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August 8, 1922

AN IDENTIFICATION OF THE ATTITUDES OF JUNIOR HIGH
TEACHERS TOWARD THEIR TEACHING ASSIGNMENTS

by

WILLIAM DENNIS WALKER

A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

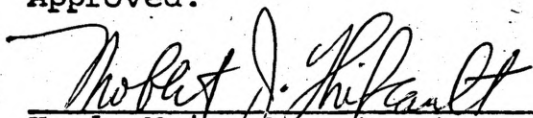
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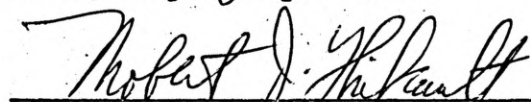
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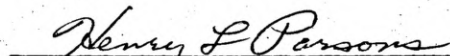
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ABSTRACT

It is held in this study that a high degree of dissatisfaction with teaching assignment exists among junior high school teachers. That the teacher at the intermediate level is a second class citizen in the school district and the community, is a carry-over from former days when salaries varied according to the grade level taught: Junior high teachers were held to have less formal preparation and thus were paid less. Salary differentiation was eliminated with the advent of minimum state standards for teacher certification and curriculum. The philosophy behind salary differentiation has remained.

A questionnaire was administered to junior high faculty groups in Helena, Great Falls, and Glasgow, Montana to determine the status of dissatisfaction in two major categories: 1) perceived discriminatory practices and restrictions at this level; 2) the quality of teacher preparation by college departments of education for the intermediate level. Findings were summarized in percents in a sample of the questionnaire and a brief discussion of the results of each survey item was presented.

There is a high percentage of junior high teachers in Helena, Great Falls, and Glasgow, Montana who are dissatisfied with their teaching assignment. Reasons for this dissatisfaction were based upon perceived restrictions on teaching potential and professional growth at the junior high level, and perceived discriminatory attitudes of the community, the administration, and other teachers toward junior high teachers. There is an equally high percentage of this survey group who felt college departments of education were not preparing their teacher candidates for the specialized demands of the intermediate level.

The findings also indicated a high degree of contrastingly positive and negative attitudes toward the intermediate level. Responses of high motivation appeared alongside and often contradicted responses of low self-esteem.

A high degree of teacher dissatisfaction has deleterious effects on the process of learning. Extensive further studies in the area of job satisfaction for junior high teachers is recommended. Departments of education are advised to create separate programs for candidates intending the junior high as a level of work. School administrators are advised to consider teacher preference and degree of expertise at a given level over the expediciencies of simply filling a vacancy.

CHAPTER I

INTRODUCTION

The junior high school is more than just a level of education: it is a level of specialization. In this writer's opinion there is no other level which demands so much of its teachers and supervisors. The need for adequate articulation from elementary to senior high level is great. The need for empathy in dealing with the pre-adolescent is perhaps even greater. Yet there is growing concern today that these needs are not being met.

In ever increasing degrees the American public is taking to task, not the structural efficiencies of our schools, but the end product. The public is demanding results from schooling and the teacher must deliver these results (Lucio & McNeil, 1969). Thus and rightly so, the focus is falling on the classroom instructor. The reader may be assured that in the future the classroom teacher's preparation for the task and the efficient completion of the task will be scrutinized much more closely.

Evaluation of a teacher's total effectiveness must go beyond his textbook knowledge. Just as the acquisition of a "store of knowledge" or the amount bonded for a new building are not predictors of pupil success, proficiency in

a given subject area carries no guarantee of proficiency in teaching. In evaluating total effectiveness one must look at the total teacher: all of the variables that made him a teacher initially and maintain his quality at present. among the variables frequently sought after by evaluators are college background, in-service training, strength of character, methods of discipline, and practical experience. Variables that are not so tangible and therefore often passed over concern a teacher's self-preception as regards his expertise for a particular teaching assignment and his overall view of his role. An unsigned article in the N.E.A. Research Bulletin in May of 1968 stated:

To gain some insight into the world of the teacher, it is necessary to consider the teacher's view of himself in his teaching situation and his view of the people with whom he interacts.

