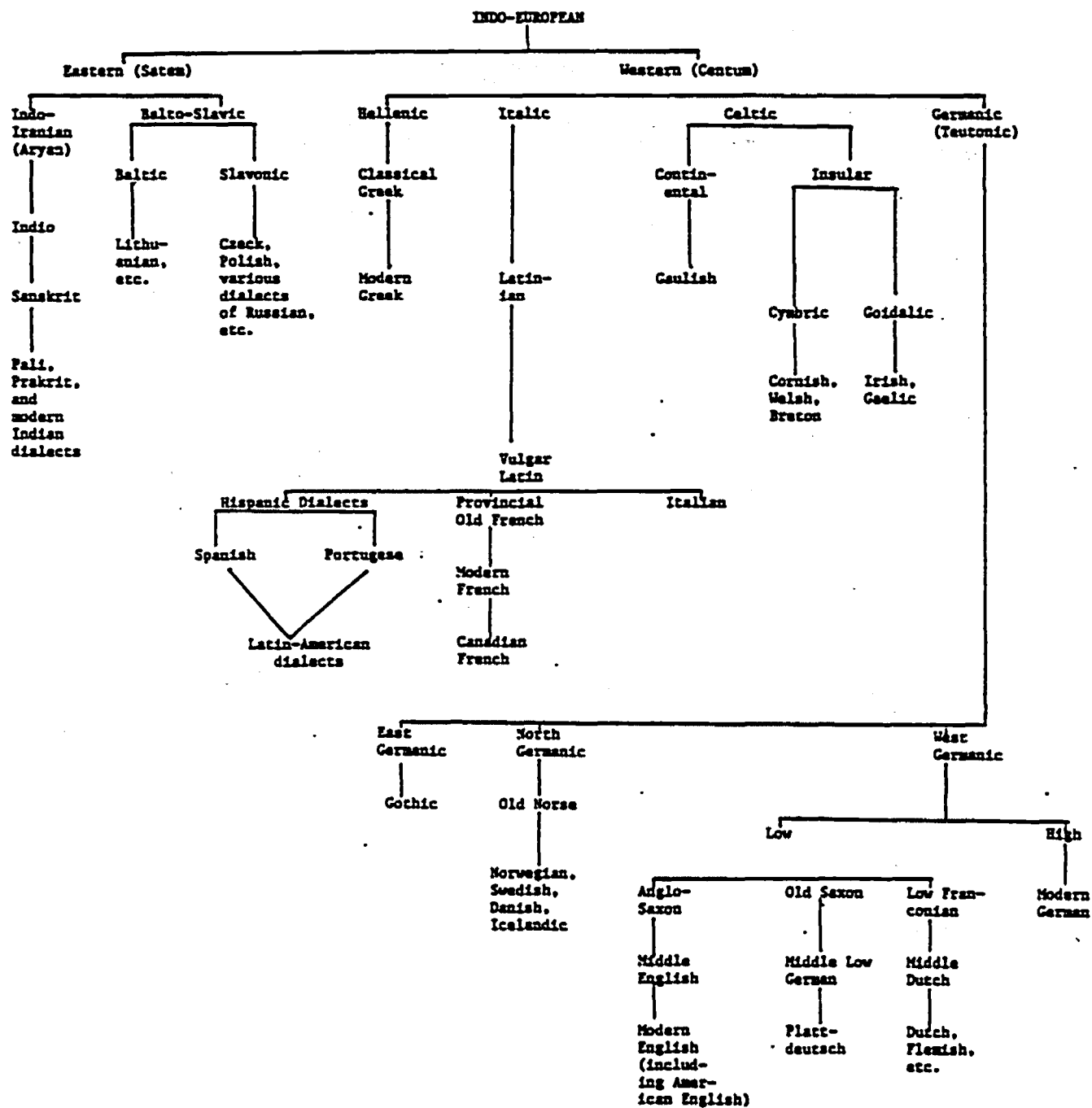
TABLE XX
ARTICLES/DOCUMENTS RELATING TO CURRICULAR MATERIALS AND/OR SUGGESTIONS FOR
MIDDLE SCHOOL LANGUAGE ARTS TEACHERS 1980-1983

