

**UP DATE**  
**IAMLE**

**Message from the President**

Sharon Wolter

It seems like the blink of an eye since I wrote my first message as President of IAMLE. I wrote about the territory ahead using a quote by Mark Twain. The journey we have taken on the IAMLE Board has been exciting and challenging and I have mixed feelings that my two year journey will now change to new and different territory. I know I leave you in good hands with Rick Herrig, the new president, and Jeff Schumacher as the new president-elect and the rest of our dedicated Board of Directors.

In the last issue I wrote about new challenges and new beginnings in the year 2000 and in the new Millennium. I have tried to craft my writing in a soft voice and I have searched for different ways to raise awareness and do some honest reflection about our roles, particularly the roles of the middle level teacher. As I hover and graze while looking for a topic, there is usually some synchronicity and the writing takes a form of it's own right before the newsletter editor's deadline. That happened to me tonight as I sat down to write my last message. I have been on a search and destroy mission for the last two years to simplify and in the process to get rid of "stuff". (Every middle level educator has a good visual of stuff so I don't have to explain.) I happened to open a notebook of unidentified stuff and right there, in front of me, was a wonderful piece of writing by Areta Williams. I don't know who she is, but her writing struck a chord with me and I hope it will with all of you who read this. I wish I had written this but you know the saying - only steal from the best and I am giving her credit-wherever she is.



where children are stretching one hand eagerly toward adulthood while clinging fearfully with the other to the safety of childhood.

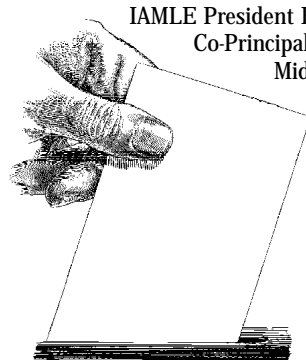
I tried to find someone with the phenomenal memory to juggle successfully a thousand lesson plans, another thousand deadlines, a hundred children's names, their parents, sensitivities, a colleague's birthday, and lunch duty, too. I wanted someone with the good grace to forget yesterday's rudeness and this morning's grumpy start, last quarter's failing grade, and this afternoon's harebrained stunt in eighth period.

I searched for that blend of humanity that could balance the orderly approach to disciplined study with spontaneity, and a knowing wink in the direction of the abundant absurdities. I wanted someone with the

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**THE SEARCH**

I went looking for the parts and pieces that make a teacher, but more than a teacher, one who could survive and even thrive in that special energy field that permeates a room full of adolescent energy and confusion. I looked for the courage it would take to enter quietly but confidently into the complex blend of hormonal hopefulness and despair that is found



IAMLE President Elect Rick Herrig, Co-Principal at Bettendorf Middle School is

running for the National Middle School Association North Region Trustee.

This is a significant honor for Rick and the Iowa Association for Middle Level

Education. Rick brings a wealth of experience and tireless dedication to advancing middle level education. Please consider supporting Rick when you receive your ballots in April.

- Executive Director, Steve Kwikkel
- President, Sharon Wolter
- President-Elect, Rick Herrig
- Treasurer, Art Pixler
- Secretary, Steve Triplett
- Directors-At-Large: Terry N. Tomke, Marc McCoy
- Directors: Central Regional, Deborah Rose
- Northwest Sectional, Steve Kwikkel
- Southeast Regional, Fred McElwee
- Southwest Sectional, Bev Maronn
- Northeast Sectional, Jon T. Thompson
- Membership, Betty Smith

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- Registration for Regional 2000 Conference
- Middle School Technology and Media
- Results of Board Elections



## "Who Moved My Cheese?"

Steve Kwikkel  
Executive Director

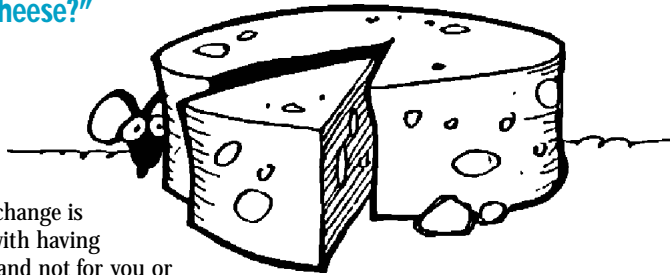
I like change! I don't know what it is about change, but I like it. The very thought of change is generally synonymous with having something done to you and not for you or with you. Perhaps the reason for this idea is the fact that in most cases, someone above you in the hierarchy has imposed the change.

