ABSTRACT

A STUDY OF THE EDUCATIONAL OPINIONS OF SELECTED TEACHERS AND ADMINISTRATORS

by William B. Lee

Statement of the Problem

The purpose of this study was to investigate the educational opinions of selected teachers and administrators: (a) to determine the importance that they attach to the educational activities recommended by the AASA Commission on Imperatives in Education and contained in the publication Imperatives in Education,[1] and (b) to examine the relationships between these opinions and the respondent's educational degree, position in the school, and years of educational experience.

A review of the literature showed that new educational ideas are seldom adopted by public schools and that the successful innovations are those which have had the support and active involvement of teachers and administrators. Their opinions of the educational activities described in Imperatives in Education are, therefore, of vital importance.

Method of Investigation and Analysis

It was decided to use the individual, structured interview as a method of gathering data. The interview contained 34 items, 22 of which were based on activities recommended in Imperatives in Education and which also had the support of educational authorities. The other 12 items were included to increase the variety of topics covered, but the

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Interviewees were asked to place each of the educational activities in one of the following response categories: imperative, very desirable, desirable, permissible, and undesirable.

One hundred and forty-nine interviews were actually held with teachers and administrators in five Michigan cities: Dearborn, Flint, Grand Rapids, Lansing, and Saginaw. The interviewees were from a cross-section of schools, representing all grade levels in the elementary schools and the different subject matter areas in the secondary schools.

Findings

1. Only two of the 22 educational activities were judged as imperative by a majority of the respondents; both of these concerned reading.
2. The three highest ranking activities had the following common characteristics: (a) emphasized the intellectual aspect of growth, (b) represented inward expansion of the schools, and (c) were concerned with lower teacher-pupil ratios.
3. Seventeen of the 22 selected activities were regarded as "at least very desirable" (a combination of the "imperative" and "very desirable" responses). Three of the five activities not achieving this rating were concerned with vocational education.
4. No activity was considered "undesirable" by a majority of the respondents. For only two items was the percentage of "undesirable" responses more than 3%: 14% for "pre-kindergarten programs for all children" and 9% for "providing breakfasts for culturally disadvantaged children."
5. Activities concerning the culturally disadvantaged were viewed much more favorably by respondents with at least a Master's degree;

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educational degree had little affect on the other educational activities.

6. Counseling services were viewed much more favorably by administrators than by either elementary or secondary teachers.

7. Generally speaking, opinions of elementary classroom teachers and administrators differed sharply, the latter group approving many more of the educational activities.

8. An unexpected similarity of opinions was found between secondary classroom teachers and elementary classroom teachers for most of the educational activities.

9. Another unanticipated result was the high ratings given to the activities by educators with more than fifteen years of educational experience. They viewed these activities more favorably than each of the other two groups: educators with little experience (five years or less), or those with from 6-15 years. The latter group ranked lowest for all three educational topics.

10. The order of respondents' preferences for the different aspects of growth was (1) intellectual, (2) emotional, (3) social, (4) physical, and (5) vocational.

11. No basis was found for generalizing on respondents' preferences for the direction of the expansion of the public schools.

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[1]American Association of School Administrators, Imperatives in Education, Commission on Imperatives in Education (Washington, D.C.: American Association of School Administrators, 1966), 180 pp.

A STUDY OF THE EDUCATIONAL OPINIONS OF SELECTED TEACHERS AND ADMINISTRATORS

by

William B. Lee

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To Mrs. Audrey Aldrich for her invaluable aid in preparing and editing the manuscript during its long months of preparation.

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CHAPTER I

INTRODUCTION

Statement of the Problem

It was the purpose of this study (1) to determine the importance which public school educators attached to the educational activities described in Imperatives in Education,[1] and (2) to show the relationship between their opinions and such factors as educational degree, amount of public school experience and the educational position held.

Importance of the Study

A new set of demands is being made on the public schools by a society becoming increasingly urbanized and industrialized and whose rate of change is accelerating. A larger percentage of youth must be educated; new and complicated skills must be taught to those entering the world of work and periodic retraining provided for those already part of the labor force; and the school is being asked to assume some of the functions traditionally belonging to the family.

Many of these new responsibilities were pointed out in a recent report of the AASA Commission on Imperatives which identified nine imperatives, "points at which the educational program must be revised and

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[1]American Association of School Administrators, Imperatives in Education, A Report Prepared by the Commission on Imperatives in Education (Washington, D.C.: American Association of School Administrators, 1966). Cited hereafter as AASA Imperatives.

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reshaped to meet the needs of the times."[2] It stressed the inadequacy of the present school programs to meet these new challenges.

> Without innovations, new approaches and new emphases in the educational program, the school will fall short of achieving the high purposes they are expected to achieve.[3]

It would be erroneous to assume that because different programs are vitally needed that they will be adopted, for public schools react slowly and imperfectly to change. While this is true of all social institutions, it is especially noticeable in public schools. Part of the explanation lies in the fact that schools are domesticated organizations and "like the domesticated animal, . . . are fed and cared for."[4] Their existence is guaranteed and does not depend on their adapting to new conditions.

Teachers also resist new ideas and even when research establishes the efficacy of innovations they are reluctant to accept them. Teacher reaction to the new curriculum studies exemplifies this trait. Within the fields of science, mathematics and foreign languages, teams of specialists have revised the basic approach to the learning of their disciplines; new teaching materials have been created, and teachers have been given instructions in the use of them. Still, their impact, after a decade of effort, is partial and disappointing.[5]

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[2] Ibid., p. i.

[3] Ibid., p. 4.

[4] Richard O. Carlson, "Environmental Constraints and Organizational Consequences: The Public School and its Clients," Behavorial Science and Educational Administration, Sixty-fourth Yearbook of the National Society for the Study of Education, Part II (Chicago: National Society for the Study of Education, 1965), p. 266.

[5] Francis F. Chase, "School Change in Perspective," The Changing American School, Sixty-fifth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1966), p. 274.

The stressing of the barriers to educational innovations has two purposes. First, it was meant to dispel any tendency to believe that if an educational program is urgently needed, that its adoption is assured; any new educational activity, regardless of how worthy, faces formidable obstacles in vying for entry into the public schools. Secondly, the predictable difficulties render all the more pressing the search for common elements upon which successful innovations are based.

A strong consensus exists among those responsible for inaugurating new programs[6] that a necessary ingredient for their success if the agreement and support of the teachers and administrators directly concerned. Without this active involvement, there is little hope that new programs will be adopted.

Knowledge of the educational opinions of teachers and administrators is, then, essential to those concerned with educational innovations. What are the opinions of public school educators toward the educational activities deemed so crucial and urgent by the Commission? The importance of this study lies in attempting to answer that question and in the belief that these findings will be of use to those in leadership roles charged with educational innovations.

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[6] J. Lloyd Trump and Dorsey Baynham, Focus on Change: Guide to Better Schools (Chicago: Rand McNally & Co., 1961-63), p. 125.

[6] National Education Association, Innovations For Time to Teach, ed. Malcolm M. Provus (Washington, D.C.: Project Time to Teach, Dept. of Classroom Teachers, 1966), p. vi.

[6] Carl L. Marburger, "Considerations for Educational Planning," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College Press, 1963), p. 307.

[6] Harold Alberty, "Designing Programs to Meet the Common Needs of Youth," Adapting the Secondary School Program to the Needs of Youth, Fifty-second Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1953), p. 139.

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Hypotheses

1. The educational activities described in Imperatives in Education are considered imperative by public school educators.
2. The educational activities described in Imperatives in Education are more likely to be regarded as imperative by public school educators with advanced degrees.
3. The educational activities described in Imperatives in Education are more likely to be regarded as imperative by elementary classroom teachers than by secondary classroom teachers.
4. The educational activities described in Imperatives in Education are more likely to be regarded as imperative by administrators than by elementary classroom teachers.
5. The educational activities described in Imperatives in Education are more likely to be regarded as imperative by public school educators with little educational experience.

Definition of Terms

Educational Activity--any enterprise or program whose purpose it is, directly or indirectly, to aid learning.

Imperative--"absolute necessity; urgent; compelling."[7]

Public Schools--those educational institutions containing the "educational programs by the state, by counties, by school districts, etc., for the pupils in elementary and secondary schools; . . . (Sometimes used in contrast with private and parochial education, and sometimes to differentiate elementary and secondary education from higher education.[8]

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[7] Webster's New World Dictionary of the American Language, College Edition (New York: The World Publishing Co., 1957-64), p. 728.

[8] Dictionary of Education, ed. Carl V. Good (New York: Mc-Graw Hill Book Co., Inc., 1945), p. 320.

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Public school educator--administrators, elementary classroom teachers and secondary classroom teachers certified by the state and whose major responsibilities are in the public schools. Excluded are (1) members of boards of education and (2) university personnel whose responsibility might be in providing consultant services to the school district or classroom instruction to the teachers and administrators.

Advanced degree--Master's degree or above.

Educational experience--number of years spent in either as a teacher or as an administrator or a combination of the two.

Elementary classroom teacher--referring to personnel in a school spending at least 80% of their time in instruction. Excluded from the study were (1) helping teachers and (2) teachers of special subjects, i.e., art, music, remedial reading.

Secondary classroom teacher--referring to the personnel in a school spending at least 80% of their time in instruction. This included those teachers spending one period a day in counseling, attendance duties, or serving as department head, but would exclude them if the responsibility required more than one teaching period per day.

Type of Study

This is a descriptive study or survey which is defined as "a process for learning pertinent information about an existing situation."[9]

Van Dalen declares that this type of research is especially suitable for educational problems.

> Before much progress can be made in solving problems, men must possess accurate descriptions of the phenomena with which they

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[9]Barnes, Fred P., Research for the Practitioner in Education, A Report to the Department of Elementary School Principals, National Education Association (Washington, D.C.: National Education Association, 1964), p. 67.

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> work. Hence, the early developments in educational research, as in other fields, have been made in the area of description. To solve problems about children, school administration, curriculum, or the teaching of arithmetic, descriptive researchers ask these initial questions: What exists--what is the present status of these phenomena? Determining the nature of prevailing conditions, practices, and attitudes--seeking accurate descriptions of activities, objects, processes, and persons--is their objective. They depict current status and sometimes identify relationships that exist among phenomena or trends that appear to be developing.[10]

The valuable information that can be gathered from this kind of research is emphasized by Withey:

> Without a survey, responsible persons may be ignorant of public information, public wishes and attitudes, the current behavior of individuals, the perceived seriousness of a problem or other characteristics that should be made known to policy makers.[11]

The purpose of the present study is to investigate a critical educational problem and to determine the extent of its seriousness. Public school teachers and administrators will be interviewed to determine their point of view; an attempt will be made to ascertain the influence, if any, of educational degree, position in the school, and years of educational experience, on their opinions. This will provide the type of factual data deemed so essential by Van Dalen to educational problem solving.

> Descriptive studies that obtain accurate facts about existing conditions or detect significant relationships between current phenomena and interpret the meaning of the data provide educators with practical and immediately useful information. Factual information about existing status enables members of the profession to make more intelligent plans about future courses of action and helps them interpret educational problems more effectively to the public. Pertinent data regarding the present scene may focus attention upon needs that otherwise would remain unnoticed. They may also reveal developments, conditions, or

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[10]Deobold Van Dalen, Understanding Educational Research: An Introduction (New York: McGraw-Hill Book Co., Inc., 1962), p. 184.

[11]Stephen B. Withey, "Survey Research Methods," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The Macmillan Co., 1960), p. 1447.

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> trends that will convince citizens to keep pace with others or to prepare for probable future events. Since existing educational conditions, processes, practices, and programs are constantly changing, there is always a need for up-to-date descriptions of what is taking place.[12]

Barnes estimates that a descriptive study has value beyond that of facts:

> The survey frequently becomes more than a mere fact-finding device. It may result in important hypotheses or conclusions that help to solve current problems, and it may provide basic information for comparison studies and for identifying trends.[13]

Limitations of the Study

1. The study was limited to the public school systems in the five most populous cities in Michigan, exclusive of the Detroit metropolitan area: Dearborn, Flint, Grand Rapids, Lansing, and Saginaw.[14] It was thought that in the public schools of these cities could be found opinions representative of both large and small school systems.
2. Within these five school systems the study was limited to a sampling of 149 teachers and administrators in 21 schools.

Organization of the Thesis

In Chapter II the background of the problem is presented and the literature is reviewed in Chapter III. Chapter IV describes how the survey was planned and conducted and in Chapter V the selected educational activities are classified and the procedure of examining the hypotheses set forth. Each of the next three chapters contains a portion of the

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[12] Deobold VanDalen, op. cit., p. 212.

[13] Fred P. Barnes, op. cit., p. 67.

[14] Their population according to the 1960 census was Dearborn, 112,007; Flint, 196,940; Grand Rapids, 202,379; Lansing, 113,058; and Saginaw, 98,265. The World Almanac and Book of Facts for 1966, ed. Luman H. Long (1966), p. 345-46.

results of the study by educational topic:

Chapter VI	Educational Activities Concerning the Culturally Disadvantaged
Chapter VII	Activities Concerning Vocational Education
Chapter VIII	General Educational Activities

Chapter IX, the final chapter, summarizes the study and presents its conclusions.

CHAPTER II

BACKGROUND OF THE PROBLEM

This study was concerned with the specific problem of determining the importance which public school educators attached to selected educational activities contained in Imperatives in Education and, as such, had its roots in three general areas: (1) educational goals and activities, (2) the place and importance of decision-making in education, and (3) the impact of professional negotiations on educational decision-making. Each of these topics is, of course, a complicated problem in itself, so no attempt is made to present a comprehensive exposition of it. Only that information is included which is pertinent to the present study and aids in the understanding of it.

Imperatives in Education and Educational Goals

Appointed in 1964, and composed of eight educators representing a variety of leadership responsibilities in the educational profession, (See Appendix A) the AASA Commission on Imperatives in Education was:

> Charged with the responsibility for identifying and stating in clear and concise fashion major educational imperatives that must be at the forefront as curriculum are modified, instructional methods revised and organizational patterns reshaped to meet the educational needs of this country in one of its most dynamic periods.[1]

Two years later the publication appeared containing the Commission's report which identified nine imperatives:

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[1] AASA Imperatives, p. 1.

