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# An analysis of the public intermediate school

Richard Thomas Talbert

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AN ANALYSIS OF THE PUBLIC  
INTERMEDIATE SCHOOL

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A Thesis  
Presented to  
the Graduate Faculty of  
The University of Richmond

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

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by  
Richard Thomas Talbert

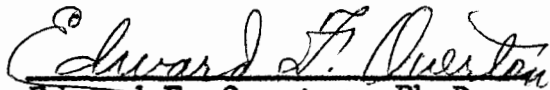
August 1966

APPROVAL SHEET

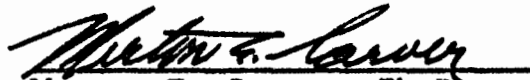
The undersigned, appointed by the Chairman of the Department of Education, have examined this thesis by

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candidate for the degree of Master of Science in Education, and hereby certify their approval of its acceptance.



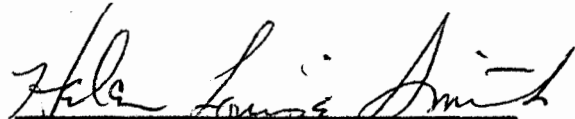
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## CHAPTER I

### INTRODUCTION

A new trend in the grade organization of public schools throughout the country has been recognized as being a part of the intermediate school theory. Many attempts have been made to define and clarify this trend in intermediary school theory, by educational leaders throughout the country, as well as state and local school administrators. Educational journals have contained articles relating to this new trend, but none of these articles is substantiated by valid research concerning this innovation. Educators are calling this a new trend, but are not giving valid reasons for its development throughout the country.

In this study the author has presented not only opinions of educators throughout the country, but also results of research data compiled by those public school divisions in the State of Virginia that have experimented with this intermediate school theory and have reached validated conclusions. The author has also tried to show that there is a major difference between the traditional junior high school organization and the intermediate school organization.

The author has concluded by means of research that the term "intermediate" is used interchangeably with the term "middle" in references made to that period of intermediary instruction.

Any summary, conclusions, or recommendations; however, that were made by the author were primarily based upon an extensive study of the public intermediate and junior high schools within the State of Virginia.

## I. THE PROBLEM

### Statement of the problem.

That program of public intermediate school grade organization which is developing throughout the country has posed many questions to educational leaders and public school administrators throughout the country. It was the purpose of this study (1) to compare the traditional junior high school instructional organization with the instructional organization of the intermediate school theory; (2) to show that a difference between the two instructional organizations does exist to the extent of necessitating a new term for that period of intermediary instruction; (3) to present analytic results of this study, as revealed through personal letters,

interviews, and questionnaires; and (4) to offer any conclusions or recommendations.

Importance of the study.

Since the period of intermediary years of individuals is that educational level of instruction which falls in the adolescent period of maturation and is considered to be a "unique" phase of growth and adjustment to society and its demands, the child of this age has always presented a problem to educators. Dr. Fritz Redl, former chief of the Laboratory of Child Research, National Institute of Mental Health, pointed out:

It is not true that in growing, the child just stretches and becomes bigger and better, all the time developing nicely and smoothly with a few things being added, like sex, and so forth, as he goes along. The truth is that it is normal...to go thru a temporary stage of partial individual disorganization...<sup>1</sup>

During this period of disorganization, Dr. Redl and other authorities pointed out, the child is struggling to become an adult, but without knowing his ultimate objectives.

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<sup>1</sup>Walter H. Gaumnitz, Supplemental Statistics of Public Secondary Schools, 1951-52, with Special Emphasis upon Junior and Junior-Senior High Schools, Circular 423 (Washington: United States Department of Health, Education and Welfare, Office of Education, February, 1955), p. 4.

His restlessness, his aggressiveness and noisiness, (sometimes his anxiety or apparent apathy), are evidence that while he is trying to demonstrate that he is no longer a child, he does not feel secure and has qualms about growing up. It is consequently understandable that he unconsciously feels that it is childish to rely on his parents for help and advice, though he continues to do so at times, while turning toward other preadolescents or companions somewhat older for the comfort of "belonging", and for someone to imitate. A compelling urge drives him to follow a pattern of conformity established by the "norm" of his gang. Long experience in meeting these problems has led educators to recognize the typical adolescent's need to separate himself from the narrow world of smaller children in the elementary school, and to give him a chance to join a society of his peers. On the other hand, educators are very conscious of the dangers of throwing the early adolescent child abruptly into too large a group. Any secondary curriculum, with its correlated activity schedule, will offer the most attractive incentives to the older youth whose domination will invariably deprive the intermediate student his chance to assert himself on equal terms. This type of program is likely to

to teach him a sophistication for which he is not ready.<sup>2</sup>

In this study, an attempt was made to analyze those instructional organizations initiated to serve the students in the intermediary years of education.

## II. DEFINITIONS OF TERMS USED

### Intermediate schools.

Intermediate school was interpreted as meaning that term given to a period of instructional organization in the public schools designating strictly the "in-between-years". Since that term was derived from Latin, which means "in the middle", it was expressed as "intermediate" or "middle".

### Junior high schools.

Junior high schools were those schools which were designated as the schools which come directly before high schools. The word junior did not mean "in-the-middle". The term junior was used as meaning that interval which precedes something of fundamental standing. In the case of junior high schools, it was the name given to that school organization which directly preceded the high school. The theory

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<sup>2</sup>Ibid., pp. 5-7.

behind this, of course, was that this term was used to designate preparatory years.

### Middle schools.

Throughout this study, references were made to the term middle school which was used interchangeably with the term intermediate, because they both are equivalent terms, according to semantics.

### III. ORGANIZATION OF REMAINDER OF THE THESIS

This thesis was organized so that following the introductory chapter, there are chapters that give the history of the junior high school and the intermediate school theory as reported in current research sources, the techniques used in securing the results of the study, the presentation of recommended practices in education, and conclusions of the study as shown in the results of this survey.

## CHAPTER II

### REVIEW OF THE CURRENT RESEARCH

Many positions have been taken in regard to the junior high school and middle school theory. These unique schools for adolescent pupils have aimed at serving juveniles who are either on the verge of puberty or who have recently entered the adolescent period. A summary of selected understandings of this study will here be given.