Case in point. In the classroom, the teacher is the authority figure. A teacher can, for any number of reasons, change their grade scale, assignment requirements, curriculum, lessons, activities, classroom policies, and there is little, if anything, a student can do about it. Building principals, too, have similar powers. They can implement new rules, guidelines, policies, procedures and various other requirements with little or no input from their staffs. Superintendents are not immune to change either. They can require what they deem as necessary from their principals who in turn may have little say in the matter. School boards? Well, you get the picture.

Change is frequently the result of someone or something pushing our current understanding of best practice to the next level. I will be the first to admit that not all change is good. Change for the sake of change and without clear purpose is nasty business. Change, which has the possibility to open new doors and enlighten our thinking, is the type of change to which I'm referring.

Regardless of who implements the change, communicating the need for the change can not be underestimated. Knowing why the change is needed is, in my opinion, the most critical step of all. In fact, it isn't that we must communicate more, rather we must communicate more clearly and with data to support the change. However, I would like to suggest that before we can effectively communicate the need for change, we must:

- a. know why change exists.
- b. recognize how change influences us as individuals.
- c. know how we personally view change in general.



But whatever it is about change that upsets or inspires us, the fact is change will happen with or without us.

Whatever the occupation, all of us are working in systems today that are the result of many changes that took place before us and in some cases with us. Some of the changes were positive and had a beneficial, long-lasting impact while others had less desirable effects and were considered "fads". At any rate, our ability to adapt and cultivate the positive influences from any change can provide the energy to keep schools vibrant.

However, change is not everyone's cup of tea. Every system has individuals who are outright resistant to change and conversely those who embrace any change with enthusiasm. The question is, "Where do you fall within this continuum?" Regardless of where you place yourself, you

do have a valuable role in analyzing and implementing change within your school. The skeptics in your school can provide you with valuable insights as new ideas are discussed and analyzed while the gung-ho dreamer continues to encourage us to see what is around the next corner.

If I could encourage you to read one book this year, read *Who Moved My Cheese?* by Spencer Johnson. This book so moved and clarified my understanding of change that I read it to my staff. Our building is going through so many changes in technology, finances, enrollment, and scheduling that I fear for everyone's sanity! *Who Moved My Cheese?* is an interesting look at change as seen through the eyes of four little mice, Hem, Haw, Sniff, and Scurry. You can probably tell by their names how each one view change. It just might be the best 30-minute personal reading that you will do this year.

In closing, I would like to share a very thought provoking reading that I received in the mail from Apple Computers, Inc. not too long ago. Their package contained a series of black and white photos of visionaries who dared to Think Different. I hope you enjoy the reading as much as I have:

### To the crazy ones

edited

Here's to the crazy ones.

The misfits. The rebels. The troublemakers. The round pegs in the square holes. The ones who see things differently.

They're not fond of rules.

And they have no respect for the status quo.

You can praise them, disagree with them, quote them, disbelieve them, glorify or vilify them.

About the only thing you can't do is ignore them.

Because they change things.

They invent. They imagine. They heal. They explore. They create.

They inspire.

They push the human race forward.

Maybe they have to be crazy.

How else can you stare at an empty canvas and see a work of art?

Or sit in silence and hear a song that's never been written?

Or gaze at a red planet and see a laboratory on wheels?

Because the people who are crazy enough to think they can change the world, are the ones who do.

Think Different.



## Message from the President

continued from page 1

organizational skills to get on with it, this body of knowledge to be opened up, but with the time to stop and laugh out loud or cry, whichever.

I was hoping for someone who could appreciate the dynamics of a growing organism, even one with mold creeping out of his book bag. I needed a person with enough wisdom to refuse a good half-effort, but enough compassion to accept the weak, but wholehearted offering. (Requiring, of course the insight to recognize one from the other.) I looked for abundant energy, and optimism; a confident person, with enough confidence to give away some to more fragile egos.

I thought it would take someone who could climb inside the head of a kid, and look at the world through his eyes: to feel what it's like to be 13 and you just left your homework on the bus. Again. Someone with a whole repertoire of physical expression that communicates beyond word the love and caring that is the bedrock underneath every good teacher.