To make urban life rewarding and satisfying.
To prepare people for the world of work.
To discover and nurture creative talent.
To strengthen the moral fabric of society.
To deal constructively with psychological tensions.
To keep democracy working.
To make intelligent use of natural resources.
To make the best use of leisure time.
To work with other people of the world for human betterment.[2]

Although disclaiming to be educational goals, the imperatives are in fact just that. Cunningham notes: "Although labeled imperatives, they are in effect goals for schools, national in scope."[3]

In the formulating educational goals, the role of the educational system is advisory; Ostrom states ". . . growing professional competence will expand the range of alternatives and opportunities that may be considered in the development of educational programs"[4] for "the goals to be served cannot be specified solely on the ground of professional competence."[5]

Lieberman observes that the responsibility for determining goals and purposes of education belongs to society as a whole. "Ultimately the determination of the broad purposes of education is one for our entire society to make."[6] The wishes of society are made known through its political system to which the decision is entrusted. Ostrom explains "The specification of the enforceable purposes or objectives of a society is

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[2] Ibid., p. i.

[3] American Association of School Administrators, Federal Policy in the Public Schools (Washington, D.C.: American Association of School Administrators, October, 1966), p. 46.

[4] Vincent Ostrom, "Education and Politics," Social Forces Influencing American Education, Sixtieth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1961), p. 37.

[5] Ibid., p. 37.

[6] Myron Lieberman, The Future of Public Education (Chicago: University of Chicago Press, 1960), p. 19.

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made by its political system."[7] To the extent that Imperatives in Education proposes educational goals it is consultative for that type of decision is made by the political system.

In the United States the process of setting educational goals is neither simple nor clear-cut, especially because of the lack of centralized political and educational systems. As the representatives of the political system "school board members, state legislators and federal officials make societal education decisions"[8] but in addition to those officials there are a multitude of extra-legal forces determining educational goals.

Seen from the point of view of formal structure, control is local and decentralized, in the hands of school boards of which there are now about 25,000. The diversity of school boards is described by Hechinger:

> They vary in size of membership, the ways in which they are appointed or elected, and in the degree of actual control they exercise over the schools within their jurisdiction. They may directly interfere with the day-to-day operation of the schools or they may be nothing more than a rubber stamp for the school superintendent and his professional staff. They may represent the people of their community, if the community is sufficiently school-minded to bother to vote. They may represent the ruling politicians, if they are appointed by the regime in power or even if they are elected along party lines.[9]

According to Hechinger the extent to which school boards establish their own instructional standards or are obliged to follow minimum state criteria depends "on the legislative pattern and the political whims of the fifty states."[10] He calls the resulting situation anarchic and similar

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[7]Ostrom, op. cit., p. 37.

[8]National Education Association, Schools for the Sixties, A Report on the Project on Instruction (New York: McGraw-Hill, 1963), p. 13.

[9]Fred Hechinger, The Big Red Schoolhouse (Garden City, New York: Doubleday & Co., Inc., 1959-62), p. 161.

[10]Ibid., p. 161

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to the chaos growing out of extreme individualism in economics. "Many observers fear that extreme laissez faire has already pushed American education to the brink of its own great depression."[11]

Cremin chooses to interpret American education from the viewpoint of the primacy of national rather than local forces. In referring to the educational powers of state governments and local school boards, he remarks:

> Yet one can grant all this and still talk about a folklore of local control, for the influences that have decisively shaped American education in our time have been not local but national in scope and character.[12]

Among the national influences formal in character he includes the United States Congress, U. S. Office of Education, Department of Defense, the Supreme Court and an education-minded president. Equally important, he contends, are informal influences:

> Professional organizations, regional accrediting associations, philanthropic foundations, the leading graduate faculties of education, textbook publishers, testing programs, committee reports, commission statements, analyses by influential individuals --all exercise a profoundly important nationalizing influence.[13]

National forces must not be interpreted to mean a national voice and least of all a single national voice. Two recent inquiries[14] have been made, one in 1961 and the other in 1965, with the purpose of attempting to determine "Who is speaking for or who is being heard on education today?"[15] The conclusions reached by the authors are strikingly

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[11] Ibid., p. 162

[12] Lawrence A. Cremin, The Genius of American Education (New York: Random House, 1965), p. 95.

[13] Ibid., p. 98.

[14] Lindley J. Stiles, "Who Speaks for Education?" Nations Schools, 67 (May, 1961), pp. 65-69 and Donald W. Robinson, "How Sinister is the Educational Establishment?" Saturday Review, January 16, 1965, pp. 56-58.

[15] Stiles, op. cit., p. 66.

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similar. Stiles observes:

> Remarkable agreement prevailed among this unofficial jury of experts that while many may try, no one speaks for education.[16]

In an investigation conducted five years later, Robinson reports:

> In general the twenty-four respondents concur with Conant that there is no one authority center, but a welter of them, sometimes acting in concert, sometimes in conflict and confusion.[17]

With this background of state and local control accompanied by the multiple and often countervailing formal and informal national forces and the lack of a single clear voice of the educational profession, one might expect that a formulation of educational goals such as contained in Imperatives in Education would be contentious; yet there is no evidence to indicate that it was. Lieberman asserts that educational goals are not controversial and that there is substantial agreement concerning the broad purposes of American education despite the lack of an authoritative formulation of them.

> It is true that no statement of the broad purposes of education has been accepted by the American people as a whole, but this does not mean that there is widespread disagreement about these purposes.[18]

He insists that ". . . disagreement over educational purposes is neither the pervasive nor the all-important problem that it is often thought to be . . ."[19] and concludes that "there is widespread agreement on the broad purposes of education."[20]

The selection of educational goals, then, although complicated, oftentimes confusing and beyond the sphere of special competence of the

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[16] Ibid., p. 67.

[17] Robinson, op. cit., p. 56.

[18] Lieberman, op. cit., p. 17.

[19] Ibid., p. 20.

[20] Ibid., p. 17.

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[21] Ibid

[22] Ibid.

[23] Ibid.

educational system is an issue on which there is a large measure of accord.

Imperatives in Education and Educational Activities

General consensus on educational goals does not insure agreement on activities to achieve those goals. Lieberman observes that educational disputes are more likely to be over means than ends.

> Disagreement over the inclusion of a subject may simply reflect differing estimates of its usefulness in achieving an agreed-upon purpose.[21]

The choice of educational programs tends to generate more disputes than the selection of goals.

> It is at this point--the point of professional translation of broad purposes into a coherent educational program--that we have some of our major unsolved problems.[22]

Thus, the educational programs recommended in Imperatives in Education, unlike the goals set forth, can be expected to be controversial.

In conceding that the educator has no special competence to set educational goals, it is, however, claimed that he has unique qualifications to make decisions concerning educational activities. Classifying educational activities as a species of the genus intermediate objectives, Lieberman explains "It is important to recognize that intermediate objectives should be set by the professions, not by the public."[23] Using slightly different terminology, the authors of the NEA Project on Instruction reach a similar conclusion: in recognizing society's prerogative to set educational goals they nevertheless reserve for educators the right to make decisions concerning educational activities.

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[21] Ibid., p. 20.

[22] Ibid., p. 20.

[23] Ibid., p. 24.

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> Close to the students, teachers make daily instructional decisions. At a more remote level, teachers and administrators make institutional decisions.[24]

It must not be assumed that in limiting the decision making of professional educators to educational activities that it becomes inconsequential; on the contrary, it rather designates an area of the greatest significance. As Goodlad persuasively argues, it is neither the intent nor the goal of the activity which is important, but the activity itself.

> . . . The actual function of anything is what it is used for, regardless of what humans may intend it to be at any given time. Schools have been used for the provision of dental care (child-centered?) when their function was proclaimed as subject-matter mastery. Schools have been used for intense competition in learning to spell a selected group of words (subject-centered?) when their function was proclaimed to be development of the unique potentialities of the child at his own rate of speed (child-centered?). Teachers who passionately extol the school's obligation to promote human variability (child-centered?) protest the lack of readiness for grade-level work (subject-centered?) in the entering group. Teachers who see the school's function as developing the 3 R's (subject-centered?) engineer reading programs wherein every child advances at his own rate of speed (child-centered?). Obviously, there is much inconsistency between intellectual commitment to the ideal and the variety of functions which a school serves at any given moment.[25]

In other words, he who selects the activity, in effect, determines the purpose.

The implications of the foregoing discussion as applied in Imperatives in Education which contains both educational goals and proposed educational activities are:

(1) that decisions concerning the nine imperatives as educational goals are societal ones to be made by the political system.

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[24]National Education Association, Schools for the Sixties, p. 13.

[25]John I. Goodlad, "Individual Differences and Vertical Organization of the School," Individualizing Instruction, Sixty-first Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1962), p. 212.

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(2) that decisions concerning the proposed educational activities lie within the special competence of the educational system.

(3) that the educational activities are more liable to be controversial than are the educational goals.

(4) that the consequences of decisions concerning educational activities are of equal or of more significance than those concerning educational goals.

Decision Making in Education

In concluding that decisions concerning educational activities are important, controversial and within the sphere of professional educators, the problem far from being solved has only been identified. The question now to be considered is, "Who shall make decisions?"[26] which according to Dill is one of the three basic problems in decision-making.

Decision-making itself is currently considered to be a crucial issue in education although its recognition as such is of recent date. In the opening paragraph of his article "Decision Making"[27] in the 63rd NSSE Yearbook Dill notes that in the previous NSSE yearbook dealing with theories of administration, the topic was disregarded while at the present time "Decision-making even for those who doubt its centrality to the theory and practice of administration has become too important to ignore."[28] Its relevance is stressed by Griffiths:

> The key concept in this discussion is that of directing and controlling the decision-making process. It is not only

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[26] William R. Dill, "Decision-making," Behavioral Science and Educational Administration, Sixty-third Yearbook of the National Society for the Study of Education, Part II (Chicago: National Society for the Study of Education, 1964), p. 203.

[27] Ibid., p. 199.

[28] Ibid., p. 200

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> central in the same sense that it is more important than other functions, as some writers have indicated; it is also central in that all other functions of administration can best be interpreted in terms of the decision-making process.[29]

Despite its importance, knowledge about educational decision-making is meagre. Dill in "lamenting the paucity of basic work on decision-making in educational organizations"[30] asserts:

> Laboratory groups, business firms, and government administrative agencies differ in important respects from schools, colleges and universities. Most of what we know about decision-making we have learned by looking at problems and processes in the former settings.[31]

Justification of and encouragement for a unified professional approach to decision-making abounds in educational literature. The Educational Policies Commission in its publication "The Unique Role of the Superintendent of Schools" proclaims:

> Teachers should play a major role in initiating and formulating administrative and policy decisions. In the interest of the advancement of education, the staff should seek a role and the superintendent should welcome it.[32]

Tompkins in his study of democratic administration advocates sharing of responsibility:

> . . . sharing in the discussion of problems, sharing in the educational planning, sharing in the responsibility for deciding policy, sharing in the achievements of the organization, so that ultimately every responsibility of school organization and operation was shared by the coworkers.[33]

Evidence from many sources attest to the desire on the part of

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[29]Daniel E. Griffiths, Administrative Theory (New York: Appleton-Century-Crofts, Inc., 1959), pp. 74-75.

[30]Dill, op. cit., p. 205.

[31]Ibid., p. 205.

[32]Educational Policies Commission, The Unique Role of the Superintendent of Schools (Washington, D.C.: National Education Association, 1965), pp. 21-22.

[33]Ellsworth Tompkins, "What are Good Techniques in Achieving Democratic Administration of the High School?" National Association of Secondary Schools Principals Bulletin 33 (April, 1949), p. 217.

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teachers to participate in making educational decisions. Seeger in 1955 reporting the results of a twenty-year study of teachers' attitudes notes a change during that period of time "from subservient acceptance to desire for active and democratic participation in curriculum and policy."[34]

Teacher willingness to participate is corroborated by Boardman who cites the studies of the Research Division of the NEA.

> These studies have shown that while administrators divide nearly equally concerning teachers desire to participate in administration, over 90% of the high school teachers indicate their desire to participate. The evidence concerning the teachers' desire seems to be quite conclusive.[35]

Finally, Dill in reporting the results of Lewin and his students states:

> They have found in experiments and field studies that many groups (such as teachers) in organizations want more chance to participate in making decisions that affect their activities and opportunities.[36]

The extent to which the theoretical acceptance of a unified professional approach is reflected in actual practice is a major educational issue. Provus observes "teachers have seldom had the chance to take part in determining how practice can be improved at the local level."[37] Program proposals for federal funds have been criticized by Lou McGuinness of the U. S. Office of Education for not involving classroom teachers in the planning. A bitter commentary on this is to be found in an editorial of the American Teacher:

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[34]Earl W. Anderson and Elfreda M.Rushor, "Staff--Characteristics," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The Macmillan Co., 1960), p. 1359. The study was reported in this article.

[35]Charles W. Boardman, "What are Good Techniques in Achieving Democratic Administration of the High School," National Association of Secondary School Principals Bulletin, 33 (April, 1949), pp. 208-209.

[36]Dill, op. cit., p. 213.

[37]National Education Association, Innovations for Time to Teach, ed. Malcolm M. Provus (Washington, D.C.: Project Time to Teach, Dept. of Classroom Teachers, 1966), p. iv.

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> As noted earlier, most of the present federally aided school programs have been developed by the official school bureaucracy, with the result that teachers have had no part in their formulation and feel little or no commitment to making them work. Teachers are often suspicious of the motives of the school bureaucracy and skeptical of the bureaucracy's understanding of teaching problems. Yet the success of our educational endeavor depends absolutely on the commitment which teachers can bring to it.
>
> The alienation of teachers from the new programs can best be overcome by involving them as a group in the preparation and implementation of the programs.[38]

The plight of the teacher from this viewpoint is summarized by Anne Mitchell:

> In the educational hierarchy, he is low man on the totem pole. In the power structure, he is the one without power. In the line of order, he is the one who takes orders from everyone else. He has little chance to exercise creativity, to show intelligence, or to use democratic procedures. He has no say in the important decisions affecting the schools. The educational system in America today is a vertical hierarchy and the teacher is at the bottom.[39]

Despite its advocacy by leading educators and policy-making organizations and teacher willingness, joint decision-making, according to many critics, is not widespread.

Professional Negotiations and Educational Decision-Making

Any study investigating the opinions of public school educators must take into account the revolutionary impact of professional negotiations on decision-making relationships.

> In theory, the school boards and their agent had, prior to collective bargaining, what could be called inherent management prerogatives or management rights to manage the school system. They decided what the school programs would be and the superintendent carried out their decisions. There was unilateral decision-making.