Three years of work at the senior high level followed by three more at the junior high level have revealed to this investigator several very definite attitudes of junior high teachers regarding their teaching position. It is the writer's opinion that these attitudes are indeed variables that influence teacher effectiveness.

THE PROBLEM

The function of this study was to identify some basic attitudes of junior high teachers as regards to their present position and the adequacy of their preparation in this area. Included in this study are some recommendations for education departments for specialized training in the junior high area; for those in a supervisory capacity who hire, place, and evaluate junior high instructors; and for proposed areas of further study.

NEED FOR THIS STUDY

As our society grows more complex the potentials of the junior high become greater. If these potentials are to be fully realized, junior high schools must be staffed with people who belong there. Educational leadership, like any other, is restricted by a view of self. Empathy with the emotional needs of the twelve to fifteen year age group is seldom found in the teacher who himself is emotionally ill-at-ease.

Adequate staffing of the junior high grades has been a problem for years. If the goal of better recruitment and retention of teachers in the intermediate level of the

school is to be achieved, earnest consideration must be given to the question of teacher satisfaction at this level (Bienenstok, 1964).

GENERAL QUESTIONS TO BE ANSWERED

1. What percentage of the five junior high school faculties surveyed in this study feel: a lack of academic freedom, uncomfortable with the age group, or an uncertain status with supervisors, fellow teachers, and the community?
2. What percentage of the five junior high school faculties surveyed in this study see adequate (or inadequate) preparation by teacher training institutions for the intermediate level?

GENERAL PROCEDURE

To obtain the information needed for this study a review of literature regarding teacher job satisfaction, teacher morale, and teacher occupational preferences was conducted. Recent and recognized journals in Education were utilized.

A questionnaire type of instrument was administered by this writer in the Autumn of 1971 and the Spring of 1972 to 200 junior high teachers from C. R. Anderson and Helena

Junior High in Helena, Montana; from East and Paris Gibson Junior High in Great Falls, Montana; and from Glasgow Junior High in Glasgow, Montana. In addition to the above described limitations, interviews were conducted with a random sample of twenty teachers from the total surveyed in order to expand and delineate attitudes and backgrounds pertinent to the two major questions raised. Presentation and analysis of data and references to interviews appear in subsequent chapters of this study.

DEFINITION OF TERMS

The following terms are defined as they will be used in this study:

Junior High. Grade levels seven through nine.

Senior High. Grade levels ten through twelve.

Pre-adolescence/Adolescence. Chronological ages twelve through fifteen.

SUMMARY

If the specialized role of the junior high school is to be fulfilled, the educational and emotional needs of the preadolescent/adolescent must be met. In this regard, greater attention must be given to teacher preparation for

the junior high as a special area of education. In like manner, caution must be exercised in assigning instructors who are not only capable but also desirous of working at this level.

CHAPTER II

REVIEW OF SELECTED LITERATURE

If an identification of the attitudes of present junior high teachers is to be made, it must be prefaced with a view of what is happening in the area of teacher job satisfaction. To this end, a review of elected literature is presented.

This review concerns itself with the background of present attitudes, current status of teacher morale, and the recommendations of others for improving teacher job satisfaction. In citing the recommendations of others the writer does not mean to imply they are necessarily his own; they serve rather to broaden the insight into existing attitudes.

The data in this review of literature is taken from research publications in the Montana State University Library.

BACKGROUND

The concept of the junior high school came into being as a result of pressure on the elementary and secondary schools from the American university system in the last two decades of the last century. Commissioned by the National

Education Association, leaders in education, headed by former Harvard president, Charles Eliot, formed the Committee of Ten. The task of the Committee was to evaluate the progress of elementary and secondary schools in preparing youth for both life in society and entrance into the university system. The findings of the Committee, published in 1893, said among other things, that eight years was too long a time to be spent at the elementary level and that young men and women were entering the universities too late in life and often ill-equipped, having only four years of college preparatory courses. In like manner, four years at the senior high level was, in the Committee's opinion, insufficient preparation for life, in the case of the student whose education would terminate at grade twelve. Thus it was recommended that the elementary years be cut to six and the senior high program be pushed downward to include grades seven and eight; students could then enter the university (or society) at the age of eighteen or nineteen with the advantage of six years of preparation (Brimm, 1963).