I found such a teacher...and another, and another, there in the middle level English and math classrooms, and over in science, too. There's another and still more in the art and music rooms, in the computer lab and the woodshop. They are leading calisthenics in the P.E. classes and suffering insufferable aromas in and near the gym. They are plodding patiently through foreign vocabulary and the study of ancient history.

Yes, a teacher of early adolescents is a rare and select breed, (if somewhat crazy.) (Areta Williams)

I wish I had written this search article – it's one to keep close by on one of those days or just to affirm why we do what we do.

A special thanks to many of you who responded to the text of the President's Message; I was overwhelmed with the notes, e-mails, and telephone calls. I appreciated this leadership opportunity and certainly have grown in new and interesting ways. . Keep in touch and again, Mange (many) Tusen (thousand) Takk (Thanks)

Yes, many thousand thanks from your president,

Fondly,  
Sharon Wolter

## Iowa Association for Middle Level Education

# Web site: [iamle.org](http://iamle.org)

### New and Improved Web site

The additions to be unveiled in May 2000. will contain:

- Newsletter access
- Conference 2000 information
- Instant access to board members and members of the executive council
- Links to professional organizations'
- Links to curriculum sites by content area
- On line access to the IAMLE journal
- IAMLE and NMSA clander of events
- R. Paul Brimm Application
- Mini Grant Application
- Membership Material and information about IAMLE.
- UPdate on-line
- Annual Journal On-line
- Membership form On-line
- Latest and Best educational links by department on-line
- On-line access to R. Paul Brimm nomination as well as application for mini-grants
- Interactive communication with sectional and at-large directors as well as the executive director and the executive committee
- Please bookmark [iamle.org](http://iamle.org) and periodically check in the month of May for full implementation in collaboration with Information
- Collaboratively designed and prepared with Integrated Technology Group from Des Moines.



### IAMLE Board Goals

The Board of Directors of the Iowa Association for Middle Level Education has organized work around three goals for the 1999-2000 school year. These goals are focused on serving the needs and expectations of the membership, designed to reinforce quality programming for middle level students. First, the Board is looking at collaborating with Regents institutions to create summer workshops on middle level educational opportunities. In addition, the Board is investigating opportunities to provide support and assistance to school districts wishing to transition to middle level education and districts taking their middle level programs to higher levels. Second, the Board is preparing to survey membership as to individual needs. Third, the Board is actively supporting and promoting sectional conferences. They have committed to bring current information, service, and resources to members through an expanded website.





The Iowa Association for Middle Level Education

– the only affiliate of the National Middle School Association in Iowa –

is dedicated to meeting the needs of young adolescents and committed to promoting educational improvement for middle level students.

## Midwest Regional Middle Level Conference

Polk County Convention Center  
Des Moines, IA

# Middle Ages in the New Millennium

October 4-6, 2000

Featuring:  
Dr. Linda Henke  
Dr. Randall Sprick  
Bruce Campbell

Watch for registration beginning in late April.

### Student Reflective Writings



#### Prairie Poetry

Submitted by Elizabeth Cameron  
Urbandale Middle School  
6<sup>th</sup> Grade

Golden Comes to mind when I think prairie.  
Badger and Buffalo roam free.  
Grasses flow over the rolling hills.  
Short and tall grass like the sea.

The sky is blue and becomes dark at night.  
It is wide and open with endless clouds.  
At sunrise you may see a shadowy shape.  
It is a Buffalo, standing proud.

Grasses buzz with sounds of all kinds.  
Bugs and birds fly through the open air.  
And through the grasses you may see eyes.  
A Badger is with you giving a piercing stare.

Disappearing fast like the wind.  
It is almost gone from this wonderful land.  
It is lie and deserves a fair chance.  
How we stand by and watch. I can't understand.

#### Prairie Fire Poetry

Submitted by Alex Lagneaux  
Urbandale Middle School  
6<sup>th</sup> Grade

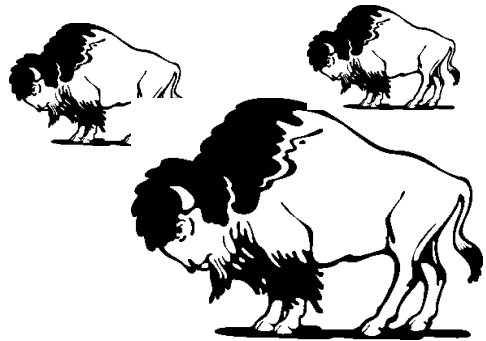
The sky was clear,  
And the dry grasses filled with fear.  
With the sun yellow,  
The grass fire was soon to follow.