### RESEARCH ON THE JUNIOR HIGH SCHOOL THEORY

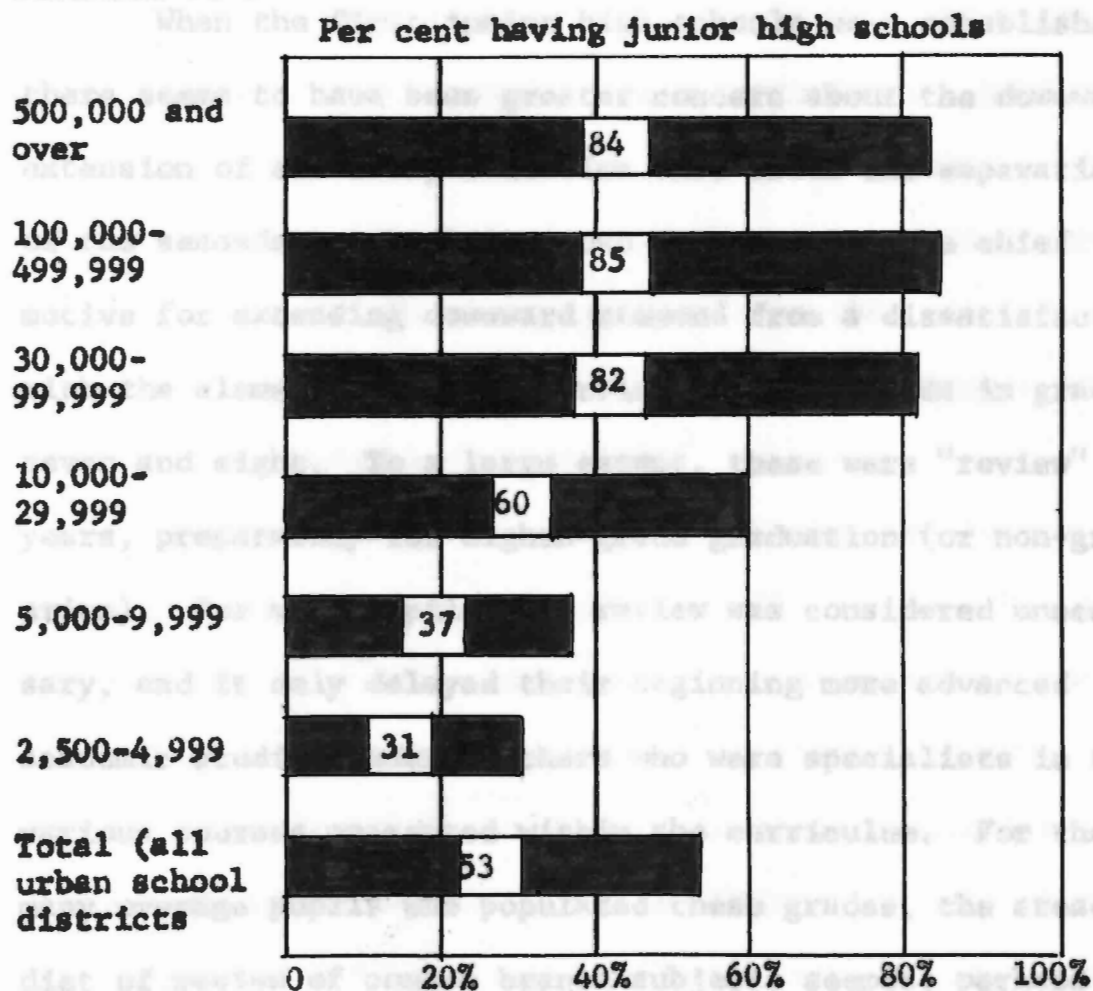
The junior high school is an American invention which dates from the first decade of this century. In 1920, there were fewer than four hundred of them; in 1940, there were more than two thousand; in 1960, there were approximately five thousand, with a constant increase each decade. It can be visualized by observance of the percentage of junior high schools illustrated in Table I that the junior high school is a predominant instructional unit today.<sup>3</sup>

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<sup>3</sup>"The Junior High School Today," National Education Association Research Bulletin (Washington: National Education Association, May, 1961), p. 49.

**TABLE I**  
**REPRESENTATION OF SEPARATE JUNIOR HIGH SCHOOL**  
**FACILITIES IN THE UNITED STATES, 1958-59\***

**DISTRICT SIZE**



\* Information received from National Education Association Research Division.



The junior high school is supposed to be a bridge between the elementary school and the upper secondary level, and indeed, a bridge between childhood and that attenuated near-adult stage called adolescence.

When the first junior high schools were established, there seems to have been greater concern about the downward extension of secondary education than about the separation of the secondary school into two components. The chief motive for extending downward stemmed from a dissatisfaction with the elementary school curriculum and methods in grades seven and eight. To a large extent, these were "review" years, preparatory for eighth-grade graduation (or non-graduation). For many pupils this review was considered unnecessary, and it only delayed their beginning more advanced academic studies under teachers who were specialists in the various courses presented within the curriculum. For the many overage pupils who populated these grades, the steady diet of review of common branch subjects seemed, perhaps not entirely futile, but at least of less value for imminent entry into the world of work than one accompanied by some specific vocational training. It was through this combination of earlier academic instruction and terminal vocational

training that the "needs" of the young (and not so young) adolescents were to be met more effectively.<sup>4</sup>

The separation of the junior high grades from the upper ones was not at that time so much for social and emotional reasons as to make the academic initiation at grade nine easier for pupils, since approximately half of all high school students were in the freshman classes of the conventional high schools, and that was as far as many of them ever got. It was this transition that was of greatest concern, not the one from grade six to seven or the one represented by pubescence.<sup>5</sup>

Junior high schools can be eliminated or altered, but pupils of junior high school age will remain. Who will teach them? What will they be taught? Here, one is confronted by these really significant questions. Their teachers need to be as well versed in their respective subject fields as possible, and in addition be cognizant and appreciative of the relative immaturity of these pupils,

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<sup>4</sup>Mauritz Johnson, Jr., "School in the Middle," Saturday Review, 45:40-43, July 21, 1962, p. 40.

<sup>5</sup>Ibid., p. 41.

their transitional status, and their tremendous diversity. Junior high school teachers must be willing and able to help pupils become students, equipping them with the tools and procedures for a lifetime of study, rather than assuming that they are already so equipped or can acquire, on their own, the ability to study effectively and independently. If junior high schools would address themselves to these problems seriously, pupils, their parents, and all of their subsequent teachers would be grateful.<sup>6</sup>

Junior high school educators who have specialized in this area of instruction are harder to find than those in either the elementary or senior high school. It would be an oversimplification to say that some teachers are attracted to the profession out of a desire to be with children; others from an urge to engage in the transmission of ideas, and that at the junior high school level the pupils are not loveable enough for the one group while the ideas dealt with are not complex enough for the other. Nevertheless, a recent study at Cornell University showed that among some six hundred teachers who were surveyed, those teaching grades seven and

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<sup>6</sup>Ibid., p. 42.

eight were markedly less satisfied with their level of assignment than were teachers in the grades below and above. When the reasons were analyzed, the nature of the curriculum (the ideas), rather than the complex nature of the pupils at this level, seemed to be predominant. Teachers who enjoy teaching many subject areas cannot do so in the junior high school, nor can those who enjoy teaching advanced content find the task adequately challenging. Perhaps this is inevitable in an "in-between" school.<sup>7</sup>