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[38] American Teacher, September, 1966, p. 18.

[39] Anne Mitchell, "The Crux of the Matter," Saturday Review, January 15, 1966, p. 66.

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> In the absence of collective negotiations the teachers are involved in the decision-making process at the pleasure of the school administrators.[40]

The following two statements, both of which endorse joint decision-making, illustrate the basis and the nature of decision-making before professional negotiations.

> The desire of the principal to share the management of the school with the teachers, pupils and the patrons is without doubt the single and most important factor in democratic administration. To put it another way, the capacity of the personnel and patrons to decide in the formulation of the school policy is proportionate to the democratic environment willed [italics not in the original] by the principal.[41]

> Moreover, teachers are entitled to the knowledge that they are being consulted [italics not in the original] and are in contact with the central management of the school system.[42]

Contrast the above statements with the uncompromising declaration of David Selden, Assistant to the A.F.T. president, who considers teacher participation to be neither consultative nor at the discretion of the principal.

> When it comes to school policies affecting teaching, the AFT insists [italics not in the original] that teachers be involved as a matter of professional right--not just because the principal is a "good guy" or because he is skilled in the techniques of group dynamics.[43]

Raold Campbell cautions against assuming that this militance is confined to the A.F.T.

> . . . Teachers have become militant; whether represented by NEA or AFT affiliates, teachers are demanding that they be heard. Teachers are insisting that they determine who shall represent them in the bargaining process and it is clear that

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[40] Daniel H. Kruger, "The Teacher in the Decision-Making Process," September, 1966. (Mimeographed.)

[41] Tompkins, op. cit., p. 218.

[42] Educational Policies Commission, The Unique Role of the Superintendent of Schools (Washington, D.C.: N.E.A., 1965) p. 22.

[43] David Selden, "Principals--The Real Men in the Middle," American Teacher, September, 1966, p. 13.

> teachers themselves are going to have a greater voice than ever before in the determination of school policy. Paternalism on the part of superintendents and boards, no matter how beneficient, will no longer do.[44]

The position of the principal, as well as that of the teacher, is being modified by professional negotiations although the new outlines are as yet unclear. Kruger claims that "joint decision-making will also change the role of the principal,"[45] and predicts "he may well become a better manager as well as a better educationalist."[46] He further envisions the principal becoming a key figure who "will become more involved in decision-making because he will be in a better position than the top administrator to know how the agreement is working out in day-to-day matters."[47]

More pessimistic is McGuinness, who after reviewing proposals for federal funds saw little evidence of the involvement of either teachers or principals. According to the American Teacher,

> He (McGuinness) offered a five-point program for insuring better use of federal funds. The first step would be the involvement of the classroom teacher in planning programs for federal aid. The second, he said, would be involvement of principals and assistant principals, who, are now as left out as teachers.[48]

Selden in an article entitled "Principals--The Real Men in the Middle" depicts the principals as being caught in a power squeeze between the superintendent and the teachers.

> Many of the collective bargaining demands of teachers can be satisfied only through gaining a share of the power held

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[44] David K. Campbell, "Is the School Superintendent Obsolete?" Phi Delta Kappan, October, 1966, p. 55.

[45] Kruger, op. cit., p. 29.

[46] Ibid., p. 29.

[47] Ibid., pp. 29-30.

[48] American Teacher, September, 1966, p. 9.

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> by principals. Thus principals, who do not normally participate in a bargaining process, not infrequently find themselves reading about the negotiations in the newspapers and learning that the superintendent and the board have bargained away principal prerogatives.[49]

Much controversy exists about the impact of professional negotiations on the quality of education. The Educational Policies Commission raises the question as to "whether methods which have served the industrial worker well are appropriate for teachers"[50] and cites the danger of professional disunity. "Promoting a cleavage between teachers and administrators can be all but catastrophic to the quality of a school."[51]

In taking issue with the above statements, Kruger points out advantages of professional negotiations to the school district which genuinely accepts it.

> The joint making of decisions is viewed as being mutually advantageous. It represents a democratizing of school administration through the involvement of the teachers in the formulation of the educational program. This is not a new idea. As early as 1938 the Educational Policies Commission spelled out a philosophy for involvement of the total school staff in developing the school program.[52]

Although the movement is still new and its full impact not yet felt, it seems certain that professional negotiations are producing fundamental modifications in decision-making relationships among teachers, principals and superintendents which must be considered when attempting to understand their opinions toward educational activities.

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[49] Selden, op. cit., p. 13.

[50] Educational Policies Commission, The Public Interest in How Teachers Organize (Washington, D.C.: National Education Association, 1964), p. 1.

[51] Ibid., p. 4.

[52] Kruger, op. cit., pp. 10-11

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Educational goals are set by society and discerned by the political system and there is usually little disagreement over them; in this process the educational system plays a consultative and advisory role.

The selection of educational activities, the area in which the professional educator exercises his special competencies, is usually controversial. Imperatives in Education contains both a set of educational goals and proposals for numerous educational activities.

Although teacher participation in joint decision-making has long been accepted in the literature, according to many critics, it has never been widespread in practice. Professional negotiations, by making teachers more militant and by redefining the role of the principal, are altering decision-making in public education.

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CHAPTER III

REVIEW OF THE LITERATURE

This chapter reviews the literature pertaining to educational activities recommended by the AASA Commission on Imperatives in Education and shows the extent to which these activities are supported by authorities in the specific field concerned. This chapter is divided into three sections, each of which corresponds to a later chapter in which the findings are presented: (1) educational activities concerning the culturally disadvantaged, (2) activities concerning vocational education, and (3) general educational activities (those not falling under the first two topics).

Educational Activities Concerning the Culturally Disadvantaged

Introduction

A culturally disadvantaged person has omissions and deficiences in his background.

> . . . So that in comparison with the "typical" individual in the culture under consideration he has had little opportunity to acquire the knowledge, skills, and abilities needed for successful functioning in society.[1]

Minority groups have a disproportionate share of the culturally disadvantaged. Ginzberg explains why:

> . . . Members of minority groups tend to come from environments which failed to provide the range of opportunities

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[1]Donald Ross Green, James A. Jordan, W. J. Bridgeman, and Clay V. Brittain, Black Belt Schools: Beyond Desegregation (Atlanta: Southern Regional Council, November, 1965), p. 17.

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> available in the communities in which they settle, and this places them at a further disadvantage both in schools and in the labor market.[2]

Not possessing the necessary information, skills, and attitudes, the culturally disadvantaged youngster is handicapped when entering the typical middle class school.

> If the educational enterprise is simply an extension of the middle-class home, then it follows that only middle-class children will tend to do well in it.[3]

The barriers encountered in these schools and his minimal chances of success in them occur at a time in which subsistence in American society depends on an increasing amount of education. "A central factor in the entire problem of education and cultural deprivation," states Bloom, "is the rapidly changing economy and job-distribution system which requires more and better education for the entire population."[4]

While the culturally disadvantaged youngster in most cases has the right to attend the public schools, equality of access to education is no longer sufficient in today's urbanized society. To be meaningful, equality must signify ". . . that the educational system shall not be organized in such a way as to favor children who are socialized in one rather than another part of the social structure."

This new concept of equality requires compensatory education,

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[2]Eli Ginzberg, "Social and Economic Trends," Vocational Education, Sixty-fourth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1965), p. 28.

[3]Richard A. Cloward and James A. Jones, "Social Class: Educational Attitudes and Participation," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College Press, 1963), p. 194.

[4]Benjamin S. Bloom, Allison Davison and Robert Hess, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart & Winston, Inc., 1965), p. 5.

[5]Cloward and Jones, op. cit., pp. 193-194.

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providing the culturally disadvantaged youngster with special educational services.

> What is needed now to solve our current as well as future crises in education is a system of compensatory education which can prevent or overcome earlier deficiences in the development of each individual.[6]

Compensatory education implies a higher per pupil expenditure and it also means that these youngsters would receive a superior, not an "equal" education. Conant approves:

> The improvement of the education of elementary school children in Negro slums by the expenditure of much more money than at present should have top priority. In terms of the individual attention provided in teaching the basic skills, the instruction in the first few grades of a school in a Negro slum should be better than in other schools in the same city.[7] (Italics the author's).

In recognizing a special obligation toward the culturally disadvantaged, the task of the public schools then becomes to compensate for their deficiencies by providing individualized instruction, furnishing more and varied services and by spending more money per child; in short, the objective is to give the culturally disadvantaged youngster a superior education which will enable him to be successful in school and will qualify him for the world of work. The urgency of the undertaking is underlined by the Commission.

> It is imperative that--appropriate compensatory experiences be provided for those children whose cultural inheritance is not likely to foster the emergence of desireable talent.[8]

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[6]Bloom, Davison and Hess, op. cit., p. 6.

[7]James B. Conant, Slums and Suburbs (New York: McGraw-Hill Book Co., Inc., 1961), p. 127.

[8]AASA, Imperatives, p. 48.

Program of Early Education

The primacy of early years for educating the child is almost axiomatic in education and the particular contribution of Bloom in his authoritative study Stability and Change in Human Characteristics was to marshal evidence in support of it. After reviewing most of the major longitudinal studies conducted in the United States and abroad, he concludes:

> It is less difficult for the individual and for the society to bring about a particular type of development early in the history of an individual than it is at a later point in his history.[9]

A statement of the Educational Policies Commission summarizes the case for early education.

> Research shows clearly that the first four or five years of a child's life are the period of most rapid growth in physical and mental characteristics and of greatest susceptibility to environmental influences. Consequently, it is in the early years that deprivations are most disastrous in their effects. They can be compensated for only with greatest difficulty in later years, and then probably not in full. Furthermore, it appears that it is harder to modify harmful learnings than to acquire new ones. Finally, experience indicates that exposure to a wide variety of activities and of social and mental interactions with children and adults greatly enhances a child's ability to learn.[10]

Most authorities conclude that programs of pre-kindergarten education must be offered to take advantage of these decisive early years. "Nursery school programs for children (ages 3 or 4) from lower class homes can provide intellectual stimulation at a crucial point,"[11] observe

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[9] Benjamin S. Bloom, Stability and Change in Human Characteristics (New York: John Wiley & Sons, Inc., 1964), p. 230.

[10] Educational Policies Commission of the National Education Association and the American Association of School Administrators, "Universal Opportunity for Early Childhood Education," NEA Journal, Vol. 55, No. 8 (November, 1966), p. 8.

[11] National Education Association, Education in a Changing Society, Project on the Instructional Program of the Public Schools (Washington, D.C.: National Education Association, 1963), p. 85.

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the authors of the NEA Project on Instruction. The Educational Policies Commission stresses that this should be available to disadvantaged children without cost.

> So that every child can have a fair start in the regular elementary school program, nursery and kindergarten education for disadvantaged children should be available everywhere at public expense.[12]

Bloom also concurs on the necessity of these programs for the culturally disadvantaged.

> Nursery schools and kindergartens should be organized to provide culturally deprived children with the conditions for their intellectual development and the learning-to-learn stimulation which is found in the most favorable home environment.[13]

There is impressive professional support for the Commission's recommendation of an early start for culturally disadvantaged youngsters.

> The preschool period is also the time to attempt to compensate for cultural deficiencies--deficiences which have significance in job chance. Activities in nursery school, prekindergarten and kindergarten have great importance.[14]

Providing Breakfasts and Lunches

Few would argue with Bloom's assertion that parents should provide for their own children and not be dependent on governmental or social agencies.

> In our society parents take pride in "providing for their own children" and the permanent "taking over" of such functions by the school or the community can have an adverse effect on the parents' sense of adequacy. Insofar as possible, provision for children should be made by their parents.[15]

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[12]National Education Association and American Association of School Administrators, American Education and the Search for Equal Opportunity, The Educational Policies Commission (Washington, D.C.: National Education Association, 1965), p. 8.

[13]Bloom, Davison and Hess, op. cit., p. 17.

[14]AASA, Imperatives, p. 25.

[15]Bloom, Davison and Hess, op. cit., p. 9.

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This consensus, however, leaves unanswered the question of what to do if the parents default on their responsibilities. "The physical needs of the children must be met," insists Bloom, "and that no child should be expected to learn under conditions likely to nullify the efforts of the teacher and the school."[16] The Commission stresses the importance of the child's physical needs being met:

> If he is continually hungry, tired, cold, and in rags, his organism is unconsciously more absorbed with this physiological level of his own needs than with his affectional relations with others.[17]

The implications of the above reasoning are clear: the school must provide warm meals for children not receiving them at home.

> . . . Each child should be assured of an adequate breakfast to help him begin the learning tasks of the day. Each child should also be assured of a mid-day meal. If these meals cannot be provided by the home, they should be provided by the school or the community in such a way that no child feels a sense of shame or special distinction.[18]

School-Community Coordinator (Home Counselor)

"A firm working alliance between the school and the home must be established,"[19] declares the Commission, and this view has wide support among educational leaders. The follow-up conference of the 1960 "White House Conference on Children and Youth" which met to examine hundreds of the recommendations of the first conference found "eight recommendations to have such central importance for elementary education as to comprise

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[16] Ibid., p. 9.

[17] AASA, Imperatives, p. 80.

[18] Bloom, Davison, and Hess, op. cit., p. 10.

[19] AASA, Imperatives, p. 169.

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an honor roll."[20] The second of these stressed the importance of harmonious home and community relationships.

> . . . that schools work more closely with parents and community groups in determining the goals and potentialitis for good schools, and that educational planning and action be a coordinated effort, using all existing and potential community resources.[21]

Amicable school-community relationships face exceptional obstacles in culturally disadvantaged areas.

> In disorganized areas, where parents and youth are often alienated from the school, teachers and administrators have neither the time nor the skills to reduce quickly and successfully the barriers between their school and their community and to build the working patterns of contact and communication required.[22]

Despite these problems "every effort," emphasizes Bloom, "must be made to strengthen the relation between the home and the school."[23]

In culturally disadvantaged areas many leading educators recommend a special liaison person whose main function would be to encourage, and maintain, warm and friendly relations beween the school and the community.

> One particular approach the school should take in depressed areas is the assignment of a trained community organization person to work with the parents of school children.[24]

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[20]Carl L. Byerly, "A School Curriculum for Prevention and Remediation of Deviancy," Social Deviancy Among Youth, Sixty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1966), p. 3.

