

A Q - STUDY OF THE IMAGE OF PUBLIC EDUCATION
AND ONE LOCAL SCHOOL DISTRICT

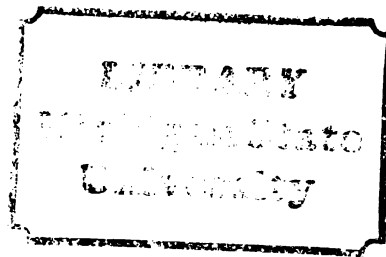
Thesis for the Degree of M. A.

MICHIGAN STATE UNIVERSITY

LOIS HICKS WINEGAR

1973

THESIS





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ABSTRACT

A Q-STUDY OF THE IMAGE OF PUBLIC EDUCATION AND ONE LOCAL SCHOOL DISTRICT

By

Lois Hicks Winegar

Public schools and the communities they serve have exhibited signs of estrangement as never before. An indication of this situation is the problems faced by many school districts in passing financial elections for operating millage or building needs.

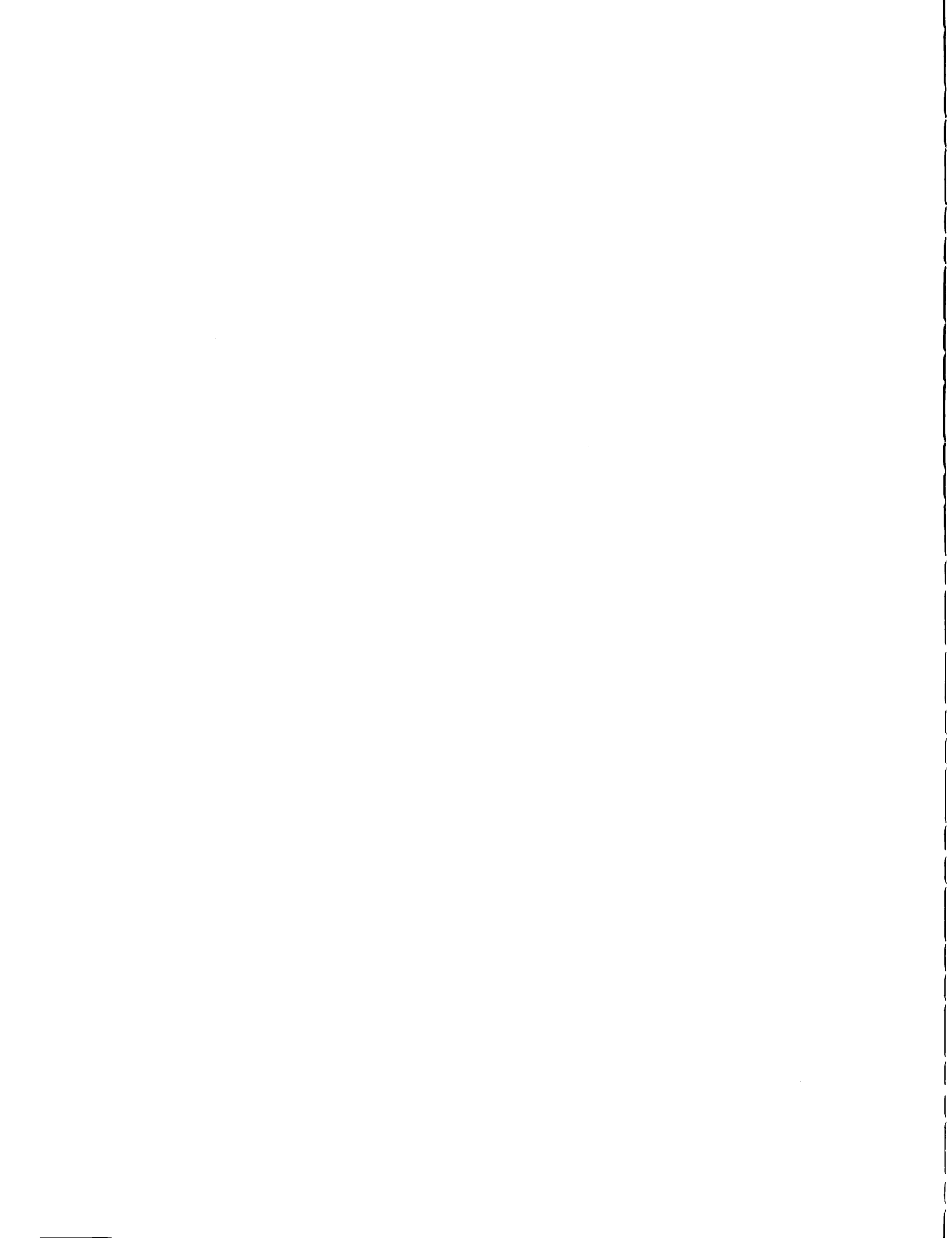
This study attempted to determine through the use of Q-methodology, the images citizens of one local community (Howell, Michigan) had of its school system in particular and public education in general.

It was found that there were four identifiable factors or groups of persons who exhibited similar differences in reacting to the statements of the Q-sort.

They were:

(1) The Educational Idealist. The group was made up primarily, but not solely of professional educators. (All eight who completed the sort fell on this factor.) The non-professional employees, with one exception, did not fall on this factor and none of the board of education members did.

The Educational Idealist exhibited lofty ideals which he holds for education. He also indicated support for a broad, varied form of education.



Lois H. Winegar

(2) The Contented Layman. This group of citizens was characterized primarily by a reluctance to criticize the schools. His main concern is with discipline, which he viewed as a weak point in the Howell Schools.

However, he did believe in a broader education--one with varied experiences.

(3) The Rugged Individualist. This group was characterized by a rejection of innovations. Particularly, year-round school was rejected (while all other factors supported the concept.)

The Rugged Individualist takes a very moralistic view-point and is very concerned with the permissiveness he sees in society today.

(4) The Admonishing Cynic. The citizens in this group view education as an institution (which they support) and teachers as persons who should live up to their high ideals of dedication and self-giving.

The expanding unionization of teachers is particularly distasteful to this group, as he views the teachers above demanding increased pay.

While there were marked differences from one factor to another, there was agreement on some statements. (This does not mean that agreement was for the same reasons.)

Among these were:

(1) Disagreement with the suggestion that young people don't understand the importance of work.

Lois H. Winegar

(2) Disagreement with the suggestion that schools are hard on children.

(3) Disagreement with the suggestion that those without children should not be expected to help pay the cost of education.

(4) Support for the concept of vocational education.

(5) Support for the suggestion that teaching is a job to be admired.

(6) Support for the suggestion that too often parents turn to the schools to solve their problems.

(7) Moderate support for the suggestion that public schools should play an important role in passing on values to children. (Disagreement arises in determining what and whose values should be passed on.)

(8) Moderate support for the concept that public education is the cornerstone on which our country was laid.

A Q-STUDY OF THE IMAGE OF PUBLIC EDUCATION AND ONE
LOCAL SCHOOL DISTRICT

By

Lois Hicks Winegar

A THESIS

Submitted to

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1973



DEDICATION

This thesis is dedicated to all those citizens who have given so freely of their time to work for better schools.



ACKNOWLEDGEMENTS

I wish to acknowledge the many people whose assistance made this thesis possible.

First, I must thank Dr. Charles Mauldin for gradually leading me through the maze of Q-methodology.

Secondly, I wish to acknowledge the assistance given by the citizens in the community who served as subjects for this study.

Finally, most emphatically, I wish to thank all the members of my family, whose encouragement, cooperation, and many sacrifices, made this thesis possible.



TABLE OF CONTENTS

	Page
LIST OF TABLES.	vi
 Chapter	
I. INTRODUCTION.	1
Introduction.	1
Prior Research.	9
Demographic Variables	10
The Communities	15
Importance of the Study	22
II. METHODOLOGY	23
Selection of Q-Sample	23
Selection of Respondents.	24
Administration of the Q-Sample.	25
Limitations	26
Analysis of the Data.	27
Method of Interpretation.	28
III. INTERPRETATION.	29
Introduction.	29
Brief Sketches.	30
Consensus Items	31
Factor I-The Educational Idealist	41
Expanded Sketch with Evidence	41
Detailed Examination.	47
"First Person" Account.	60
Factor II-The Contented Layman.	63
Expanded Sketch with Evidence	63
Detailed Examination.	66
"First Person" Account	78
Factor III-The Rugged Individualist	82
Expanded Sketch with Evidence	82
Detailed Examination.	86
"First Person" Account.	96
Factor IV-The Admonishing Cynic	100
Expanded Sketch with Evidence	105
"First Person" Account.	117



Chapter	Page
IV. CONCLUSIONS.	120
Theoretical Implications	120
Suggestions for Further Study.	121
Practical Implications	125
Policy Recommendations	126
Internal Communication	129
External Communication	133
Communication Themes	136
Limitations.	140
Final.	141
BIBLIOGRAPHY.	142
APPENDICES.	147
Appendix A--Statements in the Q-Sample and Factor Scores.	148
Appendix B--Sample Score Sheet.	153
Appendix C--Demographic Data on Respondents	154
Appendix D--Principal Components Factor Matrix.	156
Appendix E--Varimax Rotation.	158
Appendix F--Standard Scores	160
Appendix G--The Howell Public Schools	162

LIST OF TABLES

Table	Page
1. Factor I Discriminating Items	39
2. Factor II Discriminating Items	62
3. Factor III Discriminating Items	80
4. Factor IV Discriminating Items	98

CHAPTER I

INTRODUCTION

Late in 1970, a statement in Time magazine rather flip-
pantly summarized the situation presently facing America's
public schools, when it concluded, "Coast to coast, public
schools have made the transition from sacred cow to scapegoat
in less time than it takes to say John Dewey."¹

What has happened to public education?

Today the levying of property tax for the operation of
the local schools has become a significant problem. In 1972
Time stated that "U.S. communities have been turning down (prop-
erty tax) increases at nearly twice the rate of five years ago."²

In addition to property tax levies for operating
expenses, there has been a dramatic increase in defeated bond
issues. Again from Time, the following figures summarize the
situation. "Across the country, citizens last year voted down
65% of all bond issues proposed to build new schools, hospitals,
sewage plants and other facilities vs. an average of a 30%
turn-down rate during the 1960's and a mere 8% in 1947."³

All this has happened at a time when the actual cost
of education has risen dramatically. With increased militancy

¹"Taxpayers to the Barricades," Time, October 12, 1970,
p. 50.

²"Who Pays the Bill?", Time, February 7, 1972, p. 52.

³"Empty Pockets on a Trillion Dollars a Year," Time,
March 13, 1972, p. 66.

among teachers and with the granting of the right to bargain collectively, school budgets have sky-rocketed. An example is the New York City school system, where "the number of public-school pupils rose 16% during the past decade, but school spending zoomed 207%, largely because of higher teacher salaries."⁴ Yet, even with these dramatic increases, teacher salaries are just barely keeping pace. In Detroit, the average auto worker earns \$1,000 a year more than the average teacher.⁵

Response to the present situation varies with the severity of the problem in each local district, but the responses are typified by the reactions of the Detroit Public Schools. They include cutbacks in music, art, remedial instruction and athletic programs, reduced teaching staff and the resultant increase in class size (35 pupils per class-ten more than the state average), halted school construction in spite of serious overcrowding, deferred maintenance programs, cuts in school security forces, and cuts in consumable supplies and non-replacement of textbooks. In addition, the entire teaching staff has been sent dismissal notices, and it was uncertain whether classes would be continued beyond March 15.⁶

What has brought the public schools to this crisis?

⁴Ibid, p. 70.

⁵"Detroit's Schools Head Toward Disaster," Time, February 19, 1973, p. 72.

⁶Ibid.

An article in the National School Public Relations Association Newsletter suggested,

. . . In these changing times, (many school boards and superintendents) have lost touch with just about **every**-one. They deal with multi-million dollar budgets, great masses of students, employees, parents, and tax-payers. But their efforts to discern attitudes and expectancies about the schools and to communicate are hopelessly inadequate or nil.⁷

But discerning "attitudes and expectancies about the schools" is not a simple proposition. The reasons for a person to vote "yes" or "no" on a bond issue or school millage election is a simple act, but it reflects complex associations and expectancies. Involved in the voter's decision might be opinions about costs, about usefulness of the proposed change, the general perceived effectiveness of the schools, general aspects of the school program or very, very specific aspects of the program.

Often the voter has conflicting associations similar to those suggested in Nunnery and Kimbrough. "For example, a citizen may be favorably disposed toward education, the activities of the local school district, and the local school district chief executive as a person. He may at the same time have a predisposition to look unfavorably upon deficit spending, expanded social welfare programs by schools, and extended government interference into the affairs of individuals,"⁸

⁷Trends: The School Communications Newsletter, National School Public Relations Association, June, 1970, p. 1.

⁸Michael Y. Nunnery and Ralph B. Kimbrough, Politics, Power, Polls, and School Elections (Berkeley, California: Mc Cutchan Publishing Corporation, 1971), p. 61.

In order to understand these election results, so important in determining the future of the schools, it is necessary to start at the beginning, with an examination of these associations and expectancies.

To begin with, it is difficult to label these complex associations and expectancies. The term "attitude" is hardly workable; its various referents range from simple, momentary responses to complex, enduring response patterns.

Both Stephenson⁹ and Kelman¹⁰ have used the term "image" to refer to similar associations and expectancies. Kelman suggests that "image" is "broadly representative of the whole family of attitudinal variables,"¹¹ including attitudes, opinions and beliefs.

Stephenson described "image" as "an important concept in communication research . . . meaning conceptions of and associations with products or ideas, usually of a dynamic nature,"¹²

While "images" do vary considerably in many ways from person, to person, they do have certain general characteristics: (1) "images" have varying degrees of complexity, (2) "images"

⁹William Stephenson, "Public Images of Public Utilities," Journal of Advertising Research, 1963, pp. 34-39.

¹⁰H.C. Kelman, International Behavior: A Social-Psychological Analysis, (New York: Holt, Rinehart and Winston, 1965) pp. 24-5

¹¹Ibid., p. 25

¹²William Stephenson, Game Theory of Communication, (Chicago: The University of Chicago Press, 1967), p. 37

hang together as a "unified whole," (3) "images" are the property of the receiver-perceiver, not the source, (4) "images" are usually dynamic, (5) "images" are functional, and (6) "images" are inter-related with some valued more than others.

(1) In discussing the complexity of images, Kelman concluded,

Images differ not only in terms of the specific elements they contain, but also in terms of the nature of these content elements and the way in which they are related to each other-- in short, in terms of their cognitive structures. Thus, images may vary in the number of elements of which they are composed, and particularly in the number of details and nuances; they may be more or less rich and refined, more or less complex and differentiated. . .¹³

An example of this would be a person's image of a foreign country, perhaps a small, little publicized country. At one point, his image might be vague and undifferentiated. However, if told that he would be moving to that country, he would immediately begin investigating the country and would begin to build up a much more complex and refined image of the country. After spending two years in the country, the "image" would become even more complex.

(2) In suggesting that images have some coherent structure, that they "hang together as a unified whole," Kelman explained,

. . . In other words, the image is not just an accumulation of discrete components, but a grouping of these components into a more efficient structure. This implies that there

¹³Kelman, op. cit., p. 25.

will be some push toward consistency--among the elements that constitute the image, as well as between the cognitive and affective components. The degree of consistency of images, however, can vary widely; the representation of an object can be coherent and organized even though it contains contradictions and ambiguities.¹⁴

An example of this is the person who sees no conflict between wanting to see increased salaries for teachers and opposing any increase in school taxes. Another example is the person who strongly supports the concept of expanded vocational education, yet expresses opposition to higher taxes to pay for this more expensive form of education.

(3) "Images" belong to the receiver-perceiver. Just as Boulding concluded "without a knower, knowledge is an absurdity,"¹⁵ so is an image an absurdity without the perceiver. A school system can send newsletters, write press release after press release, but unless the perceiver, the citizen, actually reads them and perceives them, no hope for them to change his image of the school is possible.

(4) "Images" are usually dynamic. A good example of this dynamic quality of images is the change found in the attitudes of foreign students toward the United States.

. . . The visiting student typically started with very positive attitudes toward the United States; then, during the first year, he had problems of adjustment and tended to become disillusioned; but beyond a certain time he gained a deeper and more sophisticated insight and became increasingly favorable toward his host country. This

¹⁴ Kelman, op. cit., p. 25

¹⁵ Kenneth E. Boulding, The Image (Ann Arbor: The University of Michigan Press, 1956), p. 16



was a finding replicated in many studies.¹⁶

(5) "Images" are also functional. They serve as a means of helping the individual sort out the multitude of stimuli reaching him. Martineau suggested that images "serve as emotional filters which are used by everyone in listening and seeing,"¹⁷

He also suggested that an image is an oversimplification. "In a sense, therefore, it negates the complexity of the modern diversified corporation. But this does not make it less workable as an operational tool. Far from it. In fact, it is the reality that creates the need for the illusions."¹⁸

As society becomes more and more complex, the need for a means of simplifying, of developing a shorthand of sorts, becomes more and more necessary.

(6) "Images" are inter-related with some valued more than others. Stephenson, Boulding, and Kelman have all recognized this characteristic of images. Boulding concluded:

. . . Over that part of the universe which is closest to ourselves, however, we all erect these scales of valuation. Moreover, we change these scales of valuation in response to messages received much as we change our image of the world around us. It is almost certain that most people possess not merely one scale of valuation but many scales

¹⁶Ithiel de Sola Pool, "Effects of Cross-National Contact on National and International Images," in Kelman, op. cit., p. 115.

¹⁷Pierre Martineau, "Sharper Focus for the Corporate Image," Harvard Business Review, November-December, 1958, p. 53.

¹⁸Ibid.



for different purposes. For instance, we may say A is better than B for me but worse for the country, or it is better for the country but worse for the world at large. The notion of hierarchy of scales is very important in determining the effect of messages on the scales themselves,¹⁹

Q-technique was chosen to study the "image," the attitudes and expectancies, of citizens of one local school district. This methodology makes it possible to deal with "images" as complex, dynamic, unified, inter-related, functional, and belonging to the receiver-perceiver.

Schlinger described Q-technique as "a set of procedures for classifying respondents into groups or type on the basis of their attitudes toward a subject under investigation."²⁰ In addition, she listed three characteristics of the Q-technique that make it especially useful:

(1) Q gives insight into overall respondent attitudes toward a subject, and it takes account of a whole set of associations, feelings, opinions, notions, and cognitions which an individual may hold about a product, brand, company, advertisement, or campaign.

(2) Q-technique can classify respondents into groups or types with similar profiles or response. . . Segmentation provided by Q-technique does not depend on demographic variables. Rather, people are grouped according to similarities and differences in the attitudes, motives, and wants they project. . .

(3) Q is useful because it is quantitative. Q-technique, like depth interviews, elicits intensive, in-depth data about individual respondents. But unlike depth interviews, the data of Q-technique are readily adapted to statistical analysis. . .²¹

¹⁹Boulding, op. cit., pp. 11-2

²⁰Mary Jane Schlinger, "Cues on Q-technique," Journal of Advertising Research, (1969), p. 53.

²¹Ibid., p. 53-4

There are a number of image studies, using the Q-technique, that serve as precedents to this study. They are all studies of complex, non-profit organizations. Included are Stephenson's image studies of the public libraries of Missouri,²² and public medicine,²³ Mauldin's study of the American Angus Association,²⁴ Mauldin and Brenner's study of higher education,²⁵ and Cohen's study of the Youngstown, Ohio schools.²⁶

PRIOR RESEARCH

The school has no choice but to work in cooperation with the community and to reflect the will of the people. But this does not mean that teachers are obligated to subside to the level of mere robots or to let educational thinking remain on a low level. Educators, as citizens and members of a community, have an obligation to increase community understanding of service to youth.²⁷

How well is public education working in cooperation with the community and reflecting the will of the people?

The answers may be as varied as the school districts. However,

²²William Stephenson, "An Image for Missouri's Public Libraries," (Columbia Missouri: University of Missouri, 1962).

²³William Stephenson, "Prescription for a Public Health Image," (Columbia, Missouri: University of Missouri, 1964).

²⁴Charles R. Mauldin, "The Image Study as a Basic Public Relations Study." Unpublished M.A. Thesis, University of Missouri, 1970.

²⁵Charles R. Mauldin and Donald J. Brenner, "Higher Education Study." Unpublished Paper, University of Missouri, 1972.

²⁶Sylvan H. Cohen, "Voting Behavior in School Referenda: An Investigation of Attitudes and Other Determinants by Q Technique and Survey Research." Unpublished Ph.D. dissertation, Kent State University, 1971.

²⁷Prudence Cutright, "The School Has No Choice," The Social Studies in the Elementary School, (National Council for the Social Studies: Twelfth Yearbook, 1941), pp. 21-22.

some insights can be gained by reviewing findings of educational research on how the community views its schools.

A source which lists a great deal of literature in this area is Educational and Social Demands on the Schools: Analysis of Literature and Selected Bibliography. Reviewing the situation, it was concluded:

The difficulty in tapping specific educational desires, expectations, and concerns is not limited to studies of minority groups. A nation-wide survey of a representative sample of citizens (Carter and Chaffee 1966) found that six out of every seven citizens interviewed thought children were not getting all they should out of education, either for eventual economic benefits or for social and intellectual competencies. Similarly, in his unique study of parental grievances, Jennings (1966) found that 13 percent of the parents interviewed had grievances with course content and 27 percent of the parents had grievances with "other events" at school. The existence of such dissatisfaction has been the subject of a number of narratives, yet relatively little research has been reported that has systematically investigated the specific concerns and expectations of the public for education change.²⁸

Demographic Variables .

The majority of the studies which have gone beyond the narrative have looked at the community using demographic variables to analyze responses. The research using socioeconomic status as a basis for comparing responses is often contradictory.

Campbell et al. reviewed data comparing total operating expenditures per pupil and composite socioeconomic rank of selected school districts in Cook County. They concluded

²⁸Educational and Social Demands on the Schools: Analysis of Literature and Selected Bibliography (Washington, D.C. : U.S. Department of Health, Education, and Welfare, 1969), pp. 3-4.

that although there was a tendency for citizens of high socioeconomic status to demand a high level of education, the data "do not prove that people who rank high in socioeconomic status are always willing to expand generously for education."²⁹

Reed concluded that "while socioeconomic status is a better discriminator than race, neither variable is a very powerful predictor; both races and all income levels are more alike than different in their attitudes toward education."³⁰

An extensive study conducted in West Virginia did show that "with some slight exception in the lower income categories, there is a positive relationship between people's income levels and their attitudes toward taxes and government in general--as income increases support for taxes and government increases."³¹

Taking the opposite point of view are Nunnery and Kimbrough, who have concluded,

Considerable evidence disclosed that the educational policies of school districts are not dictated by socioeconomic conditions. An analysis of 122 school districts in four states indicated very little consistent relation-

²⁹Ronald F. Campbell, Luvern L. Cunningham, and Roderick F. Mc Phee, The Organization and Control of American Schools (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), p. 425.

³⁰Jack L. Reed, "The Relationship Between Socio-economic Status and Attitudes Toward Education," Unpublished Ed.D. dissertation, Colorado State University, 1969.