The findings of the Committee of Ten and subsequent studies triggered experimentation nationwide with various plans designed to meet the recommendations of the Committee during the first three decades of this century. From this

evolved both the philosophy and the structure of the junior high school, including separate housing, separate staffing, special curriculum approaches, and attention to the uniqueness of this particular age group.

As the concept of the junior high spread and took hold, local school systems were faced with the burden of financing, housing, and staffing the new schools. At the outset it was assumed (based primarily on financial expediency) that junior high teachers did not need to know as much and therefore were paid less than senior high teachers. This had the effect of filling the junior high schools with former senior high teachers who had been demoted, former elementary teachers with more ambition than dedication, who had moved up to the junior high for the financial benefits, or promising young teachers who were waiting for their promotion to the senior high (Hubert, 1970).

The growth of knowledge and the resulting demand for increased specialization, along with the advent of teacher militancy, have caused salary schedules to be unified and many discriminatory practices to be discontinued. Yet the lack of prestige or status in junior high teaching has lingered on and has continued to undermine progress and innovation.

CURRENT STATUS OF TEACHER MORALE AND ATTITUDES

Attracting and retaining qualified junior high staff members remains the number one problem in the area of teacher personnel for school administrators (Biennenstok, 1964).

This point was made in an article in New York State Education in March of 1964. Bienenstok further stated:

According to a recently completed study based on questionnaire responses secured from 1,349 teachers of junior high grades in New York State, the commitment of teachers to a junior high career is of a rather tenuous nature. Over 75% of them originally had no desire to teach at this level. Over 50% doubted they would choose this level if given another chance. Less than 50% planned to stay in junior high teaching until retirement (p. 10).

It seems then that, in spite of the "age of specialization" and unified salary schedules, dissatisfaction remains. Certainly at the heart of this is the generally accepted pattern in school administration that junior highs take second seat in school plant and equipment, quality and preparation of instructors, and the resulting inadequate prestige (Rice, 1965). This step-child attitude is found not only on the part of school administrators but also in teacher training institutions. Regretably, it is an attitude reflected in the teachers and the resultant

instructional program. High school teachers tend to regard anything below ninth grade as a demotion (Rosser, 1961).

RECOMMENDATIONS

The subject of teacher job satisfaction has recently become an area of prime concern in teacher education. An increasing number of institutions are concluding that the step-child attitude toward junior high teachers does exist, that these teachers are reacting with negative attitudes, and effective change must come from improved teacher preparation for intermediate level work. A recent study at Cornell showed that among 600 teachers surveyed, those teaching grades seven and eight were markedly less satisfied with their level of assignment than were teachers below or above. Of the areas of dissatisfaction identified in the Cornell study, three predominated: lack of training for this level, the nature of curriculum, and the emotional ambivalence of the age group (DeVane, 1962).

DeVane, writing in the Bulletin of the National Association of Secondary School Principals, pointed to the trend in course offerings on junior high education. In an inquiry conducted in 1955 by NASSP, 34 out of 250 colleges and universities surveyed offered teacher

preparation at this level, with a total of 49 courses. A similar inquiry in 1962 showed 145 out of 300 colleges and universities surveyed offered junior high preparation, reporting a total of 198 courses (p. 380).

A more recent observation indicates, however, that the steadily improving supply is not keeping up with the demand. Jeanne Hubert, in an article in Clearing House in 1970 stated:

Junior high teachers have been expected to adjust to every sort of innovation---total departmentalization, team teaching, block of time, core curriculum, modular schedules, flexible schedules, and a large variety of other experiments. They have been expected to be the most open-minded and enthusiastic of all public school teachers---all this without any special training or preparation (p. 373).