Yet, there is a clue here that the curriculum at this level needs some careful rethinking and perhaps a complete overhauling. Typically, all seventh and eighth graders are required to take some nine or ten subjects for the same length of time, despite considerable differences in their abilities, interests, and accomplishments. No matter that a pupil is tone deaf and has been taught music by a specialist throughout six elementary school years--he must still "explore" it, along with his friend who plays band and orchestra and practices an hour each evening. No matter that a pupil is weak in the fundamentals of arithmetic--his

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<sup>7</sup>Ibid., p. 43.

mathematics teacher, fresh from a course in partial differential equations, must teach him the types of life insurance and what enters into overhead in retailing, just as he must teach these topics to all the mathematically eager pupils awaiting the delights of algebra, geometry, and the infinity beyond.<sup>8</sup>

To say that the fundamental purpose of the junior high school is to meet the needs of pupils in early adolescence is not enough of a guide in setting up a school program. Some years ago a committee of the National Association of Secondary-School Principals drew up a list of the imperative needs of youth. It has had wide acceptance as a guide to secondary-school programs. The following is a list of the ten imperative needs of junior high school youth:

1. All junior high-school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.
2. All junior high-school youth need to develop and maintain abundant physical and mental health.
3. All junior high-school youth need to be participating citizens of their school and community, with increasing orientation to adult citizenship.

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<sup>8</sup>Paul Woodring, "The New Intermediate School," Saturday Review, 48:77-79, October 16, 1965, pp. 78-79.

4. All junior high-school youth need experiences and understandings appropriate to their age and development, which are the foundation of successful home and family life.

5. All junior high-school youth need to develop a sense of the values of material things and the rights of ownership.

6. All junior high-school youth need to learn about the natural and physical environment and its effects on life and to have opportunities for using the scientific approach in the solution of problems.

7. All junior high-school youth need the enriched living which comes from appreciation of an expression in the arts and from experiencing the beauty and wonder of the world around them.

8. All junior high-school youth need to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relationships, or to both.

9. All junior high-school youth need experiences in group living which contribute to personality and character development; they need to develop respect for other persons and their rights and to grow in ethical insights.

10. All junior high-school youth need to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.<sup>9</sup>

With the aims of the junior high school in mind, those responsible for the education of children must work

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<sup>9</sup>National Association of Secondary-School Principals, "Organizing the Junior High School," Bulletin of the National Association of School Principals, 35:5-157, December, 1951, pp. 15-19.

out the conditions that will serve most effectively to achieve these aims. Such conditions are stated as functions. Gruhn and Douglass have summarized one current concept of the junior high school as follows:

#### Function I. Integration

To provide learning experiences in which pupils may use the skills, attitudes, interests, ideals and understandings previously acquired in such a way that they will become coordinated and integrated into effective and wholesome pupil behavior.

To provide for all pupils a broad, general, and common education in the basic knowledges and skills which will lead to wholesome, well-integrated behavior, attitudes, interests, ideals, and understandings.

#### Function II: Exploration

To lead pupils to discover and explore their specialized interests, aptitudes, and abilities as a basis for decisions regarding educational opportunities.

To lead pupils to discover and explore their specialized interests, aptitudes, and abilities as a basis for present and future vocational decisions.

To stimulate pupils and provide opportunities for them to develop a continually widening range of cultural, social, civic, avocational, and recreational interests.

#### Function III: Guidance

To assist pupils to make intelligent decisions regarding present educational activities and opportunities and to prepare them to make future educational decisions.

To assist pupils to make intelligent decisions regarding present vocational opportunities and to prepare them to make future vocational decisions.

### Function III (continued)

To assist pupils to make satisfactory mental, emotional, and social adjustments in their growth toward wholesome, well-adjusted personalities.

To stimulate and prepare pupils to participate as effectively as possible in learning activities, so that they may reach the maximum development of their personal powers and qualities.

### Function IV: Differentiation

To provide differentiated educational facilities and opportunities suited to the varying backgrounds, interests, aptitudes, abilities, personalities, and needs of pupils, in order that each pupil may realize most economically and completely the ultimate aims of education.

### Function V: Socialization

To provide increasingly for learning experiences designed to prepare pupils for effective and satisfying participation in the present complex social order.

To provide increasingly for learning experiences designed to prepare pupils to adjust themselves and contribute to future developments and changes in that social order.

### Function VI: Articulation

To provide a gradual transition from preadolescent education in an educational program suited to the needs and interests of adolescent boys and girls.<sup>10</sup>

A few schools recognized today as junior high schools came into being before 1910. Not many had been established

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<sup>10</sup>William T. Gruhn and Harl R. Douglass, The Modern Junior High School (Second Edition; New York: Ronald Press Co., 1956), pp. 31-32.



even by 1920, but after that time, the growth of junior high schools was rapid until the beginning of World War II, when few new buildings could be built and few changes could be made in school organization. Listed in Table II are the grade organizations of the junior high schools throughout the country as compiled in a National Education Association Research project of 1958.<sup>11</sup>

The junior high school today is an accepted feature of our educational system, but it is not accepted unquestionably. Discussion and change are a sign of vitality; it would be unfortunate if this educational category had remained static since the first such schools were built. The junior high school, moreover, has been influential even in schools that have retained the traditional type of organization, for many of them have adopted features of the junior high-school program.<sup>12</sup>

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<sup>11</sup>National Education Association Research Division, op. cit., p. 48.

<sup>12</sup>William T. Gruhn, "Junior High School," Encyclopedia of Educational Research (Revised Edition; New York: Macmillan Co., 1950), p. 635.

TABLE II  
 GRADE ORGANIZATION IN 344 SCHOOL SYSTEMS  
 IN THE UNITED STATES\*

| Grade<br>organi-<br>zation | Stratum 1<br>100,000 or more | Stratum 2<br>50,000-99,999 | Stratum 3<br>25,000-49,999 | Stratum 4<br>12,000-24,999 | Totals            |
|----------------------------|------------------------------|----------------------------|----------------------------|----------------------------|-------------------|
| 1                          | 2                            | 3                          | 4                          | 5                          | 6                 |
| 6-3-3                      | 15 (79%)                     | 34 (71%)                   | 54 (74%)                   | 142 (70%)                  | 245 (71%)         |
| 8-4                        | 2 (11%)                      | 5 (11%)                    | 5 ( 7%)                    | 22 (11%)                   | 34 (10%)          |
| 6-2-4                      | ...                          | 1 ( 2%)                    | 6 ( 8%)                    | 13 ( 6%)                   | 20 ( 6%)          |
| 6-6                        | ...                          | 2 ( 4%)                    | ...                        | 8 ( 4%)                    | 10 ( 3%)          |
| 7-5                        | 1 ( 5%)                      | 1 ( 2%)                    | 3 ( 4%)                    | 5 ( 3%)                    | 10 ( 3%)          |
| 5-3-4                      | ...                          | 1 ( 2%)                    | ...                        | 4 ( 2%)                    | 5 ( 1%)           |
| 7-2-3                      | ...                          | ...                        | 3 ( 4%)                    | ...                        | 3 ( 1%)           |
| 6-4-2                      | ...                          | ...                        | ...                        | 1                          | 1                 |
| Mixed                      | 1 ( 5%)                      | 4 ( 8%)                    | 2 ( 3%)                    | 9 ( 4%)                    | 16 ( 5%)          |
| <b>Totals</b>              | <b>19 (100%)</b>             | <b>48 (100%)</b>           | <b>73 (100%)</b>           | <b>204 (100%)</b>          | <b>344 (100%)</b> |

\*Information on enrollment strata received from National Education Association Research Bulletin of 1963.