³¹John Photiadis and Frederick A. Zeller, Attitudes Toward State and Local Taxes in West Virginia--The Preliminary Results of a Survey, (Morgantown, West Virginia: West Virginia University, West Virginia Center for Appalachian Studies and Development), p. 37.

ship between socioeconomic factors (i.e. income, unemployment, density of population, age of population, and about 20 other measures) and school fiscal policies. This study indicated that the kind of political system in which schools function may be a potent factor in limiting education policies.³²

A number of other variables have been studied. However, the conclusions give little detail on how community members view schools. For example, Leman found that women, between 30 and 50 years of age, and parents of children attending public schools were "typically better informed," while occupation was not a determining variable. In determining "active interest," education and occupation were not significant.³³

Roberts conducted a similar study of the dependent variable "percentage of yes votes" and the independent variables (1) percentage of registered voters indicating Democratic, Republican and American Independent affiliation, (2) the percentage of registered voters identified as white and non-white, (3) the percentage of registered voters identified as female or male, and (4) whether or not the precinct is identified as urban or rural. To summarize the findings, the percentage of yes votes increased with registered Democrats, non-white voters, female voters and urban residence, and conversely decreased with Republicans and American Independent voters,

³²Nunnery and Kimbrough, op. cit., p. 5.

³³Paul Eugene Leman, "School and Community Communications: A Study Comparing Informed and Actively Interested Voters." Unpublished Ed.D. dissertation, University of Illinois at Urbana-Champaign, 1971.

males, whites, and rural voters.³⁴

Still other researchers have found that "authoritarianism and religious orthodoxy," were found to be significant predictors of attitudes toward education with a negative relationship³⁵ and that a positive relationship was evident between active, group participation in community activities and support for the schools.³⁶

In a Stanford study of 900 registered voters interviewed before and after a school bond election, Carter found:

Voters who are young and who have children of school age are most favorable in their attitudes toward the schools. These are both important, for if voters are both young and have children in school the effect is greater than if they possess only one of these characteristics. The most favorable voters, those in the 21-30 age group with children in public schools, are very likely to be recent residents of the community and to have the main wage earner in the family in the categories of clerical or sales and skilled worker. The least favorable voters, those in the 21-30 age group with no children, are likely to be life-long residents of the community and to have the main earner in the

³⁴Andrew Lee Roberts, "An Analysis of Selected Variables Associated with Voting on School Bond Elections in North Carolina," Unpublished Ed.D. dissertation, Duke University, 1971.

³⁵James L. Gillings, et al, "Religion and Attitudes Toward Education in a Rural Colorado Community," Paper presented at the Rural Sociological Society meeting, Baton Rouge, Louisiana, August, 1972.

³⁶R.V. Smith, Stan Flory, Rashid Bashshur, and Walter Piel, Community Organization and Support of the Schools: A Study of Citizen Reaction to the Birmingham, Michigan Public Schools, Ypsilanti, Michigan: Cooperative Research Program of the Office of Education, U.S. Department of Health, Education and Welfare, Cooperative Research Project No. 1828, January 31, 1964.

professional or technical category.³⁷

These findings demonstrate the folly of taking just one variable like age and assuming that a person will be supportive because he falls into a certain age group.

Goettel conducted an extensive study of several fiscal and economic variables and their relationships to the voting behavior of 261 of New York State's 690 common, union free and centralized school districts in spring of 1969. Goettel concluded,

With half or more of the variance in voter participation and dissent unexplained by the variables used in this study, it would be useful to consider other factors. While some other factors could certainly be fiscal, it is doubtful that additional fiscal variables would be regarded as direct or visible stimuli to the same extent as many of those that were used. . . .

In approaching the question of the relationship between non-fiscal factors and budget referenda, the findings of this study suggest that the act of voting in a school financial election is often conceptualized in much too narrow terms. It is seen only as support or failure to support a particular spending plan. While in effect support of the board of education on a financial issue is the immediate question at hand, voters are motivated to participate and cast "yes" or "no" ballots as a result of a configuration of stimuli. . . .

The school budget serves as a proxy issue on which some voters choose to withdraw the authority they have given to the board of education. . . . These voters may be saying that taxes are "too high," but they are leaving unsaid another phrase to that sentence, "for what the schools are doing. . . ." ³⁸

³⁷Richard F. Carter, Voters and Their Schools, (Stanford: Institute for Communication Research, Stanford University, U.S. Office Of Education Cooperative Research Project No. 308, 1960) pp. 60-61. This and the companion study by the College of Education (Stanford University), Communities and Their Schools cover extensive studies into the way the public views their schools.

³⁸Robert J. Goettel, "The Relationship Between Fiscal and Economic Factors and Voting Behavior in School Budget Elections in New York State." Presented at the American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971), pp. 24-25.

It would seem that not only school elections, but communities in general are "conceptualized in much too narrow terms." But first, let's turn to the communities, and review what research has discovered about how the community members perceive the schools. (It is interesting to note that there is much more introspective research on the part of educators, studying internal perceptions than research of the community perceptions.)

The Communities

An example of the conflicting findings in this area is the research on the theory of alienation. The theory is that "many citizens have feelings of disenfranchisement or powerlessness in industrialized society."³⁹

Horton and Thompson suggested that this theory was an explanation for negative school votes.⁴⁰

However, Crain, Katz, and Rosenthal reached the conclusion that the theory of alienation, while a factor, was "invalid as the primary explanation of voter behavior in the water fluoridation elections"⁴¹ they studied in 700 cities.

Nunnery and Kimbrough, in reviewing this observed:

³⁹Nunnery and Kimbrough, op. cit., p. 47.

⁴⁰Wayne E. Thompson and John E. Horton, "Political Alienation as a Force in Political Action," in W. W. Charters, Jr. and N. L. Gage, Readings in the Social Psychology of Education, (Boston: Allyn and Bacon, Inc., 1963), pp. 327-333.

⁴¹Robert L. Crain, Elihu Katz, and Donald B. Rosenthal, The Politics of Community Conflict: The Fluoridation Decision, (New York: Bobbs-Merrill Company, 1969).

Crain and associates suggest that most political observers, including educators, tend to assume that what is proposed in public referenda is logical beyond quotation. Consequently, anyone who opposes logically conceived school millage elections is assumed to be wrong. The chief motive in most analyses is to find out how the person voting negatively was misled or became such an odd fellow in the first place. With these basic assumptions, it is easy to interpret the postelection statements of citizens as expressing the tenets of the alienation theory. If we assume that the proposal is the only valid one possible, then persons who do not support it are naturally somehow estranged.⁴²

They concluded, "If alienation is the primary factor, most difference in election results from one school district to another should not occur."⁴³

Several studies have confirmed, that at least in some cases, there are differences in perception between educators and other members of the community. Grove found that the perceived tasks of public secondary schools varied between educators and non-educators.⁴⁴ Lash found attitudes on achievement and intelligence testing varied and that "Agreement on most statements was common between teachers, principals, counselors, and central staff while top district administrators, board members, and parents tended to respond to statements similarly."⁴⁵ Roberts concluded that "The findings revealed

⁴²Nunnery and Kimbrough, op. cit., pp. 47-48.

⁴³Ibid.

⁴⁴Earl Lee Grove, "The Task of Public Secondary Schools As Perceived by School-Community Sub-publics in a Midwest Urban City." Unpublished Ed.D. dissertation, Indiana University, 1969.

⁴⁵Newell Cochran Lash, "Community and School Attitudes Concerning Achievement and Intelligence Testing." Unpublished Ph.D. dissertation, University of Iowa, 1971.

that there were, in practically all problem areas analyzed a significant difference in the perception of elementary school problems between school employees (principals and teachers) and parents.⁴⁶

The estrangement of the schools from their communities is also demonstrated by an interesting survey of nearly 3,000 teachers in 85 high schools from every state in the union. Among the findings, it was discovered that a sizeable 72% felt there was less public understanding of teachers and schools today than in the past. In addition, over 1,200 selected quotations from the open-end questions are included, and also suggest that there are many areas of misunderstandings between teachers and the people in their communities.⁴⁷

Use of Q-Technique in Education Studies

A review of the literature has shown a rather limited use of Q-technique in the field of education. Among the studies are the following:

(1) Moon's study of the perception of a school public information program-studied only school personnel. Moon performed two analyses. In the first analysis of the perceptions of the purposes of the school public information

⁴⁶John Gordon Roberts, "An Analysis of Elementary School Problems and Goals in a Large Urban Area as Perceived by Principals, Teachers and Parents." Unpublished Ed.D. dissertation, Wayne State University, 1971.

⁴⁷Gordon Sabine, Teachers Tell It Like It Is, Like It Should Be (Iowa City, Iowa: American College Testing Program, 1971), p. 123.

program he found two types:

One type sees the public as a full partner of school personnel in planning finances, facilities, and curricula, and thinks the information program should encourage this partnership. The other type see the public in strictly a supportive role, and feels the public should be informed on that basis, and not encouraged to participate in such phases as curriculum planning.⁴⁸

In the second analysis, three types were found that differed in their perceptions of the volume, accuracy, impact and slant of information transmitted to the public by the school board, administrators, teachers, mass media, citizens advisory committee, students and non-certificated school personnel.

Type A, alone, has a somewhat favorable orientation toward the mass media, believing that information disseminated by them is usually accurate.

Type B seems to feel that teachers are rejected-at least to the extent that information the public gets from administrators, board and especially the mass media is not likely to be favorably slanted toward teachers or the teaching profession.

Type C is characterized by its strong feeling that the public gets, and is influenced by, a lot of inaccurate information from students.⁴⁹

(2) Burton's study of the important critical tasks of educational administration also studied only school personnel, administrators and those planning to go into administration. Burton concluded:

According to the factor arrays, both student groups

⁴⁸Elden Roger Moon, "Perceptions of a School Public Information Program." Unpublished Ph. D. dissertation, The University of Iowa, 1969.

⁴⁹Ibid.

rated "working with the board of education in the formulation of school policies and plans" as the most critical task. The less experienced principals named "relating the desired curriculum to available time, physical facilities, and personnel" most critical, and the more experienced principals perceived "providing for the formulation of curriculum objectives" as the most critical task of the educational administrator.

The results of the study indicated that wide differences existed in the perceptions of the role of the educational administrator within groups actively engaged in or preparing for the profession. . .⁵⁰

Neither of these studies identified specific groups as Mauldin and Brenner⁵¹ and Cohen⁵² did.

Mauldin and Brenner, in their study of how the needs and purposes of universities and colleges are viewed, found six "factors" or groups.

Three of the factors were significantly intercorrelated and represented two-thirds of the subjects in the study. These factors all supported faculty roles, the role of higher education in serving society, and certain principles of change. These factors included: (1) the Slighted Status Quo, differed from other factors in a strong negative concern over the way administration handles change, in a strong rejection of a direct role for higher education in professional training, and in the rejection of the need for universities

⁵⁰Truman Lee Burton, "An Analysis of the Q-Sorts of Four Group Rankings of the Importance of the Fifty-One Critical Tasks of Educational Administration." Unpublished Ed.D. dissertation, The University of Nebraska Teachers College, 1968.

⁵¹Mauldin and Brenner, op. cit.

⁵²Cohen, op. cit.



to change to reflect changes in society. (2) the Populist Emancipator-this factor emphasized the role of universities in serving everyone and also expressed concern with dehumanizing treatment of students. (3) The Grim Guardians of Excellence-this group insisted on excellence and exhibited a pessimism about excellence in higher education.

The three other factors included: 1) The Activist Reformers-was composed of "politically" active young men at the university. They exhibited strong activist reform feelings. (2) The Assured Institutionalists-This group differed in three ways from other factors: "It described a definite role for the university that included training and research support to social institutions, it remained assured of the worth of higher education in trying times, and it saw positive roles for students and faculty."⁵³ (3) The Outspoken Truth-Seeker-This group viewed the university as a place to search for and teach truth. It had a negative view of both the university administrators and faculty.

Cohen's study of voting behavior in school referenda is by far the most closely related to the present study and serves as a precedent to the type of study proposed here. Cohen's Q-sort was followed by a survey using a scientific sample of 420 voters, and these hypotheses were confirmed:

⁵³Ibid., p. 13.



(1) The four syndromes found in the small sample will be found in quantity in a large sample of a community. (2) They are not unique to Youngstown (where the original Q-sort was done); they will be found elsewhere, because contested school referenda are a distinct class of community conflict. (3) They are voting predispositions that will correlate strongly with actual voting. (4) Alienating and good citizenship will be distinctly associated with status variables, caretaking with the economic variables.⁵⁴

The focus of this review has been on how the community views the school system. However, the reader is also referred to related studies,⁵⁵ community power structure and the effect of influentials,⁵⁶ and community conflict.⁵⁷

To briefly summarize the findings of this review of literature, the following points are particularly significant:

(1) Little research has been reported of systematic investigations into the specific concerns and expectations of the public toward its schools.

(2) Demographic variables do not satisfactorily explain differences in behavior. Several studies in this area have resulted in conflicting conclusions.

⁵⁴Cohen, op. cit.

⁵⁵Bernard R. Berelson, Paul Lazarsfeld, and William N. McPhee, Voting (Chicago: University of Chicago Press, 1954); Angus Campbell, Gerald Gurin, and Warren E. Miller, The Voter Decides, (Evanston, Illinois: Row, Peterson, and Company, 1954); and Paul F. Lazarsfeld, Bernard R. Berelson, and Hazel Gaudet, The People's Choice (New York: Columbia University Press, 1948).

⁵⁶Robert Dahl, Who Governs? (New Haven: Yale University Press, 1961), Decision Analysis Technique and Floyd Hunter, Community Power Structure (Chapel Hill: University of North Carolina Press), Reputational Technique.

⁵⁷James Coleman, Community Conflict, Bureau of Applied Social Research (New York: Columbia University Press, 1957).

(3) Community action, specifically in voting on school referenda, is conceptualized in much too narrow terms. It is necessary to look at the overall community perceptions of the schools, in terms of the community members.

(4) Q-technique is one way of systematically looking at these perceptions, these concerns and expectations.

Importance of the Study

The emphasis of this study, then, is to sample images from the total community, which includes educators, but only as one segment of the larger community. There are many indicators that problems exist, that the understanding between the school and the community is, in many cases, very questionable.

Fusco has called for the use of "better research instruments,"⁵⁸ in the field of school-community relations. This is one attempt to go beyond the study of public opinion on a strictly demographic basis, which has proved inadequate to explain community perceptions of their schools.

⁵⁸Gene C. Fusco, "Implications for School-Community Relations of Psychological Studies in Communication," Leslie W. Kindred, Editor, A Seminar on Communications Research Findings and Their Implications for School-Community Relations Programs (Philadelphia: Temple University Press, 1965), p. 184.

CHAPTER II

METHODOLOGY

The reasons for choosing to use Q-technique in this study have been discussed in Chapter I. Briefly, Q-technique was chosen because it provides a means of identifying "images" as discussed in Chapter I, and because it can suggest certain group interest that might be useful in planning and producing communication about a local school system. One local school district, the Howell Public Schools was chosen. Appendix G contains a review of information specific to the district.

I. Selection of Q-Sample

Subjects for depth-type interviews were citizens in the school district chosen on the basis of differences in age, parental status, geographical location, length of residence, and occupation (including some personnel). The subjects included two school board members, a principal, a counselor, a student, a businessman, two housewives, a secretary, and a retired teacher. The interviews were conducted in either the homes or offices of the subjects, and varied in length from one hour to two hours and 30 minutes.

Interview appointments were set up either by telephone or by personal contact. Each subject was told that the interviewer was conducting the interview as part of a research project at Michigan State University. There were no refusals. The subjects were in every case friendly and willing to cooperate.

The questions selected for the interview schedule were selected to encourage a maximum range of self-referent responses. It began with general questions about parenthood and the schools. Gradually more specific questions were asked. The order was not the same for each interview, nor were all questions asked each subject. This was determined by the appropriateness of the question in relation to the conversation. (In some cases a later question had already been answered as part of the discussion of an earlier question.) The interviewer maintained a neutral position and probing was continued by asking why the subject answered as he did. During each interview extensive notes were taken.

In the interviews, a large number of opinion statements were generated. In addition to reviewing the notes of the interviews, additional statements were obtained from the local weekly newspaper. A total of 428 self-referent statements were identified and listed. Reviewing these statements, 55 were selected on the basis of non-repetition.

The Q-sample was then pre-tested by having several citizens in the community complete the sort. As a result of the pre-test, several statements were revised for clarity.

II. Selection of Respondents

The following variables were reflected in the choice of respondents: age, occupation, education, sex, parental status, length of residence, and geographical location.

In addition to respondents from the general public,

several school personnel were selected. They included administrators, teachers, counselors, and non-professional personnel (a bus driver, maintenance man, cafeteria worker, and secretary). Four school board members and one former school board member were also selected.

III. Administration of the Q-Sample

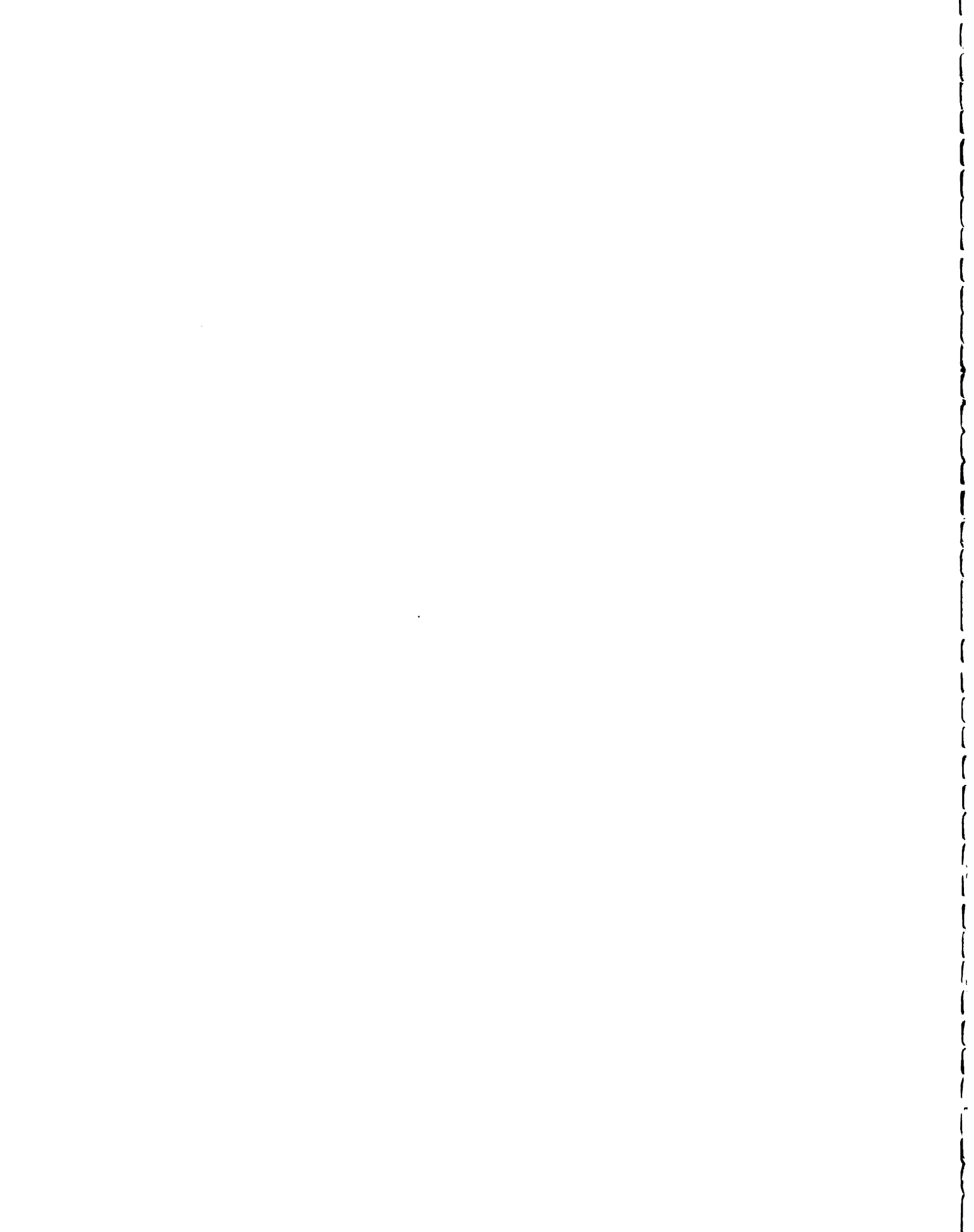
The Q-sample was personally given to 62 persons, who were requested to complete the sort and return the sorts in a stamped, self-addressed envelope. Three persons were contacted by mail. A total of 55 returned completed Q-sorts.

A sheet of instructions was included for each person. The respondent was asked to sort the statements into three piles--(1) those he agreed (+) with, (2) those he disagreed with (-), and (3) those he was neutral or could not make up his mind about (0).

The respondent was then asked to sort the statements into piles with the following frequency distribution:

N= 55	Most Disagree											Most Agree	
Value:	-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
Pile #:	1	2	3	4	5	6	7	8	9	10	11	12	13
Number of Statements:	2	3	4	4	5	6	7	6	5	4	4	3	2

Respondents were requested to comment on statements chosen for the two extreme position (-6 and +6), to provide



insights into the reasons for the extreme rankings. In addition, subjects with high loadings on each factor were interviewed to aid in the factor interpretations.

IV. Limitations

One limitation of this study is that with fifty-five persons filling out the Q-sorts, it is not possible to estimate the relative numbers of such image types in the population. Nor were the subjects randomly chosen. The subjects for interviews and the subjects performing the Q-sorts were chosen specifically to achieve divergence in attitudes about local schools.

In addition, there is no suggestion that all image types have been identified by this study. It would be expected, if one were to continue to collect sorts, that other image types might be found. In addition, however, it would be expected that the presently identified image types would also be increased numerically. The implication is that the predominant image types have been found.

An additional limitation of this study is the fact that it is not longitudinal in design, so that it does not take into account the dynamic changes taking place in "image" of the local public school system. An event, such as a highly publicized millage election or a strongly contested board election, for example, could serve to sharpen and modify attitudes at a particular time.

Another limitation to the study is lack of observa-

tion of behavior. Kelman suggests that this is an important aspect in the study of images.⁵⁹ An example of how this related to the local school system would be the relationship between a citizen's professed support of the school system and his actual behavior in the voting booth. While it is impossible to determine how he actually votes, much can be learned by whether he votes.⁶⁰

V. Analysis of the Data

Fifty-five completed Q-sorts were processed by the University of Missouri 360/65 computer using the QUANAL program developed at the University of Iowa. Each sort was correlated with all other sorts and provided a correlation matrix, which the computer factored by the principal-axes method. Each factor is made up of a group of subjects who sorted the same statements in a similar manner. The principal-axes solution then underwent a varimax rotation (the axes were orthogonally rotated in order to secure mathematically a maximum number of "pure" loadings,--"pure" or significant loadings on one and only one factor.

A weighting formula was then applied to the rotated factor loadings to compute a sort for each factor. The

⁵⁹Kelman, op. cit., p. 25.

⁶⁰In an extensive study of the 1970 Howell school election, only 23.9% of the parents and 25.1% of those who signed petitions in opposition to sex education voted. 39.8% and 42% respectively did not vote and a significant 36.4% and 32.9% were not even registered.

computer then produced an array of statements (a typical Q-sort) for each factor by adding the weighted rankings across each statement. The weighted array was then converted to z-scores by the computer. The statements were then placed on a continuum from most accepted to least accepted for each factor. These arrays were utilized to interpret each factor.

The factor analysis yielded four interpretable factors. Since the value of such a study is to observe the similarities found in compiling the Q-sort, it is customary to interpret only those factors that have at least a minimum number of persons with significant "pure" factor loadings. In this study the smallest factor interpreted had seven persons.