Title of Article/Document	Source of Article/Document	Publication Date	Author	Educational Affiliation of Author	Publishing Agency	Abstract of Contents Related to Research Category
"Language Arts Curriculum Guide" 2nd Edition	Educational Resources Information Center	1981	Max Brunton ed.	Portland Public Schools, Portland, Oregon	Portland Public Schools, Portland, Oregon	Language arts course statements for grades 7-8 are given.
<u>RISSE, HANDBOOK</u>	Educational Resources Information Center	Feb., 1980	Louise Soltis Mello Vanderstyl	Riverside Unified School District, Cal.	Riverside Unified School Dist., Cal.	A program was designed to help K-8 teachers master basic language arts and math skills. Curriculum guide with diagnostic instruments included.
"Language Arts Basic Skills Middle/Jr. High Instructional Mini-Packets, Reading and Writing Standards"	Educational Resources Information Center	1980	Anna Moshan comp.	Palm Beach County Board of Public Instruction, West Palm Beach, Florida	Palm Beach County Board of Public Instruction, West Palm Beach, FL	A curriculum guide that also contains activity sheets and evaluation keys for reading and writing skills termed essential for middle schools.
"JHMS Mini Factory English for the Eighties"	<u>English Journal</u> pp. 71-73	Jan., 1980	Bill Harst Jeff Calkins	National Council of Teachers of English—ed. of <u>English Journal</u>	National Council of Teachers of English	Explores responsibilities of language arts teachers in the middle school in the 1980's.
"The Middle School It's Institution and English Curriculum"	Educational Resources Information Center	1981	Barbara D. Macneil	None listed	N/A	Overview of what middle school language programs should "be about."
"The English Curriculum in Middle School/Junior High—The Companion"	<u>NASSP Bulletin</u> pp. 41-46	April, 1981	Robert Spencer Johnson	Teacher—Harricks Middle School, Albion, NY	N/A	Defines and explains the elements of the English curriculum and shows how, as integrated, they become the basis for the middle school language arts program.
"Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School"	Educational Resources Information Center	1980	James M. Carnahan, Damien M. Barile	Maryland State Dept. of Ed. of Education	Maryland State Dept. of Ed.	How to actually teach a variety of levels of pupils in language arts class is explained.
<u>Yonkers's Model of Tomorrow's? A Handbook on Creativity</u>	Educational Resources Information Center	1980	Louise Flynn	Chrysona Public Schools Chrysona, WY	N/A	This author lists lessons, activities, and teaching techniques for teaching creativity.
"Ideas for Teaching English in the Junior High and Middle School"	Educational Resources Information Center	1980	Candy Carter ed. Zora Raskin ed.	None listed	National Council of Teachers of English	200 language arts activities are divided into subject categories—many ready-to-use lessons.
"Design and Implementation of an Effective Drama Unit for MS/Jr"	Educational Resources Information Center	April, 1981	Judy M. Kroll	None listed	Paper presented at annual meeting of Central States Speech Assoc.	A unit is given with day-by-day plans, method of evaluation and rationale. Specific resources listed.
"An Energy Curriculum for Middle Grades"	Educational Resources Information Center	April, 1980	Indiana State Dept. of Com-munity, Public Instruction, Div of Curriculum	None listed	Dept. of Energy, Washington, D.C.	Specific lessons are given with implications for language arts.
"Sewerage Up in Language Arts"	Educational Resources Information Center	Sept., 1981	David LaHart ed.	Seminole Board of Public Instruction, Sanford, FL	Florida State Dept. of Ed.—Office of Environmental Education	Specific exercises are given linking science and language arts. Sources of information are given.
"City Streets: An Outdoor Classroom"	Educational Resources Information Center	1980	Edward L. Seranis, Michael Fleishman	None listed	Com-Seren Productions	Visiting a city street is theme and starting point for 41 activities.
"These Worked, Try Them"	Educational Resources Information Center	May, 1980	Gerald J. Kachinski	Reading teacher at West Ansonburg Middle School Bethel Park, PA	Paper presented at the Incommat'l Reading Assoc. May, 1980	Objectives, methods, materials for a successful reading program in middle school are listed.
"Author's Work in a Middle School"	<u>Journal of Reading</u> pp. 476-479	May, 1981	Ether Penco	Reading coordinator, Shureham-Wading River Middle School Dist., Shureham, NY	Shureham-Wading River Middle School Dist., Shureham, NY	An explanation of how an author's work was held and suggestions for doing this are given.
"Project Alpha Creative Poetry and You"	Educational Resources Information Center	1980	Anthony J. Le Sarti, et al	Project Alpha Director, Gwynedd Mercy College, Gwynedd Valley, PA	Dept. of Health, Education and Welfare, Office of Education	This is a detailed poetry unit with plans, worksheets, exercises.
"Project Alpha Language"	Educational Resources Information Center	1980	Anthony J. Le Sarti, et al	Project Alpha Director, Gwynedd Mercy College, Gwynedd Valley, PA	Dept. of Health, Education and Welfare, Office of Education	Guidelines for teaching a language unit to middle schoolers—especially gifted ones are explained.
"The Middle School Curriculum A New Approach"	<u>NASSP Bulletin</u> pp. 35-37	May, 1983	Mary Compton	Associate Prof., College of Educ., Univ. of Georgia	N/A	Integrated curriculum is suggested—humanities and technical areas as the two divisions.
"Brain Growth and Higher Level Thinking"	Educational Resources Information Center <u>The Emerging Adolescent Characteristics and Educational Implications</u> pp. 91-94	1980	Edward & Phyllis Brazee	Each ext. prof. of Ed. Univ. of Northern Colo., Greeley, Colorado	National Middle Schools Assoc.	Lessons are shown which adapt for various cognitive levels.
"Self-Concept and Esteem in the Middle Level School"	<u>NASSP Bulletin</u> pp. 61-71	May, 1983	James A. Beane	Asst. Prof. of Ed. St. Bonaventure Univ.	N/A	Author gives innovative suggestions for dealing with language arts and self-concept.
"Wonders, Marks, and the Middle Level Student"	<u>NASSP Bulletin</u> pp. 71-73	May, 1983	Gordon Vars	Prof. of Educ., Kent State University	N/A	Vars offers alternatives to traditional grading and ways to implement his suggestions.