Whether stated here or implied, there is a direct connection between teacher preparation and a teacher's view of self and job. It is the writer's opinion that whereas salary discrimination was a primary factor in job dissatisfaction forty years ago, inadequate preparation for the demands of the junior high is detrimental to a conscientious teacher's self-image, is obviously detrimental to pupil progress in the eyes of the conscientious teacher, and is therefore an even greater source of unhappiness.

SUMMARY

As recently as twenty years ago salary discrimination by level taught was still a widespread practice in the United States, and perhaps with some justification. Preparation for elementary education ranged from none to completion of a normal school or college program. Junior and senior high teaching implied greater degrees of preparation and therefore more pay and better facilities: there was, after all, more to be taught. A teacher was paid on the basis of the store of learning his training brought to the district.

With the advent of minimum state standards for teacher certification and for curriculum, salary differentiation gradually disappeared. Both the philosophy behind it has been slower in dying. One might even say that it was not died at all, but rather has taken on a new form. Elementary education enjoys an enhanced status as a beginning or introductory process in learning; senior high continues to enjoy renewed life as a finishing or refining process. Little attention has been given the school in the middle, the junior high, as a period of discovery, experimentation, and creative expression, as well as the most critical period in the socialization process. The growing focus of college

education departments on the junior high as a separate level of teacher preparation is of itself a verification that the philosophy of differentiation is still alive.

CHAPTER III

PRESENTATION OF DATA

Educators agree that the major function of the junior high school presents a thorny task: to successfully articulate between the self-contained elementary level and the departmentalized senior high, all the while continuing the socialization process effectively, and promoting positive self-concepts in the pre-adolescent/adolescent. Crucial to the task is attracting and keeping teachers able to meet the demands of this level. With some variation from state to state, candidates for teaching credentials throughout the nation prefer, in the main, to prepare to teach at other levels. Junior high teachers reveal a disproportionately higher level of dissatisfaction than teachers at other levels and express a markedly higher desire to seek employment at some other grade level or task (Perkes, 1968).

While the review of selected literature indicated an increasing awareness of this situation, research on the matter remains far from adequate. All of the variables that affect junior high teacher job satisfaction are beyond the scope of this paper. The intent here is to isolate and examine a limited area. Included within the area of this study are considerations of the restrictiveness of an

intermediate teaching assignment, types and degrees of discrimination felt, assignment preferences, reactions to the twelve to fifteen age group, and effectiveness of teacher preparation. A description of the population surveyed, the method of survey, and a summary of findings follows.

POPULATION AND SAMPLE

The method of population selection for this study was based first on the structural definition of a junior high school: only those school districts that house grades seven through nine in a separate building with separate staffing were considered. Large districts were chosen for the availability of greater faculty size and because, in this writer's opinion, student enrollment would more closely approximate conditions in other areas of the nation of comparable size. From the various school districts in the state of Montana that provide separate facilities for intermediate grades seven through nine, five sample faculties were selected for this study. Paris Gibson and East Junior High in Great Falls, Montana; C. R. Anderson and Helena Junior High in Helena, Montana; and Glasgow Junior High in Glasgow, Montana were selected. The total population was 200

teachers, 88.5 percent of the combined total teacher personnel serving the sample schools.

A questionnaire type of instrument was administered to the individual faculties in group sessions, during the Autumn of 1971 and the Spring of 1972. A sample of the questionnaire appears on the following pages, containing a raw summary of responses to the individual items, expressed in percents.

To the teacher: This questionnaire calls for both factual responses and evaluative opinions on your part. Its purpose is to identify various attitudes of junior high teachers toward their work. Please do not sign the form. Your cooperation is greatly appreciated.