VI. Method of Interpretation

The interpretation of Q-data is subjective. Because of this, it is a common procedure to invite the reader to make his own interpretation. However, it should be pointed out that the data are not subjective. The arrays of statements representing factors are arrived at mathematically, based on the operations of the respondents.

First, consensus items will be reviewed, and then each factor will be reviewed.

CHAPTER III

INTERPRETATION

I. INTRODUCTION

In a study that utilizes Q-methodology, each subject is asked to sort a developed group of statements into a prescribed distribution. Each sort of distribution is then correlated with the sorts of every other subject and those that correlate beyond a selected level of significance are then grouped. These groups of sorts, or factors, are then averaged and produce a single sort representative of each factor.⁶¹

It is primarily an abductive process to interpret the sort for each factor. The purpose is to attempt to explain the reasons for the distribution of statements representative of each factor. This explanation must fit the data, but it is subjective and creative, based on the operant evidence, the data. The reader who is unsatisfied with the interpretation is encouraged to review the data and make his own interpretation.

After briefly describing or "sketching" each factor, without reference to the data, the consensus items will be discussed and interpreted. Following this, brief sketches will

⁶¹Three of the four board members in the study did not fall on any of the four factors. In addition, one of the non-professional employees did not fall on one of the four factors.



be reviewed and discussed with evidence cited for the interpretation. A detailed examination of each factor will then follow, with detailed reviews of the factor arrays of statements. In addition, a hypothetical first-person account of each array is presented. It is presented as if it were given by a person highly loaded on the factor, and is presented as an additional, though more subjective, way of interpreting each factor.

II. BRIEF SKETCHES

The factor analysis identified four interpretable factors. Following is a "thumbnail sketch" of each before reviewing the consensus items and a more detailed presentation of each factor.

Factor I, The Educational Idealist

All of the professional education (both administrators and teachers) plus one non-professional school employee fell on this factor. In addition, several persons who closely identify with this "idealistic" view of education also emerged on this factor. They view education as a broad socialization process, with subject matter extending far beyond the basics. They believe in an education of discovery--of a variety of values and beliefs which must be presented to children, rather than one simple set of values.

Factor II, The Contented Layman

This type is basically reluctant to criticize anyone. Not overly involved in the schools, he is not interested in

competing. He is settled and happy with the community, and willing to let the school people run the schools.

His main concern is discipline, which he sees as a weak point in the Howell schools. Other than this, he is distinguished more by his reluctance to criticize than anything else.

Factor III, The Rugged Individualist

The Rugged Individualist is deeply concerned with the permissiveness he sees both in the schools and in society in general. His view of life is a very moralistic one, and he is very concerned with seeing that his values are accepted by his children.

He is uncomfortable with educational innovations, such as year-round school and the Unit Step program. If the schools would teach only the basics, he would be more comfortable.

Factor IV, The Admonishing Cynic

The citizens in this group view education as an institution (which they support) and teachers as persons who should live up to the high ideals of dedication and self-giving.

The expanding unionization of teachers is particularly distasteful to the Admonishing Cynic. His perception of a teacher is someone who is dedicated to his work and above demanding increased pay.

III. CONSENSUS ITEMS

One of the important aspects of a Q-study is the identification of consensus items. These statements, which

indicate agreement among factors, can become the nucleus for planning a communication strategy. The high positive items are most significant, because they are not only items of general agreement, but also items valued. In contrast, the negative consensus items are important and may be recognized as themes to avoid a negative opinion, which may be useful in a positive form. Neutral items are of least value in developing communication strategy.

Out of 55 statements, there were a total of 14 consensus items. These divided into four groups: three strongly negative, three strongly positive, two moderately positive, and six neutral.

As mentioned before, the strongly negative consensus items may have positive counterparts that could be used as communication themes. In this study the strongly negative items are:*

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(7) I am concerned that today's young people just don't understand the importance of work. They're lazy and unwilling to work and accept responsibility.	-5	-5	-5	-4
(35) Schools, private and public, are hard on children because they erase natural abilities to learn by regimenting children into large non-productive groups.	-2	-3	-4	-4

*The number in parenthesis is the statement number. The F-number refers to the Factor number.

	I	II	III	IV
(15) It's not really fair to ask those who don't have children in school to help bear the burden of educating other people's children.	-4	-4	-4	-3

These items are all interesting because they reflect positive feelings toward the present school situation. The strong rejection of statement seven indicates that all of the factors do refuse to say that all young people are lazy. Typical of the reactions are the following statements:

- (a) I disagree most emphatically with this statement, as it lumps all of the young people with minority that fits that description. They are for the most part hard working and very responsible.
- (b) I disagree with this very much. Young people today are not lazy or unwilling to work. Of course there are a few exceptions, but then you will find some in every age group.
- (c) Our papers, TV, radio, etc. have become so resolved in reporting the bizarre and awful news, that no effort is made to report on the many good things our youth do accomplish. There's always lots of room scandal, but very little left for Scouting, 4-H or like news-- which are seldom covered by news personnel. Let's give the good more exposure and the bad a great deal less!

Statement 35 is interesting, as it reflects the position taken by a number of ultra-liberal educators and educational philosophers, such as Paul Goodman, Ivan Illich, John Holt, and others. It has been the support of such a position that has brought about the recent establishment of so-called "free schools." Such schools are generally found close to college campuses or in large cities where enough interest has been



generated to start such a school.

However, in this study, this position has been rejected. It indicates a general agreement that schools and schooling still serve a useful purpose. One typical reaction to this statement was:

This has to be the under-statement of the year. I see no regimenting. I feel school, private and public, help bring out the natural abilities. Self-motivation is the key word. School and teachers are the major factors.

At the other end of the spectrum, there are critics who have complained that non-parents should not be expected to assist in supporting public education. As costs rise, it becomes heard more and more. In the present study, however, non-parents fell into factors with parents. There was no one single factor that could be described as a "non-parent" factor. In addition, there was strong agreement that non-parents as well as parents should be responsible for supporting public education.

* * * *

The three strongly positive statements included the following:

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(3) We need to get job training-like a tech center, where students can be trained in the trades.-- <u>Everyone can't wear white shirts.</u>	+4	+5	+2	+3
(40) Teaching is a job to be admired. There's something special about the way a child admires a good teacher. They never forget a good teacher.	+3	+4	+5	+5



I II III IV

(4) Too often parents turn to the schools to undertake responsibility which they, as parents, don't carry out satisfactorily. +3 +4 +5 +5

There is general agreement on the need for vocational training, as evidenced by the agreement to statement 3. One respondent concluded:

Our school district definitely needs job training where the various trades are adequately taught. A busy young adult is much more of an asset to his community than an idle one who often gets into trouble. It is much cheaper to train than to pay costs of delinquency.

However, another comment probably puts this topic in a different perspective:

I agree-and so will most of the general public. However, millage has been defeated time after time, refusing to finance this type of education.

The response to statement 40 is perhaps one of the most interesting in the study. While strong anti-union and anti-educator statements do receive varying degrees of support, there is still general agreement that teaching is a job to be admired. In addition, although all factors agreed on this, the factor containing all the teachers (Factor I) agrees least with this statement. It would seem that what the other factors are saying is that teaching is a job to be admired, and teachers should live up to this responsibility. Statement 54, that teaching is one of the softer jobs, was almost a consensus item as well, with quite strong rejection of that statement.

Another interesting consensus item is statement 4. There is general agreement that too often parents "abdicate" their responsibilities to the schools. This indicates a willingness to place part of the blame for lack of success on the parents of the children.

It also reflects what at least some parents consider, resentfully, as an attempt of schools to replace parental influence. One response illustrates this point of view:

As fast as parents indicate their willingness to turn over to school authorities responsibilities formerly theirs, the school system grasps this opportunity. It is the best way to assure that what the state wants taught and what they want deemphasized (will) be accomplished. As soon as pre-grade school is begun-the beginning of the end of family heritage will be over. For socialist and communist it will be a great day of celebration but what a shame for those who still hold God and Country dear to our hearts.

* * * *

Two additional statements were moderately positive consensus items. They are:

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(48) Public schools should play an important role in passing on values to our children.	+3	+2	+1	+3
(51) Public education is the cornerstone on which our country was laid. The decline and fall of public education will signal the decline and fall of America as a democracy.	+2	+1	+3	+1

There is moderately positive agreement that public schools should (and do) play an important role in passing on values to our children, but this does not constitute agreement on what values need to be passed on. One might

argue that generally, values passed on by the schools are at a common denominator. This is the least controversial way. However, in the process, the stringent demands of many of the citizens for more specific values go unheeded, and dissatisfaction develops with public education.

There is also moderately positive agreement with the statement that public education is a cornerstone on which our country was laid. An expansion on this position is found in the following statement by one of the subjects:

Without education open to all, most children would be unable to attend school.--Without education, nations and people do not develop intellectually and thus they become a prey to more aggressive nations and cannot enjoy freedom which is every man's right. Thus our most important job is to educate our children to understand their own rights and the rights of others.

* * * *

Six other statements were consensus items, but they were given neutral scores. They included (47) that Howell Public Schools are trying hard to communicate with the public; (37) that parents aren't involved enough with decisions concerning their children; (29) concern over the declining number of parochial schools; (55) participation in PTO's as a step in solving problems; (43) most concerns could be taken care of with proper communication; and (45) that public education does best by the middle ability child at the expense of the slow and fast learner.

There seems to be general lack of concern over at least some aspects of the communication process. For example, the

neutral reaction to statements 47 and 43 suggest this. In addition, statement 37 is closely related--this time related to parental involvement with decisions. Only Factor IV agreed at all with this suggestion. Participation in PTO's (55) receives little support as a means of solving problems--the problems are just too complicated for a simple solution.

The lack of concern over declining parochial schools (29) is interesting, but there is more support for this than a similar statement (24) concerning a turn to private education. In both cases Factor III is more supportive of both parochial schools and private education than the other three factors.

Table I
Factor I Discriminating Items

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(2) The classroom should be a marketplace of ideas. The nation's future depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth "out of a multitude of tongues," rather than through any kind of authoritative selection.	+5	-1	-1	-1
(17) A child needs to find his niche--and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assisted to find his niche.	+6	+4	+3	+1
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	+6	-2	+4	+6
(33) For too long schools have been run for teachers instead of students and for teachers whose main concern has been paychecks and a pat job, instead of education.	-6	0	-2	+3
(46) Teachers must be much more competent than their colleagues of even 10 years ago in order to cope with today's students.	+4	+2	+1	0
(49) Teachers need to be paid raises, not on the basis of how long it's been since they got a raise, but on how well they do their job.	+1	+5	+5	+5
(41) Tenure, unions, and certification give teachers triple job security. They benefit only the inept teachers--the duds! The good, dedicated, qualified teachers don't need them,	-3	+1	-1	+4
(8) A teachers' union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them.	0	-3	-4	-6

<u>Statement</u>	I	II	III	IV
(5) Too many young people haven't learned to respect other people's property. They don't think they've done anything wrong when they destroy or damage it.	-1	+2	+6	+4
(6) I am very concerned about the permissiveness I see in our school and in society in general.	-2	+1	+5	+2
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-2	-5	-6	-6
(34) I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them--like sex education.	-6	-1	+2	-1
(38) It's sad to see the lack of patriotism evident in our schools today.	-2	+3	0	+4
(39) I think the weak point in the Howell Schools has been in the discipline.	-3	+4	+1	+2
(13) Sometimes Howell is too thrifty for its own good, especially when it comes to financing its schools.	+3	-1	-3	-2
(14) I don't like it when school budget cuts are always in books, teacher aides, athletics--never in reduced personnel or elimination of salary increases.	-4	0	0	+2
(52) I think the Howell taxpayers are getting a real break. They're getting a better-than-average education for their children at a lower-than-average price.	+2	-2	-4	-5

IV. FACTOR I: THE EDUCATIONAL IDEALIST

Expanded Sketch with Evidence

There are 21 persons who fell on Factor I. All the professional educators (both administrators and teachers) plus one non-professional school employee fell on this factor. None of the school board members fell on this factor.

Eight persons had taken advanced college degrees, four were college graduates, two had work beyond high school, three were high school graduates, and two were high school students. They ranged in age from 16 to 76. Twelve were women and nine were men. In addition to the two students, seven others did not have children presently in the Howell Schools. Those who are parents have children in every level of the schools.

Factor I still believes in the American dream that education can and should offer the greatest hope for our country. But the education that Factor I so strongly believes in is not an authoritative, set type of education, but rather an education of discovery. He views education as a life-long process, and hopes that schools can help to develop an interest in learning. Factor I doesn't view the world in terms of black and white, but rather as a world with many values and beliefs.

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(2) The classroom should be a marketplace of ideas, The nation's future depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth "out of a multitude of tongues", rather than through any kind of authoritative selection.	+5	-1	-1	-1
(34) I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them--like sex education.	-6	-1	+2	-1
(17) A child needs to find his niche--and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assisted to find his niche.	+6	+4	+3	+1
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	+6	-2	+4	+6

The view that schools should serve as a marketplace of ideas, rather than the purveyor of explicit "truths," is the most discriminating viewpoint that separates Factor I from the other factors (statement 2). Also, Factor I believes that there is more to education than just the basics (statement 34).

The belief that a child needs to find a niche in life--and that education can help him find it are strongly supported (statement 17). Factor I also believes that learning should be life-long (statement 30).

These all point to the belief by Factor I that education has broad potential for students, but this education

is a broad varied education, since Factor I has a view of the world based on how others also view the world. It is a more flexible, less stringent and set viewpoint. This is also reflected in the reaction of Factor I to permissiveness.

Factor I is not really concerned with permissiveness or with what others feel is a lack of respect for others property by young people today, because they do not really believe permissiveness pervades. What Factor I views as a more flexible and socially determined morality, others would probably view as permissiveness.

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(5) Too many young people haven't learned to respect other people's property. They don't think they've done anything wrong when they destroy or damage it.	-1	+2	+6	+4
(6) I am very concerned with the permissiveness I see in our schools and in society in general.	-2	+1	+5	+2
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-2	-5	-6	-6
(39) I think the weak point in the Howell Schools has been in the discipline.	-3	+4	+1	+2

Factor I's reaction to Statements 5, 6, and 22 all reflect the lack of concern over present-day permissiveness. In addition statement 39, shows marked disagreement with the other factors over whether discipline in the Howell Schools is a weak point.

Neither is Factor I concerned about a lack of patriotism in the schools:

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(38) It's sad to see the lack of patriotism in our schools today.	-2	+3	0	+4

When discussing lack of patriotism, Factor I would counter by stating (1) as far as he is concerned he hasn't noticed a real lack of patriotism, and besides (2) he is often concerned with the flag-wavers. He might view them as persons who offer a simple, symbolic solution to complicated problems with many ramifications.

Suggest to Factor I that schools have been run for teachers instead of students, and he will totally reject the suggestion. His idealized view of education rejects the suggestion that teachers would be more concerned with pay-checks than education, and rejects that teaching is a pat job. (Not a strange reaction for teachers, administrators, and pro-school persons.)

This reaction to specific criticisms of teachers and specific problems related to teaching is understandable in view of either his self-interest or his strong support of teachers and administrators.

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(33) For too long schools have been run for teachers instead of students and for teachers whose main concern has been pay-checks and a pat job, instead of education.	-6	0	-2	+3

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(46) Teachers must be much more competent than their colleagues of even 10 years ago in order to cope with today's students.	-6	0	-2	+3
(49) Teachers need to be paid raises, not on the basis of how long it's been since they got a raise, but on how well they do their job.	+1	+5	+5	+5
(41) Tenure, unions, and certification give teachers triple job security. They benefit only the inept teachers-- the duds! The good, dedicated, qualified teachers don't need them.	-3	+1	-1	+4
(8) A teachers' union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them.	0	-3	-4	-6

According to Factor I, today teaching is a challenge as it has never been before. Again, this is in keeping with a desire to teach many things in many ways. There is a strong belief that it is a much more complicated world than it was even ten years ago. Factor I believes there is a challenge to teach students reared in that complicated environment (statement 46).

While Factor I rejects the suggestion that teachers have job security, which benefits only the poor teachers (statement 41), he really does not feel strongly about unions for teachers (statement 8). (Although the majority of the persons in this factor gave it a neutral score, there was a variation from +6 to -6 on statement 8.)

Factor I's mild support for the concept of merit pay (statement 49) suggests a recognition of the great amount of complication involved in trying to develop a program of merit pay which would be fair.

Naturally enough, Factor I strongly believes that education is a good investment, and as a result feels that millage and bond issue rejections have cost the taxpayer, in less efficient education for sure, and perhaps even in loss of money. He also believes that taxpayers are getting a good deal for their tax dollar. He still wants to believe that Howell children are getting a better-than-average education, even though the expense-per-child is well below average.

Reducing personnel and eliminating salary increases are not Factor I's idea of making cuts in the school budget. He is concerned with class size, and keeping class size small enough so that a teacher can do an effective job of teaching. In addition, he believes that teachers and school personnel need to be paid salaries which are in line with salaries paid others in the community--even if taxes must be raised to do so.

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(13) Sometimes Howell is too thrifty for its own good, especially when it comes to financing its schools.	+3	-1	-3	-2
(14) I don't like it when school budget cuts are always in books, teacher aides, athletics--never in reduced personnel or elimination of salary increases.	-4	0	0	+2

<u>Statement</u>	Factor Score			
	I	II	III	IV
(52) I think the Howell taxpayers are getting a real break. They're getting a better-than-average education for their children at a lower-than-average price.	+2	-2	-4	-5

Factor I believes Howell has been too thrifty (statement 13) and that taxpayers are getting a real break (statement 52). In addition, he rejects the reduction of personnel or the elimination of salary increases (statement 14).

Detailed Examination

The persons who emerged on Factor I (the Educational Idealist) view education in very broad terms. They feel strongly that a child needs to be helped to find his place in society, his niche. In addition they feel very strongly that a lifelong love of learning must be engendered in children, but question whether or not the schools are accomplishing this.

The two statements that Factor I most agrees with reflect this position they are:

+6	<u>Standard Score</u>
(17) A child needs to find his niche-- and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assisted to find his niche.	1.79
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	1.73

The next group of statements which Factor I most agreed with are:

+5		<u>Standard Score</u>
(18)	I would like to see the schools provide more varied experiences and more and better media centers and labs, because I believe kids learn as much by doing as by traditional classroom methods.	1.70
(2)	The classroom should be a marketplace of ideas. The nation's future depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth "out of a multitude of tongues," rather than through any kind of authoritative selection.	1.62
(21)	Teaching children to get along with others is an important goal of education. They must learn there are some things you just can't do without hurting others.	1.58

These three statements also reflect Factor I's concern with a broader concept of education. He believes in an education of discovery--through a variety of experiences and through improved media centers and labs; through a variety of ideas (marketplace of ideas); and through a broader goal--socialization of children in a positive cooperative manner.

+4		<u>Standard Score</u>
(11)	When it comes to education, parents should aspire to giving their children the best that can be had.	1.43

+4		<u>Standard Score</u>
(3)	We need to get job training-like a tech center, where students can be trained in the trades.-- <u>Everyone can't wear white shirts.</u>	1.12
(1)	It's not enough to provide students with an education. Howell Schools should provide an education of a quality that competes with other schools.	1.11
(46)	Teachers must be much more competent than their colleagues of even 10 years ago in order to cope with today's students.	1.03

Factor I reacted more strongly to statement 11, than any of the other factors. This also reflects a faith in education, and a desire to give his children the best education possible, which in the case of Factor I would also include vocational education. A school system that competes with other schools is also important to Factor I.

The reaction to statement 46 reflects Factor I's view of the world as ever-increasing in complexity. He views teaching as a greater challenge today, because of this complexity.

+3		<u>Standard Score</u>
(40)	Teaching is a job to be admired. There's something special about the way a child admires a good teacher. They never forget a good teacher.	0.86

+3	<u>Standard Score</u>
(42) Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	0.85
(13) Sometimes Howell is too thrifty for its own good, especially when it comes to financing its schools.	0.84
(4) Too often parents turn to the schools to undertake responsibility which they, as parents don't carry out satisfactorily.	0.77

It is interesting that it isn't until this level that the practical matter of finances enters the picture. There are other ideas which are just more important to Factor I than finances, reflecting Factor I's idealism.

Statement 40 is a consensus item, but Factor I scored lowest on this item, which suggest a feeling that perhaps teaching isn't admired, although it probably should be.

Factor I also believes that parents do indeed have a responsibility toward their own children and that too often parents turn to the schools to undertake such responsibility. The reaction of Factor I is probably one of wishing that parents can and would take more responsibility for their children, and that they feel the schools are too often left with such responsibility by default.

+2		<u>Standard Score</u>
(53)	It seems to me that the schools are too frequently blamed for what isn't their fault.	0.74
(52)	I think the Howell taxpayers are getting a real break. They're getting a better-than-average education for their children at a lower-than-average price.	0.68
(31)	I like the Unit Step program. It gives students a better variety of classes.	0.64
(51)	Public education is the cornerstone on which our country was laid. The decline and fall of public education will signal the decline and fall of America as a democracy.	0.63
(50)	The schools should be the center of a lot more community activities than they are.	0.59

Statement 51 is a consensus item with which Factor I idealistically agrees. Factor I ranked all the other statements higher than any other factor with the exception of statement 31, which Factor II also ranked at this level.

Even though Factor I only came up with a +2 for statement 52, it was the most positively discriminating item for Factor I. For the professional educator on Factor I, it is easy to see that they believe they are doing a good job with limited funds. The others obviously agree. It basically represents a faith in the school system, even though finances have below-average.

The broader view of education, mentioned before, is also evident in its support of Unit Step⁶² and the support of using the schools for expanded community activities.

Statement 53 reflects the position that Factor I has taken that schools should not be held solely responsible for the problems that they face.

The following groups of six, seven, and six statements are the +1, 0, and -1 levels, and are statements of least concern to Factor I.

+1	<u>Standard score</u>
(44) Howell's got its problems like all small towns. No town is perfect, but it's a good community.	0.48
(20) There is too much financial, political and social intrigue which interferes with public education.	0.43
(23) We can't destroy the total public school system, but we can't keep it as it is because of the bad in it. It must be changed to fit people today.	0.42
(45) Public education hits the "middle" and the children on either end--the bright children and the slow children--suffer the most.	0.34

⁶²Unit Step is a program initiated at the secondary level three years ago. In it five "shifts" replaced the usual semester class arrangement. Although many classes remained year-long classes, a number of classes were scheduled one "shift" at a time. Scheduling has remained a primary problem throughout the time that Unit Step has been in effect.

+1		<u>Standard score</u>
(48)	Public schools should play an important role in passing on values to our children.	0.33
(49)	Teachers need to be paid raises, not on the basis of how long it's been since they got a raise, but on how well they do their job.	0.30
0		<u>Standard score</u>
(47)	The Howell Schools are trying hard to communicate to the community.	0.30
(8)	A teachers' union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them.	0.24
(55)	Participation in parent organizations is a good first step in ironing out most school problems.	0.22
(37)	Too often the schools don't involve the parents enough in decisions that directly affect their own children.	0.13
(9)	I hope my children will make their decisions that in the light of the values I have taught them, rather than the values of others.	0.01
(10)	I feel if more money is needed to run the schools, the state should cut out the fat in its budget and provides more for the schools.	-0.00
(32)	Too often our schools provide an artificial environment totally unrelated to the "real" world.	-0.05

-1	<u>Standard score</u>
(27) Even with their problems, I would still rather have my children in the Howell Schools than in any other school system in the count	-0.06
(43) Most of the public's concerns about schools could be taken care of through proper communication.	-0.09
(25) School-Community communications are fine if they have the time and resources--but education should come first.	-0.11
(28) Somewhere we've lost the drive, the concern for education that parents had even a decade ago. It's almost a complacency--go to school and get what you can and leave it at that.	-0.27
(5) Too many young people haven't learned to respect other people's property. They don't think they've done anything wrong when they destroy or damage it.	-0.37
(29) I don't like to see the declining number of parochial schools. They meet a very real need for many families.	-0.44

The most discriminating item in this group is statement 8, concerning teachers' unions. Although it is a neutral response, the other factors reacted so negatively (-3, -4, and -6) that the neutral response is positively discriminating.