The sun was hot,  
As the grass fire was caught.  
The fire quickly spread,  
As the fire was fed.

As the red fire came near,  
The animals raced away in fear.  
And the fire burnt the grass,  
They know this generation of plants  
wouldn't be the last.

The animals were chased by the burn,  
And were caught by fire at every turn.  
The birds with their feathers out wide flew,  
And the land animals ran away too.

The plants have only stems,  
But no walking limbs.  
So running away isn't possible,  
So their roots are their only survival.



The Prairie Chicken ran fast,  
As the badger ran past.  
There are squirrels, prairie dogs, and rats,  
And the Bison ran too, even though they  
are fat.

The fire was big as ever,  
But still it can't go on forever.  
So the prairie fire died leaving pain,  
As the sun was clouded up by rain.

The fire had done a great deal,  
The the nutrients put back were ideal.  
The grass would grow back with glee,  
While the animals flourished in the prairie  
glad as can be.



## Character Education: A Brief Look Inside

Jeff Schumacher

Martin Luther King said that intelligence plus character is the true goal of education. Fully implemented middle schools have been shown to make significant improvements in student academic achievement. However, when the discussion turns to character education, the initial reaction is one of "should we even be having this conversation in public schools". According to pollsters, 90% of us want schools to teach core moral values. (Haynes, 1999) question may be, what should character education programs look like at middle level and, perhaps even more important, do they work?

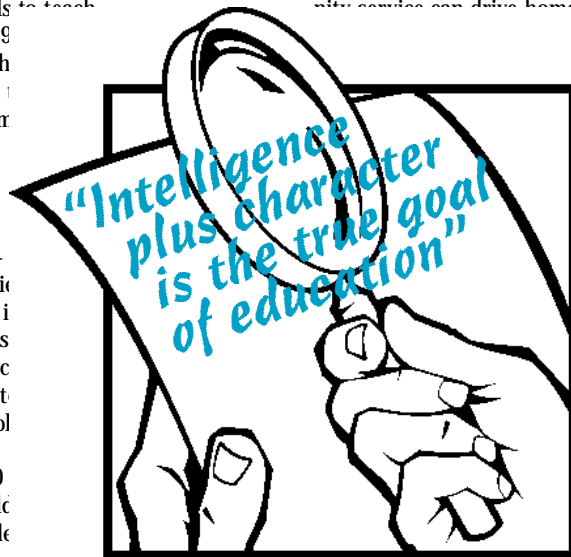
The decision to enter into character education programs is based at the local level. National statistics describing adolescent behavior and beliefs do not tell us much about what is happening in our home towns. It is to imagine that 18% of middle school aged students in the United States brought a weapon to school at least once in the past year. That translates to 18 out of every 100 students in a middle school building. Could 35% of our middle school students bring a gun if they wanted to, mirroring the national picture? Would 39% of our male and 24% of our female students believe it is O.K. to hit or threaten a person who makes them angry?

People are making connections between the nightly news and discouraging reports on American adolescents. (Ryan, Bohlin, 1999) If a part of character education is the reinforcement of ethics – another politically charged concept – then it seems middle school practitioners have their work cut for them. One-third of middle school aged students believe cheating, at least sometimes, is an acceptable way to succeed. Almost one-quarter of our students would cheat on a test if it helped them get into college. It's curious that in contrast to what students report they do, 87% say that it's not worth it to lie or cheat because it hurts your character. Do we have a disconnect here?

Character education programs can be delivered through curriculum, a structured school climate, and service. Curriculum based character education can take on the form of using a ready made set of materials, or integrating it in established curriculum through themes. For example, a thematic

unit on truth can analyze the degree to which some historical figures in during American expansionism exemplified this trait. A unit in science can establish links between persistence, failure, and success.