## EFFECTIVENESS OF THE JUNIOR HIGH SCHOOL

As far back as 1927 there was evidence that the junior high school was not living up to its promises. A comprehensive study by J. Orin Powers compared instructional achievements in Minneapolis, where there were some new junior high schools, some old junior high schools, some junior-senior high schools, and other schools in an elementary school organization through grade eight. The study revealed that schools having the highest degree of departmentalization ranked uniformly lowest on standardized tests. In this typical rank order of the groups compared, the non-junior high school was the highest, the junior-senior high school organization was the lowest, and the new junior high and old junior high schools occupied positions between the high and the low.<sup>13</sup>

A study at Harvard University by Bancroft Beatley in 1932 found, as did the Powers study in 1927, that the junior high school takes time away from the academic subjects. This study entitled "Achievement in the Junior High School,"

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<sup>13</sup>J. Orin Powers, The Junior High School, (Minneapolis: University of Minnesota Press, 1927), p. 9.

Harvard University Press, 1932, found that there were no significant differences in academic achievement and that less time was devoted to the fundamentals of reading, language, and arithmetic. The report came up with this interesting suggestion: "A more promising approach to higher standards of accomplishment in the fundamentals is probably to be sought in individualized instruction in the grades below the ninth."<sup>14</sup>

Prior to the Powers study, W. A. Porter conducted a study involving matched pairs of four hundred junior high school students. One of his conclusions was: "Insofar as differences appeared, the median achievement quotients of nonjunior high school pupils in grade 8-A exceeded the median achievement quotients of the junior high pupils."<sup>15</sup>

A similar study conducted by Monroe L. Spivak in 1955 compared the work of two groups of ninth grade students in a departmentalized junior high school. One group attended

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<sup>14</sup>J. H. Hull, "The Junior High School is a Poor Investment," Nation's Schools, 65:78-81, April 1960, p. 78.

<sup>15</sup>W. A. Porter, "A Comparative Study of Scholastic Achievement Made by Certain Junior and Non-Junior High Pupils in Minneapolis," (Unpublished Master's Thesis, University of Minneapolis, 1924), p. 116.

seventh and eighth grades in this junior high school, the other group attended self-contained classrooms for the seventh and eighth grade work. Forty-one matched pairs were compared, each having the same grade teachers. Children from the seventh and eighth grade self-contained classrooms showed more gain in reading and arithmetic and did significantly better in other ways than did their classmates with the departmentalized seventh and eighth grade backgrounds. They made more friends, reported fewer school problems.<sup>16</sup>

A study of fifty-seven elementary school districts reported by Robert E. Browne showed a wide variety of offerings and organizations, but in general the trend was toward the use of large blocks of time. This use provided for good guidance programs and a unified curriculum approach.<sup>17</sup>

Bernard J. Lonsdale reporting on the characteristics of the program in grades seven and eight, concluded that it was apparent in a number of the schools that a great deal

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<sup>16</sup>Monroe L. Spivak, "Departmental or Self-Contained Seventh and Eighth Grade Classrooms?" (Doctoral dissertation, Rutgers University, New Brunswick, New Jersey, 1956), p. 69.

<sup>17</sup>Robert E. Browne, "Study of Block Time," California Elementary School Journal, November 1959, p. 80.

of administrative effort had gone into attempts to narrow the range in academic achievement as the basis for grouping. No evidence was available that such attempts contributed either to increased academic achievement or to improved mental health of the pupils.<sup>18</sup>

A study in 1945 at the University of Texas by Margaret R. Rouse concluded: "Unless departmentalization can be shown to have demonstrated values, continued agitation for the faulty assumptions of its supporters should be abandoned." This study found fourteen statistically significant differences between the practices of departmentalized and nondepartmentalized schools. Each group of schools had seven differences in its favor, but only one of those favoring the departmentalized group was approved by specialists in elementary education, whereas all seven of the differences favoring the nondepartmentalized group were accepted by the specialists.<sup>19</sup>

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<sup>18</sup>Bernard J. Lonsdale, "Characteristics of the Program in Grades Seven and Eight," California Elementary School Journal, November 1959, p. 87.

<sup>19</sup>Margaret R. Rouse, "A Comparative Study of Departmentalization and Non-Departmentalization as Forms of Organization for the Elementary School Curriculum," (unpublished Doctoral dissertation, University of Texas, 1945), p. 75.

Roy C. Woods reported a comparison of two eighth grades, one departmentalized and the other self-contained, in two schools in the same neighborhood in West Virginia. The departmentalized grade showed only 5.1 percentile increase in equated scores on the Stanford Achievement Test from September to May, while the self-contained classroom showed a 13.1 percentile increase.<sup>20</sup>

A research memorandum published in 1958 by the National Education Association relative to the changed purposes of the junior high from 1920 to 1927 indicated that none of the schools mentioned scholarship as an aim and wondered why better scholarship was not mentioned as an aim in the junior high organization. At a time when excellence was considered to be one of the aims of education, an organization that did not emphasize scholarship should be scrutinized rather carefully for its weaknesses.

#### RESEARCH MATERIAL ON THE INTERMEDIATE SCHOOL

The middle school was that organization in education

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<sup>20</sup>Roy C. Woods, "Departmentalization or Self-Contained," The Peabody Journal, November 1959, p. 61.

that was devised as a common instructional unit in France. The middle school concept was later used in the private schools in England. Today, the middle school, as far as semantics is concerned, has been referred to as the intermediate school by the public school systems throughout the country.

The intermediate school theory has been considered a new trend in our public educational system; however, the educators, not being able to validate the effectiveness of the traditional junior high school system, have turned to this new approach.

Throughout the country, this area of intermediary instruction has received new experimentation. In New York City, the nation's largest school system, educators have abandoned the traditional junior high schools replacing them with "intermediate schools." The timetable for the changeover has been set by the Board of Education as beginning in 1966 with completion by 1972-73. New York City educators foresee, within the intermediate pattern, fulfillment of the obvious need for new and special testing and guidance services for remedial work, for subject matter



specialists, and for human relations consultants.<sup>21</sup>

Amory, Mississippi, school division in 1963 began the introduction of middle schools into their educational plans. They felt that a strong "middle" unit to convert eager children into studious teenagers was far superior to a conventional junior high school.<sup>22</sup>

The intermediate years are so significant that the Fairfax County, Virginia School Board and its staff made a thorough study of intermediate education and organized in 1960 a program geared to special requirements of the early adolescent.<sup>23</sup>

The intermediate schools of Fairfax County are designed for the preadolescent and early adolescent. They serve as stepping stones for the seventh and eighth graders between the elementary school and high school, providing for

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<sup>21</sup>New York City School Board, "Farewell to the Junior High," (New York: New York City Report, April 29, 1965), p. 1. (Mimeographed)

<sup>22</sup>Amory, Mississippi, School Board, "Why One District is Building a Middle School," School Management, May 1963, p. 86.