Statement 5, suggesting that many youth haven't learned to respect others' property is negatively discriminating, as all the other factors reacted positively to this statement

(+2, +6, and +4). This is in line with Factor I's lack of concern with what the other factors consider permissiveness.

Turning now to the negative side, the two statements which Factor I most disagrees with are

-6	<u>Standard score</u>
(34) I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them--like sex education.	-1.84
(33) For too long schools have been run for teachers instead of students and for teachers whose main concern has been paychecks and a pat job, instead of education.	-1.72

Factor I's reaction to statement 34 does reflect a desire for a broader education that is consistent with other responses. However, in addition, the strength of the response also suggests a reaction to the critics who have used a return to the basics as a rallying point.

The rejection of statement 33 suggests strong disagreement that the schools have been run for the teachers. The teachers may feel that because of all the regulations and limitations they certainly can't believe that anyone would think the schools are run for them. In addition, they would reject the statement that their main concern is for a paycheck and a pat job. The non-educators on this factor would also agree with the later.

Both of these statements were negatively discriminating.

-5	<u>Standard score</u>
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-1.72
(7) I am concerned that today's young people just don't understand the importance of work. They're lazy and unwilling to work and accept responsibility.	-1.65
(19) Our administrators aren't making a real effort to provide a proper education for our children. They aren't trying to remedy the problems.	-1.52

Both statements 54 and 19 reflect a defensive disagreement with critical statements about teachers and administrators.

Statement 7 is a consensus item, and Factor I is not significantly different from any of the other factors. It reflects a strong rejection of the strong criticism that today's young people don't understand the importance of work.

-4	<u>Standard score</u>
(16) The school people continually ask for more and more money but they don't even make good use of the money they get now.	-1.49
(15) It's not really fair to ask those who don't have children in school to help bear the burden of educating other people's children.	-1.42
(12) It's not much fun being a parent today. There are so many things complicating the job of being a parent.	-1.24

-4

Standard score

- (14) I don't like it when school budget cuts are always in books, teacher aides, athletics--never in reduced personnel or elimination of salary increases. -1.21

Again Factor I does not react in the extreme to the financial statements. There is a reaction at the -4 level on statement 16, but this statement goes beyond simple finances in its criticism of school people--since it suggests that school people are not making good use of the money they have. In addition, Factor I rejects the suggestion that reduced personnel or elimination of salary increases should be considered.

Statement 15 is a consensus item.

Factor I's view of the fun parenthood falls in the middle; there is disagreement with the statement, though milder than either Factor II or Factor IV.

-3

Standard score

- (41) Tenure, unions, and certification give teachers triple job security. They benefit only the inept teachers--the duds! The good, dedicated, qualified teachers don't need them. -1.18
- (24) I think we may have to increasingly turn to private education to meet our individual and family needs. -1.15
- (26) I believe year-round schools will create more problems than it will solve. -1.11



-3	<u>Standard score</u>
(39) I think the weak point in the Howell Schools has been in the discipline.	-0.90

Factor I rejects the statement that teachers have triple job security that benefits inept teachers. The rejection of the possibility of an increased need to turn to private education suggests that Factor I views public education idealistically as the only means available to provide education for children. Year-round schools are viewed as a possible solution, although Factor I rejects the statement less than either Factor II or Factor IV. In addition, as discussed before, Factor I rejects the point that discipline is a weak point in the Howell Schools.

-2	<u>Standard score</u>
(38) It's sad to see the lack of patriotism evident in our schools today.	-0.88
(6) I am very concerned about the permissiveness I see in our schools and in society in general.	-0.86
(36) Good teachers are born, not trained. It is an art.	-0.61
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-0.52
(35) Schools, private and public, are hard on children because they erase natural abilities to learn by regimenting children into large non-productive groups.	-0.48



Factor I's rejection of statement 6 concerning permissiveness is one of the most discriminating items, negatively. It points up the lack of concern that Factor I has with what the other factors are concerned about-permissiveness. It is not really possible to say that Factor I is permissive in its attitude toward students and schools, but rather that other topics are more important. In addition, as mentioned before, there is a different perception of what permissive is and is not. The open classroom, buzzing with activity, might be perceived by the other factors as permissive, yet to Factor I it would be viewed as a productive classroom situation. Statement 22 also reflects Factor I's lack of concern over permissiveness. (While disagreeing, there are other statements Factor I considers more important.)

The reaction to statement 38 fits in with Factor I's view of a broadened world. Factor I feels slightly uncomfortable with the suggestion of a lack of patriotism, feeling that flag-waving is a simple reaction to complicated situations. This is also a negatively discriminating item.

As Factor I still believes in schooling and education, it is not strange that the suggestion that schools are hard on children is rejected. This is a consensus item, but Factor I does reject it less than any other factor.



"First Person" Account

I really believe that a primary goal of education is to help children, all children find their place in society today. Children need support and encouragement, not failure. They must be allowed to make mistakes--but they must learn how to find alternatives, not failure. All children have potential--schools can and must release that potential.

Schools need to engender a life-long love of learning. What greater thing could the schools provide than a love of learning? This precluded teaching or helping students find out how to read, do arithmetic, make decisions, and how and where to find information with the joy of discovery. Regretfully, quite the opposite is usually true.

I firmly believe that the basics should not be slighted, but I do think the curriculum should include music, art, etc.--the subjects that will prepare our children to meet life intelligently. This also includes sex education.

Students do not learn by any one method, so educators are responsible for providing numerous means of learning to help all students attain their fullest potential.

Unit Step does give a variety of choices to students. It helps students develop and accept some responsibility. The curriculum is more flexible and can more readily keep up with changing times.

It's my opinion that teaching is a rough job! Good teachers work long hours--all year long. Teachers should



always be reaching, studying, seeking--the job never ends if it is done right.

Our administration isn't without fault, but I do believe they are doing a good job with what they have to work with. It does not appear that they are reluctant to change with the times. I do believe that with the innovations taking place and with proper money and controls, this could become a leader of school systems.

When it comes to finances, Howell people tend to have their heads in the sand. Their problems are not going to disappear. One would only have to look at taxes being paid in surrounding cities to see that ours are lower. In spite of this, I do believe our students are getting a better-than-average education.

I get really concerned when people start "flag waving". The concepts often taught under the guise of patriotism tend to be destructive of an enlightened attitude to such seemingly unrelated areas as social cooperation and responsibility, conservation, etc.

Table II
Factor II Discriminating Items

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(20) There is too much financial, political and social intrigue which interferes with public education.	-1	+1	+1	+2
(27) Even with their problems, I would still rather have my children in the Howell Schools than in any other school system in the county.	+3	-1	-1	-3
(28) Somewhere we've lost the drive, the concern for education that parents had even a decade ago. It's almost a complacency--go to school and get what you can and leave it at that.	-4	-1	-1	0
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	-2	+6	+4	+6
(39) I think the weak point in the Howell Schools has been in the discipline.	+4	-3	+1	+2
(12) It's not much fun being a parent today. There are so many things complicating the job of being a parent.	-6	-4	-2	-5
(18) I would like to see the school provide more varied experiences and more and better media centers and labs, because I believe kids learn as much by doing as by traditional classroom methods.	+6	+5	0	0
(42) Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	+6	+3	+6	+3
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-6	-5	-5	-2

V. FACTOR II: THE CONTENTED LAYMAN

Expanded Sketch with Evidence

Factor II, named the Contented Layman, is made up of eight persons, including one non-professional school employee. Their length of residence varied from 6 years to 53 years, while age varied from 13½ to 63. There were two non-parents and one student included in this factor. There were no parents with children in any of the elementary schools, but the other schools were represented. Educationally, all were high school graduates, and one person had additional education.

Factor II emerges as willing to let the school people run the schools. They choose not to become involved, either positively or negatively.

The Contented Layman demonstrated a close relationship to all three of the other factors, and very few discriminating items. (The correlation with Factor I was 0.545; Factor III was 0.614; and Factor IV was 0.603--a difference of only 0.069 from the smallest to the largest.)

Discipline seems to be a key word for Factor II. He is a strong believer that discipline should begin in the home and agrees that the schools shouldn't be blamed for children who haven't learned right from wrong (statement 42). However, discipline is terribly important to him, and he feels it is a weak point in the Howell Schools (statement 39).

<u>Statement</u>	Factor scores			
	II	I	III	IV
(42) Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	+6	+3	+6	+3
(39) I think the weak point in the Howell Schools has been in the discipline.	+4	-3	+1	+2

Factor II is really quite satisfied with his life, and with living in Howell, with being a parent, with the way the schools are run. He rejects what others view as complacency.

<u>Statement</u>	Factor scores			
	II	I	III	IV
(27) Even with their problems, I would still rather have my children in the Howell Schools than in any other school system in the county.	+3	-1	-1	-3
(44) Howell's got its problems like all small towns. No town is perfect, but it's a good community.	+3	+1	+2	-1
(12) It's not much fun being a parent today. There are so many things complicating the job of being a parent.	-6	-4	-2	-5
(20) There is too much financial, political and social intrigue which interferes with public education.	-1	+1	+1	+2
(28) Somewhere we've lost the drive, the concern for education that parents had even a decade ago. It's almost a complacency-- go to school and get what you can and leave it at that.	-4	-1	-1	0

Both statement 27 and statement 44 reflect Factor II's satisfaction with Howell and the Howell Schools. Either satisfaction and/or a reluctance to criticize, which results with the appearance of satisfaction, is suggested by these responses.

Factor II strongly rejects the suggestion that being a parent isn't much fun. Who says it's not fun? He is satisfied with the way things are--and he is satisfied with his role as a parent today (statement 12).

The reaction of Factor II to statement 20 is interesting and once again in line with a satisfaction with things as they are and a reluctance to criticize. While the other three factors all mildly agreed that there is too much "intrigue" involved in public education, Factor II disagrees. There's just nothing to get worked up over in that statement.

It is also interesting to note that Factor II, which views the schools with an interest that borders on complacency, would react strongly to statement 28, that there is a loss of drive and concern over education. It is almost a defensive reaction.

The reluctance of Factor II to criticize is also shown in the reaction to the suggestion that teaching is one of the softer jobs and to the suggestions that too often don't engender a life-long love of learning.

<u>Statement</u>	Factor scores			
	II	I	III	IV
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-6	-5	-5	-2
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	-2	+6	+4	+6

The Contented Layman reacts most strongly to the suggestion that teaching is one of the softer jobs. --He wouldn't want to criticize anyone that way.

This is also one explanation for Factor II's disagreement with statement 30, while the others all strongly agree with it. They would be reluctant to agree with the second half of the statement--that too often the result is something else.

Factor II does have a broader view of education than either Factor III or Factor IV. This is particularly evident in the reaction to statement 18, although it is also evident in the other statements that are covered in the detailed examination which follows.

<u>Statement</u>	Factor scores			
	II	I	III	IV
(18) I would like to see the schools provide more varied experiences and more and better media centers and labs, because I believe kids learn as much by doing as by traditional classroom methods.	+6	+5	0	0

Detailed Examination

The persons who emerged on Factor II (the Contented Layman) are most concerned with discipline, but also indicate a reluctance to criticize anybody. They generally view education in broader terms than simply teaching the basics, but do believe in education in a practical sense, as a discipline, not something that can be fun.

The two statements that Factor II most agree with reflect this general description. They are:

+6		<u>Standard score</u>
(42)	Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	1.98
(18)	I would like to see the schools provide more varied experiences and more and better media centers and labs, because I believe kids learn as much by doing as by traditional classroom methods.	1.59

The next group of statements which Factor II agreed with are:

+5		<u>Standard score</u>
(3)	We need to get job training-like a tech center, where students can be trained in the trades.-- <u>Everyone can't wear white shirts.</u>	1.48
(21)	Teaching children to get along with others is an important goal of education. They must learn there are some things you just can't do without hurting others.	1.40
(49)	Teachers need to be paid raises, not on the basis of how long it's been since they got a raise, but on how well they do their job.	1.37

Statement 3 is a consensus item, strongly supported by all of the factors. However, since Factor II is made up primarily of people who don't wear white shirts and who are interested in education in a broader sense, it is not surprising that they agreed most strongly with this item. He is

interested in the social aspects of education, and also in developing a merit system for paying teachers.

+4		<u>Standard score</u>
(40)	Teaching is a job to be admired. There's something special about the way a child admires a good teacher. They never forget a good teacher.	1.37
(39)	I think the weak point in the Howell Schools has been in the discipline.	1.26
(17)	A child needs to find his niche--and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assisted to find his niche.	1.17
(4)	Too often parents turn to the schools to undertake responsibility which they, as parents, don't carry out satisfactorily.	1.13

The admiration that Factor II has for teachers goes along with his positive attitude toward people in general. It is interesting to note that although this is a consensus item, Factor II is slightly higher than the other factors.

Statement 39, which reflects his overwhelming concern for discipline is the only positive discriminating item for Factor II. This is his primary concern with the school system.

His concern for going beyond the basics is also indicated, as well as by his concern for helping children find their niche.

Statement 4 is also a consensus item. With Factor II it reflects his concern for discipline in the home, and his

strong feeling of responsibility for his children. He really is condemning the "other parent" who isn't as strict in discipline as he is.

+3	<u>Standard score</u>
(38) It's sad to see the lack of patriotism evident in our schools today.	1.02
(53) It seems to me that the schools are too frequently blamed for what isn't their fault.	0.98
(27) Even with their problems, I would still rather have my children in the Howell Schools than in any other school system in the county.	0.97
(44) Howell's got its problems like all small towns. No town is perfect, but it's a good community.	0.90

There is a real concern on the part of Factor II for a perceived lack of patriotism. He is concerned with the lack of patriotism in the schools. The other three statements reflect the genial character of Factor II.

+2	<u>Standard score</u>
(48) Public schools should play an important role in passing on values to our children.	0.84
(5) Too many young people haven't learned to respect other people's property. They don't think they've done anything wrong when they destroy or damage it.	0.72
(9) I hope my children will make their decisions in the light of the values I have taught them, rather than the values of others,	0.67

+2		<u>Standard score</u>
(31)	I like the Unit Step program. It gives students a better variety of classes.	0.67
(46)	Teachers must be much more competent than their colleagues of even 10 years ago in order to cope with today's students.	0.63

This moderate support for the Unit Step program is significant, because both Factor III and Factor IV are strongly opposed to the program. His concern for the transmission of values to his children and children in general is also expressed. Both 48 and 46 are consensus items.

The following groups of six, seven, and six statements are the +1, 0, and -1 levels and are statements of least concern to Factor II.

+1		<u>Standard score</u>
(55)	Participation in parent organizations is a good first step in ironing out most school problems.	0.52
(41)	Tenure, union, and certification give teachers triple job security. They benefit only the inept teachers--the duds! The good, dedicated, qualified teachers don't need them.	0.51
(51)	Public education is the cornerstone on which our country was laid. The decline and fall of public education will signal the decline and fall of America as a democracy.	0.45

+1		<u>Standard score</u>
(1)	It's not enough to provide students with an education. Howell Schools should provide an education of a quality that competes with other schools.	0.38
(6)	I am very concerned about the permissiveness I see in our schools and in society in general.	0.35
(47)	The Howell Schools are trying hard to communicate to the community.	0.29
0		<u>Standard score</u>
(29)	I don't like to see the declining number of parochial schools. They meet a very real need for many families.	0.18
(43)	Most of the public's concerns about the schools could be taken care of through proper communication.	0.11
(14)	I don't like it when school budget cuts are always in books, teacher aides, athletics-- never in reduced personnel or elimination of salary increases.	0.03
(11)	When it comes to education, parents should aspire to giving their children the best that can be had.	0.03
(37)	Too often the schools don't involve the parents enough in decisions that directly affect their own children.	0.01
(50)	The schools should be the center of a lot more community activities than they are.	0.01

0		<u>Standard score</u>
(33)	For too long schools have been run for teachers instead of students and for teachers whose main concern has been pay-checks and a pat job, instead of education.	-0.21
-1		<u>Standard score</u>
(2)	The classroom should be a marketplace of ideas. The nation's future depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth "out of a multitude of tongues," rather than through any kind of authoritative selection.	-0.27
(20)	There is too much financial, political and social intrigue which interferes with public education.	-0.28
(10)	I feel if more money is needed to run the schools, the state should cut out the fat in its budget and provide more for the schools.	-0.28
(34)	I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them--like sex education.	-0.33
(13)	Sometimes Howell is too thrifty for its own good, especially when it comes to financing its schools.	-0.41
(32)	Too often our schools provide an artificial environment totally unrelated to the "real" world.	-0.45

It is surprising to note that Factor II is only mildly concerned with permissiveness, (statement 6), even though he is very concerned about discipline. This is in keeping with his positive outlook.

In addition, statement 11 is just barely discriminating for Factor II on the negative side. He just is too easy-going to worry about the competitive aspect of education.

Turning now to the negative side, it is possible to again see this genial, easy-going picture. The two statements which he most disagrees with are:

-6	<u>Standard score</u>
(12) It's not much fun being a parent today. There are so many things complicating the job of being a parent.	-2.00
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-1.92

The Contented Layman isn't overly concerned with the responsibilities involved in being a parent. In addition, he strongly disagrees that teaching is a soft job. He really respects teachers and the job they have to do. (See also statement 40.)

-5	<u>Standard score</u>
(7) I am concerned that today's young people just don't understand the importance of work. They're lazy and unwilling to work and accept responsibility.	-1.92

-5	<u>Standard score</u>
(19) Our administrators aren't making a real effort to provide a proper education for our children. They aren't trying to remedy the problems.	-1.60
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-1.55

Factor II's rejection of the suggestion that young people don't understand the importance of work is actually tied with statement 54 and could just as easily be given a -6 ranking. Both express his faith in people, whether young people or teachers, as does statement 19.

The strong reaction to allowing students to smoke in school is in keeping with his general belief in discipline. While having the largest proportion of smokers, he still feels strongly about this--although less so than either Factor III or Factor IV.

-4	<u>Standard score</u>
(26) I believe year-round schools will create more problems than it will solve.	-1.39
(28) Somewhere we've lost the drive, the concern for education that parents had even a decade ago. It's almost a complacency--go to school and get what you can and leave it at that.	-1.34
(24) I think we may have to increasingly turn to private education to meet our individual and family needs.	-1.26

-4

Standard score

- (15) It's not really fair to ask those who don't have children in school to help bear the burden of educating other people's children. -1.24

Statement 28 is a negatively discriminating item for Factor II. He disagrees with the other factors quite strongly that there has been a decline in the concern for education. While no one strongly agrees with this statement, he has reacted much more than any of the others.

In keeping with his willingness to try new programs, he is willing to consider year-round schools, and thus disagrees that it will cause more problems than it will solve. This is also in keeping with his tendency to appreciate anything that could be considered economical.

He rejects the need to turn to private education and also believes everyone should help bear the cost of education for the children of the community.

-3

Standard score

- (25) School-Community communications are fine if they have the time and resources--but education should come first. -1.01
- (8) A teachers' union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them. -0.97
- (35) Schools, private and public, are hard on children because they erase natural abilities to learn by regimenting children into large non-productive groups. -0.91

-3	<u>Standard score</u>
(16) The school people continually ask for more and more money but they don't even make good use of the money they get now.	-0.77

The Contented Layman disagreed most with the suggestion that education should come first, rather than School-Community communications. This seems to indicate a desire to receive communications concerning the schools.

While highly valuing the teacher, he feels negative about the unions that represent them. He is not concerned with schools as they are presently set up. With his positive viewpoint of people, he disagrees that school people aren't making good use of the money they get.

-2	<u>Standard score</u>
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	-0.69
(52) I think the Howell taxpayers are getting a real break. They're getting a better-than-average education for their children at a lower-than-average price.	-0.64
(23) We can't destroy the total public school system, but we can't keep it as it is because of the bad in it. It must be changed to fit people today.	-0.57
(45) Public education hits the "middle" and the children on either end--the bright children and the slow children--suffer the most.	-0.53
(36) Good teachers are born, not trained. It is an art.	-0.46

As mentioned before, the disagreement with statement 30 is also a negatively discriminating item, that probably reflects his reluctance to criticize.

There is a slight conflict between disagreeing that school people don't make good use of the money they presently get and also disagreeing that taxpayers are getting a real break. However, the Contented Layman has a positive view toward the school people, even though he also feels that there's no tax break involved.

Both statements 45 and 36 are consensus statements in which Factor II shows no strong differences from the other factors.

"First Person" Account

I think our schools and the school people are doing all right, if they'd just emphasize the discipline a little more. I'd like to see the schools provide more varied experiences and more and better media centers and labs. They need to be expanded to include more vocational education, too. I believe the trades are a fine field for anyone to enter who has an interest in any of them. Just look at me, I've done all right.

I enjoy being a parent and enjoy my children. They have learned how to work, too. I've seen to that. Too many parents don't accept their responsibility to teach their own children right from wrong. Children should be taught some self-discipline and respect for others and others' property before they go to school.

I think the school people are doing a pretty good job. They have a lot of problems to cope with, a lot more than people realize. I think they are trying to solve them. I think they are doing the best they can with the money they now have, but I sure wish the taxes wouldn't have to be quite so high.

Anyone who thinks teaching is a soft job ought to try it for a week. Sure, their time off is great, but I just wouldn't want all the problems that go with it. However, as much as I admire teachers, I sure must have to admit I have a real uneasy feeling when it comes to teachers'

unions. We had good teachers before the unions. I suppose it might unite them, but they never seemed greatly divided to me before the unions came in.