Character based education can take on the form of school climate. Mutual expectations can be formed based on community standards and a common language. Community service can drive home



of character education. Extending service to projects in the home (i.e. helping a neighbor in need), community (i.e. Toys for Tots), and organizations (i.e. boys and girls clubs) in which students participate and reinforce the notion of ethics and decision making. Whatever the system of delivery, the evidence is in. When schools and communities come together to consider character education, they are able to find consensus across religious and ideological differences about what to teach, and how to teach it. (Haynes, 1999)

When adventurers travel through unexplored territory in which the terrain and surroundings are unfamiliar, as the story goes, they have to consult their compasses to assure that they are advancing in the right direction. The compass has a value in that it reliably points in one direction – north. From that compass, all other decisions are made or rejected based on true north. As educators, parents, and community members, it is our responsibility to help students align to their true north. Building resilience in students is the process of helping students use their

internal compass at times when situations become unfamiliar, confusing, treacherous. One tool shown to be effective to achieve this goal, and worthy of examination, is some form of character education.

References:

Ryan, Kevin; Bohlin, Karen. 1999. Education Week: Values, Views, or Virtues. March 3 Edition.

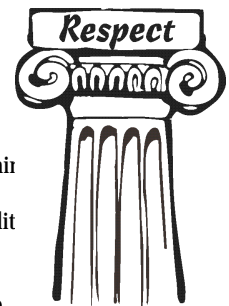
Haynes, Charles C. 1999. Website Publication "Character Education Can Transform Students and Schools" <http://www.freedomforum.org/religion/haynes/1999/10/1haynes.asp>

Josephson, Michael. 1999. 1999 Report Card on the Ethics of American Youth. The Josephson Institute. <http://www.josephsoninstitute.org/98-Survey/violence/98survey-violence.htm>

## Character Counts

The purpose of the CHARACTER COUNTS! Coalition is to fortify the lives of America's young people with consensus ethical values called the "Six Pillars of Character." These values, which transcend divisions of race, creed, politics, gender and wealth, are:

1. trustworthiness
2. respect
3. responsibility
4. fairness
5. caring
6. citizenship.



It just makes sense to teach young people right from wrong, in the classroom, living room and locker room. We want to be surrounded by good people, people we can trust to make decisions according to principle rather than expediency. After all, what are education, coaching and child-rearing supposed to be about? Developing good people who can live healthy, happy lives of purpose - or just clever people who can pass a ball or a test?

For more information contact:

**Character Counts**

<http://www.charactercounts.org>



## What is a fraction?

Dr. Janet Sharp  
Associate Professor of Mathematics  
Education  
Department of Curriculum and Instruction  
Iowa State University.

I recently overheard a sales associate explaining to a customer that 50% off of 50% off did not mean a winter coat was free! I have also seen chocolate bars on sale for .55¢! Clearly, the sale price of the coat is 75% off from the original price and the store means to sell the candy bar for \$.55. But without appropriate experiences in classrooms, student-customers may be (expectedly) confused by these situations. And, they may wonder why their mathematics teacher is “so picky,” when, in their real world, mistaken thinking is so completely accepted.

People best learn about fractions by first seeing those fractions correctly used in their own environments.

In addition to confronting errors such as with the coat and candy bar, we can help students learn about fractions by posing simple questions, which clearly call for them to see the fractions in a real-world situation. For instance, rather than asking, “How many windows are open?” we might ask, “What fraction of the windows are open?” These sorts of questions help move students from a counting view of the world, which uses whole number thinking toward a relational view of the world, which uses fractional thinking. In so doing, we aid students’ development of general fraction knowledge and proportional thinking skills. In addition to simply being a more sophisticated way of thinking in general, proportional thinking provides part of the base for learning algebra. So, this intellectual growth is highly desirable for several reasons.