<sup>23</sup>Fairfax County School Board, "Bulletin of Fairfax County School Reorganization," (Virginia: Fairfax, November 20, 1957) pp. 1-4.

the gradual transition from the elementary classroom to departmentalized instruction in the high school. The intermediate school program is designed to help the pupil do effective, relational thinking, from relative judgments, and discriminate among values. This goal is attained not only through the study of content, but also through the methods and procedures appropriate for seventh and eighth graders. Effort is not made to develop specialists, but rather to help each pupil realize his greatest potential, broaden his interests, develop basic skills, and build readiness in each of the subjects that will lead to higher activities as he proceeds with his educational program.<sup>24</sup>

The intermediate schools in Fairfax County furnished a learning environment which specifically provided for:

1. Gradual breaking away from the self-contained classroom to a more strictly departmentalized situation of the high schools.
2. Guidance and personnel services adapted to the needs of the pupils.

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<sup>24</sup>Fairfax County Schools, "The Intermediate Schools," (Bulletin of Fairfax County School Board, Fairfax, Virginia, December 1965), p. 1.

3. Teachers with special preparation in subject matter content fields such as science, mathematics, language arts, foreign language.
4. The unique social, emotional and physical needs of this age group.
5. The intellectual growth of young adolescents with much stress upon continuing improvement in the basic skills (RRR) through emphasis in the regular classes and also in remedial work.
6. The general education that is necessary for educational development of early adolescents.
7. Assistance to the preadolescent and early adolescent in making the transition from childhood dependence to adult independence.<sup>25</sup>

#### SUMMARY

Research evidence presented in this chapter has shown that educators must continually advance in new areas of learning theory in order to meet the educational demands of a mobile society with constant experimentation into public school organizations. One important element has been proved in this study. There existed a new trend, presenting itself in the growth of those schools which were initially designated for public intermediary instruction, and given the term junior high schools. These schools are now given the term intermediate school.

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<sup>25</sup>Ibid., pp. 2-3.

## CHAPTER III

### PROCEDURES, MATERIALS USED AND PROFESSIONAL OPINIONS STUDIED

The procedures, materials used, and opinions studied which formed the background compilation of facts relative to intermediary instruction, and directly used in this study of "An Analysis of the Public Intermediate School" were as follows:

#### PROCEDURES USED

To obtain information in the particular field of intermediary education, the investigator of this study first devised a list of topics pertinent to the study which composed a questionnaire instrument. The author also sent personal correspondence to educators and school officials throughout the country presenting questions soliciting their views and observations relative to the new trend in intermediary instruction. With the aid of the Virginia State Department of Education, the author conducted a survey of the intermediate schools that were operating in Virginia by mailing a questionnaire to the principals of all public schools.

## MATERIALS USED

This study was presented, only after a careful analysis and tabulation of research materials.

### Questionnaire Instrument.

A questionnaire instrument, which is presented in Appendix A, composed of eighteen questions designed to secure opinions was used. A summary of these responses is illustrated in Table III. The following is a definitive listing of the questionnaire items:

1. Concept of the purposes of the intermediate school was an item used to elicit a response pertaining to the philosophy stimulating those educators questioned.
2. Concept of the purposes of the junior high school was an item used to elicit a response pertaining to the philosophy stimulating those educators questioned.
3. Curriculum program differences was an item designed to compare or contrast the curriculum objectives of the educational theories of the intermediate and junior high school.
4. Ages and/or class groups limited to this new trend was incorporated into the questionnaire to serve as a statistical tabulating device on age and group organization.

TABLE III  
SUMMARY OF QUESTIONNAIRE RESPONSES

| Questionnaire Recipients       | Sent | Replied | Used | Not<br>Used |
|--------------------------------|------|---------|------|-------------|
| College Instructors            | 5    | 4       | 2    | 2           |
| State Superintendents          | 3    | 1       | 1    | 0           |
| Local Division Superintendents | 25   | 18      | 15   | 3           |
| Junior High School Principals  | 10   | 8       | 8    | 0           |
| Intermediate School Principals | 15   | 10      | 9    | 1           |
| Directors of Instruction       | 7    | 5       | 5    | 0           |
| Totals                         | 65   | 46      | 40   | 6           |

5. Guidance program differences of the two theories was used to evoke an analysis of the type of program used in the school division of the educator questioned.

6. Type of administration necessary for the intermediate school was an item incorporated into the questionnaire to determine the flexibility of the organizational objectives of the new theory of public instruction.

7. Pattern of the intermediate school was an item used to ascertain resemblances to either of the existing practices; for instance, elementary or secondary approach to instructional methods.

8. Instructional method differences was an item used to compare or contrast the methods of presenting the various courses in the curriculum either to junior high or to intermediate school pupils.

9. Co-curricular (student) activity differences was a question designed to ascertain comparisons of these types of activities between the two school theories: junior high and intermediate.

10. Usage of the intermediate school term was an item used to determine exactly to which instructional organization should the name be applied: elementary or secondary.

11. Optimum size of intermediate school represented an item incorporated into the questionnaire to bring forth responses of a general nature, which could compose a tabulation of preferred intermediate school facilities.

12. Intermediate school housed with secondary, elementary, or separate was an item incorporated into the questionnaire to determine with which instructional unit the educators linked this new trend.

13. Effectiveness of the intermediate school over the junior high school was included to ascertain actual results of practice in this new area of educational theory.

14. Acceptance of this new term, which is applied to the period of intermediary instruction, was an item designed to determine the status of the public's view of this new trend.

15. Core curriculum practice on which suggested grade levels and in what forms was embodied into the questionnaire to determine whether core curriculum was utilized in the school divisions of educators questioned, and to what extent it was used.

16. Supervision of instruction was an item incorporated within the questionnaire to ascertain the methods



practiced by supervisory personnel in both of the instructional theories.

17. Opinion of preferred grade organization was an item used to determine which plan of grade placements was preferable in grades one through twelve.

18. Novelty of intermediate school was placed as the final question to be presented to the educator to determine an objective response to this new trend in intermediary instruction.

The various categories of special research interest to the author, incorporated within the items of the questionnaire, were used to obtain objective and subjective responses from administrative and supervisory personnel questioned.