1. When you made application to this school district did you specify a preference for junior or senior high?

38.5% specified junior high

11.5% specified senior high

50.0% no specification

2. Did you choose your present position or were you placed by the administration?

29.0% chose the position

71.0% placed

3. Do you now have a teaching preference:

63.0% junior high

14.5% senior high

22.5% no preference

4. From your professional point of view, how do you rate working with this age group (12-15)?

72.0% challenging and enjoyable

3.5% challenging but unpleasant

3.0% pleasant but no challenge

0.5% boring

18.5% frustrating

2.5% unsure of feelings

5. Do you feel the junior high curriculum restricts your teaching potential?

5.0% a great deal

45.5% somewhat

49.5% not at all

6. Do you feel that a junior high environment restricts professional growth?

9.0% a great deal

33.0% somewhat

58.0% not at all

7. Do you feel there is a greater freedom for a classroom teacher at the senior high level?

38.5% yes

40.0% no

21.5% unsure

8. Have you ever experienced salary discrimination between junior high and senior high?

6.5% yes

93.5% no

9. How would you rate your junior high system in regard to meeting the emotional needs of the early adolescent?

18.5% excellent

67.0% adequate

14.5% poor

10. Are teacher education institutions adequately preparing new teachers to meet the educational needs of the junior high student?

26.0% yes

48.5% no

25.5% unsure

11. Are teacher education institutions adequately preparing new teachers to meet the emotional need of the junior high student?

9.5% yes

61.0% no

29.5% unsure

12. Have you as a junior high teacher ever had the feeling of being a second-class citizen in your school community?

5.5% often

33.0% occasionally

61.5% never

13. Have you ever experienced an attitude of discrimination, on the part of an administrator, between junior and senior high teachers?

3.0% often

32.5% occasionally

64.5% never

14. Have you ever experienced an attitude of discrimination, on the part of fellow teachers, between junior and senior high teachers?

3.5% often

50.0% occasionally

46.5% never

15. Do you feel the offer of a senior high position is, in effect, a promotion?

19.0% yes

71.5% no

9.5% unsure

16. How long have you taught at the junior high level?

61.0% 1-5 years

23.5% 6-10 years

15.5% 11 or more years

17. Have you ever taught at the senior high level?

52.5% yes

47.5% no

CHAPTER IV

ANALYSIS OF DATA

The data collected involved both factual and attitudinal responses. No correlation was attempted between the two categories. Instead, an item-by-item discussion of the results of the survey was conducted to illuminate the present status of teacher attitude in the five schools surveyed.

In Montana, as in most states, a certificate in secondary education qualifies a teaching candidate for either junior or senior high. Superintendents and building principals enjoy a bit more latitude in filling teacher vacancies and do so, more often on the basis of subject area expediency. Past teacher shortages and the failure of teaching candidates to specify a level preference have certainly reinforced this practice.

Questionnaire items 1, 2, and 3 deal with specification of level preference at the time of application to a school district, the opportunity of choice of teaching level, and present level preference.

At the time a work application was submitted, one half of the candidates indicated no preference in teaching assignment. Over ten percent indicated a desire to teach

at the senior high level. The findings show that seventy-one percent of the applicants were placed at the junior high level.

Since original application, the respondents showed marked change in preference of assignment. The number originally indicating no preference dropped by fifty-five percent while the number indicating a preference for junior high teaching increased forty percent. Preference for senior high rose less than three percent.

The respondents were given the opportunity of expressing their feelings toward working with the pre-adolescent/adolescent age group. Seventy-two percent saw the junior high student as both enjoyable and challenging. Slightly over one fourth of the teachers surveyed expressed negative opinions of the age group, ranging from unpleasant and without challenge to frustrating. A little over two percent remained unsure of their feelings toward their students.

Items 5, 6, and 7 dealt with opinions on the degree of restriction of teaching and professional potential at the junior high level and perceived freedom at the senior high level.

Responses regarding the restrictiveness of the curriculum at the intermediate level were rather evenly

divided. Fifty percent of the teachers felt some degree of restraint on their classroom potentials, stemming from the courses of study, although only five percent indicated a great deal of restraint. Slightly less than fifty percent responded that their potential was in no way hampered by the curriculum.

The faculty members surveyed were not so evenly divided on the question of restricted professional growth. Forty-two percent felt that growth in the teaching profession was hindered to some extent in a junior high school, with nine percent responding "a great deal". Fifty-eight percent disagreed, seeing no impediments to professional advancement at the intermediate level.