APPENDIX C

Data Obtained from Other Sources and Presented in this Study

TABLE I
DERIVATION OF LANGUAGE



from Carlton Grant Lavid, The Miracle of Language (New York: The World Publishing Co., 1953), p. 26.

TABLE II
REASONS FOR ESTABLISHING MIDDLE SCHOOLS*

REASON	Percent	
	1967	1977
To eliminate crowded conditions in other schools	58.2	47.7
To provide a program specifically designed for children in this age group	44.6	68.3
To bridge the elementary and high school better	40.0	62.7
To provide more specialization in grades 5 and/or 6	30.0	20.1
To remedy the weakness of the junior high school	24.5	36.0
To move grade 9 into the high school	24.5	29.2
To try out various innovations	23.6	22.9
To utilize a new school building	20.9	18.7
To use plans which have been successfully implemented in other school systems	12.7	13.4
To aid desegregation	6.5	14.2

*The 1967 data are from the Alexander survey, 1967-68, and the 1977 data from the Brooks survey, 1977.

Chart reproduced from Exemplary Middle School. William Alexander and Paul George. Holt, Rinehart and Winston, New York, 1981, page 15.

TABLE III

KEY PERSONS AND EVENTS IN MIDDLE SCHOOL DEVELOPMENT

- * The Cornell Junior High School Conference in 1963 proposed a general reorganization of schools in the middle with the introduction in grades 5-6 of some specialization and team teaching.
- * Gordon Vars' writing in the 1960's provided a historical perspective for middle school and developed the concept of a core curriculum.
- * Donald Eichhorn's experience as a middle school principal and his research for his doctorate led to The Middle School in 1966. This book first described the middle school learner as "transescent." His work in turn was used by Drash and Tanner to develop the idea of developmental grouping as an alternative to age grouping.
- * The first series of nationwide conferences and workshops on middle schools was sponsored by the Educational Leadership Institute, Springfield, Massachusetts, in the late 1960's and early 1970's.
- * The University of Florida developed the first major teacher education program for middle school educators, leading to the first exclusive middle school teaching certificate in the county on the state level.

Information from The Middle School Primer. Alfred Arth and John Lounsbury. University of Wyoming, Laramie, Wyoming, 1982, p. 4.