Table III

Factor III Discriminating Items

<u>Statement</u>	Factor Scores			
	III	I	II	IV
(6) I am very concerned about the permissiveness I see in our schools and in society in general.	+5	-2	+1	+2
(5) Too many young people haven't learned to respect other people's property. They don't think they've done anything wrong when they destroy or damage it.	+6	-1	+2	+4
(42) Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	+6	+3	+6	+3
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-6	-2	-5	-6
(26) I believe year-round schools will create more problems than it will solve.	+3	-3	-4	-5
(31) I like the Unit Step program. It gives students a better variety of classes.	-6	+2	+2	-3
(50) The schools should be the center of a lot more community activities than they are.	-5	+2	0	+1
(34) I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them-- like sex education.	+2	-6	-1	-1
(25) School-Community communications are fine if they have the time and resources-- but education should come first.	+2	-1	-3	-2
(9) I hope my children will make their decisions in the light of the values I have taught them, rather than the values of others.	+4	0	+2	0
(24) I think we may have to increasingly turn to private education to meet our individual and family needs.	-1	-3	-4	-3

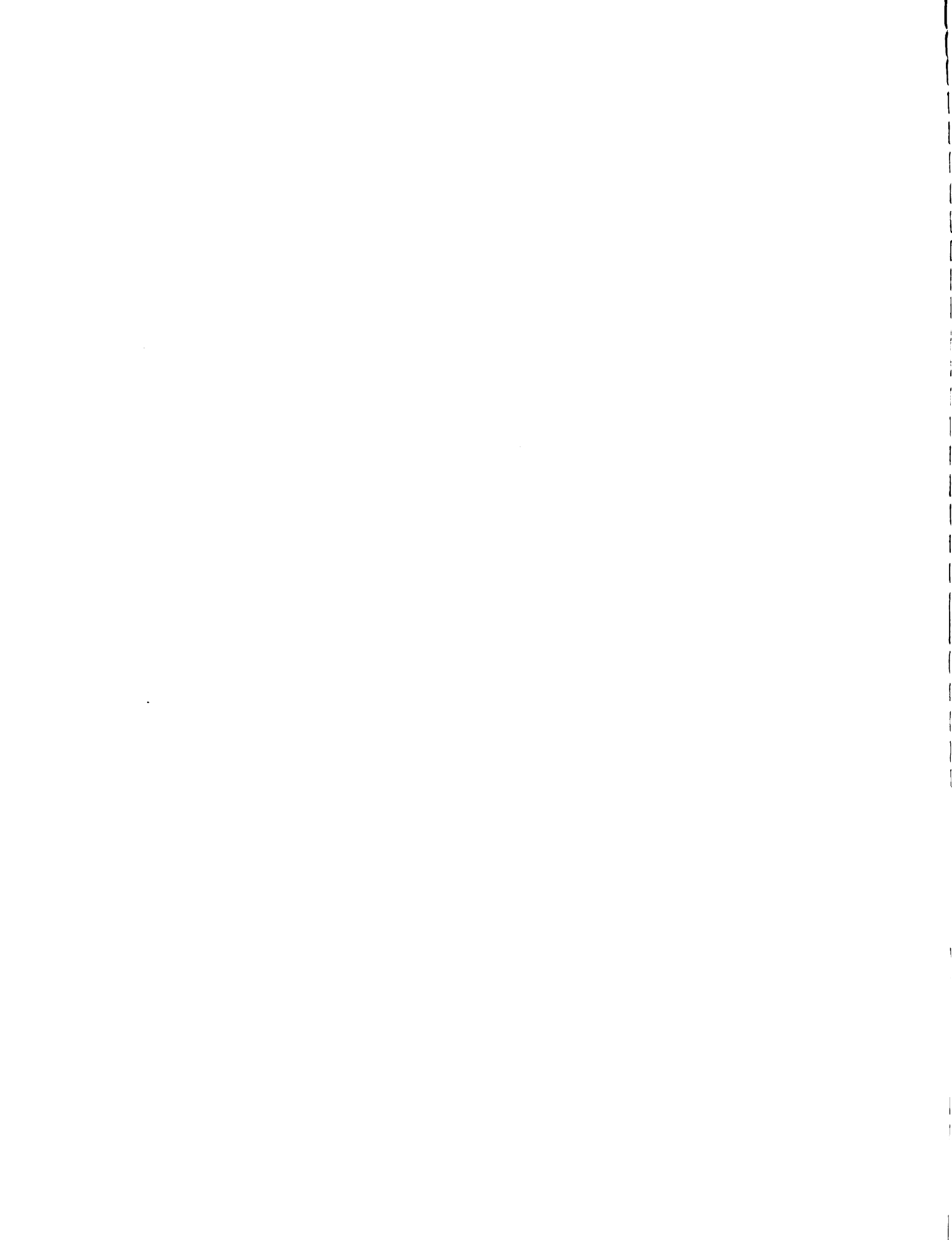
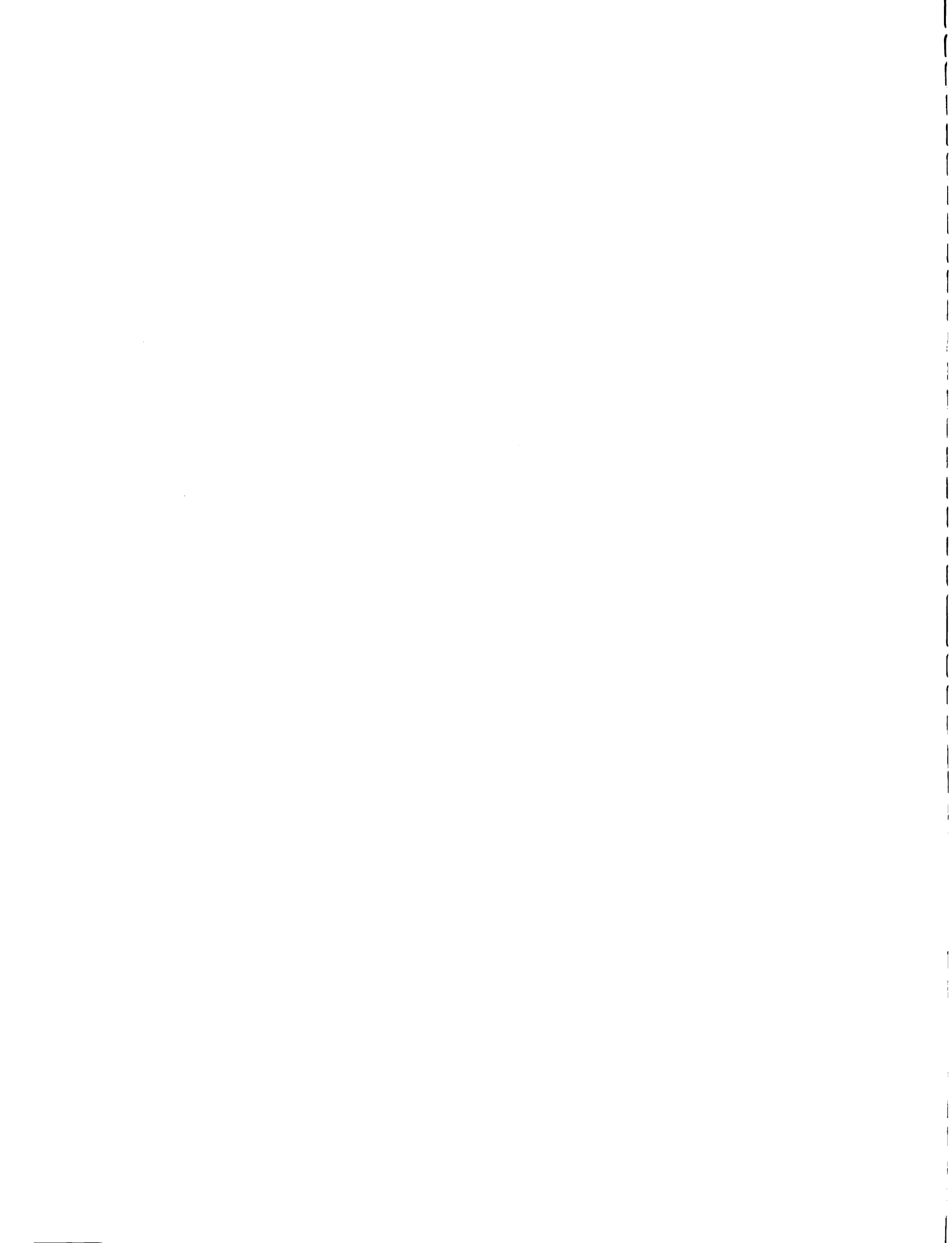


Table III (Continued)

<u>Statement</u>	Factor Scores			
	III	I	II	IV
(32) Too often our schools provide an artificial environment totally unrelated to the "real" world.	-3	0	-1	+1



VI. FACTOR III: THE RUGGED INDIVIDUALIST

Expanded Sketch with Evidence

Factor III, named the Rugged Individualist is made up of eight citizens, one of whom is also a school non-professional employee. Educationally, two are not high school graduates, three are high school graduates, two have some education beyond high school, and one has a college education at the graduate level. With one exception, they reside outside town. One is a non-parent, while the others included are parents with children in elementary, parochial, middle, junior and senior high schools.

The Rugged Individualist is very strongly concerned about the permissiveness he sees both in the schools and in society in general. He feels more comfortable in the world he believes existed in his childhood. Innovations, which some critics complain are slow at arriving in schools, make him feel uncomfortable. This is because (1) of a better-than-life haloed effect of what life was like and (2) because he feels he understands how schools "worked" when he went to school. It was all so much simpler then!

<u>Statement</u>	Factor Scores			
	III	I	II	IV
(6) I am very concerned about the permissiveness I see in our schools and in society in general.	+5	-2	+1	+2
(5) Too many young people haven't learned to respect other people's property. They don't think they've done anything wrong when they destroy or damage it.	+6	-1	+2	+4



<u>Statement</u>	Factor Scores			
	III	I	II	IV
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-6	-2	-5	-6
(42) Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	+6	+3	+6	+3

Perhaps more than any other single statement, statement 6 summarizes Factor III's viewpoint. While it is listed as a +5, the standard score for statement 6 is 1.63, while statement 5 has a standard score of 1.64. Both these statements and statements 22 and 42 reflect this concern over permissiveness.

The Rugged Individualist feels uncomfortable in a rapidly changing society. His concern over permissiveness reflects this simplistic view of life. If only society would view life as he does, in very clear terms of black and white; right and wrong; everyone would be a lot happier.

He firmly believes that parents maintain a primary responsibility for seeing to it that their children behave properly. This is the way his parents felt and this is the way he feels also. He strongly condemned parents who "let their kids go." That's where we see all the kids who don't know how to respect other people's property. The kids need to learn how to tow the mark!

Factor III takes a very moralistic view of the world and schools as well. He is greatly concerned with passing on his values to his children. As a result, when he



thinks the schools are moving beyond his own values, he begins to question whether the public schools can serve his best interests. His view of life doesn't recognize a variety of values--only his values are the true values, and when the schools get too far from these, the Rugged Individualist becomes quite upset.

<u>Statement</u>	Factor Scores			
	III	I	II	IV
(9) I hope my children will make their decisions in the light of the values I have taught them, rather than the values of others.	+4	0	+2	0
(24) I think we may have to increasingly turn to private education to meet our individual and family needs.	-1	-3	-4	-3

Statement 9 reflects Factor III's great concern over values and passing on his values to his children. This is also reflected in the rather mild rejection of the suggestion of turning to private education. While still supporting public education, Factor III is just not sure how much longer he can still do so. As one subject put it, "I feel the Christian Schools may draw a good portion from public schools if the drug and discipline problems are not solved."

He feels that schools should remain just as they were when he went to school.--All this talk of Unit Step, year-round schools, sex education, and school-community relations are just not really necessary. The further schools get away from the basics, the more problems they will have. Change is frightening and bewildering to the Rugged Individualist.

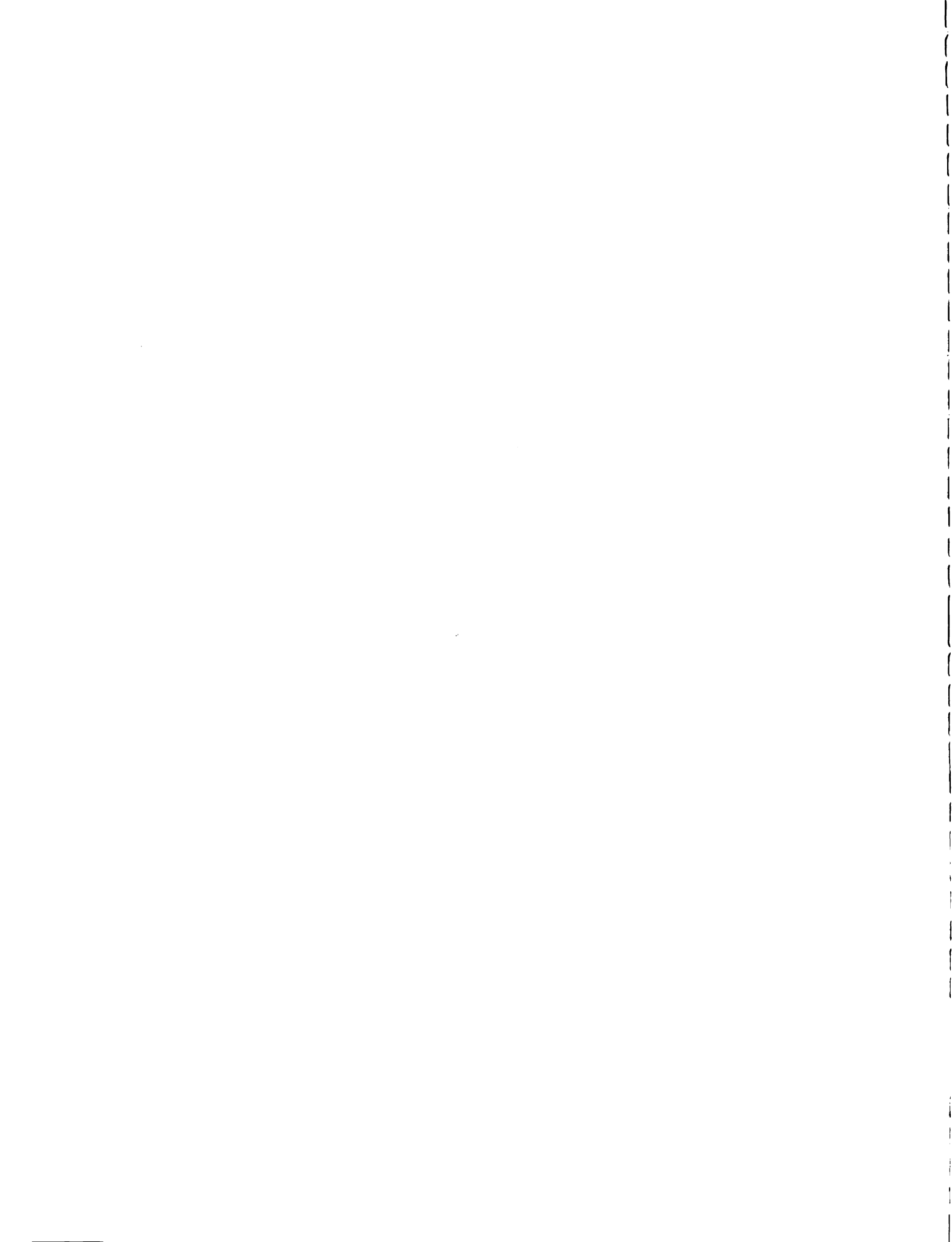


<u>Statement</u>	Factor Scores			
	III	I	II	IV
(26) I believe year-round schools will create more problems than it will solve.	+3	-3	-4	-5
(31) I like the Unit Step program. It gives students a better variety of classes.	-6	+2	+2	-3
(50) The schools should be the center of a lot more community activities than they are.	-5	+2	0	+1
(34) I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them--like sex education.	+2	-6	-1	-1
(25) School-Community communications are fine if they have the time and resources--but education should come first.	+2	-1	-3	-2

A comfort with the traditional and a discomfort with the innovative is evidenced by the strong and/or discriminating rejection of the year-round school program (statement 26), the Unit Step program (statement 31), schools as a community center (statement 50), rejection of the non-basics (statement 34), and school-community communications (statement 25).

In addition, Factor III can't really understand a statement that our schools provide an artificial environment--it's a natural part of growing up to attend school--a necessary part.

<u>Statement</u>	Factor Scores			
	III	I	II	IV
(32) Too often our schools provide an artificial environment totally unrelated to the "real" world.	-3	0	-1	+1



Detailed Examination

The persons who fell on Factor III (the Rugged Individualist) feel very strongly about the permissiveness they see both in the schools and society in general. Not only concerned about this, they also are very concerned about innovations. They just prefer to keep schools as they are, rather as they were when they went to school. While all the other factors were in favor of year round schools, this factor was quite strongly opposed.

The two statements that Factor III most agrees with reflect this general description. They are:

+6		<u>Standard score</u>
(42)	Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	2.05
(5)	Too many young people haven't learned to respect other people's property. They don't think they've done anything wrong when they destroy or damage it.	1.64

Statement 5 is a discriminating item for Factor II. In addition the next statement (6) which is only .01 behind (5) is also a discriminating item. It is perhaps the most indicative for this factor.

+5		<u>Standard score</u>
(6)	I am very concerned about the permissiveness I see in our schools and in society in general.	1.63

+5	<u>Standard score</u>
(49) Teachers need to be paid raises, not on the basis of how long it's been since they got a raise, but on how well they do their job.	1.58
(4) Too often parents turn to the schools to undertake responsibility which they, as parents, don't carry out satisfactorily.	1.43

Factor III feels strongly that teachers should be given merit pay, it simply sounds like a good idea to him. He also feels parents should retain responsibility for their children, and should turn it over to the schools. This is a consensus item.

+4	<u>Standard score</u>
(40) Teaching is a job to be admired. There's something special about the way a child admires a good teacher. They never forget a good teacher.	1.29
(9) I hope my children will make their decisions in the light of values I have taught them, rather than the values of others.	1.26
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	1.22
(21) Teaching children to get along with others is an important goal of education, They must learn there are some things you just can't do without hurting others.	1.17

Factor III was most concerned with passing on his values to his children. His admiration for the "good teacher" is a consensus statement. His view of the "good teacher" would



most certainly be the strict teacher who didn't "allow the students to get away with everything."

In addition he is interested in developing a life-long love of learning and teaching children to get along with others.

+3		<u>Standard score</u>
(26)	I believe year-round schools will create more problems than it will solve.	1.02
(51)	Public education is the cornerstone on which our country was laid. The decline and fall of public education will signal the decline and fall of America as a democracy.	0.89
(17)	A child needs to find his niche-- and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assisted to find his niche.	0.86
(11)	When it comes to education, parents should aspire to giving their children the best that can be had.	0.83

The reluctance of the Rugged Individualist to accept and try the concept of year-round school serves as the great point of difference between him and the three other factors, who are willing to try it. He really doesn't want to change the schools.

Although a consensus item, he most strongly supports the viewpoint that public education is the cornerstone of our country. (Again fitting into his viewpoint that the traditions are best.)

In addition, he does feel that a child should be helped to find his niche and that parents should aspire to giving their children the best in the way of education that is possible.

+2		<u>Standard score</u>
(44)	Howell's got its problems like all small towns. No town is perfect, but it's a good community.	0.74
(3)	We need to get job training--like a tech center, where students can be trained in the trades.-- <u>Everyone can't wear white shirts.</u>	0.71
(1)	It's not enough to provide students with an education. Howell Schools should provide an education of a quality that competes with other schools.	0.70
(34)	I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them--like sex education.	0.67
(25)	School-Community communications are fine if they have the time and resources--but education should come first.	0.54

It is interesting to note, that while Factor III has the least education, he is also the least inclined to support the concept of vocational education. He does support this consensus item, but with less enthusiasm than any other factor. (Factor IV is nearly the same.)

In keeping with his viewpoint, he most strongly agrees in the need to keep to the basics, and he also prefers education to communications. (Both are discriminating items.)

The following groups of six, seven, and six statements are the +1, 0, and -1 levels and are statements of least concern to Factor III.

+1		<u>Standard score</u>
(48)	Public schools should play an important role in passing on values to our children.	0.54
(29)	I don't like to see the declining number of parochial schools. They meet a very real need for many families.	0.54
(46)	Teachers must be much more competent than their colleagues of even 10 years ago in order to cope with today's students.	0.37
(20)	There is too much financial, political and social intrigue which interferes with public education.	0.36
(47)	The Howell Schools are trying hard to communicate to the community.	0.36
(39)	I think the weak point in the Howell Schools has been in the discipline.	0.33
0		<u>Standard score</u>
(14)	I don't like it when school budget cuts are always in books, athletics--never in reduced personnel or elimination of salary increases.	0.16
(38)	It's sad to see the lack of patriotism evident in our schools today.	0.15
(37)	Too often the schools don't involve the parents enough in decisions that directly affect their own children.	0.14

0		<u>Standard score</u>
(18)	I would like to see the schools provide more varied experiences and more and better media centers and labs, because I believe kids learn as much by doing as by traditional classroom methods.	-0.02
(23)	We can't destroy the total public school system, but we can't keep it as it is because of the bad in it. It must be changed to fit people today.	-0.03
(55)	Participation in parent organizations is a good first step in ironing out most school problems.	-0.04
(43)	Most of the public's concerns about schools could be taken care of through proper communication.	-0.08
-1		<u>Standard score</u>
(2)	The classroom should be a marketplace of ideas. The nation's future depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth "out of a multitude of tongues," rather than through any kind of authoritative selection.	-0.15
(24)	I think we may have to increasingly turn to private education to meet our individual and family needs.	-0.22
(27)	Even with their problems, I would still rather have my children in the Howell Schools than in any other school system in the county.	-0.33
(36)	Good teachers are born, not trained. It is an art.	-0.53



-1	<u>Standard score</u>
(41) Tenure, unions, and certification give teachers triple job security. They benefit only the inept teachers--the duds! The good, dedicated, qualified teachers don't need them.	-0.55
(28) Somewhere we've lost the drive, the concern for education that parents had even a decade ago. It's almost a complacency-- go to school and get what you can and leave it at that.	-0.58

The two statements with which the Rugged Individualist most disagrees reflect his anti-permissiveness and his anti-innovation viewpoint. They are:

-6	<u>Standard score</u>
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in school.	-2.45
(31) I like the Unit Step program. It gives students a better variety of classes.	-1.77

Statement 31 is a strongly discriminating item for Factor III.

-5	Standard score
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-1.61
(50) The schools should be the center of a lot more community activities than they are.	-1.34



-5

Standard score

- (7) I am concerned that today's young people just don't understand the importance of work. They're lazy and unwilling to work and accept responsibility. -1.29

It is interesting to note that the Rugged Individualist disagrees strongly that teaching is a soft job. He also feels schools should stick to teaching and not expand its community activities--stick to education.

In addition, he still does have faith in the majority of today's young people. He does feel that most of them do understand how to work.

-4

Standard score

- (8) A teachers' union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them. -1.28
- (35) Schools, private, and public, are hard on children because they erase natural abilities to learn by regimenting children into large non-productive groups. -1.27
- (15) It's not really fair to ask those who don't have children in school to help bear the burden of educating other people's children. -1.23
- (52) I think the Howell taxpayers are getting a real break. They're getting a better-than-average education for their children at a lower-than-average price. -1.06

The anti-union feeling is evident by the reaction to statement 8. Both statements 35 and 15 are consensus items. Factor III feels more strongly than Factor II but less strongly than Factor IV on the statement that taxpayers are getting a real break. All three factors disagree with this statement.

-3	<u>Standard score</u>
(19) Our administrators aren't making a real effort to provide a proper education for our children. They aren't trying to remedy the problems.	-1.00
(32) Too often our schools provide an artificial environment totally unrelated to the "real" world.	-0.93
(16) The school people continually ask for more and more money but they don't even make good use of the money they get now.	-0.87
(13) Sometimes Howell is too thrifty for its own good, especially when it comes to financing its schools.	-0.87

The Rugged Individualist disagrees most strongly with the statement that the schools provide an artificial environment. It's not artificial, it's just what it's always been, a part of growing up, a necessary part.

The other three statements are closely related, and interesting to review. The Rugged Individualist does show a significant support for the administration and is reluctant to say that they don't make good use of the money they get. He does, however, disagree that Howell has been too thrifty in its educational program. (This is a negatively discriminating item.)

-2	<u>Standard score</u>
(12) It's not much fun being a parent today. There are so many things complicating the job of being a parent.	-0.84
(53) It seems to me that the schools are too frequently blamed for what isn't their fault.	-0.77
(45) Public education hits the "middle" and the children on either end--the bright children and the slow children--suffer the most.	-0.75
(10) I feel if more money is needed to run the schools, the state should cut out the fat in its budget and provide more for the schools.	-0.65
(33) For too long schools have been run for teachers instead of students and for teachers whose main concern has been paychecks and a pat job, instead of education.	-0.59

While disagreeing with the statement that being a parent is not fun today, Factor III disagrees significantly less than the other factors. He feels the need to be strict and stern, and that really isn't too much fun. He's not as willing to forgive the schools as Factor II is for "what isn't their fault."