[21]U. S. Department of Health, Education and Welfare, Office of Education, Implications for Elementary Education. Follow-up on the 1960 White House Conference on Children and Youth by the Elementary School Section, Division of State and Local Schools (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1961), p. 4.

[22]Carl L. Marburger, "School-Community Relations and Maladjusted Youth," Social Deviancy Among Youth, Sixty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1966), pp. 267-268.

[23]Bloom, Davison and Hess, op. cit., pp. 26-27.

[24]Mel Ravitz, "The Role of the School in the Urban Setting," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College Press, 1963), p. 17.

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> A home visitor is required to relate the school and the home, to hold or facilitate individual and group conferences with parents to held parents secure needed services for their children, and to help plan programs and opportunities for the education of parents.[25]

> They [schools in culturally disadvantaged areas] need a competent liaison person to interpret the school to the community and the community to the school.[26]

The concensus of specialists in the field support the Commission's recommendation for "school community coordinators who help parents become positively oriented toward education and the schools."[27]

Guidance Counselors

Guidance counselors for elementary schools in culturally disadvantaged areas are justified by many of the same reasons supporting the position of the home counselor: broken homes and an alienated youth experiencing difficulty in school. While in suburban schools most counseling is concerned with post high school education,

> The urban schools now view guidance in terms of dealing with special problems, such as the school dropout (the early school-leaver), the juvenile delinquent, and those segments of our youth which it is fashionable nowadays to call "alienated."[28]

As a result of this need "increased guidance and counseling services are found mushrooming in many depressed area schools,"[29] reports Passow. The

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[25]Helen K. Mackintosh, Lillian Gore and Gertrude M. Lewis, Educating Disadvantaged Children Under Six, Disadvantaged Children, Series No. 1 (Washington, D.C.: Bureau of Education Research and Development, U.S. Dept. of Health, Education and Welfare, Office of Education, 1965), pp. 18-19.

[26]Marburger, op. cit., p. 268

[27]AASA, Imperatives, p. 94.

[28]Norman A. Sprinthall and David V. Tiedeman, "Guidance and the Pupil," The Changing American School, Sixty-Fifth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1966), p. 61.

[29]A. Harry Passow, "Education in Depressed Areas," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College Press, 1963), p. 348.

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Commission strongly recommends ". . . adequate guidance at an elementary level as well as the secondary level,"[30] to help meet the needs of these culturally disadvantaged youngsters.

Smaller Classes

A lower teacher-pupil ratio is necessary when working with culturally disadvantaged children. The Commission observes that successful programs have "class size that will permit individualization of instruction."[31] This recommendation is heartily endorsed by educators working with the culturally disadvantaged. "Through putting specially trained teachers into relatively small classes . . . ."[32] is one of the ways to provide the culturally disadvantaged youngster with a better start in school. The NEA Project on Instruction uses almost identical language in describing successful programs in slum areas. "These programs use specially prepared teachers in relatively small classes."[33] Similar sentiments are found in a recent publication of the United States Office of Education describing promising practices in compensatory education.

> Many administrators are adjusting the formula used for assignment of teachers to provide a lower-than-average teacher-pupil ratio for all or part of the day in schools dealing with large numbers of disadvantaged children.[34]

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[29]A. Harry Passow, "Education in Depressed Areas," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College Press 1963), p. 348.

[30]AASA, Imperatives, p. 94.

[31]AASA, Imperatives, p. 94.

[32]Robert J. Havighurst, "Urban Development and the Educational System," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College Press, 1963), p. 36.

[33]National Education Association, Education in a Changing Society, Project on the Instructional Program of the Public Schools (Washington, D.C.: National Education Association, 1963), p. 85.

[34]Mackintosh, Gore and Lewis, op. cit., p. 29.

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Activities Concerning Vocational Education

Introduction

While compensatory education is a relatively new development, vocational education can trace its roots to earliest mankind. "In the progress of the human race," observes Barlow in the opening sentence of the 64th NSSE Yearbook, Vocational Education, "the vocational education of man has been a consistent and identifiable element. Vocational education has been part of the foundation of man's creative and progressive development."[35]

A rural economy, however, did not require, indeed could not absorb, a large number of skilled or educated workers. "The illiterate peasant working in great numbers was needed to grow food, hew wood, and draw water."[36] So, vocational education, like all education, was confined to a few.

In an industrialized society where the worker "has need for the skills of the knowledgeable technician"[37] and where the economy can no longer assimilate the unskilled worker, the role of the school must be reversed. It can no longer select only the most talented to be trained, but must expand its responsibilities to the quasi-totality of youth, who must be induced to remain in school. "Our current problem is a much more refined one--" explains Wayland, "how to keep the student at the upper

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[35]Melvin L. Barlow, "A Platform for Vocational Education in the Future," Vocational Education, Sixty-fourth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1965), pp. 285-286.

[36]Harold G. Shane, "The School and Individual Differences," Individualizing Instruction, Sixty-first Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1962), p. 45.

[37]Ibid., p. 45.

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secondary level from dropping out of school."[38] The relationship of unemployment to high school graduation and, even more dramatically, to job training, is pointed out by Wilhelms.

> We have more youth unemployed than we had during the great depression--over a million out of school, out of work. Joblessness runs about five times as high among men under 21 as amont mature married men, and the situation may well get worse. The record is better for high school graduates than for drop-outs (though the graduates are having their troubles, too), and it is spectacularly different for those who have had competent job training.[39]

Present programs of vocational education have been severely criticized by many educators. Conant places vocational education among the ten most critical problems facing American education.[40] Inadequacies of vocational education are documented by Arnold in a recent NASSP Bulletin.

> A sample study of vocational education offered in six states found that only seven per cent of secondary school students, or those of secondary school age, had an opportunity for vocational education leading to gainful employment.[41]

Still, even where opportunities are available for vocational education, the youth needing it the most do not enroll. Barlow reports:

> In the public schools where vocational education was available, many students were denied access to these programs by subject-matter prejudices of school personnel.[42]

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[38]Sloan R. Wayland, "Old Problems, New Faces, and New Standards," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College Press, 1963), p. 60.

[39]Fred T. Wilhelms, "Vocational Education--What Are the Big Questions?" The Bulletin of the National Association of Secondary School Principals (May, 1965), p. 4.

[40]James Bryant Conant, Shaping Educational Policy (New York: McGraw-Hill Book Co., Inc. 1964), p. 26.

[41]Walter M. Arnold, "Developing a Total, Balanced Program of Vocational and Technical Education," The Bulletin of the National Association of Secondary School Principals (May, 1965), p. 148.

[42]Barlow, op. cit., pp. 4-5.

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The offering of a traditional academic program to those for whom it is ". . . neither meaningful nor productive . . ."[43] is denounced by the Commission. Also objecting to the vocational-academic dichotomy with undue emphasis on the latter is Grant Venn, Associate Commissioner of the U.S. Office of Education.

> For the sake of the national welfare of each individual with a potential contribution to it, "academic" and "vocational" education must no longer remain separate and unequal structures within the schools.[44]

Vocational education must be revitalized for the school-age youngster and be expanded to all of those in the community having need.

> The school dropouts, the young person with less ability, the displaced older person, the person who is concerned about changing his occupation, or--more nearly--capitalizing on all of his talents and aptitudes; all must be included. A total, balanced vocational education program should cope with every problem.[45]

In unmistakable agreement with the foregoing discussion are these strongly worded pronouncements of the Commission.

> Opportunities for technical and vocational training must be greatly extended and updated.[46]

> It is imperative that general education at all levels be strengthened; that vocational education be related more realistically to a rapidly changing world of work; and that much more time, skill and money be devoted to vocational guidance in schools at all levels and through agencies and institutions in the community.[47]

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[43] AASA, Imperatives, p. 26.

[44] "Vocational Education: For One and All," Education USA Washington Monitor (Washington, D.C.: National School Public Relations Association, October 13, 1966), p. 41.

[45] Arnold, op. cit., p. 149.

[46] AASA, Imperatives, p. 66.

[47] Ibid., p. 23.

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Work-Study Programs

Some of the many variations of work-study programs for the public schools are described by Schreiber.

> A work-experience program at the secondary-school level is a program in which the pupil is released from classes or school during part of the day, or a whole day, to work. The work may be done in school or out of schoo; it may be for pay or without pay; it may or may not carry course credit toward graduation. In some cases, study and work may be closely related, while in others the school simply makes it possible for those who want to work to do so.[48]

The Commission recommended three work-study programs: (1) for low achievers, (2) for average and above average students, and (3) in-school work experiences.

For Low Achievers.--"Traditional academic education," affirms the Commission, is neither meaningful nor productive for a substantial number of young people."[49] Under these circumstances, it is not surprising that their achievement is low. Conant endorses a work-study program for these students.

> Increased attention ought to be paid in both slums and suburbs to developing meaningful courses for pupils with less than average abilities. To this end consideration should be given by every school and community to the expansion of work-study programs for slow students.[50]

Many of these students are potential drop-outs and Arnold affirms the need to provide meaningful curricula for them. "We must meet the great and critical need," he emphasizes, "for a wide variety of occupational training programs for high-school-age youth of less-

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[48]Daniel Schreiber, "Work Experience Programs," Social Deviancy Among Youth, Sixty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1966), p. 282.

[49]AASA, Imperatives, p. 26.

[50]James B. Conant, Slums and Suburbs (New York: McGraw-Hill Book Co., Inc., 1961), p. 127.

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than-average ability."[51]

Work-study programs are appropriate for another group not achieving well in the typical school, the culturally disadvantaged. "School-based work experience programs," points out Schreiber, "are second-chance opportunities for maladjusted, alienated youth to become a part of the mainstream of American life."[52] Bloom, too, endorses this type of program. "For these youth, there should be work-study plans in which students can learn in relation to the work."[53]

For Average and Above Average Students.--Work-study programs should not be limited to the low achiever and the culturally disadvantaged. The majority of students terminate their formal education after high school and seek employment; therefore, "the schools must," insists Venn, "prepare the non-college-bound for the transition from school to work."[54] The Commission stresses the importance of work experiences for all.

> Some time during the last six years of schoolwork, young people must prepare for their initial working experience. Thirty-five percent of their waking hours will be spent at making a living. No other part of man's activities so completely influence his way of life.[55]

The initiative for organizing these programs lies with the schools.

> The schools should give credit for work experience and stimulate business and industry to assist in such programs.[56]

In-School Work Experiences.--Most work experience programs are in cooperation with local industry and take place, in part, off the school

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[51]Arnold, op. cit., p. 151.

[52]Schreiber, op. cit., p. 313.

[53]Bloom, Davison and Hess, op. cit., p. 38.

[54]"Vocational Education: For One and All," op. cit., p. 41.

[55]AASA, Imperatives, p. 23.

[56]Ibid., p. 26.

grounds. Yet this need not be the case.

> The school itself can become a laboratory. Classroom, library, audiovisual headquarters, cafeteria and traffic control can provide experiences the encourage young people to be dependable and accurate and to use good judgment.[57]

Some of this work might be for pay, but most often it would provide an opportunity for the student to render service to the school and community. "This will lead," believes Havighurst, "to a commitment to social welfare and a faith in the improvability of society."[58] These programs, affirms the Commission, form an important part of the education of youth.

> Young people must be given opportunities to develop the leadership abilities and sense the satisfactions that come from participation in community service programs.[59]

Exploratory Experiences

Three of the activities recommended by the Commission concerned exploratory experiences: career planning at the junior high level and industrial arts and home economics in the elementary school.

Career Planning.--The lack of a career planning program in the junior high school is one of the major concerns of Grant Venn, Associate Commissioner of Education. "Although 30% of the nation's young drop out of school before completing the 10th grade," he reports, "there are no concentrated programs beamed at the 12-15 age group which might serve as preventatives."[60]

To meet this problem he proposes "broad occupational orientation

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[57] Ibid., p. 26.

[58] Robert J. Havighurst, "Social Deviancy Among Youth: Types and Significances," Social Deviancy Among Youth, Sixty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1966), p. 75.

[59] AASA, Imperatives, p. 172.

[60] "Vocational Education: For One and All," Education USA op. cit., p. 41.

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programs . . . for all junior high pupils to acquaint them with the opportunities available."[61] The Commission, too, believes that a career planning program should be offered before the senior high school.

> . . . at the end of junior high school, grade 9, when senior high school subjects should be chosen in light of vocational goals.[62]

Elementary Industrial Arts and Home Economics.--Elementary school pupils seldom have the opportunity for exploratory experiences in either industrial arts or home economics. Herrick observes "home and manual arts are conspicuous by their absence in the daily educational programs of many schools."[63] He exhibits concern over these deficiences, asking "whether we can afford to allow boys and girls to grow up in a modern world of technology and science with as little experience in these important areas of general education as is indicated by the time schedules of most schools."[64]

These activities should play an important part in the child's education. The authors of the NEA Project on Instruction describe the merits of an exploratory program in industrial arts in the elementary school.

> Such exploration leads some pupils to an informed decision to enter a specialized vocational education program in the high school; and it helps others find satisfying leisure-time activities in later life. Modern industrial arts programs stress experiences that help students gain understanding of the technological society in which they live. In the elementary school pupils engage in construction activities involving the use of

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[61] Ibid., p. 41.

[62] AASA, Imperatives, p. 33.

[63] Virgil E. Herrick, "Elementary Education--Programs," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The Macmillan Co., 1960), p. 432.

[64] Ibid., p. 432.

> simple, easily manipulated tools and materials. These activities are frequently tied into other parts of the elementary curriculum.[65]

Also recommended is home economics and the approach is similar.

> In the elementary school, home economics materials, like those from industrial arts, are merged with other aspects of the curriculum rather than being taught as a separate subject.[66]

The Commission strongly endorses the inclusion of these activities in the elementary school curriculum.

> The elementary school should provide some opportunity for pupil display of interests other than those related to general academic or college preparatory subjects. Art, drawing, industrial arts, and homemaking offer excellent exploratory experiences.[67]

Adult Vocational Education

Two themes recurring throughout Imperatives in Education are that today's youth will have to be retrained several times during their working careers and that the public schools should assume primary responsibility for this retraining. Some of the Commission's most forceful statements concern these new responsibilities.

> In the broadest definition of its usefulness to society, therefore, it is imperative that the school be organized to help the worker make successful career changes and to assist young people in preparing for the world of work.[68]

> The worker who does not keep abreast through training and education soon falls by the wayside. He must anticipate new demands on his talents and prepare for them to avoid becoming expendable. It is imperative that the school be ready to assist him and to lead the way in meeting new manpower needs.[69]

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[65] National Education Association, Deciding What To Teach, Project on the Instructional Program of the Public Schools (Washington, D.C.: National Education Association, 1963), p. 115.