TABLE XIII

Propositions Regarding Middle School Language Arts Program

1. The language arts program fits the nature of the adolescent: it grows from what is known about him.
2. The program is student-centered: it is humanized, sensitized, positive, and non-competitive.
3. The program is sequential: it builds from the elementary to the high school.
4. The program is flexible: it is open, allows for change, has room to grow, and is experimental.
5. The program stresses process: it involves discovery, problem-solving, experience, and creativity.
6. The program stresses basic skills: it emphasizes reading, writing, spelling, grammar, speaking, and listening.
7. The program is individualized: it takes into consideration levels of achievement, rates of learning, continued progress, and different learning styles.
8. The program is innovative: it incorporates a variety of methods, materials, and media.

Reproduced from "The Emerging Language Arts Program" by Sandra Muse Kuntmann. Middle School Research (Vol. II: pp. 23-30).

The Emerging Middle School and its Language Arts Program
Survey Results

<u>Degree of Acceptance</u>		<u>Degree of Implementation</u>	
1.	Unacceptable	1.	Not Implemented
2.	Questionable	2.	Weakly Implemented
3.	Accept With Reservations	3.	Average Implementation
4.	Accept in General	4.	Strongly Implemented
5.	Endorse Completely	5.	Fully Implemented

	<u>Degree of Acceptance</u>	<u>Degree of Implementation</u>
	<u>Mean/Median</u>	<u>Mean/Median</u>
1. The language arts program fits the nature of the adolescent: it grows from what is known about him.	4.03/3.32 3/4	3.13/2.33 3/3
2. The program is student-centered: it is humanized, sensitized, positive, and non-competitive.	3.56/3.39 3/4	3.04/2.44 3/2
3. The program is sequential: it builds from the elementary to the high school.	3.50/4.31 3/3	3.54/2.33 3/3
4. The program is flexible: it is open, allows for change, has room to grow, and is experimental.	3.38/3.21 3/4	3.56/2.39 3/3
5. The program stresses process: it involves discovery, problem-solving, experience, and creativity.	3.12/4.05 3/4-5	3.32/2.38 3/3
6. The program stresses basic skills: it emphasizes reading, writing, spelling, grammar, speaking, and listening.	3.72/4.31 3/3	3.98/3.55 3/4
7. The program is individualized: it takes into consideration levels of achievement, rates of learning, continued progress, and different learning styles.	3.75/4.26 3/3	3.30/2.55 3/2-3
8. The program is innovative: it incorporates a variety of methods, materials and media.	3.23/4.42 3/3	3.40/3.16 3/3

Reproduced from "The Emerging Language Arts Program" by Sandra Muse Kuntmann. Middle School Research (Vol. II: pp. 23-30) 1981.

TABLE XVI
MATH/LANGUAGE ARTS TIME UTILIZATION
(PERCENTAGES OF TIME SPENT)

TIME UTILIZATION	Instructional Time							Interference			Instructional Related Mgt.	
	Direct Teaching	Audio Visual	Testing	Applied Instruction With Teacher Aid	Applied Instruction Without Teacher Aid	Instructional Related Management	TOTAL %	Other Interference	Planned Interference	TOTAL %	Other Management	TOTAL %
All Grades/Subjects Allocated Time - 55 min. Observations - 128	33	2	7	24	9	8	83	8	3	11	6	6
Language Arts Allocated time - 56 min. Observations - 65	38	4	5	18	12	9	86	7	2	9	5	5
Math Allocated time - 54 min. Observations - 64	30	0	8	30	6	8	82	9	3	12	6	6

This table was created by this author from data obtained from "Time Utilization Study: Classroom Observation 1979-80" by Fae Lysiak, Ft. Worth Independent School District, Ft. Worth, Texas. The study was completed under the auspices of the Texas Dept. of Research and Evaluation, and published by ERIC, April 1980.

TABLE XVII
TIME UTILIZATION ACCORDING TO GRADE LEVELS
(PERCENTAGES OF TIME SPENT)

	Instructional Time							Interference			Instructional Related Mgt.	
TIME UTILIZATION	Direct Teaching	Audio Visual	Testing	Applied Instruction With Teacher Aid	Applied Instruction Without Teacher Aid	Instructional Related Management	TOTAL %	Other Interference	Planned Interference	TOTAL %	Other Management	TOTAL %
Elementary School Allocated Time - 44 min. Observations - 36	38	1	5	28	5	10	87	5	2	7	6	6
Middle School Allocated time - 64 min. Observations - 44	30	1	5	21	16	8	81	9	2	11	8	8
High School Allocated time - 55 min. Observations - 48	34	4	10	23	4	9	84	10	4	14	2	2

This table was created by this author from data obtained from "Time Utilization Study: Classroom Observation 1979-80" by Fae Lysiak, Ft. Worth Independent School District, Ft. Worth, Texas. The study was completed under the auspices of the Texas Dept. of Research and Evaluation, and published by ERIC, April 1980.