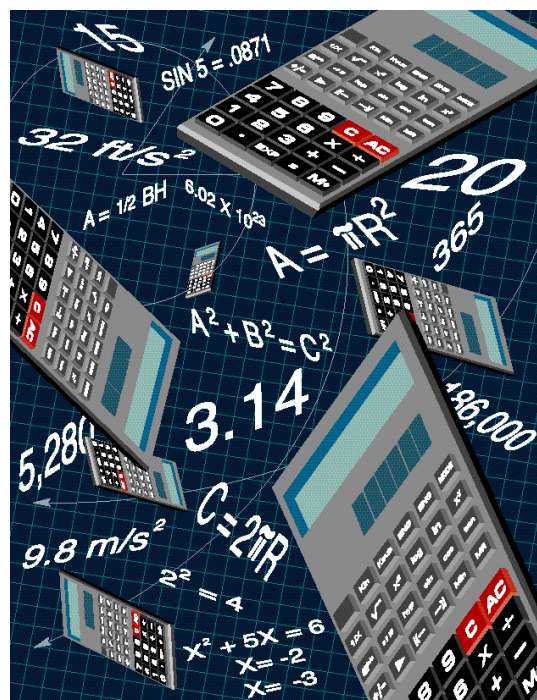
Second, we can nurture students’ use of fractions by encouraging them to use their own pictures and mental images when they write and talk about situations. We might suggest to students they should say, “We read  $\frac{2}{3}$  of the way through this chapter and then stopped,” rather than, “Let’s read from page 25 through 31.” Or,

“...they may wonder why their mathematics teacher is “so picky,” when, in their real world, mistaken thinking is so completely accepted.”

we might encourage them to explain, “I did  $\frac{3}{4}$  of the math assignment by the end of the period,” rather than, “I completed problems 16 through 21.” It is less likely that a student will begin to see their worlds in more abstract terms without encouragement from adults. Connecting early fraction thinking to proportional ideas further refines the students’ concept of fraction.

Once students become comfortable using their own fractions to describe situations, they should be ushered toward the conventional, socially accepted forms of expressing those ideas. Students need to understand how mathematicians (and informed citizens) expect to see and hear properly described situations. This requirement moves well beyond simply promoting certain accepted uses of the “traditional fraction bar”. Here we are talking about all sorts of appropriate uses of fractions, percents, decimals, and ratios, including the price of a candy bar.

Encouragement to use mathematical symbols and language correctly represents the third and final stage in the students’ development. Sometimes, in our hurry to teach students about fractions, we tumble headlong toward this stage. We may prematurely show students the symbolic version of a fraction prior to guiding classroom discussions about different real-world situations or coaxing students to share different, personal ways to describe situations. In other words, in our haste toward symbols and abstractions, we bypass conceptual ideas. We likely hasten to this spot because it is, after all, the final goal of our teaching. And, we, as mathemat-



ics teachers, are already there. However, we must learn patience. When a student describes a situation in words, or draws pictures, we must be aware that this **is** the student’s work, it **is** the spot where he or she currently thinks. With our untiring guidance, the student will be able to move to that important stage in which he or she uses symbols appropriately.

We must remain vigilant in our awareness that when knowledge is told to students and told to them in a hurry, they are unlikely to truly learn it. They may memorize it, but they have not learned it. On the other hand, when we patiently move students from whole numbers to fractions and we recognize and use real-world situations first, we can be successful in teaching students the answer to the question, “What is a fraction?”

“We must remain vigilant in our awareness that when knowledge is told to students and told to them in a hurry, they are unlikely to truly learn it.”

Dr. Sharp’s primary responsibilities focus around working with other mathematics educators to enhance the mathematics education of future and practicing teachers. You can communicate with her at: Email: [pipurr@iastate.edu](mailto:pipurr@iastate.edu)

**IAMLE**  
Membership Application



Name \_\_\_\_\_  
 Date \_\_\_\_\_  
 E-Mail Address \_\_\_\_\_  
 P.O. Box/Street \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone \_\_\_\_\_

**School Mailing Address**

School District \_\_\_\_\_  
 P.O. Box/Street \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone \_\_\_\_\_

Please send IAMLE mailings to:  
 Home  School

This membership application is:  
 Renewal  New

IAMLE is interested in knowing more about you (Check all that apply)

Teacher - Grade(s) \_\_\_\_\_  
 Subject(s) \_\_\_\_\_

- Counselor  Parent  
 Administrator  Other (specify)

Membership Fee \$15.00  
 The membership year extends one year from the month of application. Annually members receive a journal, four newsletters and reduced fees to the Midwest Regional Conference.