[66] Ibid., p. 116

[67] AASA, Imperatives, p. 25.

[68] AASA, Imperatives, p. 22

[69] Ibid., p. 21.

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Vocational Counseling.--Offering vocational guidance services to young adults is one way of helping the worker keep abreast of a changing job market; this was proposed by Conant in Slums and Suburbs.

> To my mind, guidance officers, especially in large cities, ought to be given the responsibility for following the post-high school careers of youth from the time they leave school until they are twenty-one years of age. Since compulsory attendance usually ends at age sixteen, this means responsibility for the guidance of youth ages sixteen to twenty-one who are out of school and either employed or unemployed.[70]

These new responsibilities will mean additional personnel and, of course, will cost more money. "The expense is necessary," insists Conant, "for vocational and educational guidance must be a continuing process to help assure a smooth transition from school to the world of work."[71] Keller supports this idea and describes how these follow-up services might function.

> The school sets up in its guidance program a consultation office for graduates, conducted in the evening, where former students can be counseled in ways of securing advancement, of finding other and better jobs, on subjects and places for further study, and on relationships with fellow workers.[72]

Retraining the Young Adult.--Retraining the worker with obsolete skills is another facet of the problem. "The schools must take leadership in maintaining training and retraining programs for adults,"[73] affirms the Commission. Arnold, too, believes this to be a responsibility of the public schools, although the type of institution could vary.

> At the post-secondary level there must be vocational programs for the student who would continue his occupational training

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[70]James B. Conant, op. cit., p. 39.

[71]Ibid., p. 39.

[72]Franklin J. Keller, "Vocational and Educational Guidance," Vocational Education, Sixty-fourth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1965), p. 154.

[73]AASA, Imperatives, p. 166.

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> or elect a new occupational training program. These are offered through vocational-technical schools, junior colleges, community colleges, technical institutions, and 4-year colleges. Some high schools, too, offer a post-high-school program.[74]

Both activities of adult education, vocational counseling and retraining programs, received the strong endorsement of the Commission and other leading educators.

General Educational Activities

This section, unlike the previous two, has no unifying theme, the common characteristic of these activities being that they pertain to neither the culturally disadvantaged nor to vocational education.

Expanded Counseling Services

The demand for expanded counseling services was created by the same social and economic pressures necessitating compensatory education and improved programs of vocational education, a society insisting on more education and requiring frequent job retraining. To face these complex societal problems, the student needs information, advice, and counsel which can be supplied by a counselor.

> The expansion of guidance services has been caused both by the desire on the part of more youth for post-high-school education, and more recently, by a recognition of the special educational problems which confront our urban schools.[75]

Despite this expansion, the supply of counselors more than doubled between 1959 and 1964,[76] counseling services are still inadequate.

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[74] Arnold, op. cit., p. 151.

[75] Norman A. Sprinthall and David V. Tiedman, "Guidance and the Pupil," The Changing American School, Sixty-fifth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1966), p. 60.

[76] Ibid., p. 59.

The Commission concurs that "counseling and other supporting educational services must be provided to meet the needs of each student"[77] and calls for "adequate guidance at the elementary school level as well as at the secondary school level."[78]

Elementary Counseling.--The Commission strongly endorses counseling in the elementary school.

> It is imperative . . . a functioning program of guidance and counseling begin in the elementary school and focus upon the identification and measurement of potential abilities and the assessment of barriers that hinder the full development of such abilities.[77]

At this level, the function of the counselor would be to supplement the efforts of the classroom teacher.

> The concept of guidance in the elementary school can be summarized by saying that the classroom teacher is central to the practice of guidance and counseling at the elementary-school level but may well be supplemented by a guidance counselor.[80]

Conant, too, believes that counseling services should be available to all elementary schools. "In a satisfactory school system, the counseling should start in the elementary school."[81]

Expanded Secondary Counseling.--Unlike the elementary school where counseling is a new service, it has long been accepted in the secondary school. The controversy concerns the number of pupils for which a counselor is expected to be responsible. The Commission asserts "little can be accomplished if from 400 to 500 pupils have to compete for his (the

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[77]AASA, Imperatives, p. 169.

[78]Ibid., p. 94.

[79]Ibid., p. 48.

[80]Warren G. Findley, "Student Personnel Work--Elementary and Secondary," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The Macmillan Co., 1960), p. 1427.

[81]James B. Conant, The American High School Today (New York: McGraw-Hill Book Co., Inc., 1964), p. 51.

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counselor's) attention and time."[82] Conant recommends a reduced counselor load. "There should be one full-time counselor (or guidance officer) for every two hundred fifty to three hundred pupils in the high school."[83] The Commission concurs with this proposal, declaring: "If this recommendation were adopted, it would be a marked improvement over what generally prevails, but even this ratio should be reduced."[84]

Remedial Reading

"There is no question among educators and laymen," declares the NEA Project on Instruction, "that reading instruction must be given the highest order or priority."[85] Sexton states it in a slightly different manner: "Reading is the basic skill. It is the skill from which almost all academic learning flows."[86] Success in school depends almost entirely on the student's ability to comprehend written material.

There is a large measure of agreement also that assistance in reading is most effective when the child is young. "The earlier the slow readers are spotted and remedial measures instituted, the better,"[87] concludes Conant. However, this does not imply special help should not be offered in the secondary school. Conant continues: "Concern with improving the reading of the pupils, particularly the slow reader, must

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[82] AASA, Imperatives, p. 36.

[83] Conant, op. cit., p. 51.

[84] AASA, Imperatives, p. 36.

[85] National Education Association, Deciding What To Teach. Project on the Instructional Program of the Public Schools (Washington, D.C.: National Education Association, 1963), p. 121.

[86] Sexton, Patricia Cayo, Education and Income (New York: Viking Press, Inc., 1961-64), p. 256.

[87] James B. Conant, Slums and Suburbs (New York: McGraw-Hill Book Co., Inc., 1961), p. 28.

continue well beyond the elementary school."[88] Regardless of the grade level, then, "corrective and remedial help must be available to pupils who need it."[89]

In obvious agreement with the above statements, the Commission proposes "remedial programs for older children [post-kindergarten] to further develop and strengthen basic skills[90] and calls for "class size that will permit individualization of instruction."[91]

Physical Examinations

Good health aids the child in accomplishing his many school tasks and any health deficiency hinders learning. Few would argue with Ravitz that in areas where many children "come from home situations that are deplorable, where the primary need is for services of a nurse, a dentist, a dietician,"[92] school learning is hardly possible. Under these circumstances, it is unrealistic to attempt "to focus their attention on ancient history or on the multiplication tables, or on nouns and verbs."[93]

A reasonable minimum health requirement, according to Bloom, would be that:

> Each child should be given appropriate and frequent physical examinations by nurses, doctors and dentists to determine special needs with respect to fatigue, disease, and dental, visual, and hearing problems.[94]

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[88] Ibid., p. 28.

[89] National Education Association, Deciding What To Teach, p. 141.

[90] AASA, Imperatives, p. 94.

[91] Ibid., p. 94.

[92] Mel Ravitz, "The Role of the School in the Urban Setting," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers Col-

[93] Ibid., p. 16.

[94] Benjamin S. Bloom, Allison Davison and Robert Hess, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart & Winston, Inc., 1965), pp. 10-11.

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This normally should be an obligation of the parents and not involve the school; however, if the parents do not meet these obligations and the child is deprived of these vital health services, who should assume responsibility? "If these health services cannot be provided by the parents," declares Bloom, "it is the responsibility of the school and the community to see that they are taken care of."[95] Keller, too, concurs that while care of the child's health is a parental obligation, "in those many instances of parental neglect the school must step in, its task should be one of elementary diagnosis followed by referral to other public agencies."[96]

The Commission approves, assering that in cases of parental default, the school must arrange for "adequate physical examinations with effective procedures for referrals leading to remediation of the defects."[97]

Community Education

The community school concept is not a new one, having deep roots in both theory and practice in American education.[98] Recently, however, concern for the education of the culturally disadvantaged has given it a new impetus.

> The community-school concept--using the school plant for coordinated community services with programming from early

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[95] Ibid., p. 11.

[96] Franklin J. Keller, "Vocational and Educational Guidance," Vocational Education, Sixty-fourth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1965), p. 152.

[97] AASA, Imperatives, p. 94.

[98] For a clear explanation of the evaluation of the community school concept, see The Community School and Its Administration, Vol. II, Number 4, December, 1963.

> morning to late evening, 7 days a week, 12 months a year--is extending into depressed areas more and more.[99]

In these areas, the school can become the hub of the community and can provide opportunities for "the involvement of the indigenous population in meaningful activities and leadership training."[100]

The expanded community role of the school need not be limited to depressed areas. In describing the schools of tomorrow, Trump predicts:

> Similarly, citizens will make greater use of the schools' facilities, as education, gradually discarding its various terminal points, assumes its true nature as a continuous process. There will be more adult education programs.[101]

The Commission approves of this increased use of school facilities. "The schools must remain open until the late hours of the evening and throughout the summer months."[102]

Pre-Kindergarten for All Children

The Commission contends that because society is becoming increasingly complex and urbanized, education must begin earlier. "The instructional program must be extended downward to include kindergarten and pre-kindergarten-age children."[103] The Educational Policies Commission insists that the opportunity for pre-kindergarten education must be made available for all social groups.

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[99]A. Harry Passow, "Education in Depressed Areas," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College Press, 1963), pp. 346-347.

[100]Carl L. Marburger, "School-Community Relations and Maladjusted Youth," Social Deviancy Among Youth, Sixty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1966), p. 278

[101]J. Loyd Trump and Dorsey Baynham, Focus on Change: Guide to Better Schools (Chicago: Rand McNally & Co., 1961-63), p. 60.

[102]AASA, Imperatives, p. 172

[103]AASA, Imperatives, p. 165

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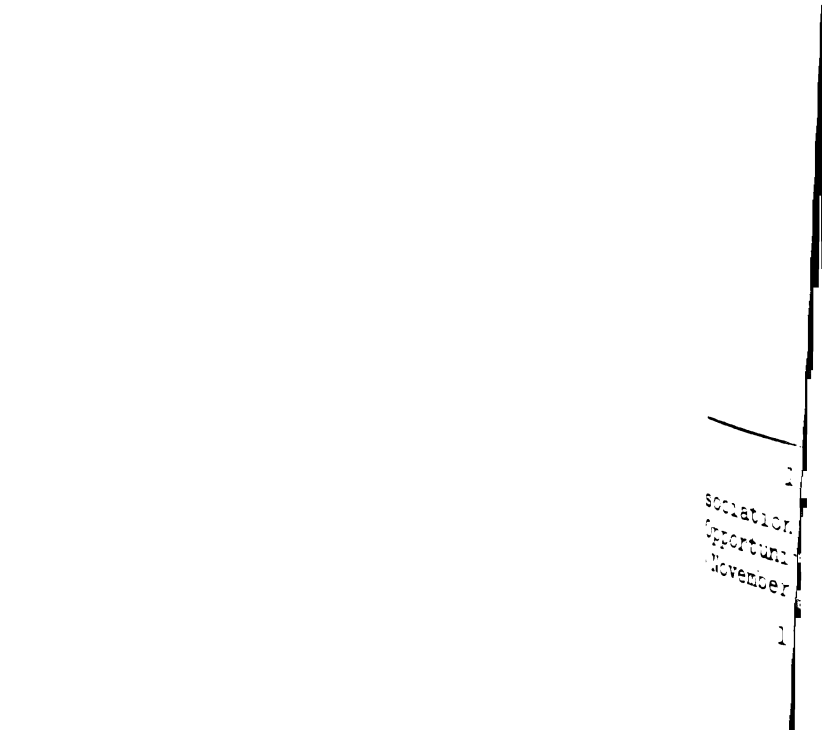

> Early education has long been available to the well-to-do, and it is commendable that governments are now acting on the need to make it available to some of the poor. But the large middle group should have the same opportunities.[104]

Its most recent publication is more precise. "All children should have the opportunity to go to school at public expense beginning at the age of four."[105]

Summary

In this chapter the literature pertaining to the educational activities recommended by the AASA Commission on Imperatives in Education was reviewed and it was shown that these activities have the support of educational authorities in the specialized fields. The discussion was divided into three sections according to the nature of the activity: (1) educational activities concerning the culturally disadvantaged, (2) activities concerning vocational education, and (3) general educational activities.

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[104] Educational Policies Commission of the National Education Association and American Association of School Administrators, "Universal Opportunity for Early Childhood Education," NEA Journal, Vol. 55, No. 8 (November, 1966), p. 8.

[105] Ibid., p. 8.

CHAPTER IV

PLANNING AND CONDUCTING THE SURVEY

This chapter describes the way in which the study was planned and conducted. The characteristics of the questionnaire and the interview for collecting the data are examined and the reasons given for selecting the individual, structured interview. The manner in which the instrument was developed and pretested is explained. The latter part of the chapter recounts how the respondents were chosen and depicts a typical interview.

The Individual Structured Interview

Either a questionnaire or an interview would be appropriate for a survey and each has its advantages and drawbacks. A larger number of people can be included in a questionnaire, but the rate of non-response (which is about 60%[1]) presents a problem. One can never be certain that those answering the questionnaire are similar to those who did not answer and this element of bias cannot be eliminated.

The interview does not have this defect, as nearly all of those contacted actually become respondents. It is less complicated to give information orally than in written form, and fewer people object to doing so. Another advantage is that questions can be asked and any possible misunderstanding clarified. Good summarizes the many superiorities

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[1]Stephen B. Withey, "Survey Research Methods," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The Macmillan Co., 1960), p. 1448.

of the interview over the questionnaire.

> A resourceful interviewer with insight may produce certain favorable results not possible in the self-administering situation of the questionnaire, where the mistakes of the respondent have a quality of finality. For example, the interviewer may . . . explain or amplify a given question, probe for clarification of an ambiguous answer or elaboration of a cryptic report, or even persuade the respondent to answer a question that he would otherwise skip.[2]

Once the interview had been selected, the next choice was between the individual and the group interview. A group interview is quite similar to a questionnaire, the only exception being that the items are given orally rather than being read by the interviewer. Talking to many people at the same time is more expeditious, but the benefits of personal contact are lost. It is for this reason that

> Most interviews are conducted in a private setting with one person at a time so that the subject will feel free to express himself fully and truthfully.[3]

The introductory remarks, the items and the response categories are the same for all respondents. This element of control makes more meaningful the comparison of answers among the different respondents.