TABLE XVIII
LANGUAGE ARTS TIME UTILIZATION ACCORDING TO GRADE LEVELS
(PERCENTAGES OF TIME SPENT)

TIME UTILIZATION	Instructional Time							Interference		Instructional Related Mgt.	
	Direct Teaching	Audio Visual	Testing	Applied Instruction With Teacher Aid	Applied Instruction Without Teacher Aid	Instructional Related Management	TOTAL %	Other Interference	Planned Interference	Other Management	TOTAL %
Elementary Language Allocated Time - 44 min.	42	2	1	23	11	9	88	5	2	7	5
Middle School Language Allocated time - 66 min.	35	1	5	14	19	9	83	8	1	9	8
High School Language Allocated time - 55 min.	36	9	7	19	6	9	86	8	4	12	2

This table was created by this author from data obtained from "Time Utilization Study: Classroom Observation 1979-80" by Fae Lysiak, Ft. Worth Independent School District, Ft. Worth, Texas. The study was completed under the auspices of the Texas Dept. of Research and Evaluation, and published by ERIC, April 1980.

APPENDIX D
Annotated Bibliography

Articles and Documents of Interest to
Middle School Language Arts Teachers 1980-83

Curriculum Guides 1980-1983

Biddle, Louise and Mollie Vanderzyl. RISS Handbook. 1980. (Riverside Unified School District, California) ERIC.

Designed to help K-8 teachers monitor basic language skills and math skills, this step-by-step guide produces diagnostic tools and lists of specific language arts skills middle schoolers should possess before leaving 8th grade.

Brunton, Max ed. Language Arts Curriculum Guide, 2nd edition. 1981. (Parkrose Public Schools, Portland, Oregon) ERIC.

Language arts course statements for grades 7 and 8 are given. Content areas for grade 7 are reading, writing, spelling. For 8th grade—reading, writing, spelling. This guide requires certification in reading at the 7th grade level and certification in each area at 8th grade.

Horst, Bill and Jeff Golub. "JH/MS Idea Factory." English Journal (pp. 72-73) January 1980.

Explores the responsibilities of middle school/junior high language arts teachers in the 80's and reports on the functions of the JH/MS Assembly of the National Council of Teachers of English.

Johnson, Robert Spencer. "The English Curriculum in Middle School/Junior High—The Components." NASSP Bulletin (pp. 41-46) April 1981.

Defines and explains the elements of the English curriculum (listening, speaking, reading, writing) and illustrates how, as integrated, they become the basis for the middle school English curriculum.

Kuhlmann, Sandra Muse. "The Emerging Middle School Language Arts Program." Middle School Research (pp. 27-32) 1981.

The basic language arts program in middle schools is presented on the basis of literary sources, interviews with departmental chairpersons, and interviews with educational experts.

Meehan, Anna comp. Language Arts Basic Skills: Middle/Junior High Instructional Mini-Packet, Reading and Writing Standards. 1980 (Palm Beach County Board of Public Instruction, West Palm Beach, Florida) ERIC.

This guide provides preparatory sheets, activity sheets, evaluation sheets, and answer keys for several reading and writing skill areas. Very detailed.

Nazelrod, Barbara D. "The Middle School: Its Institution and English Curriculum." 1981 ERIC.

Provides an overview of development of middle school language arts program, its goals, methods, and students.

Innovative Programs, Teaching Methods and Techniques 1980-83

Beane, James A. "Self-Concept and Esteem in the Middle Level School." NASSP Bulletin (pp. 63-71) May, 1983.

Discusses the "hidden curriculum" in middle level classes and innovative ways to deal with language arts and self-concept.

Carter, Candy ed. and Zora Rashkis. "Ideas for Teaching English in the Junior High and Middle School." 1980 (National Council of Teachers of English) ERIC.

200 activities ready for use are listed, divided into subject categories. Activity sheets are ready for reproduction.

Compton, Mary. "The Middle School Curriculum: A New Approach." NASSP Bulletin (pp. 39-43) May, 1983).

Suggestions are made for an integrated curricular organization that would have pupils study "humanities" and "technology."