#### Survey Letter of Virginia Schools.

The survey letter, which is presented in Appendix B, was sent to all public school principals within the State of Virginia. The letter was designed to survey the grade organizations, instructional units, and terms designating the instructional facilities within the State school divisions.

Each of the principals was requested to indicate certain responses by checking items contained within the

letter and to give responses to the questions, and return the letter to the author for necessary analysis and conclusions.

#### Personal Correspondence.

Personal letters, sent to various educational leaders and public school officials, both in the State of Virginia and throughout the United States, were used to solicit opinions and theories of the recipient educators. Questions within the letters focused attention on the educational theories of the traditional public junior high school organization and of the new trend in public intermediate school theory.

#### PROFESSIONAL OPINIONS STUDIED

Those opinions studied were views of college professors, textbook authors, school division superintendents, and other individuals in educational positions of authority. As shown in Table IV, the responses made by these persons proved most favorable in drawing necessary observations and conclusions in the study.

TABLE IV  
PROFESSIONAL OPINIONS STUDIED BY  
PERSONAL CORRESPONDENCE

| Professional Persons                 | Contacted | Replied | Used | Not Used |
|--------------------------------------|-----------|---------|------|----------|
| College Professors                   | 4         | 4       | 2    | 2        |
| School Division<br>Superintendents   | 5         | 3       | 3    | 0        |
| Authoritative Educators              | 3         | 3       | 1    | 2        |
| Statisticians                        | 2         | 2       | 2    | 0        |
| Authors of Textbooks on<br>Education | 3         | 2       | 1    | 1        |
| Totals                               | 17        | 14      | 9    | 5        |

## CHAPTER IV

### RESULTS AND FINDINGS

The results and findings of this investigation on "An Analysis of the Public Intermediate School" were organized in terms of (a) responses to a questionnaire which was sent to educational leaders and school officials throughout the country; (b) an analysis of the comments made in personal correspondence received from college professors, authorities on junior high schools, and other public school officials; and (c) responses to specific questions contained within a survey letter which was sent to all public school principals in the State of Virginia.

#### QUESTIONNAIRE RESULTS

As indicated in Chapter III, responses to items contained within forty questionnaires were analyzed and tabulated for accurate findings.

The questionnaire recipients, as illustrated in Table V, indicated by their detailed answers that the new trend in intermediary education relative to the designation of a new term applied to this public school instructional organization did give rise to different instructional

TABLE V

SUMMARY OF QUESTIONNAIRE RESPONSES TO ITEM COMPARING  
THE PHILOSOPHY OR CONCEPT OF PURPOSE OF THE  
INTERMEDIATE SCHOOL AND THE  
JUNIOR HIGH SCHOOL

| Comparison of Theories          | Questionnaire Results |
|---------------------------------|-----------------------|
| Similar Objectives              | 4                     |
| Not Similar Objectives          | 36                    |
| Both Meeting the Needs of Youth | 40                    |
| Total Responses                 | 40                    |

objectives.

Persons, who indicated that a difference of objectives did exist, pointed out that the intermediate school was providing an instructional program for a more individualized approach to the educational opportunities for youth. This is contrary to the initial objectives of the junior high school as pointed out by educators. Responses further indicated that the junior high school provided an emphasis on transition to high school and vocational orientation.

It was shown that both the intermediate school theory and the junior high school theory of instruction were providing a program in certain communities which was meeting the specific needs of the students being educated within their particular organization of instruction in these communities.

The presentation of the responses to the questionnaire item relative to the curriculum differences of junior high school and intermediate school is shown in Table VI. The responses further indicated that there was a difference between the curriculum of the junior high school and the curriculum of the intermediate school with the program of

TABLE VI

SUMMARY OF QUESTIONNAIRE RESPONSES TO CURRICULUM  
DIFFERENCES OF JUNIOR HIGH SCHOOLS  
AND INTERMEDIATE SCHOOLS

| Items             | Questionnaire Responses |
|-------------------|-------------------------|
| Little Difference | 4                       |
| Major Difference  | 36                      |
| Total Responses   | 40                      |

the latter being less specialized, less preparatory for senior high school, and more thoroughly integrated. Subjects were more "pupil orientated" in the intermediate school with less sophisticated departmentalized programs. The intermediate school also offered less emphasis on athletics and other performing groups.

The recommended age groups for the intermediate school did not seem to be of primary importance even though, as shown in Table VII, the responses indicated heavy choices toward the age group eleven to thirteen. The age group, as explained by the respondents to the question, was that which should be initiated by students in the fifth grade and continued to that age division contained within the eighth grade level of instruction.

Table VIII provides the reader with a visual picture showing that the guidance program of the intermediate school provided for adequate group and individualized counseling, while that program of the junior high school failed to provide adequate individual guidance.

A conclusion was drawn by the author in reference to the particular area of instruction to which the intermediate school program was patterned. As shown in Table IX, the



TABLE VII  
SUMMARY OF RESPONSES TO RECOMMENDED AGE GROUPS  
FOR THE INTERMEDIATE SCHOOL

| Responses | Age Groups |
|-----------|------------|
| 36        | 11 - 13    |
| 3         | 12 - 14    |
| 1         | 15 - 17    |
| 40        |            |

TABLE VIII  
SUMMARY OF GUIDANCE PROGRAM DIFFERENCES

| Items                                 | Junior High<br>School | Intermediate<br>School |
|---------------------------------------|-----------------------|------------------------|
| Group Directed Guidance Programs      | Same                  | Same                   |
| Individual Directed Guidance Programs | Less                  | More                   |

TABLE IX

SUMMARY OF RESPONSES TO ITEM COMPARING PROGRAMS  
OF INTERMEDIATE SCHOOL BEING PATTERNED AFTER  
EXISTING INSTRUCTIONAL ORGANIZATIONS

| Items      | Questionnaire Responses |
|------------|-------------------------|
| Elementary | 2                       |
| Secondary  | 1                       |
| Neither    | 37                      |
| Total      | 40                      |

responses indicated that the intermediate school was patterned after neither the elementary nor the secondary instructional organization. The author, after delving further into this question, has presented evidence that the intermediate school proved to be a "unique" school for "unique pupils" with a totally new and different pattern of instructional organization to the existent public school system.

The type of administration and supervision which was provided in the intermediate school was comparable to the organization provided in the junior high school with more emphasis on flexibility. The administrator and supervisor were well versed in both the elementary and secondary levels of instruction.