Still another advantage of the structured interview is the facility with which responses can be recorded. As categories are established, note taking is unnecessary and the recording can be done naturally and unobtrusively.

The many superiorities of the individual structured interview warranted its selection as a method of determining the educational opinions of the teachers and administrators included in this study.

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[2]Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, Inc., 1959), p. 208.

[3]Deobold VanDalen, Understanding Educational Research: An Introduction (New York: McGraw-Hill Book Co., Inc., 1962), p. 259.

Developing and Pre-Testing the Instrument

The development of the instrument to collect the data constituted one of the most critical phases of the study.

> Careful preparation of questions for the interview is fully as important as has been emphasized in preparing the questionnaire. A well-conducted interview is not just a haphazard series of questions and answers or a pleasant conversation.[4]

The first task was to establish guidelines to aid in selecting a limited number of activities from the hundreds endorsed in Imperatives in Education. To be included in the survey, it was decided that each item should be:

(1) clearly an activity rather than a goal so that the decision would lie within the competence of the educational system;

(2) as specific as possible, thereby reducing the chance of conflicting interpretations;

(3) of general interest, one about which teachers and administrators would be informed and likely to have an opinion; and

(4) supported by specialists in the specific educational area.

The instrument was not yet ready for utilization, even with content thoughtfully selected and questions carefully formulated.

> One inevitably discovers that the best-designed series of questions still includes ambiguities. For this reason it is a standard practice to pretest any instrument with a number of respondents so that these errors can be eliminated so far as is possible.[5]

A second purpose of pretesting is to establish "fixed alternatives among which one may select an answer"[6] that offer a suitable range

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[4] Good, op. cit., p. 215.

[5] Withey, op. cit., pp. 1448-49.

[6] Ibid., p. 1448

of responses appropriate for the questions.

> A common compromise is to conduct open and depth interviews with a few subjects as an initial step. By this means one obtains the typical frames of reference held by the type of people being studied.[7]

Thus trial interviews served the dual purpose of allowing vague and confusing questions to be clarified and in permitting the categories of responses to be determined.

Thirty trial interviews were actually conducted, primarily with educators of the Carman School District near Flint, but also with several graduate students at Michigan State University. These interviews were similar to those eventually held, differing only by interviewee comments on procedure, questions and response categories. In several instances valuable comparisons were made by using different questions and alternate response categories with the same respondents.

During the trial interviews many revisions were made: some activities deleted, others added, sentences rephrased, and vague or ambiguous words replaced. Finally, 34 questions remained, 22 of which were based on activities recommended in Imperatives in Education. The additional twelve items were inserted to increase the variety of topics covered and to prevent the emphasis on the culturally disadvantaged and vocational education from becoming apparent; the responses to them were not analyzed as part of the study (See Table 1 for the complete list of the 34 educational activities).

The response categories were frequently revised during the trial interviews. Finally, five were established, allowing four gradations of affirmative responses and one negative: Imperative, Very Desirable, Desirable, Permissible, and Undesirable.

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[7] Ibid., p. 1448.

Table 1

The thirty-four educational activities of the public schools included in the survey

Section 1 Public schools in general

1. Teaching reading.

2. Providing free textbooks for all students.

*3. Arranging for physical examinations with referrals to doctors.

*4. Providing free hot lunches for disadvantaged children not receiving them at home.

*5. Providing free hot breakfasts for disadvantaged children not receiving them at home.

*6. Remaining open evenings and summer for community education activities.

*7. Providing smaller classes for culturally disadvantaged students.

8. Teaching arithmetic.

*9. Providing a special school-community coordinator (home counselor) in culturally disadvantaged areas.

*10. In cooperation with other community agencies, providing vocational counseling for all youth up to the age of 21.

*11. In cooperation with other community agencies, helping to retrain the young adult for a changing labor market.

Section 2 Elementary education

12. Sponsoring field trips to local points of interest (elementary education).

*13. Providing guidance counselors in all schools (elementary education).

*14. Providing guidance counselors for schools in culturally disadvantaged areas (elementary education).

*Educational activities selected from Imperatives in Education.

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Table 1 -- Continued

*15. Sponsoring summer programs of compensatory education, such as Head Start (elementary education).

*16. Offering exploratory experiences in industrial arts (elementary education).

*17. Offering exploratory experiences in home economics (elementary education).

18. Sponsoring little league baseball teams (elementary education).

*19. Offering a pre-kindergarten program for culturally disadvantaged children (elementary education).

*20. Offering a pre-kindergarten program for all children (elementary education).

*21. Providing small classes for those needing special help in reading (elementary education).

Section 3 Secondary education

22. Providing driver education in senior high (secondary education).

23. Sponsoring student government (secondary education).

*24. Providing in-school work experiences, such as in the library and in the cafeteria (secondary education)

25. Sponsoring a city-wide science fair (secondary education).

*26. Providing special classes in remedial reading (secondary education).

*27. Providing expanded counseling services, for example, a counseling load of 200-300 (secondary education).

28. Sponsoring majorettes (secondary education).

*29. In cooperation with local businessmen, offering direct work experiences in a work-study program for low achievers who probably would not have been in high school ten years ago (secondary education).

*Educational activities selected from Imperatives in Education.

Table 1 -- Continued

*30. In cooperation with local businessmen, offering direct work experiences in a work-study program for average and above average students (secondary education).

31. Participating in statewide band and orchestra festival (secondary education).

32. Teaching consumer economics (secondary education).

33. Sponsoring interscholastic athletics in senior high (secondary education).

*34. Offering an exploratory career planning program at about grade 9 (secondary education).

*Educational activities selected from Imperatives in Education.

It is significant to note that while the questions and the response categories were being repeatedly modified during the first twenty interviews, no suggestions for improvement were made during the last ten. This confirmed to the investigator that the questions had become sufficiently clear and the choice of responses adequate.

Conducting the Survey

The Participants

The initial contact with the five school systems cooperating in the study (see Appendix B) was made by a letter from Dr. Clyde Campbell to each superintendent (see Appendix C). One week later the investigator called the superintendent of schools and made an appointment to explain the purpose and procedure of the study. During this meeting it was arranged to interview, at a later date, about 30 randomly selected teachers and administrators from representative schools in the city.

In four or five of the cooperating school systems educators were interviewed in four representative schools:

(1) two elementary schools, one where the students were achieving below the city average and the other where they were achieving above the city average; and

(2) two secondary schools, one junior high school and one senior high school, both average in terms of student achievement.

In Saginaw, as there were three distinct and separate levels of student achievement, an additional elementary school was added.

In each elementary school one teacher was selected at random from each grade level; secondary school teachers were randomly chosen from the different subject matter areas; in addition, the superintendent of the school system and the principal of the cooperating school were

interviewed. Table 2 shows the elementary teacher respondents by grade level and city; Table 3 indicates the secondary teacher respondents by city and subject taught; and Table 4 contains the administrative respondents by city and position.

In the two largest school systems, Flint and Grand Rapids, the Central Office requested the principal of the cooperating school to arrange the interview schedule. In the other three systems, the Central Office contacted the school, but arrangements were made by the investigator.

The actual interviews took place during April and May, 1966, on days convenient for the school systems. They averaged about 20 minutes in length and in most cases teachers and administrators from two schools were interviewed during a single day. In nine of the eleven elementary schools, interviews were held during school hours, with the principal or a helping teacher replacing the teacher during the time of the interview. In the other two schools, they were conducted before and after school and during lunch periods. In the secondary schools, the time coincided with the conference period of the teacher.

The place of the interview differed according to the facilities available, although in each case privacy was assured where the respondent could frankly express his views. For superintendents and principals, it was in their offices, and teacher interviews were usually held in a conference room, the teachers' lounge, or an empty office.

The Interview

During the first part of the interview, its purpose was explained and relevant personal data was obtained from the respondent (see Appendix D for interview form). Then the respondent was given a stacked pile of 34 3"x5" cards, on each of which was written one of the 34 educational

Table 2

Composition of the sample of the sixty elementary teacher respondents by city and grade taught

Grade Taught	Cities					Totals by Grade Taught
	Dearborn	Flint	Grand Rapids	Lansing	Saginaw	
First Grade	2	2	2	2	2	10
Second Grade	2	1	2	2	2	9
Third Grade	2	3	2	2	2	11
Fourth Grade	2	2	2	2	2	10
Fifth Grade	2	2	2	2	2	10
Sixth Grade	2	2	2	2	2	10
Totals by Cities	12	12	12	12	12	Total 60

Table 3

Composition of the sample of the sixty-three secondary teacher respondents by city and subject taught

Junior High Schools

Subject Matter Fields	Cities					Total by Subject Area
	Dearborn	Flint	Grand Rapids	Lansing	Saginaw	
English	1	0	1	1	1	4
Mathematics	1	1	1	1	1	5
Science	1	1	1	1	1	5
Social Studies	1	1	2	1	1	6
Other (Art, Business Education, Industrial Arts, Music, or Physical Education)	2	2	1	2	2	9
Total by Cities	6	5	6	6	6	Total 29

Senior High Schools

Subject Matter Fields	Cities					Total by Subject Area
	Dearborn	Flint	Grand Rapids	Lansing	Saginaw	
English	1	1	1	1	1	5
Foreign Language	1	1	1	1	1	5
Mathematics	1	1	1	1	1	5
Science	1	1	1	1	1	5
Social Studies	1	1	1	1	1	5
Other (Art, Business Education, Industrial Arts, Music, or Physical Education)	2	2	2	2	1	9
Total by Cities	7	7	7	7	6	Total 34

Secondary Total 63

Table 4

Table 4

Composition of the sample of the twenty-six administrative respondents by city and position

Positions	Cities					Total by Position
	Dearborn	Flint	Grand Rapids	Lansing	Saginaw	
Superintendent of Schools	1	1	1	1	1	5
Elementary School Principal	2	2	2	2	3	11
Junior High School Principal	1	1	1	1	1	5
Senior High School Principal	1	1	1	1	1	5
Total by Cities	5	5	5	5	6	Total 26

activities (Table 1, pages 53-55). To aid the respondent in determining the educational level of the questions, those referring to public schools in general were on pink cards (1-12), those pertaining to elementary education on green cards (13-21), and those concerning secondary education on yellow cards (22-34). Each respondent was, however, expected to answer all questions. He was then requested to indicate his response by placing each of the 3"x5" cards in one of five groups signifying the response categories (Imperative, Very Desirable, Desirable, Permissible, and Undesirable). After the sorting of the cards, the respondent was then asked to give his choices to the interviewer, who then recorded them on an interview form.

The following interview would be typical of the 149 actually concuted.

> "Good morning. You probably are wondering who I am and why you have been selected for the interview. (The response was invariably 'yes.') I am a doctoral student at Michigan State University, currently on a Mott fellowship in the Flint public schools and this interview is part of my doctoral study. I am talking with about 30 teachers and administrators in each of the five Michigan cities between 100,000 and 200,000 in population--Dearborn, Flint, Grand Rapids, Lansing, and Saginaw. I am trying to determine their opinions on the activities for the public schools.
>
> "In each city I have asked to talk with teachers in schools that, in terms of student achievement, are considered below average, average, and above average. This school is considered _____(below average, average, above average).[1]
>
> "Within each school I have asked to talk with six or seven teachers randomly selected, in the elementary schools, one from each grade level, and in the secondary schools, teachers representing different subject matter fields, both academic and non-academic.
>
> "As you know, educators have different opinions about what the public schools should be doing. Some say we are doing too much, others say that we are not doing enough, while still others say too much of one thing and not enough of another. I want your opinion as a _____ (educational position, i.e., first grade teacher

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[1]It is significant to note that none of the 149 respondents questioned the designation of the school given by the Central Office.

high school principal) as to what you think that the public schools should be doing. I say 'opinion' because there are no right or wrong answers to these questions.

"On each of these cards (I pointed to the 34 stacked cards) is written an activity that is sometimes found in public schools. You are to put each card in one of the five piles which will indicate your evaluation of it: Imperative, Very Desirable, Desirable, Permissible, or Undesirable.

"The main advantage of the cards is that they allow you to set the question aside if you are unsure, or to switch easily from one answer to another if you should happen to change your mind.

"These activities refer to public schools in general, not your school, schools in your city, nor even your state, but American tax-supported public schools in general.

"You might also consider an activity imperative for public schools in general that is not suitable for your particular school.

"You will soon note that there are three colors of cards. The pink refer to education in general, the green to elementary education, and the yellow to secondary education. The colors will help you to identify the educational level of the activity.

"Please feel free to ask me for further information about any activity, or for further clarification about any question."

The question most frequently asked by the interviewees concerned the implementation of the activity. "I like the idea, but I am not sure how well the activity would be carried out." The response was: "Assume that the activity will be carried out competently, that is, neither poorly nor brilliantly, unless there is something inherent in the idea that would prevent it."

After the respondent had put all of the 34 cards in the five different piles, he was then told:

"I would like to record your answers. Would you please read to me the activity that you had put in each of the five categories? This will also allow you an opportunity to recheck the choices you have made, and to make last minute changes."

When the responses were recorded on the interview form, the interview was completed.

Follow-Up Letters

Upon completion of the interviews in each city, follow-up letters were sent to each of the five superintendents and 21 principals, thanking them for their cooperation (see Appendices E and F).

Summary

This chapter explained how the study was planned and conducted. First, the individual structured interview was chosen as a method of gathering data. Next, items were selected from the educational activities in Imperatives in Education; these were revised and modified during the course of the trial interviews. After this, the cooperating school systems were contacted and 149 interviews actually held in five Michigan public school systems.

CHAPTER V

ANALYZING THE SELECTED EDUCATIONAL ACTIVITIES AND EXAMINING THE HYPOTHESES

This chapter has two purposes. The first is to present an analysis of the 22 selected activities from the two perspectives: the aspect of growth emphasized and the direction in which the activity expands public school services. Next, the hypotheses are restated and the procedures by which they are to be examined are set forth.

Analysis of the Selected Educational Activities

Aspects of Growth

The N.E.A. Project on Instruction identifies five different aspects of growth: intellectual, vocational, emotional, physical, and social.[1] These distinctions can serve as a useful tool by allowing one to consider separately a single aspect of growth for any activity or activities. It must be remembered, however, that all growth is interrelated and that these divisions are artificial and only for the purposes of analysis.