Cornette, James H. and Dennise Bartelo. "Structuring A Differentiated Language Arts Program for the Highly Able Reader in the Middle School." 1980 (Maryland State Department of Education) ERIC.

Suggestions utilizing the theme CREATE: Curriculum, readng skill, elivening the subject, activities, teach-reteach, and elaborate, expand, and evaluate in order to teach reading in a heterogeneously grouped language arts classroom.

Flynn, Louise. Yesterday's Minds or Tomorrow's? A Handbook on Creativity. 1980 (Cheyenne Public Schools, Cheyenne, WY) ERIC.

Discuss ways to teach creatively. Specific lessons with 32 teaching ideas. Resources listed.

Fusco, Esther. "Author's Week in a Middle School." Journal of Reading (pp. 676-679) May, 1980.

How to plan and implement a week when children's authors visit a middle school for a variety of activities. Resources listed.

Garrett, Susan Vladeck. "Participant Planned Staff Development, Resources for Schools." 1980 (Massachusetts State Department of Education) ERIC.

Teachers participating in a writing workshop gain interesting skills and insights into teaching writing.

Harris, Merril. "Children with Short Fuses." Instructor (pp. 52-54) Nov., 1980.

Specific suggestions for middle school educators in dealing with rapid mood swings of adolescents.

Indiana State Departments of Commerce, Public Instruction, and Curriculum. "An Energy Curriculum for Middle Grades." April, 1980 (Available from this source) ERIC.

Ways to address the energy issue and at the same time meet the needs of adolescents. Specific lessons with implications for language arts are given.

Kochinski, Gerald J. "These Worked, Try Them!" May, 1980 (International Reading Association) ERIC.

Objectives, methods, and materials are provided that proved successful for one middle school reading program.

Krull, Judy M. "Design and Implementation of An Effective Drama Unit for MS/JH." April, 1981 (Central States Speech Assoc.) ERIC.

Unit for the last 6 weeks of the school year is given—complete with time line, resources, evaluative suggestions.

La Hart, David ed. "Sunny Side Up in Language Arts." Sept., 1981 (Florida State Department of Education; Office of Environmental Ed.) ERIC.

Science and language arts are linked together in an energy awareness theme. Specific exercises and resources are listed.

Le Storti, Anthony J. and others. "Project Alpha: Creative Poetry and You." 1980 (Gwynedd Mercy College, Gwynedd Valley, PA) ERIC.

Specifically for gifted, but applicable to all middle schoolers, poetry unit is given in a detailed manner.

Le Storti, Anthony J. and others. "Project Alpha: Language." 1980 (Gwynedd Mercy College, Gwynedd Valley, PA) ERIC.

Guidelines and specifics for teaching language to middle schoolers—especially the gifted.

McGarvey, Jack. "Responding To Kids In Turmoil." Learning (pp. 24-28) April, 1980.

Mentions methods for dealing with stresses and behaviors of middle school students.

Nazelrod, Barbara D. "The Middle School: Its Institution and English Curriculum." 1981 ERIC.

Innovative techniques effective with transecents are presented.

Stranix, Edward L. and Michael Fleishman. "City Street: An Outdoor Classroom." 1980 (Con-Stran Productions, Philadelphia, PA) ERIC.

41 activities are presented for middle school pupils visiting a city street.

Strasler, Greg M. and others. "An Evaluation of Competency Based School Programs in a Learning for Mastery Setting." April, 1981 (Educational Research Assoc.) ERIC.

Explanation of program at Dent Middle School that had varied results.

Vars, Gordon. "Missiles, Marks, and the Middle Level Student." NASSP Bulletin (pp. 72-77) May, 1983.

Discuss the traditional grading system's inappropriateness for middle schools. Provides alternative method of evaluation and ways of implementing it.

Research Affecting the Teaching/Learning 1980-83

Brazee, Edward N. "Student Responses to a Language Arts Test of Cognitive Functioning." Middle School Research: Selected Studies (1981) ERIC.

Identification of skills necessary for working in language arts.

Brazee, Edward N. and Phyllis. "Brain Growth and Higher Level Thinking." The Emerging Adolescent Characteristics and Educational Implications (pp. 42-47) 1980.

Lesson plans for language arts classes are given which provide for various cognitive levels of pupils.