Item 8 in the questionnaire sought to establish the percentage of teachers on the selected faculties who had, at any time in their career, experienced salary discrimination between junior and senior high. Over ninety-three percent said they had not. For the sake of clarification it is necessary to point out that the affirmative responses to this item do not indicate the existence of separate salary schedules. Rather, the responses indicate differences in extra-duty pay between junior and senior high for activity sponsors.

Respondents were given the opportunity to rate their own school in regard to meeting the emotional needs of the early adolescent in item 9 of the questionnaire. Sixty-seven percent rated their school as adequate in this area, with over eighteen percent rating their school "excellent". Fourteen percent disagreed and gave a rating of "poor".

Items 10 and 11 sought opinions on the quality of teacher education in preparing new teachers for the educational and emotional demands of junior high school.

In the light of educational needs, nearly one half of the respondents felt that new teachers were ill-prepared for the task. One fourth felt that training was adequate. A rather high number of teachers, over twenty-five percent, were not decided on the matter.

Sixty-one percent of the faculty members surveyed felt that new teachers were not prepared for the emotional needs of the early adolescent. Only nine percent disagreed. Again, the survey indicated a high degree of indecision--over twenty-nine percent.

The subject of discrimination was raised in items 12, 13, and 14. Respondents were asked if, as junior high teachers, they had ever experienced attitudes of bias in the community, the administration, and among fellow teachers.

The results showed that over thirty-eight percent had experienced some degree of discrimination from the community and over thirty-five percent from administration. Nearly two thirds of the teachers responding had experienced no attitudes of bias.

The question of discrimination among fellow teachers, between junior and senior high, revealed a different picture. Over half indicated some degree of experience with prejudicial feelings among co-workers.

While one out of three teachers surveyed experienced discriminatory attitudes on the part of school administrators and the community, the highest incidence, over half, came from fellow teachers. To further illuminate this situation, interviews with twenty teachers, randomly selected from the total respondents, were conducted. The only control placed on the selection required that the interviewees be of the 1 to 5 year tenure category. Eleven of the twenty indicated that, while they themselves did not necessarily share the attitude, many co-workers at their level felt the senior high teacher was a more accomplished person both professionally and socially. It was added that senior high teachers did not, as a rule, mingle with faculties from other levels after school hours, and they tended to assume

a position of first among equals at district faculty and professional organization meetings (Helena Public Schools, 1971).

Questionnaire item 15 considered the promotional aspects of a transfer to a senior high assignment. Over seventy-one percent of the teachers polled did not consider the offer of a senior high position as a step upward. Nineteen percent did see such a move as a promotion, while less than ten percent remained undecided.

Concluding the survey, items 16 and 17 established the tenure of the respondents at the junior high level and prior experience, if any, at the senior high level. Three out of every five teachers participating in this study were fairly new to junior high teaching with tenures of five years or less. Less than one fourth fell into the six to ten year bracket. Over fifty percent of the total population had had at least one year prior experience at the senior high level.

CHAPTER V

CONCLUSIONS

It would seem, at the very least, that the group surveyed is comprised of younger teachers with a strong preference for the level at which they work and a high positive regard for the pre-adolescent/adolescent age bracket. In a breakdown from the cumulative to aggregate school groups, each group responded in a positive manner regarding its school's ability to meet the needs of the student.

At the same time the questinnaire responses indicated a feeling of restriction of teaching and professional potential. Dissatisfaction was seen in perceived status with administration, in the community, and with fellow teachers in the main.

An even stronger dissatisfaction was shown in the matter of teacher preparation. An interview with one respondent concerning teacher training in general and the quality of student teachers in particular better serves to summarize this aspect:

As for student teachers---I have had two and would prefer never to meet one in my classroom again. (I am under 30). Is there a pill to give these student teachers to prompt ideas and not carbon copies, to show enthusiasm instead of waiting for the 3:30 bell---are we truly turning more apathy

loose on the world? I would assume you will teach future teachers---please emphasize that not all traditions in life are square, not all kids are textbook ideals; you have to give, not expect the entire day long to be praised by fourteen-year-olds. My students are too good for abuse by one with a lack of education (Glasgow Public Schools, 1972).