More hazardous, perhaps, is the designating of a single, primary aspect of growth from among five possible ones. The choice could well vary according to the individual learning situation and the specific teachers and students involved. Moreover, one could not be assured that

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[1]National Education Association, Deciding What To Teach, Project on the Instructional Program of the Public Schools (Washington, D.C.: National Education Association, 1963), p. 87.

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any given learning situation would be assigned the same primary aspect by different observers.

In this study, the advantage of specifying a single primary aspect of growth, however, seemed to outweigh possible disadvantages, for it made possible the discovery of response patterns that might have otherwise gone undetected. Accordingly, the primary aspect of growth was assigned to each of the 22 selected activities (Table 5, Column 1).

Direction of the Expansion

The educational activities were next classified by the direction in which they expand school services. Harold Shane's statement provided the basis for this.

> The schools are expanding (a) inward, through curricular change and enrichment; (b) outward, through increased community service including adult education; (c) downward, by means of improved nursery and kindergarten programs; and (d) upward, as shown by the trend toward the universalization of higher education and by the increasing breadth and depth of graduate study and advancement research in all realms of scholarship.[2]

Refer to Table 5, Column 2 for this classification.

Examining the Hypotheses

All five hypotheses were examined in this study. The first hypothesis was considered confirmed for any activity designated as imperative by more than 50 per cent of the 149 respondents. The last four hypotheses compared the imperative responses of the respondents when they were divided according to educational degree, position in the school, and years of educational experience (See Table 6 for these three divisions). These hypotheses were considered confirmed when a larger

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[2]Harold G. Shane, "The School and Individual Differeneces," Individualizing Instruction, Sixty-first Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1962), pp. 46-47.

Table 5

Analysis of the twenty-two selected educational activities

		Aspect of Growth Emphasized[1]	Direction of Expansion[1]
3.	Arranging for physical examinations with referrals to doctors.	Physical	Inward
4.	Providing free hot lunches for disadvantaged children not receiving them at home.	Physical	Inward
5.	Providing free hot breakfasts for disadvantaged children not receiving them at home	Physical	Inward
6.	Remaining open evenings and summer for community educational activities.	Social	Outward
7.	Providing smaller classes for culturally disadvantaged students.	Intellectual	Inward
9.	Providing a special school-community coordinator (home counselor) in culturally disadvantaged areas.	Emotional	Inward
10.	In cooperation with other community agencies, providing vocational counseling for all youth up to the age of 21.	Vocational	Outward
11.	In cooperation with other community agencies, helping to retrain the young adult for a changing labor market.	Vocational	Outward

1 For explanation refer to pages 42 and 43

Table 5 -- Continued

		Aspect of Growth Emphasized	Direction of Expansion
13.	Providing guidance counselors in all schools (elementary education).	Emotional	Inward
14.	Providing guidance counselors in culturally disadvantaged areas (elementary education).	Emotional	Inward
15.	Sponsoring summer programs of compensatory education, such as Head Start (elementary education).	Intellectual	Downward
16.	Offering exploratory experiences in industrial arts (elementary education).	Vocational	Inward
17.	Offering exploratory experiences in home economics (elementary education).	Vocational	Inward
19.	Offering a pre-kindergarten program for culturally disadvantaged children (elementary education).	Intellectual	Downward
20.	Offering a pre-kindergarten program for all children (elementary education).	Intellectual	Downward
21.	Providing small classes for those needing special help in reading (elementary education).	Intellectual	Inward

Table 5 -- Continued

		Aspects of Growth Emphasized	Direction of Expansion
24.	Providing in-school work experiences, such as in the library and in the cafeteria (secondary education).	Vocational	Inward
26.	Providing special classes in remedial reading (secondary education).	Intellectual	Inward
27.	Providing expanded counseling services, for example, a counseling load of 200-300 (secondary education).	Emotional	Inward
29.	In cooperation with local businessmen, offering direct work experiences in a work-study program for low achievers (secondary education).	Vocational	Inward
30.	In cooperation with local businessmen, offering direct work experiences in a work-study program for average and above average students (secondary education).	Vocational	Inward
34.	Offering an exploratory career planning program at about grade 9 (secondary education).	Vocational	Inward

Table 6

Composition of the sample of the 149 respondents

6 A. By Educational Degree

Respondents with Less than a Master's Degree	69
Respondents with at Least a Master's Degree	80
Total	149

6 B. By Position in the School

Elementary Teacher	60
Secondary Teacher	63
Administrator	26
Total	149

6 C. By Years of Educational Experience

Five Years or Less	37
6 - 15 Years	56
More than 15 Years	56
Total	149

percentage of the specified group designated it as imperative; if the margin between the groups was five per cent or less, the results were considered inconclusive. Table 7 restates the hypotheses and summarizes the procedure for examining them.

Presentation of the Results of the Interviews

For the interviews the items were arranged according to the pertinent educational level: the field of education as a whole, elementary education, and secondary education. For the presentation of the results of the interviews, the items were regrouped under one of three educational topics, each of which is the subject for a chapter: culturally disadvantaged, Chapter VI; vocational education, Chapter VII; and general educational activities (those activities not falling under either of the other two topics), Chapter VIII.

Summary

In this chapter, each of the 22 selected educational activities was classified from two perspectives: aspect of growth emphasized and direction of expansion. The hypotheses were restated and the manner in which they were to be examined was set forth.

Table 7

Procedure for examining the hypotheses

Hypotheses	Procedure
1. The educational activities described in Imperatives in Education are considered imperative by public school educators.	1. The hypothesis will be considered confirmed for any activity which is designated imperative by more than 50 per cent of the respondents.
2. The educational activities described in Imperatives in Education are more likely to be regarded as imperative by public school educators with advanced degrees.	2. The hypothesis will be considered confirmed for any activity designated as imperative by a higher percentage* of respondents with at least a Master's degree than respondents with less than a Master's degree.
3. The educational activities described in Imperatives in Education are more likely to be regarded as imperative by elementary classroom teachers than by secondary classroom teachers.	3. The hypothesis will be considered confirmed for any activity designated as imperative by a higher percentage* of elementary classroom teacher respondents than secondary classroom teacher respondents.
4. The educational activities described in Imperatives in Education are more likely to be regarded as imperative by administrators than by elementary classroom teachers.	4. The hypothesis will be considered confirmed for any activity designated as imperative by a higher percentage* of administrator respondents than elementary classroom teacher respondents.

* If the margin is 5 per cent or less, the results will be considered inconclusive.

Table 7 -- Continued

Hypotheses	Procedure
5. The educational activities described in Imperatives in Education are more likely to be regarded as imperative by public school educators with little educational experience.	5. The hypothesis will be considered confirmed for any activity designated as imperative by a higher percentage* of respondents with less than five years educational experience than (1) respondents with 6-15 years educational experience and (2) respondents with more than 15 years educational experience.

* If the margin is 5 per cent or less, the results will be considered inconclusive.

CHAPTER VI

FINDINGS CONCERNING THE CULTURALLY DISADVANTAGED

This chapter considers the results of the seven items in the interviews which were concerned with the culturally disadvantaged. They are presented under five headings: early education, providing meals, school-community coordinator (home counselor), guidance counselors, and smaller classes. In the last part of the chapter, the hypotheses are examined in the light of these results. The reader wishing to review the literature supporting these activities may refer to the first section of Chapter III.

Early Education

Two of the activities judged by the interviewees concerned programs of early education for culturally disadvantaged youngsters. When classified by the categories established in Chapter V (see Table 5, pp. 66-68), both are primarily concerned with the intellectual aspect of growth and were downward expansions of the public schools.

Revealed in Table 8 are respondents' opinions of the first item, "offering a pre-kindergarten program for culturally disadvantaged children." The opinions of all respondents are reported in Table 8A. From this it can be seen that less than 30% viewed this activity as imperative, but almost three-quarters (29% + 44%) of the respondents considered it was either imperative or very desirable. Only 2% felt that offering a pre-kindergarten program to culturally disadvantaged youngsters was undesirable.

Table 8

Opinions of the 149 respondents of "Offering a pre-kindergarten program for culturally disadvantaged children"

A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	43	29%
Very Desirable	65	44%
Desirable	26	17%
Permissible	12	08%
Undesirable	03	02%
Total number	149	100%

B. Respondents designating the activity as imperative, by educational degrees

Educational degrees	Respondents	Percentage
Below Masters	23 of 69	33%
Masters and above	20 of 80	25%

C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary teacher	21 of 60	35%
Secondary teacher	13 of 63	21%
Administrator	09 of 26	35%

D. Respondents designating the activity as imperative, by years of educational experience

Years of experience	Respondents	Percentage
Five years or less	13 of 37	35%
6 - 15 years	11 of 56	20%
More than 15 years	19 of 56	34%

Guidance Counselors

The classification of this activity was similar to the previous one concerning home counselors, both emphasized the emotional aspect of growth and both were inward expansions of the school; moreover, neither home counselors nor elementary guidance counselors are commonly found in the public schools.

Table 13A reports the opinions of all respondents concerning the importance as an activity of the public schools of "providing guidance counselors for schools in culturally disadvantaged areas." More than one-third (35%) looked upon this as imperative, and more than three-quarters (77%) viewed it as at least very desirable (35% + 42%); 3% thought it was undesirable. Compared with the opinions of respondents of home counselors (Table 12A), these percentages represented an increase of about 10% in imperative responses (35% vs. 23%) and in those viewing it as at least very desirable (77% vs. 67%); undesirable responses remained about the same (3% vs. 2%).

As Table 13B indicates, this activity was rated as imperative more often by educators with advanced degrees (40%) than by those with lesser ones (30%). These findings were consistent with those in Table 12B.

It can be noted from Table 13C that administrators judged this as imperative much more frequently (54%) than either elementary or secondary teachers (32%). These findings were in sharp contrast to the previous item of "home counselors" where position in the school affected the opinions of the respondents very little (Table 12C).

Table 13D reveals that the respondents with the least experience (five years or less) rated this item as imperative most often (43%), followed by educators with over fifteen years' experience (36%) and finally

Table 9

Opinions of the 149 respondents of "Sponsoring summer programs of compensatory education, such as Head Start"

9 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	35	23%
Very Desirable	61	41%
Desirable	41	28%
Permissible	09	06%
Undesirable	03	02%
Total number	149	100%

9 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	13 of 69	19%
Masters and Above	22 of 80	28%

9 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	11 of 60	18%
Secondary Teacher	12 of 63	19%
Administrator	12 of 26	46%

9 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	08 of 37	22%
6 - 15 Years	10 of 56	18%
More than 15 Years	17 of 56	30%

a Master's degree (28% and 19%). When comparing these responses to those in Table 8B, it can be seen that imperative responses by educators with advanced degrees remained relatively stable (28% and 25%) while those of educators with lesser degrees decreased (33% and 19%).

Table 9C shows the percentage of imperative responses by position in the school: administrators, 46%; secondary teachers, 19%; and elementary teachers, 18%. By referring to Table 8C it can be seen that the percentage of imperative responses to the two activities by secondary educators was similar (19% and 21%), but that the other two groups fluctuated; an increase of imperative responses from administrators (46% vs. 35%) and a perceptible decline from elementary teachers (18% vs. 35%).

When grouped according to educational experience (Table 9D) this activity was thought to be imperative most often by educators with more than 15 years of experience (30%) followed by those with five years or less (22%), and lastly by educators with 6-15 years of experience (18%). Compared with the results reported in Table 8D, a decrease of affirmative responses is shown by those with five years or less of experience (22% vs. 35%), but the other two groups were relatively stable.

Providing Meals

Two items in the interview were concerned with providing meals for disadvantaged children not receiving them at home, one specifying free hot lunches and the other free hot breakfasts (Tables 10 and 11 respectively). Using the categories set forth in Table 5, pages 66-68, both concerned physical growth and both represented inward expansions of the schools.

Table 10A shows the opinions of all respondents concerning the importance as an imperative activity of the public schools of "providing

Table 10

Opinions of the 149 respondents of "Providing free hot lunches for disadvantaged children not receiving them at home

10 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	20	13%
Very Desirable	58	39%
Desirable	47	32%
Permissible	20	13%
Undesirable	04	03%
Total number	149	100%

10 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	06 of 69	09%
Masters and Above	14 of 80	18%

10 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	06 of 60	10%
Secondary Teacher	11 of 63	17%
Administrator	03 of 26	12%

10 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	04 of 37	11%
6 - 15 Years	07 of 56	13%
More than 15 Years	09 of 56	16%

Table 11

Opinions of the 149 respondents of "Providing free hot breakfasts for disadvantaged children not receiving them at home"

11 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	19	13%
Very Desirable	44	29%
Desirable	49	33%
Permissible	24	16%
Undesirable	13	09%
Total number	149	100%

11 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	06 of 69	09%
Masters and Above	13 of 69	17%

11 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	07 of 60	12%
Secondary Teacher	09 of 63	14%
Administrator	03 of 26	12%

11 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	03 of 37	08%
6 - 15 Years	08 of 56	14%
More than 15 Years	08 of 56	14%

free hot lunches for disadvantaged children not receiving them at home." Only 13% considered it imperative and only slightly more than half of them (13% + 39%) regarded it as being at least very desirable. Fewer than 3% of the respondents looked upon this as undesirable.

As Table 10B indicates, respondents with advanced degrees rated the item imperative exactly twice as often as those with lesser degrees (18% vs. 9%).

Table 10C reports the opinions of educators by position held in the school. Secondary teachers viewed this as imperative most often (17%), followed by administrators (12%), and elementary teachers (10%).

When years of educational experience were taken into consideration, it was found that the proportion of imperative responses was the highest for respondents with more than 15 years of experience (16%), next for respondents with 6-15 years of experience (13%), and least for those with five years or less of experience (11%). This can be seen in Table 10D.

The second item pertaining to meals was "providing free hot breakfasts for disadvantaged children not receiving them at home" (Table 11). The main difference between these two activities is the extent to which they are found in American schools, serving lunches being a common activity, and providing breakfasts a rare one. Even with the resemblances of the two activities, the near identity of respondent opinion toward them was unexpected. The same percentage (13%) named the two activities imperative. However, free hot lunches were rated at least very desirable by 52% (13% + 39%) of the respondents, while only 42% (13% + 29%) of them viewed breakfasts in this manner. When imperative responses were considered for the two activities by educational degree, position in the school, and years of educational experience, in no instance was the

difference more than 3%. This can be seen by comparing the results of Table 10 with those of Table 11.