Eichhorn, Donald. "Focus on the Learner Leads to a Clearer Middle Level Picture." NASSP Bulletin (pp. 45-48) May, 1983.

Discusses the needs of the transescent learner within the classroom.

Eichhorn, Donald. "Middle School Developmental Age Grouping." The Emerging Adolescent Characteristics and Educational Implications (pp. 34-37) 1980.

Discusses brain growth as it relates to what occurs in the classroom.

Horst, Bill and Rebecca K. Johnson. "Brain Growth Periodization and Its Implications for Language Arts." English Journal (pp. 72-73) January, 1980.

Summarizes the findings of Toepfer and Epstein and discusses the implications of those findings for assignments within the middle school language arts curriculum.

Lysiak, Fae. "Time Utilization Study: Classroom Observation: 1979-80." April, 1980 (Texas Department of Research and Evaluation) ERIC.

Study illustrates how the middle level language arts teacher's time is spent. Implications for better use of class time.

Maynard, Glenn. "Cognitive Growth and the Development of the Middlescent Learner." 1980 The Emerging Adolescent Characteristics and Educational Implications (pp. 38-41) 1980.

The author asks "What do we teach to address the needs of adolescents?" The question is then answered.

Rouk, Ullik. "The Middle School: Philosophical Concept as Practical Solution." Education Week (Nov. 16, 1981).

Discusses the slow brain growth of 12-14 year olds, the educational needs that creates, and ways of meeting those needs.

Strader, Susan G. and Flora C. Joy. "Assessment of Content Text Difficulty by Elementary and Middle School Personnel." December, 1981 (American Reading Forum) ERIC.

Illustrates that most language arts teachers within this study needed more skills in determining readability of content.

Strahan, David. "Beyond Basics: Assessing Thinking in the Middle Grades." February, 1983 (NASSP) ERIC.

Encouragement and guides for teachers to move beyond teaching the basics into higher thought processes.

Thornburg, Hershel. "Can the Middle School Adapt to the Needs of Its Students?" 1980 The Emerging Adolescent Characteristics and Educational Implications (pp. 1-7) 1980.

Developmental abilities of transescents are described—also needed teacher characteristics to assure success with this age group.

Youngs, Betty. "Stress Within Students." NASSP Bulletin (pp. 96-109) March, 1981.

Medical Studies are basis for suggesting how to deal with stresses each age child experiences. Useful charts!

Needs of Special Students 1980-1983

Cornette, James H. and Dennise Bartelo. "Structuring A Differentiated Language Arts Program for the Highly Able Reader in the Middle School." 1980 (Maryland State Department of Education) ERIC.

Provides a plan for individualizing reading within a heterogeneously grouped classroom that challenges the gifted reader.

Flynn, Louise. Yesterday's Minds or Tomorrow's? A Handbook on Creativity. 1980 (Cheyenne Public Schools, Cheyenne, WY) ERIC.

32 teaching ideas for use with creative pupils and others. Thorough explanation of creative process and how to encourage creativity.

Le Storti, Anthony J. and others. "Project Alpha: Creative Poetry and You." 1980 (Gwynedd Mercy College, Gwynedd Valley, PA) ERIC.

For advanced learners, this step-by-step poetry unit teaches appreciation and technique.

Le Storti, Anthony J. and others. "Project Alpha: Language." 1980 (Gwynedd Mercy College, Gwynedd Valley, PA) ERIC.

Objectives, materials, and guidelines for 8 lessons on aspects of language for gifted students. Covers purposes and processes of language, communication, connotation, etc.

Peters, Leslie K. "Pennsylvania School Improvement Program." January, 1980 (Pennsylvania State Department of Education) ERIC.

Details Pennsylvania schools' attempts to improve basic math and reading skills.

Stasaler, Greg M. and others. "An Evaluation of Competency Based School Programs in a Learning for Mastery Setting." April, 1981 (Educational Research Assoc.) ERIC.

Students who had not attained minimum competency in academic and life skills were involved in this program. Results were varied.

Curricular Materials and/or Suggestions 1980-1983

Beane, James A. "Self-Concept and Esteem in the Middle Level School." NASSP Bulletin (pp. 63-71) May, 1983.

Gives innovative suggestions for dealing with self-concept through language arts activities.

Biddle, Louise and Mollie Vanderzyl. RISS Handbook. 1980. (Riverside Unified School District, California) ERIC.