Instructional methods of the junior high school did not differ from those of the intermediate school, as shown in Table X, with more emphasis on sophisticated departmental programs in the junior high school, and "block-time" programs in the intermediate school. The analysis of core programs in the junior high school did not directly agree with the findings of a study made by United States Office of Education in 1962. The United States Office of Education

TABLE X

SUMMARY OF INSTRUCTIONAL METHOD DIFFERENCES OF  
JUNIOR HIGH SCHOOLS AND INTERMEDIATE SCHOOLS  
BY QUESTIONNAIRE RESPONSES

| Instructional Methods        | Junior High<br>School | Intermediate<br>School |
|------------------------------|-----------------------|------------------------|
| Departmental Programs        | 40                    | 0                      |
| Core Curriculum Programs     | 0                     | 3                      |
| Self-Contained Programs      | 0                     | 2                      |
| Block Time Schedule Programs | 0                     | 35                     |
| Totals                       | 40                    | 40                     |

statistics relative to the junior high school programs indicated that there was a significant number of junior high schools in the United States that provided a core curriculum program of some type, rather than the sophisticated departmentalized program for their students. This present study was somewhat limited in scope which might explain the difference in agreement. In conclusion, instructional methods in the intermediate schools, as defined in the questionnaire responses, emphasized the fitting of the subject matter to the students' needs and abilities with more variety in scope, methods, and materials.

The co-curricular (student) activities of the junior high school differed from the co-curricular (student) activities of the intermediate schools in the areas of dating, athletics, and group programs. There was more emphasis placed upon competition in sports in the junior high school with accepted dating practices at a much earlier age. Group programs of the junior high school were patterned directly after those found in the high school.

The activities of the intermediate school were flexible in nature, but with less emphasis placed upon competition. Activities were confined to the school with little

opportunity for dating at an early age. Any team sports that existed were confined to the school only.

The term "intermediate", which was that name applied to the organization of intermediary instruction as a widespread new trend in public education, has been accepted in theory and in practice in those school divisions of Virginia listed in Table XI. This term was used to designate that period of instruction which falls "in-between" the elementary and the secondary levels of instruction. Responses indicated that the intermediate school should be housed separately from the elementary and secondary schools, and the optimum size of the physical plan and housing this segment of education should be sufficient to meet the needs of from eight hundred to twelve hundred students.

#### ANALYSIS OF PERSONAL CORRESPONDENCE

Personal correspondence received from various educational leaders, college professors, and public school officials served to supplement the responses of the questionnaire instrument. The correspondents provided the author of this study with invaluable assistance and guidance. Several of these correspondents sent bibliographical listings of

TABLE XI  
 NUMBER OF INTERMEDIATE SCHOOLS IN VIRGINIA  
 BY DIVISIONS

| School Division       | Grade Levels | Number of Schools             |
|-----------------------|--------------|-------------------------------|
| Fairfax County        | 7-8          | 16                            |
| Prince William County | 7-8          | 5 (1966-67 begin)             |
| Roanoke County        | 7-8          | 2                             |
| Wythe County          | 7-8          | 1                             |
| Alexandria City       | 7-8          | 3 (Middle)                    |
| Chesterfield County   | 7-8          | 4                             |
| Warren County         | 7-8          | 1 (1966-67 begin)             |
| Smyth County          | 4-6          | 1 (3-3-3-3)<br>Jr. High (7-9) |



sources relative to the middle school, lists of other educators with whom to communicate, excerpts and abstracts from various research sources pertaining to the new trend of public intermediate schools, and personal observations and conclusions relative to this study on the public intermediate school.

#### SURVEY LETTER FINDINGS

The response to the survey letters which were sent to all public school principals in the State of Virginia enabled the author to determine certain statistics, (a) the number of schools in Virginia which provided intermediary instruction; (b) the grade organization of those schools responding; (c) the number of school divisions using the intermediate school theory; and (d) the exact number of schools in the State of Virginia which are designated as intermediate schools. The results of these findings are shown in Table XII. However, Prince William County, Virginia, is changing the name of its five junior high schools to intermediate schools in 1966-67.

The grade organization within the intermediary schools varied from grades five to grades nine, but in the

TABLE XII

STATISTICS ON THE INTERMEDIARY LEVEL OF INSTRUCTION  
IN THE STATE OF VIRGINIA, 1965-1966

| Term                                 | Number of Schools |
|--------------------------------------|-------------------|
| Intermediate Schools                 | 19                |
| Junior High Schools                  | 81                |
| Junior-Senior High Schools           | 5                 |
| Middle Schools                       | 3                 |
| Total Number of Intermediary Schools | 108               |

specific intermediate schools, grade nine was not included in any of the school divisions in the State of Virginia, and was not practiced in any other State school system throughout the United States.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

On the basis of the findings of this investigation of the public intermediate school, the author has been able (1) to compare the traditional junior high school instructional organization with the instructional organization of the intermediate school theory; (2) to show that a difference between the two instructional organizations did exist to some significant extent; (3) to present analytic results of this study, as revealed through a questionnaire instrument, personal correspondence, and survey letter; and (4) to offer certain conclusions and recommendations that appeared to be warranted.

### CONCLUSIONS

As a follow-up procedure in this study, the author composed a list of observations in March, 1966, and mailed copies of this listing of preliminary observations to various people who expressed interest and cooperation in the investigation of the new trend in public school terminology to solicit further beneficial comments to the study. A copy

of this list of observations is shown in Appendix C.

In addition to those observations which were made early in the study, the author makes the following conclusions:

1. Although there proved to be a difference between the intermediate school theory and the traditional junior high school theory in providing for intermediary instruction, evidence did not show that the objectives of the intermediate school theory could not be incorporated into the already existing traditional junior high school theory.

2. Evidence did not show that the new trend in public school organization would meet the needs of all youth in all communities.

3. Eight school divisions in the State of Virginia will adopt this new theory of intermediate schools in the 1966-67 school term. Other school divisions have indicated that their plans for the future include intermediate schools, also.

4. The exact grade organization of the intermediate school is not of primary importance, except that the ninth grade is definitely not included within the scope of this new trend.

5. Pupils, within the grade range of the program offered by the intermediate schools, are in a transition period, a period of restlessness, and they are more concerned about measuring up to the social and intellectual standards set and recognized by their peer groups than they are in conforming to adult standards.

6. Curriculum must obviously be planned with the maturity and requirements of the learners in mind, not the strengths and desires of the teachers.

7. Colleges indicated strong preference for the transcripts of the four year high school student over the transcript of the three year or two year high school student.

8. Teachers in intermediate schools used procedures and content related to guidance. The guidance was accomplished through conferences and units of study.

9. The intermediate schools offered a more flexible program than the traditional junior high schools.

10. Some school divisions have initiated this new trend of intermediate school terminology only to offer their particular program "more room in which to experiment."

## RECOMMENDATIONS

The author lists these recommendations as warranted suggestions, however, opinionated:

1. Educators should continuously strive to improve the program of education to meet the needs of youth with constant, but necessary changes in public school organization.
2. The new trend of intermediate school theory should be incorporated into the already existing junior high school theory.
3. A definite area of the educational organization of public schools should be designated as intermediate, or the equivalent, with emphasis placed on the training of instructional and administrative school personnel for positions in this specific division.
4. There is a definite need for further study in this area of instruction.