Factor III is least inclined to ask the state to come in and provide money for the schools. After all, the schools have always been supported locally and they should continue to be supported so.



"First Person" Account

I am not aware of any great general discipline problem in Howell Schools but when you look at society in general and its attitude toward all varieties of permissiveness it's a different matter. It has changed so drastically, as illustrated by our P.O.W.'s who can't believe the swiftness of the moral revolution. I deeply feel kids need a definite guideline--without it they are neither happy nor a desirable addition to society.

It's this permissiveness that is the reason there is so much lawlessness and selfishness in the world today.

The majority of people (young or old) who hurt people, are doing "wrong" but because of the laxness of society in general and families in particular, the repercussions are not sufficient to discourage further "wrongs." I'm really concerned with the lax courts, prisons, neutrality toward changing attitudes towards drugs, morality, etc.

I dislike the continual push toward innovations in the schools, including year-round school. If they would just leave the school as it was when I went there, everything would be a lot better.

And that Unit-Step--I want education--not variety. Variety can be gotten at home!

Basics are important--fringe courses should be offered only after basics are learned. A basic knowledge needs to be instilled in every child.

I hope that the basic morals I have tried to instill in my children will guide them. There are so many forces trying to pull at the commitments of our young people today (and these are bound to clamor louder in the future) that unless they hold fast to the values of their youth and refuse to let life toss them about, our society is due to become even more confused.

If the drug and discipline problems I see in the public schools aren't solved, I believe that a good many parents will desire to send their children to a private school, where they don't have to worry about the morals and values being taught.

Take smoking for instance. Self-discipline and self-respect go hand-in-hand with obedience. If the rule is not to smoke, then students shouldn't smoke. I don't really believe anyone should be allowed to smoke on school property.



Table IV

Factor IV Discriminating Items

<u>Statement</u>	Factor Scores			
	IV	I	II	III
(8) A teachers' union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them.	-6	0	-3	-4
(41) Tenure, unions, and certification give teachers triple job security. They benefit only the inept teachers--the duds! The good, dedicated, qualified teachers don't need them.	+4	-3	+1	-1
(33) For too long schools have been run for teachers instead of students and for teachers whose main concern has been paychecks and a pat job, instead of education.	+3	-6	0	-2
(36) Good teachers are born, not trained. It is an art.	-4	-2	-2	-1
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-2	-5	-6	-5
(14) I don't like it when school budget cuts are always in books, teacher aides, athletics--never in reduced personnel or elimination of salary increases.	+2	-4	0	0
(10) I feel if more money is needed to run the schools, the state should cut out the fat in its budget and provide more for the schools.	+4	0	-1	-2
(16) The school people continually ask for more and more money but they don't even make good use of the money they get now.	0	-4	-3	-3
(19) Our administrators aren't making a real effort to provide a proper education for our children. They aren't trying to remedy the problems.	-1	-5	-5	-3

Table IV (Continued)

<u>Statement</u>	Factor Scores			
	IV	I	II	III
(1) It's not enough to provide students with an education. Howell Schools should provide an education of a quality that competes with other schools.	+6	+4	+1	+2
(30) School should engender in students a life-long love of learning. Too often the result is something else.	+6	+6	-2	+4
(22) It seems a little too strict to me not to allow students to smoke in view of the fact that teachers and parents are allowed to smoke in the school.	-6	-2	-5	-6
(17) A child needs to find his niche-- and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assisted to find his niche.	+1	+6	+4	+3
(2) Teaching children to get along with others is an important goal of education. They must learn there are some things you just can't do without hurting others.	+1	+5	+5	+4
(44) Howell's got its problems like all small towns. No town is perfect, but it's a good community.	-1	+1	+3	+2
(27) Even with their problems, I would still rather have my children in the Howell Schools than in any other schools in the county.				

VII. FACTOR IV: THE ADMONISHING CYNIC

Expanded Sketch with Evidence

Factor IV, named the Admonishing Cynic, is made up of seven citizens. Educationally, it ranges from one high school graduate, to two with high school plus, to three college graduates and one with advanced college work. (They are almost as well educated as Factor I.) Their ages range from 42 to 29 with one additional person 30 years old. Five were men and two were women. One is a non-parent, while the others include parents from elementary, parochial, middle, junior and senior high school.

Factor IV is strongly anti-union (for teachers). The Admonishing Cynics tend to take a righteous viewpoint toward education.--An example of this viewpoint is best illustrated by quoting one of the subjects: "Teaching is a profession which has the loftiest ideals and therefore has to be motivated by something other than money. What teachers receive monetarily is secondary. They are public servants and dedicated self-givers. This is their ethic."

Rather than being their ethic, this is what Factor IV believes their ethic should be. (Teachers should not be concerned with such things as their wages--their reward comes in being able to "give of themselves" to future generations.)

Viewed in this context, anything as mundane as a union which represents the personal interest of the teachers

is obnoxious. The good, dedicated, qualified teachers get their rewards by being good and dedicated.

Unfortunately, Factor IV sees little evidence that teachers are actually good and dedicated. Instead, he sees the power of the unions protecting the poor teachers and giving them power to further personal demands as opposed to actually the children. (If the teachers demand smaller classes, it's because they are interested in making their load easier, everyone knows they will try to get by with just as little work as possible.)

<u>Statement</u>	Factor Scores			
	IV	I	II	III
(8) A teachers' union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them.	-6	0	-3	-4
(41) Tenure, unions, and certification give teachers triple job security. They benefit only the inept teachers--the duds! The good, dedicated, qualified teachers don't need them.	-4	-3	+1	-1
(33) For too long schools have been run for teachers instead of students and for teachers whose main concern has been paychecks and a pat job, instead of education.	-3	-6	0	-2
(36) Good teachers are born, not trained. It is an art.	-4	-2	-2	-1
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-2	-5	-6	-5
(16) The school people continually ask for more and more money but they don't even make good use of the money they get now.	0	-4	-3	-3

<u>Statement</u>	Factor Scores			
	IV	I	II	III
(19) Our administrators aren't making a real effort to provide a proper education for our children. They aren't trying to remedy the problems.	-1	-5	-5	-3

Factor IV's strong anti-union sentiment is reflected in the reaction to statement 8, statement 41, and indirectly to statement 33. Statement 36 and statement 54 reflect his unwillingness to be as charitable as the other factors towards teachers and teaching. Statements 16 and 19 reflect similar feelings toward administrators.

Factor IV disagrees that teaching is an art. (statement 36). He would almost be willing to say that anyone could teach if they really wanted to. It's not really that difficult if they are just willing to "give of themselves."

While disagreeing that teaching is a soft job (statement 54), Factor IV only mildly disagrees. It is hard enough, if teachers are dedicated, but they sure do have a lot of time off. And with the unions, they're getting more time off and fewer days when they actually have to work.

Factor IV feels the financial crunch caused by the expanded costs in public education. He blames the union for these increases, and feels that budget cuts could be made, if only the teachers would give a little more of themselves with larger classes and elimination of salary increases.

Grasping for the simple solution, Factor IV believes strongly that the state should come forth with any additional

money needed to pay for the schools (statement 10). He's just paid all the taxes he feels he can pay toward the schools. (Neglecting to realize that state taxes come out of his pocketbook, too.)

<u>Statement</u>	Factor Scores			
	IV	I	II	III
(10) I feel if more money is needed to run the schools, the state should cut out the fat in its budget and provide more for the schools.	+4	0	-1	-2

Competition is the big word for Factor IV. He believes it is really important to provide children with an education that competes with others. That's what an education is all about--to provide children with the means to compete in a competitive society. This is much more important to Factor IV than helping a child to find his niche, or teaching children to get along with others. That's just not the way the world runs--it runs on competition.

<u>Statement</u>	Factor Scores			
	IV	I	II	III
(1) It's not enough to provide students with an education. Howell Schools should provide an education of a quality that competes with other schools.	+6	+4	+1	+2
(30) School should engender in students a life-long love of learning. Too often the result is something else.	+6	+6	-2	+4
(17) A child needs to find his niche--and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assisted to find his niche.	+1	+6	+4	+3

<u>Statement</u>	Factor Scores			
	IV	I	II	III
(21) Teaching children to get along with others is an important goal of education. They must learn there are some things you just can't do without hurting others.	+1	+5	+5	+4
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-6	-2	-5	-6

The strong emphasis on competition is demonstrated by Factor IV's strong and discriminating support of statement 1. Statement 30, concerning a life-long love of learning, is viewed by Factor IV as part of the competitive nature of his world. Finding a niche (statement 17) and teaching children to get along with others (statement 21) simply aren't as important to Factor IV as competition.

Factor IV rejects the idea that it's too strict not to allow students to smoke because he feels there are very definite roles we all play, and for a student role, smoking just is not included. (This is reflected in one subject's statement: "Anyone smoking should be grown up--today children do not live as children but are doing things beyond their years before they are ready for responsibilities.")

<u>Statement</u>	Factor Scores			
	IV	I	II	III
(44) Howell's got its problems like all small towns. No town is perfect, but it's a good community.	-1	+1	+3	+2
(27) Even with their problems, I would still rather have my children in the Howell Schools than in any other school system in the county.	-3	-1	+3	-1



The Admonishing Cynic really isn't very happy with either the schools (statement 27) or the community (statement 44)--much less so than any of the other factors. Neither the schools nor the community live up to his standards.

As a result, this factor was called the Admonishing Cynic because (1) he admonishes or scolds the teachers for what he views as their undedicated attitude and (2) because he is cynical and questioning of everything that the professional educator says, supports, and does.

Detailed Examination

The people who emerged on Factor IV took a very righteous view--toward teachers and administrators. Their great concern with education was that it competes with education provided by other schools. In addition, schools should encourage a life-long love of learning.

The two statements that Factor IV most agrees with reflect this:

	<u>Standard score</u>
+6	
(1) It's not enough to provide students with an education. Howell Schools should provide an education of a quality that competes with other schools.	1.75
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	1.47

Statement 1 is a strongly discriminating item for Factor IV. The next group that Factor IV most agreed with are:

+5		<u>Standard score</u>
(4)	Too often parents turn to the schools to undertake responsibility which they, as parents, don't carry out satisfactorily.	1.47
(49)	Teachers need to be paid raises, not on the basis of how long it's been since they got a raise, but on how well they do their job.	1.41
(40)	Teaching is a job to be admired. There's something special about the way a child admires a good teacher. They never forget a good teacher.	1.28

None of these statements are particularly revealing about Factor IV. Both statement 4 and statement 40 are consensus items, while statement 49 is a consensus item for the three factors with no educators (II, III, and IV).

+4		<u>Standard score</u>
(38)	It's sad to see the lack of patriotism evident in our schools today.	1.08
(41)	Tenure, unions, and certification give teachers triple job security. They benefit only the inept teachers--the duds! The good, dedicated, qualified teachers don't need them.	1.00
(10)	I feel if more money is needed to run the schools, the state should cut out the fat in its budget and provide more for the schools.	0.89

Factor IV shows the greatest degree of concern over perceived lack of patriotism in the schools, with statement 38.

The antagonism Factor IV feels towards unions, as well as tenure and certification is reflected in statement 41 and this is a discriminating item.

The reaction to statement 10 serves as an easy solution to difficult problem.

Factor IV's reaction to statement 5 is not as positive as Factor III, but nevertheless strong. It reflects a concern over permissiveness, which doesn't reach the strength of Factor III's concern.

+3	<u>Standard score</u>
(42) Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	0.88
(3) We need to get job training-like a tech center, where students can be trained in the trades.-- <u>Everyone can't wear white shirts.</u>	0.82
(48) Public schools should play an important role in passing on values to our children.	0.82
(33) For too long schools have been run for teachers instead of students and for teachers whose main concern has been paychecks and a pat job, instead of education.	0.80

Statement 33 reflects the antagonism Factor IV feels toward teachers. It is a discriminating item.

Both statement 3 and statement 48 are consensus items. Discipline is important to the Admonishing Cynic, but statement 42 is ranked higher by both Factor II and Factor III.

+2	<u>Standard score</u>
(6) I am very concerned about the permissiveness I see in our schools and in society in general.	0.79
(39) I think the weak point in the Howell Schools has been in the discipline.	0.78
(20) There is too much financial, political and social intrigue which interferes with public education.	0.73
(37) Too often the schools don't involve the parents enough in decisions that directly affect their own children.	0.69
(14) I don't like it when school budget cuts are always in books, teacher aides, athletics--never in reduced personnel or elimination of salary increases.	0.66

Statement 14 is a positively discriminating item and reflects the resentment that Factor IV feels toward where budget cuts have been made. In keeping with his desire for the dedicated public servant, he feels that teachers should be willing to take increased classes and forget about salary increases.

Statements 20 and 37 are both consensus items, while statements 6 and 39 are both items where Factor IV falls in the middle of the factors, not feeling as strongly on these items as Factor III (statement 6) or Factor II (statement 39).

The following groups of six, seven and six statements are the +1, 0, and -1 levels and are statements of least concern to Factor IV.

+1		<u>Standard score</u>
(32)	Too often our school provide an artificial environment totally unrelated to the "real" world.	0.48
(21)	Teaching children to get along with others is an important goal of education. They must learn there are some things you just can't do without hurting others.	0.47
(51)	Public education is the cornerstone on which our country was laid. The decline and fall of public education will signal the decline and fall of America as a democracy.	0.37
(50)	The schools should be the center of a lot more community activities than they are.	0.35
(17)	A child needs to find his niche-- and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assisted to find his niche.	0.33
(11)	When it comes to education, parents should aspire to giving their children the best that can be had.	0.33
0		<u>Standard score</u>
(29)	I don't like to see the declining number of parochial schools. They meet a very real need for many families.	0.31
(46)	Teachers must be much more competent than their colleagues of even 10 years ago in order to cope with today's students.	0.31
(9)	I hope my children will make their decisions in the light of the values I have taught them, rather than the values of others.	0.29

0		<u>Standard score</u>
(16)	The school people continually ask for more and more money but they don't even make good use of the money they get now.	0.28
(18)	I would like to see the schools provide more varied experiences and more and better media centers and labs, because I believe kids learn as much by doing as by traditional classroom methods.	0.24
(28)	Somewhere we've lost the drive, the concern for education that parents had even a decade ago. It's almost a complacency-- go to school and get what you can and leave it at that.	0.11
(47)	The Howell Schools are trying hard to communicate to the community.	0.03
-1		<u>Standard score</u>
(44)	Howell's got its problems like all small towns. No town is perfect, but it's a good community.	-0.02
(55)	Participation in parent organizations is a good first step in ironing out most school problems.	-0.07
(34)	I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them--like sex education.	-0.10
(43)	Most of the public's concerns about schools could be taken care of through proper communication.	-0.11

-1

Standard score

- (2) The classroom should be a marketplace of ideas. The nation's future depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth "out of a multitude of tongues," rather than through any kind of authoritative selection. -0.12
- (19) Our administrators aren't making a real effort to provide a proper education for our children. They aren't trying to remedy the problems. -0.12

Statements 51, 11, 29, 47, 55, and 43 are all consensus items.

Statement 2, that the classroom should be a marketplace of ideas, is a consensus item for the three factors besides Factor I. For Factor IV there is no need to have a marketplace of ideas, the purpose of school is to teach the traditional skills, the basics, not to provide a variety of ideas.

It is also interesting to note that six of these low items are discriminating items for Factor IV. Statements 32, 16, and 19 are positively discriminating. For Factor IV, he views the schools as providing an artificial environment--too many fancy ideas, and not enough of the basics (statement 32). Statement 16 and 19 reflect the lack of confidence Factor IV has with school people--particularly when it comes to money.

Statements 21, 17, and 44 are all negatively discriminating. That a child needs to learn how to get along with others (statement 21) and that a child needs to find his niche (statement 17) are both less meaningful to Factor IV than the other factors. The lack of enthusiasm for Howell as a community is evidenced by Factor IV's reaction to statement 44.

In addition to the previous statements, one can learn much about Factor IV by examining the negative statements--those which Factor IV disagreed with. The two which Factor IV most disagree with reflect his anti-union viewpoint and his strict definition of roles. They are:

-6	<u>Standard score</u>
(8) A teachers' union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them.	-2.29
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-1.98

Statement 8 is a negatively discriminating item for Factor IV.

In addition to looking to the state to solve the local school district's problems, Factor IV also views year-round school as another way to solve problems. He strongly disagrees that taxpayers are getting any break. He also disagrees strongly with the suggestion that being a parent isn't much fun today.

-5	<u>Standard score</u>
(26) I believe year-round schools will create more problems than it will solve.	-1.92
(12) It's not much fun being a parent today. There are so many things complicating the job of being a parent.	-1.90
(52) I think the Howell taxpayers are getting a real break. They're getting a better-than-average education for their children at a lower-than-average price.	-1.70

Both statements 26 and 52 are negatively discriminating items for Factor IV.

-4	<u>Standard score</u>
(36) Good teachers are born, not trained. It is an art.	-1.58
(35) Schools, private and public are hard on children because they erase natural abilities to learn by regimenting children into large non-productive groups.	-1.44
(7) I am concerned that today's young people just don't understand the importance of work. They're lazy and unwilling to work and accept responsibility.	-1.25
(23) We can't destroy the total public school system, but we can't keep it as it is because of the bad in it. It must be changed to fit people today.	-1.20

Both statement 36 and statement 23 are negatively discriminating items for Factor IV. It is interesting to look at them together. For the Admonishing Cynic, schools as an institution are something bordering on the holy. They need

no change, because they are what they are--schools, an important institution in his life. However, he has a view of teachers and educators which he cannot see in real life. He has an idol of teachers as dedicated self-givers. Unfortunately, today more than ever, he has found that his idol has clay feet. They are actually human beings who put a value on receiving a wage comparable to other segments in society, and what is worse, they are willing to strike to enforce their demands.

As far as teaching being an art--well the willingness to be a dedicated self-giver is the most important aspect of being a teacher--and that doesn't really seem all that hard to accomplish.

The other two statements (35 and 7) are both consensus items.

-3	<u>Standard score</u>
(24) I think we may have to increasingly turn to private education to meet our individual and family needs,	-1.19
(27) Even with their problems, I would still rather have my children in the Howell Schools than in any other school system in the county.	-1.12
(31) I like the Unit Step program. It gives students a better variety of classes.	-1.11
(15) It's not really fair to ask those who don't have children in school to help bear the burden of educating other people's children	-0.87

Statement 15 is a consensus item, while statement 27 is a negatively discriminating item. It reflects Factor IV's dissatisfaction with the schools, just as he is dissatisfied with the community--more than any of the other factors.

Factor IV does reject the Unit Step program, but not as strongly as Factor III, who gave it a -6.

In addition, Factor IV rejects a turn to private education--primarily because of his support of public education as an institution, rather than because of any great satisfaction with public education as it presently exists.

-2	<u>Standard score</u>
(45) Public education hits the "middle" and the children on either end--the bright children and the slow children--suffer the most.	-0.63
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-0.61
(53) It seems to me that the schools are too frequently blamed for what isn't their fault.	-0.48
(13) Sometimes Howell is too thrifty for its own good, especially when it comes to financing its schools.	-0.30
(25) School-Community communications are fine if they have the time and resources--but education should come first.	-0.22

Statement 45 is a consensus item.

Factor IV's antagonistic view of teachers is evident with his reaction to statement 54. This is a positively discriminating item, since the other three factors all disagreed more strongly with this statement. Factor IV wouldn't go so far as to say that teaching is a soft job, particularly if carried out as he wished it would be, but he certainly wouldn't disagree strongly with such a suggestion.

"First Person" Account

I'm against unions for teachers. The only excuse for unions is more money, less work, and more job security. All this leads to mediocrity. There's just too much money motivation and not enough teaching dedication today. Teachers should be dedicated self-givers.

I believe good teachers are ones who have had good training and have the desire to help each student he comes in contact with to better himself.

Now there are too many bad teachers riding out the storm waiting for retirement.

I wouldn't exactly say that teaching is a soft job. I'm sure it is most disagreeable and difficult at times. However, for dollars spent on teachers' pay, the taxpayer just is not getting complete value in return. Teachers should be willing to forget about salary increases until the schools get on a firmer foot financially. Instead, everything else gets cut, and salary increases continue. That and small class size. If teachers would just take five extra kids per class then all the problems over finances and needed classrooms would be solved.

Then too, no more would be needed for schools if only the basic courses were taught to all students. It is evident that not all graduates have a total understanding of basic skills--reading, writing and math--and this is the basis for later life.

I really believe that if the schools need more money, the state should cut out the fat in its budget and provide more for the schools. The taxpayer has enough taxes. The state could and should cut personnel and salaries.

Our schools should provide an education of a quality that competes with other schools. They need to see to it that the students can read and write as well as the students of other schools. Unfortunately, I know of high school graduates that can't even make change.

I enjoy being a parent tremendously. The complications which bother me are those of outside interference by those who think they know what is best for my children to learn and do.

I get really disgusted with the way students act today. They just don't know what their place is--Take smoking for instance--Anyone smoking should be grown up. Today children don't live as children but are doing things beyond their years, before they are ready for the responsibilities.

I feel that the advantage of a small rural-based high school outweigh the "extra" offered by larger systems, such as ours. It seems that if anyone in the community knows everyone else, as is true in small schools, discipline, "following the crowd," etc. is less of a problem. I'd really just as soon my children could be in such a smaller school.

I'm getting pretty uneasy with all the changes that are taking place in Howell, too. I came to Howell because

it was rural and stable. Now all those people are coming in from Detroit, and I just don't know about Howell anymore.

CHAPTER IV

CONCLUSIONS

Theoretical Implications

This study has delved into the area of the "image" community members had of one local school system and public education generally. It was done in an attempt to better understand how citizens view their schools.

To review, such an "image" has the following characteristics: (1) complex, and in varying degrees, (2) inter-related parts together as a "unified whole," (3) is the property of the receiver-perceiver, (4) is dynamic, (5) is functional, and (6) is inter-related.

This and other studies cited have tested the proposition that there are a limited number of types or factors that will emerge. This requires significant correlations which have been in other studies and in this study.

This also suggests the proposition that given the same statements the same factors would emerge if done again.

In this case, all but one statement (statement 31 on Unit Step) could readily be used to identify factors in another school district. As a result, it is suggested that one would expect to find the same factors, plus perhaps additional ones if the samples were large enough.

Suggestions for Further Study

There are many areas of study which are suggested by such a study. This, in fact, is one of the major values of such exploratory research-to suggest further areas of research.

Both Mauldin⁶³ and Cohen⁶⁴ utilized Q-studies as the basis for extensive studies.

In this study several areas appear particularly interesting and in need of more extensive study. They include:

(1) Today there is a great deal of questioning in terms of the basic functions of education by authors such as Ivan Illich, John Holt and others. It would be interesting to ask a number of persons with such educational philosophies to complete the Q-sorts, to see where there are disagreements and agreements with the others who completed the Q-sort. It is possible that a new factor would emerge, because these persons would probably rank statements 23, 32, 35, and 45 much higher than any of the factors did.

(2) As this was completed in a white suburban area, it would be interesting to also include minority persons (blacks, Chicanos, American Indians) in such a study, to see if there would be factors made up of only one minority group.