It can be concluded that the aforesaid attitudes and dissatisfactions do exist to a degree that could have a deleterious effect on the goals of any level of education. However, the contrasts and contradictions that appear in the responses are indicative of a rather ambivalent attitude toward the situation overall, leading this writer to the conclusion that much has been left unsaid and that conditions may not be as good as the data indicates.

It is difficult to imagine that the arbitrary placement of seventy-one percent of the total respondents into teaching assignments without regard for preference will pass without creating some hard feelings. Surely administrations which take so lightly the hiring and placing of teachers will also be derelict on lesser issues, such as the establishment of rapport with employees. Yet only one third of the teachers surveyed in this study indicated ill treatment.

Given the high percentage of affirmative responses to items of restriction, discrimination, and arbitrary

manipulation of new employees, that the number of teachers who now prefer the junior high school has nearly doubled over the initial preference figure is astounding. Given all of the above and given that college education departments are lagging behind in teacher preparation for the intermediate level, it is truly miraculous that eight-five percent of the respondents rate their junior high system anywhere from "adequate" to "excellent".

As the summary of data shows, and in the face of all the negative variables affecting teacher attitude, the group surveyed, by a majority of seventy-two percent, still found their work professionally challenging and enjoyable.

In short, it is difficult to imagine a group so highly motivated on the one hand, beset by so many negative influences on the other. This writer is led to the immediate conclusion that the contradictory nature of the responses is a further indication of job dissatisfaction. It may be, for example, that an administration that is arbitrary in making teaching assignments is also threatening in the view of its employees. It may also be that teachers, like other team members, are quick to defend and be optimistic about even a bad situation.

RECOMMENDATIONS

In conducting this study it was readily apparent that there was a dearth of in-depth research in the area of work satisfaction for junior high teachers. It would be of infinite benefit to those who wield the power of effecting change in education if further studies were accomplished. The following areas of research are suggested: The extent and effects of arbitrary teacher placement versus selection on the basis of both preference and demonstrated expertise; a study of the variables affecting attitudes toward the intermediate age group; a study of the variables affecting attitudes of restriction; a study of the variables affecting perceived discriminatory attitudes.

Teacher education recognizes the junior high as being a distinct and specialized level, but not to the extent that separate training programs are provided the teacher candidate. This must come to be if the junior high student is to truly receive the attention given to levels below and above him. Some suggestions are offered for the establishment of a course of study for the intermediate teacher candidate.

Methods courses should be designed to de-emphasize teacher control of and dominance in the learning process,

and re-emphasize pupil creativity. Control seems to be a primary function, over learning, at the junior high level. Emphasis on control also limits creativity. Subject area methods must allow self-pacing, experimentation, and personal discovery to be effective. Students in the intermediate level are too old to be led and too young to be lectured.

An integral part of the intermediate training program is extensive course work in Social Psychology, Sociology of Education, Child Growth and Development, and current trends in behavior modification. In order to meet emotional needs one must understand emotional needs. To this end, it is not unreasonable to suggest this course of study be required as a minor area. Such orientation lends itself to a teacher candidate's decision to pursue or not pursue this level of work.

Student teaching time must be extended to allow the candidate greater exposure to the tasks of teaching in the junior high. Extended time will permit closer scrutiny by supervisors and enable the candidate and the supervisor to determine how the training is going. Care should be taken to assign the candidate to a teacher who is qualified to give example and encouragement. A candidate's orientation

to the junior high school must be comprehensive.

Finally, if the needs of the junior high student are to be met, teacher preparation, attitudes, and preferences must become prime factors for consideration for an administrator in staffing schools. In the issuance of new contracts, school districts will, where feasible, avoid re-hiring an unhappy teacher. This procedure has a better place---at the time of hiring.

The ultimate consideration at any level of education must be the student. The assumption guiding many a researcher in the study of worker satisfaction is that a high level of dissatisfaction can have marked effects upon the job to be done. The significance of a study of teacher satisfaction rests finally upon the quality of student learning (Perkes, 1968).

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