Diagnostic instruments for use K-8 in determining language arts skills.

Brazee, Edward N. and Phyllis. "Brain Growth and Higher Level Thinking." The Emerging Adolescent Characteristics and Educational Implications (pp. 42-47) 1980.

Lessons are shown adapting for various cognitive levels.

Brunton, Max ed. Language Arts Curriculum Guide, 2nd edition. 1981. (Parkrose Public Schools, Portland, Oregon) ERIC.

Language arts course statements for grades 7-8 give specific direction to middle school language arts program.

Carter, Candy ed. and Zora Rashkis. "Ideas for Teaching English in the Junior High and Middle School." 1980 (National Council of Teachers of English) ERIC.

200 language arts activities with many materials for duplication.

Compton, Mary. "The Middle School Curriculum: A New Approach." NASSP Bulletin (pp. 39-43) May, 1983).

Integrated curriculum is detailed with broad categories of humanities and technical areas.

Cornette, James H. and Dennise Bartelo. "Structuring A Differentiated Language Arts Program for the Highly Able Reader in the Middle School." 1980 (Maryland State Department of Education) ERIC.

How to teach a variety of levels of pupils within one language arts class.

Flynn, Louise. Yesterday's Minds or Tomorrow's? A Handbook on Creativity. 1980 (Cheyenne Public Schools, Cheyenne, WY) ERIC.

Lists lessons, activities, and teaching techniques for teaching creativity.

Fusco, Esther. "Author's Week in a Middle School." Journal of Reading (pp. 676-679) May, 1980.

Explanation of how an author's week was organized in a middle school. Suggestions and resources.

Horst, Bill and Jeff Golub. "JH/MS Idea Factory." English Journal (pp. 72-73) January 1980.

Explores responsibilities in curriculum for the middle school language arts teacher in the 1980's.

Indiana State Departments of Commerce, Public Instruction, and Curriculum. "An Energy Curriculum for Middle Grades." April, 1980 (Available from this source) ERIC.

Specific lessons on the theme of energy are given with implications for language arts.

Johnson, Robert Spencer. "The English Curriculum in Middle School/Junior High--The Components." NASSP Bulletin (pp. 41-46) April 1981.

Definitions and explanation of elements middle school language arts should contain.

Kochinski, Gerald J. "These Worked, Try Them!" May, 1980 (International Reading Association) ERIC.

Objectives, methods, materials for a successful leading program in the middle school.

Krull, Judy M. "Design and Implementation of An Effective Drama Unit for MS/JH." April, 1981 (Central States Speech Assoc.) ERIC.

A drama unit is detailed day-by-day with rationale given and evaluative instruments included.

La Hart, David ed. "Sunny Side Up in Language Arts." Sept., 1981 (Florida State Department of Education; Office of Environmental Ed.) ERIC.

Specific exercises are given, linking science and language arts. Sources of information are given.

Le Storti, Anthony J. and others. "Project Alpha: Creative Poetry and You." 1980 (Gwynedd Mercy College, Gwynedd Valley, PA) ERIC.

Detailed poetry unit with plans, worksheets, exercises that teach appreciation and technique.

Le Storti, Anthony J. and others. "Project Alpha: Language." 1980 (Gwynedd Mercy College, Gwynedd Valley, PA) ERIC.

Guidelines and lessons for teaching several areas of language to middleschoolers.

Meehan, Anna comp. Language Arts Basic Skills; Middle/Junior High Instructional Mini-Packet, Reading and Writing Standards. 1980 (Palm Beach County Board of Public Instruction, West Palm Beach, Florida) ERIC.

Activity sheets, evaluation help for writing skills are included as well as a curriculum guide detailing skills necessary for middleschoolers.

Nazelrod, Barbara D. "The Middle School: Its Institution and English Curriculum." 1981 ERIC.

Specific teaching techniques and suggestions are made within the context of an overview of the middle school language arts curriculum.

Stranix, Edward L. and Michael Fleishman. "City Street: An Outdoor Classroom." 1980 (Con-Stran Productions, Philadelphia, PA) ERIC.

Visiting a city street provides the impetus for 41 activities covering a variety of disciplines—especially math and language arts.

Vars, Gordon. "Missiles, Marks, and the Middle Level Student." NASSP Bulletin (pp. 72-77) May, 1983.

Explanation and guidelines for changing from traditional grading methods to ones more suited to transescents.

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