(3) The study demonstrated results which varied with Mauldin's study⁶⁵ of the Angus Association. While all of the

⁶³Mauldin, op. cit.

⁶⁴Cohen, op. cit.

⁶⁵Mauldin, op. cit.



Board of Directors with one exception fell on Mauldin's Factor I (described as primarily an insider group). Factor I, a similar factor, in this study did not have a single board member, although four were included in the study. (One former board member who has been off the board for two years did.)

The whole question of whether board members are cross-pressured by their role and position so that they do not fall on any factor is worthy of further study.

(4) The study showed only one non-professional employee who fell on Factor I, while one fell on Factor II, another on Factor III, and one who did not fall on any factor.

A more extensive inclusion of non-professional employees would be valuable to see if these findings, that non-professional employees tend to view education differently than professional employees would also be valuable.

(5) The whole area of unionization and perception of teacher unions by (a) the community, (b) the administration, and (c) the teachers themselves is worthy of additional study. (See the next section for more extensive discussion.)

The Union Problem

Special mention should be made of the problems faced by public education as a result of the unionization of the teachers.

There is no point spending time here discussing the pro's or the con's of unionization--it is apparently a fact

of life that public education will have to live with. However, the study does show strong resentment on the part of the general public (Factors II, III, and IV) and mixed reaction within Factor I.

It doesn't make any difference whether citizens are union people, they still seem to resent the union for teachers. As one subject put it, "I'm a good union man and believe in them and job security, but no one is indispensable or should hide behind them."

It is very easy for the public to see the union and forget the teachers behind it. (Teachers on the picket line, grievance hearings, etc. have made the news more often than the teachers receiving an award for teaching excellence.)

Other examples of reactions in this study are the following:

"The only excuse for a union is more money, less work, and more job security. All these lead to mediocrity. Unions are a must in any area calling for a "professional" person or for any other alleged goals or reasons. Something better must be found to improve the profession."

"I see no reason that a teacher union is a necessity. Teaching is a profession and a need for unity in this regard is only a vehicle for personal goals and the feeling of security for the insecure. What is needed in the profession is individualism and striving for the best for those in their charge."

Particularly at a time when taxes are being increased-- primarily as the result of salary increases forced on reluctant boards of education by the threat of strikes--it is easy for the average citizen to rationalize opposition to a millage.

It is indeed tempting for beleaguered administrators and boards of education to "go along" with this anti-union sentiment and even build on it in press releases and with their actions.

However, in doing so, they only increase the public resentment toward the unions and directly toward the schools as well.

Certainly this is an area for further study.

In the mean time, it would behoove both administrators and teachers to try to develop as many means of communication, exclusive of the formal, structured communication or negotiations and grievances, as possible. After all, they have many more similarities in how they view education than they do differences.

This study showed that teachers and administrators have a great deal in common in how they view public education. However, as informal communication breaks down and is replaced by the formal communication of negotiations and grievances emphasize differences rather than similarities. It forces the participants into adversary roles which heighten the antagonism and minimize the areas of agreement.

In addition, as differences develop, through conflicts and strikes, it gives the reluctant citizen a good excuse for

dropping his support of public education. A support which he is questioning as never before.

Q-Technique and Diffusion of Innovations

Just as Mauldin⁶⁶ concluded that his factors were intuitively similar to the types of persons "identified" by Rogers,⁶⁷ this study also found an intuitively close similarity. Factor I, the Educational Idealist, would closely relate to Rogers' "innovator". At the other end of the spectrum is Factor III, the Rugged Individualist, who rejected the innovations, such as a Unit Step and Year-Round Schools, and would correspond to "laggards". Factor II, the Contented Layman, who accepts the innovations of Unit Step, varied experiences, would relate to the "early adopters" or "early majority." Factor IV is closely related to Factor III on innovations, but is just enough "ahead" of him in accepting them that he could be considered a "late adopter." The reactions to innovations (statements 18, 26, 31) suggest this.

Practical Implications

Reviewing the findings of this study, it is necessary to discuss the practical implications from three positions-- first, on the level of policy; second, on internal communications; and third, on external communications.

⁶⁶Mauldin, op. cit., pp. 174-5.

⁶⁷Everett M. Rogers, Diffusion of Innovations, (New York: Glencoe Free Press, 1962).

Policy Recommendations

As the result of this study, it is possible to see clearly that there are definite differences among the citizens in the community in terms of what they expect from education. For example, Factor I is concerned with socialization and cooperation as an educational goal, while for Factor III the basics are most important. Factor III is uncomfortable with anything beyond the basics.

The literature on education and schools is beginning to recognize that significant differences in expectations do exist. The position taken by Horace Mann in 1848 that education should be "the great equalizer of the conditions of men--the balance-wheel of the social machinery,"⁶⁸ rings hollow today. It is the old American dream which no longer seems quite as accessible as it once did. Many educators and policy-makers "have begun to question whether schools are really the instruments of equality they were thought to be--and to wonder whether there are elements in man that are beyond the reach of education."⁶⁹

As long as the schools try to take all children and emphasize only one set of values--a set at a common denominator, there will probably be more citizens dissatisfied with their

⁶⁸Quoted in "What the Schools Cannot Do," Time, April 16, 1973, p. 78.

⁶⁹Ibid.

schools than those that are satisfied. If it weren't for the many who fit in Factor II, and quietly accept whatever is planned for their children, there would be a good deal more trouble.

Several suggestions have been advanced to allow greater variance in education, from a return to private schools, to a voucher plan for education, where parents are given a "voucher" to go towards the cost of education at the school of their choice, to a suggestion that the public schools themselves develop alternative schooling programs.

As Schrag observed,

. . . More defensible is the assumption that, while drill, order, and tight discipline may be suitable for some students and teachers, they may be destructive for others; that "permissive" classes or Deweyan practices may work well with certain personalities but not with everyone. It is even possible to assume that the "fundamentals" should not always precede music or auto mechanics, but may, in many cases, grow naturally from other activities and from curiosity stimulated in other ways. . .⁷⁰

This then would be the first recommendation--based on the differences in accepting educational innovations observed in this study: That public schools should examine and develop plans for moving toward alternative schooling programs.

(In the Howell Schools, a Senior Option program, which went into effect after the first of the year is an

⁷⁰Peter Schrag, "End of the Impossible Dream," Saturday Review, September 19, 1970, p. 94.

example of this recommendation. Under the program, seniors were given the flexibility and time to examine on their own the vocational fields which they hope to enter.)

Presently there is an ungraded elementary program, which places children in classes by ability. What this recommendation would suggest would be to also place children in classes by type of class. Some classes would be more flexible and "permissive" while others would be highly structured and more traditional. Parents would have the opportunity to choose the type of class they wanted for their children.

Roland Barth, in a new book, Open Education and the American School,⁷¹ warns that too often, with open education, children are taught such subjects as weaving and photography at school, while their concerned parents end up teaching the three R's at home. This is as ludicrous as placing a child in a very strict classroom, when his parents view education in a more flexible and permissive way. Both situations do often happen, and with frustrating results for the parents and the children. With the growth and consolidation of school districts, with greater numbers of children, such flexibility is as easily worked into the system as the more familiar leveling process--where children are placed by ability.

The study supports the validity of this recommendation, since community members are at variance among themselves

⁷¹Roland Barth, Open Education and the American School, (New York: Agathon Press, 1972).

(exclusive of the professional educators) in how they view education and what they expect from education. .

An additional recommendation, on the policy level, would be to introduce any innovation possible on a gradual basis. It would be best first on a voluntary level. The more innovative persons such as the Educational Idealists (Factor I) would probably be willing to give the innovation a try. Certainly they have when it comes to Unit Step and Year-Round School. Then, if it is successful, the others would gradually adopt the innovation.

(Unfortunately, many innovations, such as Unit Step, have been introduced on a system-wide basis, and cause a great deal of unease and consternation among some, such as those who emerged on Factors III and IV. Often innovations that have great potential are dropped because of the reaction of those who feel so understandably uncomfortable with them.)

Internal Communication

Of great importance to any school system is internal communication. There are both formal and informal communication networks in the school system, as within any large organization. Both are of importance.

It is particularly important to note that while all the professional educators fell on Factor I, only one non-professional employee did. In addition, of the four school board members who completed the sort, only one fell on any factor--Factor IV.

Looking at the demographics of the community, suggests that more of the citizens probably would fall in Factor II or Factor III rather than in Factor I--as most of the community is not college-educated. (See Appendix G.) These are not numerical predictions, but only suggestions based on the information at hand. As a result, the non-professional school employees would more typically reflect the community than the professional employees.

These same non-professional employees are often looked at by the community-at-large as experts on the school system. (They know what's going on in the schools--and they don't talk in "high-falutin" terms, like the teachers and administrators do.)

A number of recommendations would be in line with this position.

(1) Non-professional employees should receive the Board Briefs which summarize the decisions of the Board.

(2) An internal newsletter which goes to all employees on a regular basis would also convey the feeling that they are all on one team.

(3) Recognition should be given to specific non-professional employees, both through the newsletter and in the local press.

(4) An in-service training day which included all non-professional employees could be planned around the theme of Public Relations and the school employee. (The break-down of the large group into smaller groups could be made--with non-professionals and professionals in each group.)

(5) Social activities could be planned that included the non-professional employees.

(6) Non-professional employees might also be used as a sounding board to discuss problems and possible decisions. They could react and also discuss how they believed the community might react to certain decisions.

Internal communications among the professional school employees should be simpler. Certainly this study shows that both administrators and teachers are in basic agreement over the broad aspects of education. It is conceivable that some teachers would fall on other factors, but the vast majority probably would fall on Factor I. (Presently a great deal of polarization has been caused by the present stage of unionization.)

The items that received strong agreement by Factor I would all make possible themes which could be used when communicating with the professional staff (i.e. that the classroom should be the marketplace of ideas, that we are all concerned with helping children find a niche, a place in society, or that schools can and should provide a variety of experiences.)

Special emphasis should be put on communication between the professional staff and the administration and the Board of Education. (It should be pointed out that the members of the Board do not share Factor I's outlook on education, but rather are in limbo. Perhaps increased communication with the professional staff would help Board members identify with their goals.)



A number of recommendations would be in keeping with the above:

(1) While it is possible to prepare newsletters specifically for the professional staff--using the topics most meaningful to Factor I, this should not be considered as more than a supplement, since these people are literally unindated with written material. Such a newsletter would have to be colorful and contain a great deal of human interest items if one would hope to develop a readership among the professional staff. Items in this newsletter would include the news which would be meaningful only to the professional staff. More general items should go in the staff newsletter. For example--the general staff probably would not be too interested in who is taking a workshop in the education of perceptually handicapped children, whereas this would be of particular interest to the professional staff.

The staff newsletter would do well to emphasize the "human side" of the professional staff for the benefit of both professional and non-professional, while the professional staff newsletter would expand on professional concerns and accomplishments which would be meaningless to the non-professional staff.

(2) In-service training days are a logical time to work on improved communications. It would be possible to spend an hour or two discussing communication within the professional staff and how it might be improved, or, time permit-

ing, one whole day could be devoted to communication.

(Among the topics discussed could be an interpretation of the findings of this study--A discussion of the factors present in the community and their similarities and differences.)

(3) A superintendent visitation program could be instituted where, on a regular basis, the superintendent could plan to have lunch with the teachers in each school. This could be expanded to also include other top administrators, so that they could get first-hand feed-back from the schools.

(4) Planned activities should be included which enable teachers and board members to discuss education and educational problems on an informal basis.

External Communication

If a businessman were trying to sell a product that was as expensive to the consumer as property tax is to the voter, he would turn to personal contact with a salesman as a primary means of selling the product, in addition to a comprehensive advertising campaign.

However, public schools do not have the ability to provide either personal salesmen or extensive advertising campaigns, so that other means must be found to convince the voter of his need to vote for school millage.

Until recently, public education was accepted, with no need to sell at all. But as discussed before, there has been a surge in criticism and a rash of millage failures.

So the challenge facing the school administrator is to convince a reluctant public to vote for (buy) an increasingly expensive product--public education, without relying on either specific salesmen or a comprehensive advertising campaign.

While one-to-one personal sales is difficult to plan, it is not impossible. However, just as the automobile company has a continuing program of service to the consumer, so do schools.

Just as the service after sale is important to the car buyer, so is service to the voter important. For the school system, there are many ways this can be accomplished.

The administrator must emphasize and facilitate ways in which positive personal contact can take place between the citizen and his schools. (While it would be impossible to personally contact everyone in this district, this needs to be the yardstick of measuring success.)

Presently there are three main avenues of contact between citizens and the schools. They are (1) an on-going Citizens' Task Force, which has been looking into the problems of growth in the school system, (2) the Parent-Teacher Organizations which have been founded in each of the schools in the district, and (3) the Booster organizations, (Athletic and Band).

These all need to be nurtured and expanded as one very positive way of providing an avenue for personal contact.



Other means of expanding personal contact have been tried by other districts, and include Business-Education Days, special visitation days, Volunteer programs, Grandparent programs, etc.

In addition, the teachers should be encouraged to view the communication aspects of their position, and whenever possible find the ways and means to communicate with the parents of the children. (Through personal notes, telephone calls, teas, etc.)

Administrators can also plan structured programs, such as visits to service organizations, or even develop a Speakers' Bureau which would provide a variety of speakers for organizations on a variety of topics of interest to the groups.

In addition, there are the day-to-day contacts with the public for a variety of reasons—from the enrollment of a new student to the citizen calling to complain about the way a bus has been driven. These all communicate messages to the public and need to be constantly re-examined and re-evaluated.

Mass media can also be used to communicate to the public, but it must be placed in the proper perspective, and not considered as a replacement for personal contact.

First of all, direct mail newsletters have been sent, and can continue to be sent to all citizens in the community. In addition to the broad district-wide newsletter, individual newsletters have been sent by some of the schools. These are probably more valuable than the district-wide newsletter,

since they reach a specifically segmented portion of the community--the parents in a specific school.

Press releases for both the newspaper and the radio are also of value in communicating to the citizenry. (See the section on the communication themes for a discussion of specific themes.) In addition to the press releases, letters to the editor are also a good means of communication.

Television certainly is of great use in larger districts, but because Howell is on the fringe of several television areas, it is not of great value for the Howell schools.

Communication Themes

The results of this study point to a number of suggestions and recommendations concerning communication themes. These themes could be used internally, in communication with the total staff (particularly the non-professional staff), and externally in both the person-to-person programs, and in the various uses of the mass media previously discussed.

(1) Emphasize the positive accomplishments of students of every age group.

(This recommendation comes from the strong consensus disagreement with statement 7). Certainly this should be the backbone of any communication program. The strength with which all subjects rejected the suggestion that today's young people don't know how to work, suggests that the citizens would indeed perceive the accomplishments of the students if brought to

their attention. As one subject responded: "Let's give more exposure and the bad a great deal less!"

There is hardly an area where this theme could not be used. Students could visit the service clubs or other organizations, student accomplishments could be featured in press releases, in the newsletters (both internal and external). Certainly with a school system with over 5,000 students, there are accomplishments going on daily that are news-worthy.

(2) Emphasize vocational education.

(This recommendation from the consensus support of statement 3). Vocational education is more expensive than the traditional education. However, this does have appeal for the citizenry, as indicated in the study. A great deal of explanation and discussion needs to be focused on vocational education, first, as it presently operates in the Howell Schools, and secondly, as it operates in districts which have more extensive programs. Greater public understanding of what is involved in a vocational education program is needed.

(3) Emphasize the teacher in the classroom with the children.

(This recommendation comes from consensus support of statement 40). Certainly the classroom is the basic unit of the public school system--the bedrock of education. All four factors agreed that teaching is a job to be admired.

Too often, however, education is over-shadowed by the politics of elections, unionization, taxes, etc. It is important, when planning any communication effort, to bring the focus back to the classroom--"where the action is."

A portrayal of the dedicated teacher in the classroom would appeal to everyone--even Factor IV, if divorced from all the politics.

(4) An explanation of the problems involved in teacher evaluation, merit pay, and differentiated staffing. The study indicated a strong desire on the part of citizens for paying raises on the basis of "how well they do their job." (Statement 49).

This sounds good to the average citizen, and it is only an increased knowledge of the many problems involved in this area, that one becomes reluctant to tackle such a problem.

A series of articles in either the newspaper or the newsletter would focus attention on this problem. In addition a special citizens committee could look into these areas and report back to the Board of Education. (Note: For several years a joint administrative-union committee has been assigned to look into the problem--but little has been accomplished. The public has not been involved at all.)

(5) Discuss the problems facing schools as a result of family problems.

The study indicated a willingness to recognize the importance family situations play in child behavior. It



would be of value to the school system to review the problems children bring with them to school.

Again, a series in the newspaper or in the newsletter could focus on this area. In addition, a special meeting of various social agencies could be called to review specific problems such as drug usage, vandalism, etc. (The publicity from such a meeting would demonstrate (1) the interest of the school system in these problems and at the same time (2) indicate that they are problems which cannot be solved solely by school personnel-interested as they might be in doing so.)

Limitations

It is impossible to project the numbers of each type or factor which would exist in the population because of the small number of respondents and because the respondents were selected by quota control sampling.

A second limitation was found in some of the demographic data. There seemed to be some misunderstanding in replying to the question of years of education. As a result, the information was given in general terms.

In addition, a question which hopefully indicated community involvement was misunderstood enough so that it could not be included in the demographic information.

Final Note

This study is one step toward a better understanding of how citizens view a local school system. Certainly it raises as many questions as it answers. There are no pat answers--no simple keys which can solve the problems as complex as those facing public education today. However, it is imperative for every local school system to utilize every tool at its command to develop a greater understanding of its citizens.

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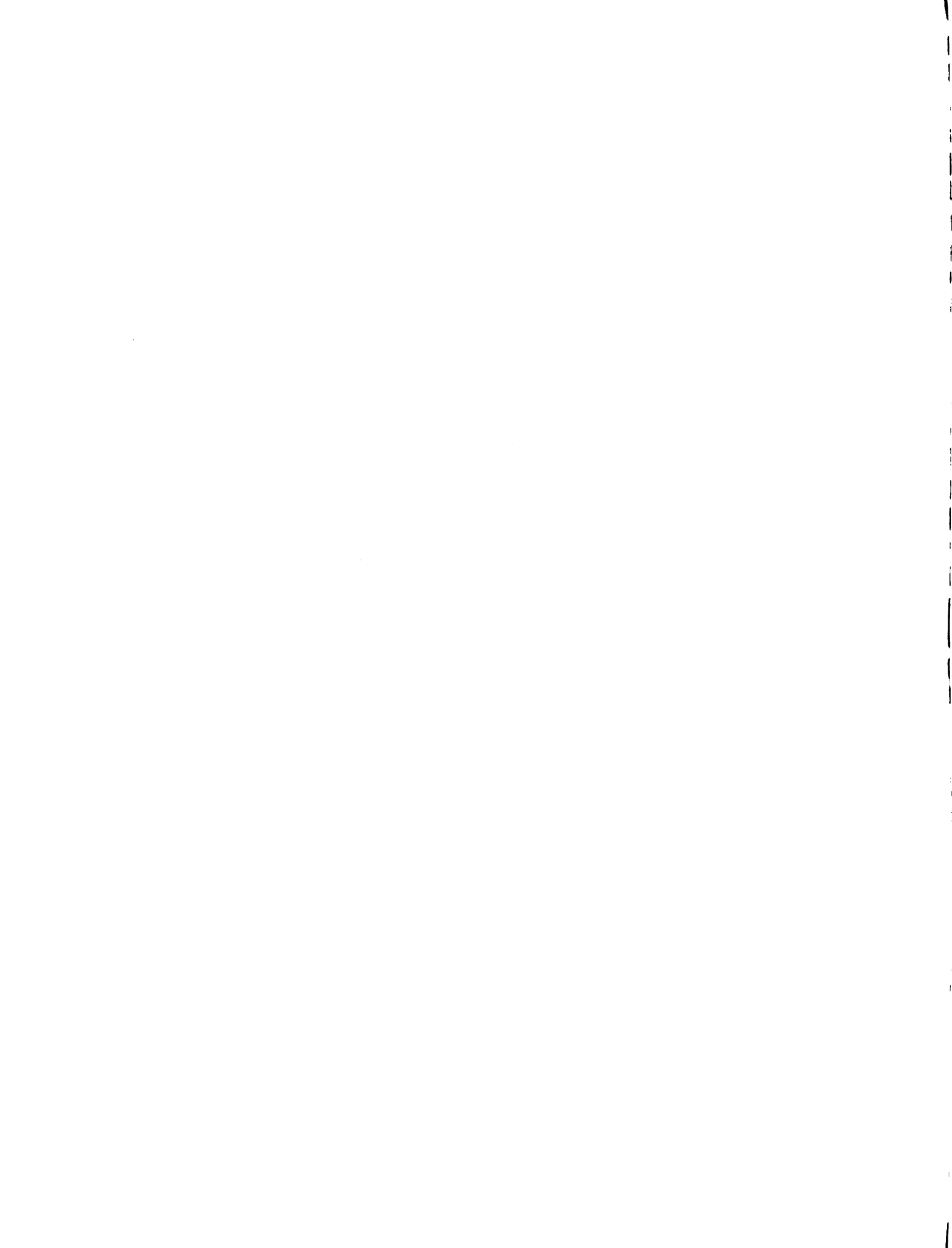
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APPENDICES

APPENDIX A: STATEMENTS IN THE Q SAMPLE AND FACTOR SCORES

<u>Statement</u>	Factor Scores			
	I	II	III	IV
(1) It's not enough to provide students with an education. Howell Schools should provide an education of a quality that competes with other schools.	+4	+1	+2	+6
(2) The classroom should be a marketplace of ideas. The nation's future depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth "out of a multitude of tongues," rather than through any kind of authoritative selection.	+5	-1	-1	-1
(3) We need to get job training-like a tech center, where students can be trained in trades.-- <u>Everyone can't wear white shirts.</u>	+4	+5	+2	+3
(4) Too often parents turn to the schools to undertake responsibility which they, as parents, don't carry out satisfactorily.	+3	+4	+5	+5
(5) Too many young people haven't learned to respect other people's property. They don't think they've done anything wrong when they destroy or damage it.	-1	+2	+6	+4
(6) I am very concerned about the permissiveness I see in our schools and in society in general.	-2	+1	+5	-2
(7) I am concerned that today's young people just don't understand the importance of work. They're lazy and unwilling to work and accept responsibility.	-5	-5	-5	-4
(8) A teacher's union is necessary because teachers have to be united to go after common goals. Unions are vehicles to establish goals and go after them.	0	-3	-4	-6
(9) I hope my children will make their decision in the light of the values I have taught them, rather than the values of others.	0	+2	+4	0
(10) I feel if more money is needed to run the schools, the state should cut out				

	I	II	III	IV
the fat in its budget and provide more for the schools.	0	-1	-2	+4
(11) When it comes to education, parents should aspire to giving their children the best that can be had.	+4	0	+3	+1
(12) It's not much fun being a parent today. There are so many things complicating the job of being a parent.	-4	-6	-2	-5
(13) Sometimes Howell is too thrifty for its own good, especially when it come to financing its schools.	+3	-1	-3	-2
(14) I don't like it when school budget cuts are always in books, teacher aides, athletics---never in reduced personnel or elimination of salary increases.	-4	0	0	+2
(15) It's not really fair to ask those who don't have children in school to help bear the burden of educating other people's children.	-4	-4	-4	-3
(16) The school people continually ask for more and more money, but they don't even make good use of the money they get now.	-4	-3	-3	0
(17) A child needs to find his niche--and receive the satisfaction and feeling of accomplishment that goes with it. He needs to investigate and be assigned to find his niche.	+6	+4	+3	+1
(18) I would like to see the schools provide more varied experience and more and better media centers and labs, because I believe kids learn as much by doing as by traditional classroom methods.	+5	+6	0	0
(19) Our administrators aren't making a real effort to provide a proper education for our children. They aren't trying to remedy the problems.	-5	-5	-3	-1
(20) There is too much financial, political, and social intrigue which interferes with public education.	+1	-1	+1	+2
(21) Teaching children to get along with others is an important goal of education.				