Make checks payable to IAMLE & mail to:  
 Betty Smith  
 Urbana-Center Point Middle School  
 Box 296  
 Center Point, IA 52213

**Building Contacts for 2000-2001**

Name	District
Diane Parsons .....	Waverly-Shell Rock Junior High
Annette Jauron .....	Knoxville Middle School
Sherri Neofotist .....	Midland Middle School
Glenn Dietzenbach .....	Knoxville Middle School
Michael E. Pavey .....	Columbus Community Schools
Marla Jacobsen .....	HMS Middle School
Susan Grotewold .....	Boone Middle School
Cotton Koch .....	Storm Lake Middle School
Angi Wilson .....	Southeast Polk
Heather Gould .....	N. Tama Jr/Sr High School
Marilyn Long .....	Urbandale Middle School
Sharon Daberklow .....	Harlan Community M.S.
Ann Stein .....	Harris-Lake Park M.S.
Paul Rogalla .....	Indianola Middle School

**Be a Building Contact**

IAMLE invites you to volunteer to be a contact for your building to share with staff:

- Timely information
- News updates
- NMSA publications
- Conference Registrations and materials

Are you interested in getting involved with IAMLE but have only 10-15 minutes per month?

By volunteering your help, you will be the building contact to whom critical and timely information will be mailed for shaing with staff:

- On the bulletin board
- On the table in the faculty lounge
- In a mail box
- Etc

Please return the form below or drop a quick email or fax to:

Jeff Schumacher  
 909 NE 15<sup>th</sup> Street  
 Ankeny, IA 50021  
 Ph: 515-964-5685  
 Fax: 515-965-9648  
 Email: [jshoe@ankeny.k12.ia.us](mailto:jshoe@ankeny.k12.ia.us)



**Building Contact Information**

Name \_\_\_\_\_  
 School District \_\_\_\_\_  
 Building \_\_\_\_\_  
 County \_\_\_\_\_  
 Address \_\_\_\_\_  
 Fax \_\_\_\_\_  
 Email \_\_\_\_\_  
 Phone \_\_\_\_\_

## Profiling Lists of Violent Students's Behavior

From: "Early Warning, Timely Response: A Guide To Safe Schools," U.S. Department of Education; "Checklist of Characteristics of Youth Who Have Caused School Associated Violent Deaths," National School Safety Center

### U.S. Department of Education

1. Social withdrawal
2. Excessive feelings of isolation and being alone
3. Excessive feelings of rejection
4. Being a victim of violence
5. Feelings of being picked on and persecuted
6. Low school interest and poor academic performance
7. Expression of violence in writings and drawings
8. Uncontrolled anger
9. History of discipline problems
10. Past history of violent and aggressive behavior
11. Intolerance for differences and prejudicial attitudes
12. Drug use and alcohol use
13. Inappropriate access to possession of firearms
14. Serious threats of violence

### National School Safety Center

1. History of tantrums and uncontrollably angry outbursts
2. Characteristically resorts to name calling, cursing, or abusive talk
3. Habitually makes violent threats when angry
4. Previously brought a weapon to school
5. Background of serious disciplinary problems
6. Background of drug, alcohol, or other substance abuse or dependency
7. On the fringe of peer group with no friends
8. Preoccupied with weapons
9. Has previously been truant or expelled
10. Displays animal cruelty
11. Lack of adult supervision

12. Witnessed or been a victim of abuse or neglect at home
13. Has been bullied and/or bullies peers or younger children
14. Tends to blame others for difficulties and problems s/he causes
15. Consistently prefer movies/TV shows or music with violent themes
16. Prefers reading materials dealing with violent themes, ritual and abuse
17. Reflects anger, frustration and the dark side of life in school essays or writing projects
18. Involved with a gang or an antisocial group on the fringe of acceptance
19. Often depressed and/or has significant mood swings
20. Threatened or attempted suicide

### WANTED

Newsworthy information is wanted to share in future IAMLE newsletters. Schools, individuals, or groups may submit articles to:

Editor: Jeff Schumacher  
909 N.E. 15th Street  
Ankeny, IA 50021  
515/965-9640 (work)  
fax 515/965-9648  
e-mail [jshoe@ankeny.k12.ia.us](mailto:jshoe@ankeny.k12.ia.us)

**The Iowa Association for Middle Level Education** - the only affiliate of the National Middle School Association in Iowa - is dedicated to meeting the needs of young adolescents and committed to promoting educational improvement for middle level students.

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MIDDLE LEVEL EDUCATION

IAMLE UPDATE

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