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## APPENDICES

APPENDIX A

Questionnaire and Form Letter



3006 Fortune Road  
Richmond, Virginia 23229  
March 5, 1966

Dear Sir:

In preparing my thesis project for the Master of Science Degree in Education at the University of Richmond, Virginia, I have found it necessary to secure opinions of various educational leaders and school administrators.

I would like to ask your co-operation in assisting me in obtaining information on the study which is entitled "An Analysis of the Public Intermediate School."

Please complete the attached questionnaire to the fullest extent possible. I have defined the traditional junior high school as having a 7th, 8th and 9th grade organization. If you are cognizant of additional information which you feel would be beneficial to me, or have comments which could be of value, I would be very grateful for them.

Any co-operation that might result from this request will be sincerely appreciated.

Very truly yours,

Richard T. Talbert

RTT/adt  
Enclosure

IN ORDER THAT AN ACCURATE STUDY CAN BE MADE, I WOULD LIKE YOUR CO-OPERATION IN ANSWERING THE FOLLOWING QUESTIONS.

PLEASE EXPAND YOUR ANSWERS IF YOU WISH TO DO SO.

1. What is your concept of the purposes of the intermediate school?
2. What is your concept of the purposes of the junior high school?
3. How are the curriculum programs of the intermediate school different from those of the junior high school?
4. To what age or class groups should the intermediate school be limited?
5. How is the guidance program of the intermediate school different from that of the traditional junior high school?
6. What type of administration is necessary for the intermediate school?
7. Should the intermediate school be patterned to resemble the elementary school or the secondary school? Explain?

(2)

8. How are instructional methods different in the intermediate school as compared with those of the traditional junior high school?
9. How are co-curricular (student) activities different in the intermediate school from those in the junior high school?
10. If the term intermediate school is used, should the name be given to that period of the early secondary years or the elementary years?
11. What would you suggest as to the optimum size of the intermediate school?
12. Should the intermediate school be housed separately from the high school? If housing conditions required combined housing, would you house the intermediate school with elementary or secondary?
13. Have you been using the intermediate school organization in your system long enough to determine whether the intermediate school is bridging the gap between the self contained elementary school classroom and the departmentalized high school better than the traditional junior high school?

(3)

14. Has the name of the intermediate school rather than the junior high school been accepted in your school system? In theory? In practice?
15. On what grade levels is core curriculum used in the intermediate school?
16. How is the supervision of instruction any different in the intermediate school as compared to that in the junior high school?
17. What grade organization do you feel is the best from grades one through twelve?
18. Is the intermediate school a novelty or is it the better answer in school organization?

\_\_\_\_\_ Signature

\_\_\_\_\_ Position

Please return to

Richard T. Talbert  
3006 Fortune Road  
Richmond, Virginia

not later than  
April 10, 1966

(3)

14. Has the name of the intermediate school rather than the junior high school been accepted in your school system? In theory? In practice?
  
15. On what grade levels is core curriculum used in the intermediate school?
  
16. How is the supervision of instruction any different in the intermediate school as compared to that in the junior high school?
  
17. What grade organization do you feel is the best from grades one through twelve?
  
18. Is the intermediate school a novelty or is it the better answer in school organization?

\_\_\_\_\_ Signature

\_\_\_\_\_ Position

Please return to

Richard T. Talbert  
3006 Fortune Road  
Richmond, Virginia

not later than  
April 10, 1966

**APPENDIX B**

**Survey Letter**

3006 Fortune Road  
 Richmond, Virginia 23229  
 March, 1966

Dear Principal:

In preparing my thesis for the Master of Science Degree in Education at the University of Richmond, Virginia, I have found it necessary to secure help of educational administrators throughout the state. I would like to ask your co-operation in assisting me in obtaining information on the study which is entitled "An Analysis of the Public Intermediate School."

Please communicate with me if you are an administrator of an intermediate (middle) school or junior high school by checking the type of school organization used in your school division, and give the term you use to designate the school.

Thank you for your co-operation.

Respectfully yours,

Richard T. Talbert

RTT/adT

Type of School Organization

Term of School

\_\_\_\_\_ 6-3-3  
 \_\_\_\_\_ 5-4-3  
 \_\_\_\_\_ 5-3-4  
 \_\_\_\_\_ 4-4-4  
 \_\_\_\_\_ 6-2-4  
 \_\_\_\_\_ Other - Please Describe

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name of School \_\_\_\_\_  
 Address \_\_\_\_\_

Principal \_\_\_\_\_

**APPENDIX C****Study Observations Formulated March 1966**



TEN OBSERVATIONS MADE BY RICHARD T. TALBERT  
IN A RESEARCH STUDY ENTITLED  
"AN ANALYSIS OF THE PUBLIC INTERMEDIATE SCHOOL"

March, 1966

1. There is a definite difference between the intermediate school theory and the traditional junior high school theory in providing for intermediary instruction.
2. The term "intermediate" is used interchangeably with "middle" in referring to school organization.
3. The exact grade organization of the intermediate school is not of primary importance to the theory, although ninth grade is not considered to be a part of the current intermediate school theory.
4. Colleges do prefer transcripts of students who have attended a four year high school rather than a three year high school.
5. Some school divisions in Virginia are currently initiating the intermediate school theory, in name only.
6. Teachers in junior high schools and in intermediate schools are not trained to teach in this specific area of education at the present time.
7. There are five school divisions in the State of Virginia which have initiated the intermediate school program of instruction.
8. Educators are still searching for validated reasons for this new trend in (public) intermediate school theory.
9. Junior high schools have not been proven to be the best instructional organization for the intermediary years of education to date.

10. There is no proof that the intermediate school theory will be more effective than the traditional junior high school theory.

These observations were formulated after a somewhat extensive study of junior high school and intermediate school instructional theories, and at the conclusion of a review of questionnaire results in this area of instruction.

## VITA

Richard Thomas Talbert, son of Raymond M. and Elizabeth M. Talbert, was born July 1, 1939, in Alexandria, Virginia. He received his elementary education in the public school system in Balboa, Canal Zone. A graduate of Annandale High School in Fairfax County, Virginia, he entered the University of Richmond in 1957, receiving his Bachelor of Arts degree in June, 1962. He began his graduate work at the University of Richmond in 1964.

He has served as a teacher in the Chesterfield County, Virginia, school system from 1962 to 1966. As a leader of youth organizations, he has served as counselor of Methodist Youth Fellowship at the Skipwith Methodist Church; as community advisor to the John Randolph Tucker High School Hi-Y; as a Methodist Children's Home Big Brother; and as a competitive swimming and diving coach. Participating in professional organizations, he has become a member of the Chesterfield Education Association, where he served as Personnel Policies Chairman in 1964; the Virginia Education Association; and the National Education Association.

In 1959, he was married to Miss Anita L. Dotson of Alexandria, Virginia. Having a daughter and a son, he chose

as his place of residence 3006 Fortune Road in Henrico County, Virginia. He and his family are members of the Skipwith Methodist Church in Richmond, Virginia.