	I	II	III	IV
They must learn there are some things you just can't do without hurting others.	+5	+5	+4	+1
(22) It seems a little too strict to me not to allow students to smoke in school in view of the fact that teachers and parents are allowed to smoke in the school.	-2	-5	-6	-6
(23) We can't destroy the total public school system, but we can't keep it as it is because of the bad in it. It must be changed to fit people today.	+1	-2	0	-4
(24) I think we may have to increasingly turn to private education to meet our individual and family needs.	-3	-4	-1	-3
(25) School-Community communications are fine if they have the time and resources--but education should come first.	-1	-3	+2	-2
(26) I believe year-round schools will create more problems than it will solve.	-3	-4	+3	-5
(27) Even with their problems, I would still rather have my children in the Howell Schools than in any other school system in the county.	-1	+3	-1	-3
(28) Somewhere we've lost the drive, the concern for education that parents had even a decade ago. It's almost a complacency--go to school and get what you can and leave it at that.	-1	-4	-1	0
(29) I don't like to see the declining number of parochial schools. They meet a very real need for many families.	-1	0	+1	0
(30) Schools should engender in students a life-long love of learning. Too often the result is something else.	+6	-2	+4	+6
(31) I like the Unit Step program. It gives students a better variety of classes.	+2	+2	-6	-3
(32) Too often our schools provide an artificial environment totally unrelated to the "real" world.	0	-1	-3	+1
(33) For too long schools have been run for teachers instead of students and for teachers whose main concern has been				

	I	II	III	IV
pay-checks and a part job, instead of education.	-6	0	-2	+3
(34) I wouldn't mind supporting the schools if they just would teach the basics and stay out of areas that shouldn't concern them--like sex education.	-6	-1	+2	-1
(35) Schools, private and public, are hard on children because they erase natural abilities to learn by regimenting children into large non-productive groups.	-2	-3	-4	-4
(36) Good teachers are born, not trained. It is an art.	-2	-2	-1	-4
(37) Too often the schools don't involve the parents enough in decisions that directly affect their own children.	0	0	0	+2
(38) It's sad to see the lack of patriotism evident in our schools today.	-2	+3	0	+4
(39) I think the weak point in the Howell Schools has been in the discipline.	-3	+4	+1	+2
(40) Teaching is a job to be admired. There's something special about the way a child admires a good teacher. They never forget a good teacher.	+3	+4	+4	+5
(41) Tenure, unions, and certification give teachers triple job security. They benefit only the inept teachers--the duds! The good, dedicated, qualified teachers don't need them.	-3	+1	-1	+4
(42) Discipline should start in the home. I don't blame the schools for the child who doesn't know right from wrong. That is the parents' responsibility.	+3	+6	+6	+3
(43) Most of the public's concerns about schools could be taken care of through proper communication.	-1	0	0	-1
(44) Howell's got its problems like all small towns. No town is perfect, but it's a good community.	+1	+3	+2	-1
(45) Public education hits the "middle" and the children on either end--the bright children and the slow children--suffer the most.	+1	-2	-2	-2

	I	II	III	IV
(46) Teachers must be much more competent than their colleagues of even 10 years ago in order to cope with today's students.	+4	+2	+1	0
(47) The Howell Schools are trying hard to communicate to the community.	0	+1	+1	0
(48) Public schools should play an important role in passing on values to our children.	+1	+2	+1	+3
(49) Teachers need to be paid raises, not on the basis of how long it's been since they got a raise, but on how well they do their job.	+1	+5	+5	+5
(50) The schools should be the center of a lot more community activities than they are.	+2	+1	+3	+1
(51) Public education is the cornerstone on which our country was laid. The decline and fall of public education will signal the decline and fall of America as a democracy.	+2	+1	+3	+1
(52) I think the Howell taxpayers are getting a real break. They're getting a better-than-average education for their children at a lower-than-average price.	+2	-2	-4	-5
(53) It seems to me that the schools are too frequently blamed for what isn't their fault.	+2	+3	-2	-2
(54) Teaching is one of the softer jobs. Where others get two weeks vacation each year, teachers get off on holidays and all summer.	-5	-6	-5	-2
(55) Participation in parent organizations is a good first step in ironing out most school problems.	0	+1	0	-1

APPENDIX B: SAMPLE SCORE SHEET

Q-sort No. _____

	-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
(2)													(2)
	(3)												(3)
		(4)	(4)							(4)	(4)		
				(5)					(5)				
					(6)			(6)					
						(7)							

APPENDIX C: DEMOGRAPHIC DATA ON RESPONDENTS

Variable	Age	Education	Occupation	Parent	Yrs. in Howell
1	41	College+	Administrator	+	1½
2	54	College+	Sales Engineer	+	7
3	40	College+	Professional	+	14
4	35	College+	Teacher	+	1½
5	46	College+	Corp. Manager	+	25
6	45	College+	Planner	+	12
7	47	College	Executive	+	6
8	43	College	Grad. Student	+	6
9	25	College+	Teacher	-	4
10	30	College+	Teacher	-	8
11	34	College	N.S. Teacher	+	-
12	36	H.S.	Homemaker	+	36
13	43	College	Salesman	+	½
14	47	College	Administrator	+	2
15	45	H.S.	Homemaker	+	11
16	45	H.S.+	Executive	+	11
17	30	H.S.+	Surveyor	-	5
18	58	College	Homemaker	-	32
19	42	College	Homemaker	+	5
20	47	College+	Teacher	-	25
21	63	H.S.	Sexton	-	50
22	50	College+	Teacher	-	11
23	76	College+	Retired	-	20
24	66	H.S.+	Retired	-	30
25	37	H.S.	Cook	+	18
26	42	H.S.	Farmer	+	18
27	13	-	Student	-	13
28	40	H.S.	Secretary	+	6
29	40	College	Engineer	+	6
30	61	H.S.+	Retired	-	61
31	80	H.S.+	Retired	-	12
32	51	Less H.S.	Homemaker	+	41
33	56	H.S.	Salesman	+	50
34	52	H.S.	Typist	+	50
35	70	Less H.S.	Retired	-	70
36	36	College+	Administrator	-	6
37	57	Less H.S.	Homemaker	+	23
38	-	College	Forester	+	7
39	42	College	Homemaker	+	8
40	43	College	Salesman	+	12
41	29	H.S.	Homemaker	+	5
42	36	H.S.	Homemaker	+	11
43	49	H.S.	Self-employed	+	49
44	49	H.S.	Maintenance	+	30
45	36	H.S.	Homemaker	+	1
46	43	Less H.S.	Crane Operator	+	1½

DEMOGRAPHIC DATA ON RESPONDENTS (continued)

Variable	Age	Education	Occupation	Parent	Yrs. in Howell
47	53	H.S.	Self-employed	-	53
48	49	H.S.	Secretary	-	44
49	54	H.S.	Bus Driver	+	26
50	16	-	Student	-	16
51	28	H.S.+	Salesman	-	5
52	49	Collegiate	Professional	+	15
53	27	H.S.+	Homemaker	+	7
54	17	-	Student	-	1
55	40	H.S.	Utility Mgr.	+	1



APPENDIX D: PRINCIPAL COMPONENTS FACTOR MATRIX

(All decimal points ommitted)

Respondent	Loadings on Factor							
	I	II	III	IV	V	VI	VII	VIII
1	73	-22	17	-05	17	-18	26	-17
2	54	21	20	38	05	24	26	10
3	40	07	37	-14	31	-03	-01	20
4	57	-43	17	-06	06	-19	02	-10
5	35	31	25	27	13	-07	-13	41
6	61	-46	02	01	08	10	-20	13
7	68	-44	15	05	04	08	-03	13
8	67	-44	20	01	-01	05	-09	-03
9	49	-21	08	13	-30	-30	-20	-13
10	45	-54	14	-27	-15	10	-02	13
11	87	-09	-11	-04	19	03	11	17
12	56	-04	-08	19	36	-17	25	-20
13	65	16	39	19	-10	-20	10	08
14	59	-13	15	26	13	23	06	-14
15	61	43	00	23	-11	-09	-03	-02
16	73	25	03	00	-20	-12	09	-07
17	12	56	09	06	-30	-06	-14	-12
18	41	33	-11	07	34	27	08	-17
19	56	22	00	14	-13	10	19	-28
20	53	-53	-07	-07	-06	07	-13	03
21	62	02	-19	-04	-10	16	03	11
22	63	-58	16	-05	-12	04	-05	-02
23	79	-27	-20	-09	-02	00	-11	-03
24	68	04	17	-01	22	24	-20	-24
25	59	26	04	-10	-12	22	-05	02
26	44	25	-33	04	03	00	12	12
27	47	22	-25	-01	-24	-10	-11	14
28	65	03	-31	-19	02	-34	01	13
29	67	15	-32	-15	13	-26	07	20
30	-13	-19	17	00	-10	01	27	15
31	46	26	05	-13	-09	34	18	23
32	24	47	06	-40	13	-03	05	-07
33	62	37	-16	-05	-22	-07	13	11
34	62	35	15	-19	-12	21	-03	-10
35	-33	-23	21	-12	09	-13	43	-16
36	65	-33	-07	02	04	-02	-12	-01
37	31	36	25	-23	07	13	-08	16
38	39	-04	12	-06	16	-38	01	06
39	62	-42	-15	32	-05	10	15	08
40	51	44	02	-06	-24	-19	13	-20
41	65	-19	-04	00	-35	03	29	02
42	53	35	15	-45	-16	03	06	10
43	28	51	19	16	06	-16	-12	08

PRINCIPAL COMPONENTS FACTOR MATRIX (continued)

Respondent	Loadings on Factor							
	I	II	III	IV	V	VI	VII	VIII
44	74	-01	-27	-09	11	08	01	-04
45	50	41	-05	-06	09	05	-42	-20
46	55	45	-04	01	28	06	-12	-02
47	77	05	-29	07	04	04	16	-18
48	67	-22	-10	-27	04	-02	-13	-34
49	38	45	-10	-07	04	04	04	08
50	61	-24	-28	19	14	-13	-13	19
51	32	02	-06	44	-02	-11	-16	02
52	10	55	16	30	-11	-05	-08	-11
53	25	24	50	-13	18	-21	00	05
54	37	-35	29	-02	-10	-17	-10	-13
55	57	-25	23	09	-25	21	-05	04

APPENDIX E: VARIMAX ROTATION

(All decimal points omitted)

Respondent	Loadings on Factor							
	I	II	III	IV	V	VI	VII	VIII
1	60	21	43	17	35	-06	-10	16
2	21	13	-08	24	54	39	-15	26
3	23	02	32	45	13	26	-03	-11
4	69	07	32	03	08	-03	-04	05
5	04	16	11	25	09	67	01	07
6	76	14	-01	08	06	15	10	-15
7	79	12	05	13	15	16	-07	-04
8	81	03	09	13	12	08	03	06
9	54	11	15	-12	-15	11	12	40
10	72	03	-04	20	-14	-12	-16	-09
11	59	53	12	29	32	14	02	-03
12	30	30	38	-05	54	04	04	07
13	36	15	28	28	16	39	-12	45
14	49	01	-01	12	49	16	06	13
15	12	37	07	20	24	32	19	48
16	32	41	13	30	17	10	07	49
17	-24	08	-03	22	-06	15	23	53
18	00	22	01	26	57	04	27	02
19	22	21	-01	17	42	-02	08	47
20	75	15	-05	-01	-01	-05	05	-09
21	39	44	-17	24	17	05	06	12
22	88	02	04	07	02	-03	-07	04
23	72	43	04	11	12	-04	20	06
24	48	02	09	36	39	09	39	11
25	25	26	-12	46	17	09	16	26
26	05	55	-05	12	22	09	07	09
27	16	51	-09	13	-08	13	16	27
28	35	68	26	13	-03	01	11	08
29	25	73	24	20	09	08	09	02
30	03	-13	-02	-02	-05	-02	-40	-03
31	13	28	-23	53	21	10	-11	12
32	-18	22	23	53	07	-13	16	11
33	13	59	-01	31	11	10	02	40
34	22	20	-04	58	20	02	19	36
35	-11	-28	25	-12	05	-32	-42	-08
36	67	25	08	03	12	05	14	01
37	00	07	06	58	04	18	09	07
38	26	21	45	08	-01	14	-01	05
39	67	29	-13	-18	32	14	-14	05
40	04	35	18	28	13	-02	09	59
41	56	35	-09	12	13	-07	-25	35
42	15	31	09	68	-06	-05	02	26
43	-15	14	20	26	10	42	18	29
44	45	51	02	21	30	-04	22	04
45	11	21	07	33	13	14	63	23

VARIMAX ROTATION (continued)

Respondent	Loadings on Factor							
	I	II	III	IV	V	VI	VII	VIII
46	04	34	15	38	35	23	37	11
47	41	52	04	10	45	-07	16	24
48	62	23	18	17	14	-30	32	11
49	-08	38	02	35	17	12	14	17
50	53	47	07	-13	13	25	14	-10
51	21	15	01	-21	15	37	17	19
52	-28	-01	02	11	15	32	18	47
53	03	-10	45	42	03	23	-03	13
54	56	-13	23	02	-08	02	-01	16
55	63	-01	-17	20	09	15	-06	24

APPENDIX F: STANDARD SCORES

(N=55)

Statement	Score and Rankings on Factor							
	I		II		III		IV	
1	1.11	8	0.38	22	0.70	16	1.75	1
2	2.62	4	-0.27	32	-0.15	32	-0.12	36
3	1.12	7	1.48	3	0.71	15	0.82	11
4	0.77	13	1.13	9	1.43	5	1.47	3
5	-0.37	36	0.72	15	1.64	2	0.89	9
6	-0.86	41	0.35	23	1.63	3	0.79	14
7	-1.65	52	-1.92	53	-1.29	51	-1.25	48
8	0.24	26	-0.97	45	-1.28	50	-2.29	55
9	0.01	29	0.67	16	1.26	7	0.29	27
10	0.00	30	-0.30	34	-0.65	39	0.95	8
11	1.43	6	0.03	28	0.83	13	0.33	24
12	-1.24	48	-2.00	55	-0.84	42	-1.90	52
13	0.84	12	-0.41	36	-0.87	43	-0.30	39
14	-1.21	47	0.03	27	0.16	25	0.66	18
15	-1.42	49	-1.24	47	-1.23	48	-0.87	43
16	-1.49	50	-0.77	43	-0.87	44	0.28	28
17	1.79	1	1.17	8	0.86	12	0.33	23
18	1.70	3	1.59	2	0.02	28	0.24	29
19	-1.52	51	-1.60	52	-1.00	46	-0.13	37
20	0.43	20	-0.28	33	0.36	22	0.73	16
21	1.58	5	1.40	4	1.17	9	0.47	20
22	-0.52	39	-1.55	51	-2.45	55	-1.98	54
23	0.42	21	-0.57	40	-0.03	29	-1.20	47
24	-1.15	45	-1.26	48	-0.22	33	-1.19	46
25	-0.11	34	-1.01	46	0.54	18	-0.22	38
26	-1.11	44	-1.39	50	1.02	10	-1.92	53
27	-0.06	32	0.97	12	-0.33	34	-1.12	45
28	-0.27	35	-1.34	49	-0.58	37	0.11	30
29	-0.44	37	0.18	25	0.48	20	0.31	25
30	1.73	2	-0.69	42	1.22	8	1.64	2
31	0.64	16	0.67	17	-1.77	54	-1.11	44
32	-0.05	31	-0.45	37	-0.93	45	0.48	19
33	-1.72	54	-0.21	31	-0.59	38	0.80	13
34	-1.84	55	-0.33	35	0.67	17	-0.10	34
35	-0.48	38	-0.91	44	-1.27	49	-1.44	49
36	-0.61	40	-0.46	38	-0.53	35	-1.58	50
37	0.13	28	0.01	29	0.14	27	0.69	17
38	-0.88	42	1.02	10	0.15	26	1.08	6
39	-0.90	43	1.26	7	0.33	24	0.78	15
40	0.86	10	1.37	6	1.29	6	1.28	5
41	-1.18	46	0.51	20	-0.55	36	1.00	7
42	0.85	11	1.98	1	2.05	1	0.89	10
43	-0.09	33	0.11	26	-0.08	31	-0.11	35
44	0.48	19	0.90	13	0.74	14	0.02	32
45	0.34	22	-0.53	39	-0.75	40	-0.63	42

STANDARD SCORES (continued)

Statement	Score and Rankings on Factor							
	I		II		III		IV	
46	1.03	9	0.63	18	0.37	21	0.31	25
47	0.30	25	0.29	24	0.36	23	0.03	31
48	0.33	23	0.84	14	0.54	19	0.82	12
49	0.30	24	1.37	5	1.58	4	1.41	4
50	0.59	18	0.01	30	-1.34	52	0.35	22
51	0.63	17	0.45	21	0.89	11	0.37	21
52	0.68	15	-0.64	41	-1.06	47	-1.70	51
53	0.74	14	0.98	11	-0.77	41	-0.48	40
54	-1.72	53	-1.92	54	-1.61	53	-0.61	41
55	0.22	27	0.52	19	0.04	30	-0.07	33

APPENDIX G: THE HOWELL PUBLIC SCHOOLS

The school district chosen for the study was the Howell, Michigan, school district. Geographically, it is a district of approximately 165 square miles, with the city of Howell at its center. The city is the county seat of Livingston County. The district's boundaries, as the result of a reorganization program that took in the country schools, are up to 18 miles from the city of Howell, where all but one of the schools are located.

Population

An accurate estimate of the total population of the district is difficult, since the boundaries don't follow the township boundaries. However, the whole area is feeling the crush of population growth, and the school enrollment has been increasing from 2857 in 1960 to 5653 in January, 1973.

This population and enrollment growth has put many suburban pressures on the entire area. The district has commuters going not only to Detroit, but Ann Arbor, Flint, and Lansing as well, since the interchange of I-96 and US 23 at Brighton makes the entire area easily accessible to both expressways.

There is also a certain amount of light industry in the area to provide some local jobs. The farms that years ago made Howell "the Holstein (dairy cattle) capital of the world," gradually are disappearing, being replaced most often by houses with small acreages plotted out along the existing roads.

Some areas of the district still retain a rural atmosphere, but examination of the people find few actually farming for a living. There are still quite a few who farm on weekends and/or for a hobby.

But what about the people of the Howell School District? Demographics do tell us some things. For example, there is a wide variance in income. Figures for Livingston County show that less than 40% of the county residents make more than \$15,000 a year, while just under 15% of the residents are at the extreme poverty level--\$6,000 and under.⁷²

The same variance carries over into education. The community includes all educational levels. The 1970 census shows that 8.1% of the Howell city citizens not teachers are college graduates. The county figure is 5.2%. The vast majority of the citizens do not have the education attainment of the educators.⁷³

There are executives whose work literally takes them throughout the world, and there are still those who work locally and who have not gone further than a couple of hundred miles north for hunting or fishing.

Public Relations

From the time of Howell's first paper in 1843, six years after the school system was organized, the happenings

⁷²D. H. Jaehnig, "County Population Now Over 70,000", Livingston County Press, February 21, 1973, p. A-1.

⁷³U.S., Department of Commerce, Bureau of Census, General Social and Economic Characteristics-Michigan, C24, 1970.

in the school system were chronicled with varying degrees of enthusiasm.

Of course, organized school public relation was still in the future. In the early years, the enrollments were small and limited primarily to students living right within the city. Communication between the school and home was a relatively simple affair, as the teachers knew the parents well and vice versa.

As time went by, and the school system gradually grew, parent organizations were an added means of communication. These organizations were enthusiastically supported by the members of the community.

In the late 1950's an active Citizens' Advisory Committee was also appointed and served to focus much attention on the schools.

During this period, the schools, although not organized specifically for public relations, did receive much favorable publicity through the local weekly newspaper. The community was small enough, and news "scarce enough" that two pages were devoted each week to the news of the schools. The "Green and Gold" pages were prepared by the Journalism class at the high school, and as a result were heavily slanted to activities at the high school.

During the period from the 1950's to the 1960's several trends developed which would play an important role in the public relations of the school district. (1) The rapid growth in the area made the personal contacts of the earlier

times much more limited. (2) The generous coverage of the local newspaper was withdrawn. As the area grew, and more "newsworthy" happenings occurred, the space devoted to sometimes trite school "news" looked journalistically like a waste of space. The coverage tended to go to the other end of the continuum. (3) Outside interests on the part of parents became greater and the interest in parent organizations dropped significantly. Several of the school P.T.A. groups actually dropped out of existence, and a once active P.T.A. Council (made up of representatives from each school) was also discontinued. The administration did nothing to slow down the demise of the parent organizations--preferring to "go it alone". (4) The Citizens' Advisory Committee, after about two years existence--often at odds with the Board of Education, actively supported a bond issue for a new high school. An active opposition developed for the bond issue, and with the defeat of the bond issue, the Citizens' Committee also dropped out of existence. Late in this period, (1969-70) two other occurrences have a significant bearing on the public relations of the district. (5) A group of parents challenged the sex education program in the school (concurrent with the national opposition nurtured by the John Birch Society and other similar pressure groups.) This program was challenged in court and is presently being appealed. (6) For the first time since 1960, an organized opposition appeared in the summer of 1971 when a second and third millage proposal were made by the Board. The exposure of the opposition was compounded by the fact that one of those opposing school

proposals was a regular columnist in the newspaper. The first two requests for increased millages were defeated. A renewal was finally approved on the third election.

A look at the present Public Relations program shows the following situation: (1) The present administration is much more mindful of the need for positive public relations programs. Financially, however, there has been limited funds directly allocated to the public relations activities. The Administrative Assistant in charge of Personnel has been given the primary responsibility for public relations activities, and the Superintendent has also been actively engaged in the preparation of various printed materials. (2) For three years the district has sent out a newsletter to the citizens of the community. (3) This year several of the individual schools have sent out newsletters to the parents of their students. (4) Today's newspaper coverage, although not on the level of the "blank check" variety of the 1950's, is more extensive and more positive than it has been. For example, a listing of the All-A students in the High School, which previously was not included, because of lack of space, is now once again included in the coverage. (5) The parent organizations have been reorganized and re-vitalized. While their overall effect on the community is limited, because many parents are still too busy to attend, the administration is actively encouraging and promoting these organizations. In addition, a district-wide Coordinating Council is also in its second year of activity, and this too is actively supported by the

administration. (6) A Citizens' Advisory Task Force is once again in operation. This time it has functioned on a yearly basis, reporting directly to the Board of Education. They have been able to take on many responsibilities which have assisted the Board and more importantly have served as a "sounding board" for administration and Board ideas. (7) One further aspect of today's Public Relations program is the local radio coverage. The station gives no figure in terms of audience figures, and it is exceedingly difficult to estimate the effect of radio coverage on school affairs. There is an afternoon call-in program which does occasionally discuss the schools and the Board meetings are covered by the News Department. There is actually very little contact between the school personnel and the radio station. However, various administrative and citizen representatives have appeared on the call-in program, during American Education Week, and at the time of elections.

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