School-Community Coordinator (Home Counselor)

According to the two categories set forth in Table 5, pages 66-68, this activity was characterized by its emphasis on the emotional aspect of growth and was an inward expansion of school services.

Table 12A shows the opinions of all respondents concerning the importance as an activity of the public schools of "providing a special school-community coordinator (home counselor) in culturally disadvantaged areas." As can be seen, less than one-fourth (23%) regarded it as imperative, but two thirds considered it at least very desirable (23% + 44%). Only 2% of the respondents believed that this activity was undesirable.

When respondents were grouped according to educational degrees, (Table 12B) it was noted that those with at least a Master's degree rated this activity imperative almost twice as often as did respondents with less than a Master's degree (29% vs. 16%).

As Table 12C reveals, opinions were influenced very little by position in the school. Only 6% separated all three groups, the imperative responses by position being: administrators, 27%; elementary teachers, 23%, and secondary teachers, 21%.

A slightly wider range of opinions (8%) was noted when opinions of the respondents were divided by the number of years of educational experience. Highest proportion of imperative responses was recorded for educators with 6-15 years of educational experience (27%), followed by those with more than fifteen years (21%), and lastly, those educators with five years or less of experience (19%).

by those with from 6-15 years of educational experience (30%).

Smaller Classes

This activity was classified (Table 5, pages 66-68) as reflecting intellectual growth and representing an inward expansion of the school.

Table 14 reveals that more than 40% of all respondents viewed providing smaller classes for culturally disadvantaged students as an imperative activity of the public schools. Seventy-six per cent of them regarded smaller classes as at least very desirable (41% + 35%). Both represented the highest proportion of imperative responses of the seven activities for the culturally disadvantaged. Only 1% of the respondents looked upon this activity as being undesirable.

Although the margin was not great, educators with advanced degrees rated this activity as imperative more often than educators with lesser degrees (44% compared to 38%). This can be seen in Table 14B.

As Table 14C indicates, when educational position was considered, this item was viewed as imperative much more frequently by administrators (58%) and elementary teachers (47%) than by secondary teachers (29%).

Table 14D reports imperative responses according to the number of years of educational experience. Educators with more than 15 years of educational experience judged this as imperative most often (52%), followed by those with 6-15 years of experience (36%) and finally by those in education five years or less (32%).

Examining the Hypotheses

Hypothesis Number 1

Figure 1 summarizes the opinions of all respondents for each of the seven selected educational activities concerning the culturally disadvantaged. No activity was viewed as imperative by a majority of the

Table 14

Opinions of the 149 respondents of "Providing smaller classes for culturally disadvantaged students"

14 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	61	41%
Very Desirable	52	35%
Desirable	29	20%
Permissible	05	03%
Undesirable	02	01%
Total number	149	100%

14 B. Respondents designating the activity as imperative, by educational degree

Educational Degree	Respondents	Percentage
Below Masters	26 of 69	38%
Masters and Above	35 of 80	44%

14 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	28 of 60	47%
Secondary Teacher	18 of 63	29%
Administrator	15 of 26	58%

14 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	12 of 37	32%
6 - 15 Years	20 of 56	36%
More than 15 Years	29 of 56	52%

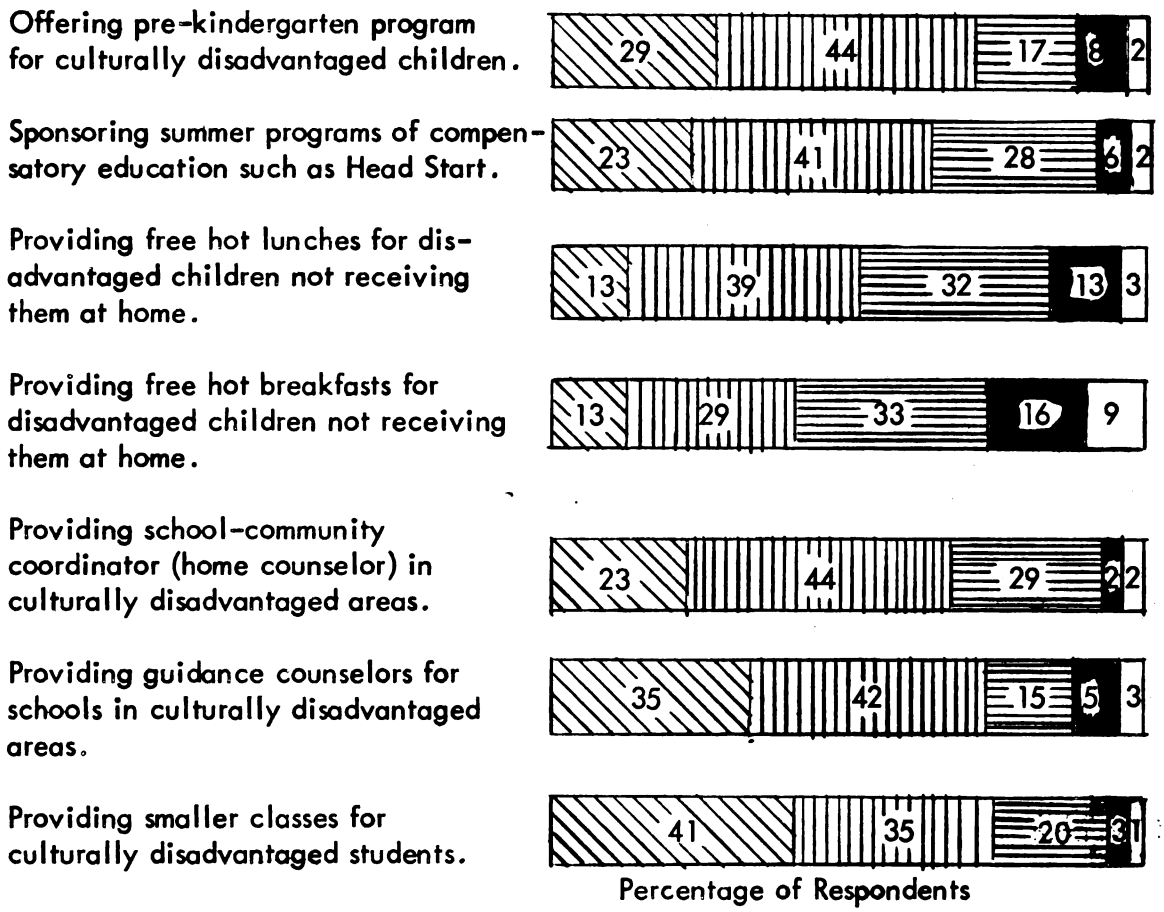

Figure 1

Opinions of all respondents concerning the importance of the seven educational activities for the culturally disadvantaged in the public schools

Imperative

Very Desirable

Desirable

Permissible

Undesirable

respondents, the range being from 13% for "hot lunches" and "hot breakfasts" to 41% for "providing smaller classes." The average for the six questions was 25.4%. Stated another way, on the average, one respondent in four thought the activities for the culturally disadvantaged were imperative.

The hypothesis was not confirmed for any of the seven educational activities as none of them was judged imperative by a majority of the respondents. However, one must be cautious in interpreting these results and not confuse a failure to confirm the hypothesis with a rejection of the activity. In fact, public school educators clearly approved of these activities; by adding the imperative and very desirable responses together, it can be seen that six of the seven activities were considered at least very desirable by a majority of the respondents, the range being from 42% for "hot breakfasts" to 77% for "guidance counselors." The average of these two response categories for all seven activities is 64.5%, or nearly two respondents in three thought the educational activities for the culturally disadvantaged were at least very desirable.

Another indicator of educational approval was the small number of negative responses, the rating of undesirable. The range was from 1% for "smaller classes" to 9% for "hot breakfasts," the average being 3% when these responses for all seven activities are averaged together. In other words, on the average, only three educators in 100 judged these activities as undesirable.

The two classifications of the activities (Table 5, pages 66-68) reveal other insights into the opinions of the respondents. A reluctance to name as imperative, activities emphasizing physical growth, was noted and the two activities involving this aspect, "hot lunches" and "hot breakfasts" received the least number of imperative responses, 13% for

each. The two items the most highly rated, "smaller classes" and "guidance counselors" involved intellectual and emotional growth respectively.

No discernible pattern was noted when considering the direction of expansion of the schools. The two examples of downward expansion "pre-kindergarten" and "summer programs" ranked about average; the other five activities, all involving inward expansion, were rated both higher and lower than these.

Hypothesis Number 2

It was hypothesized that the educational activities described in Imperatives in Education were more likely to be regarded as imperative by public school educators with advanced degrees. Figure 2 shows the percentage of imperative responses for each of the seven educational activities when respondents were divided by educational degree: Master's Degree and Above; and, Below Master's Degree.

In six of the seven activities, the hypothesis was confirmed, a higher percentage of imperative responses being made by respondents with at least a Master's Degree. One not following the general pattern was "pre-kindergarten" which was judged as imperative by a higher proportion of educators with less than a Master's Degree.

When the imperative responses for all activities were averaged together, 29.1% of the respondents with advanced degrees believed these activities to be imperative as compared to 22% of the respondents with lesser degrees. One may conclude from this that those with more education are more receptive to the innovative programs for the culturally disadvantaged.

Hypothesis Number 3

The third hypothesis stated that educational activities were more

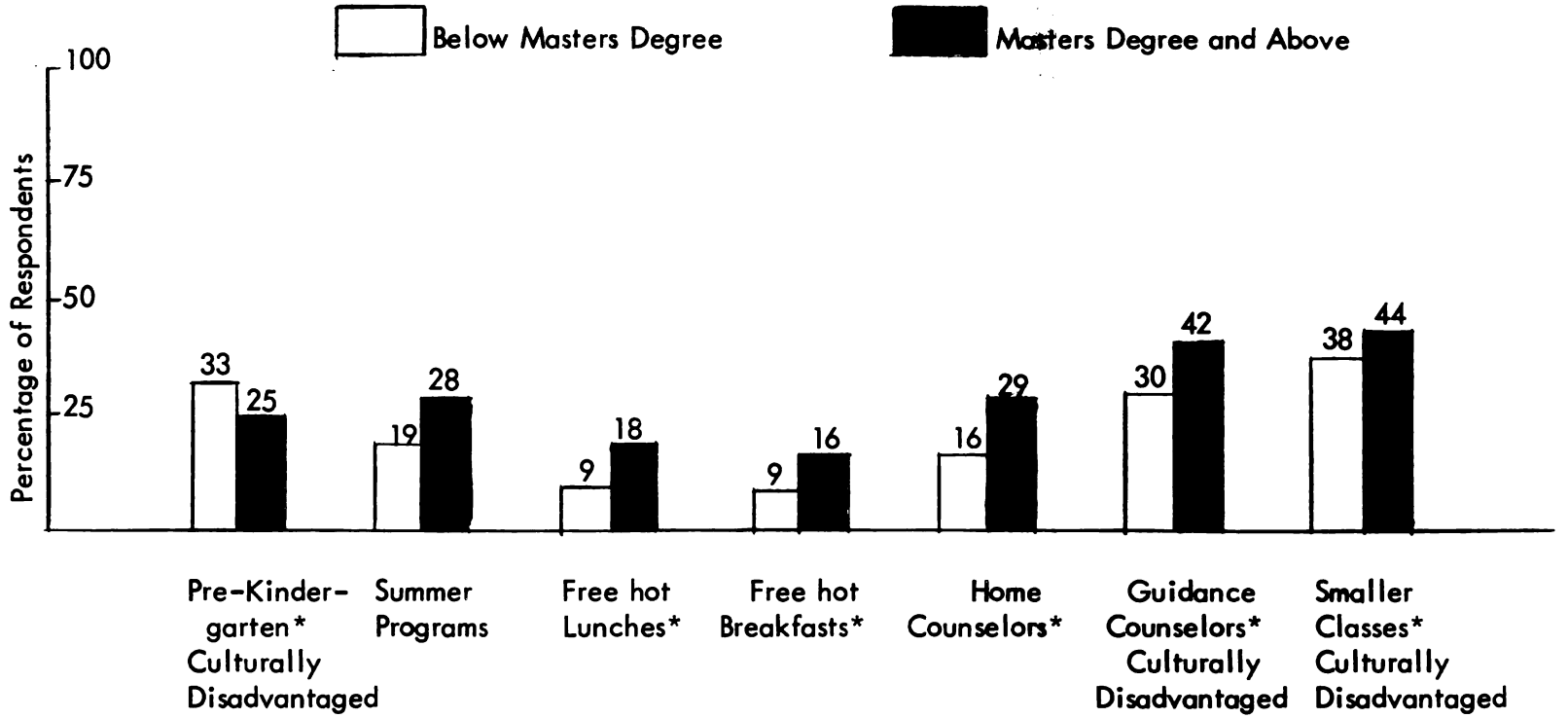

Figure 2

Percentage of respondents designating the seven educational activities for the culturally disadvantaged as imperative by educational degrees

* See Figure 1 for the exact wording of the item.

likely to be regarded as imperative by elementary teachers than by secondary teachers.

For four of the activities, "summer programs," "free hot breakfasts," "home counselors," and "guidance counselors," the results were inconclusive, the difference between the two groups being 5% or less. Two items, "pre-kindergarten" and "smaller classes" were rated as imperative by a higher proportion of elementary respondents, while one activity, "free hot lunches," was judged as imperative more often by secondary teachers. Thus, in only two of the seven activities was the hypothesis confirmed. This may be seen in Figure 3.

The indeterminate nature of these results is also shown when the imperative responses of the two groups are averaged; the difference between them is only 3.5%, elementary teachers having 25.4% compared to 21.9% for secondary teachers. It was somewhat surprising to note the similarity of views between elementary and secondary teachers.

Hypothesis Number 4

The fourth hypothesis predicted that the selected educational activities were more likely to be regarded as imperative by administrators than by elementary teachers; this was confirmed for three activities, and the results were inconclusive in the other four.

By averaging the imperative responses of each of the two groups a difference of more than 9% is seen (34.9% for administrators and 25.4% for elementary teachers). The amount of difference is partially explained by the comparatively high proportion of administrative imperative responses for three activities, "summer programs," "guidance counselors," and "smaller classes;" the latter two were the first examples of an activity being approved by a majority of a group of respondents. These

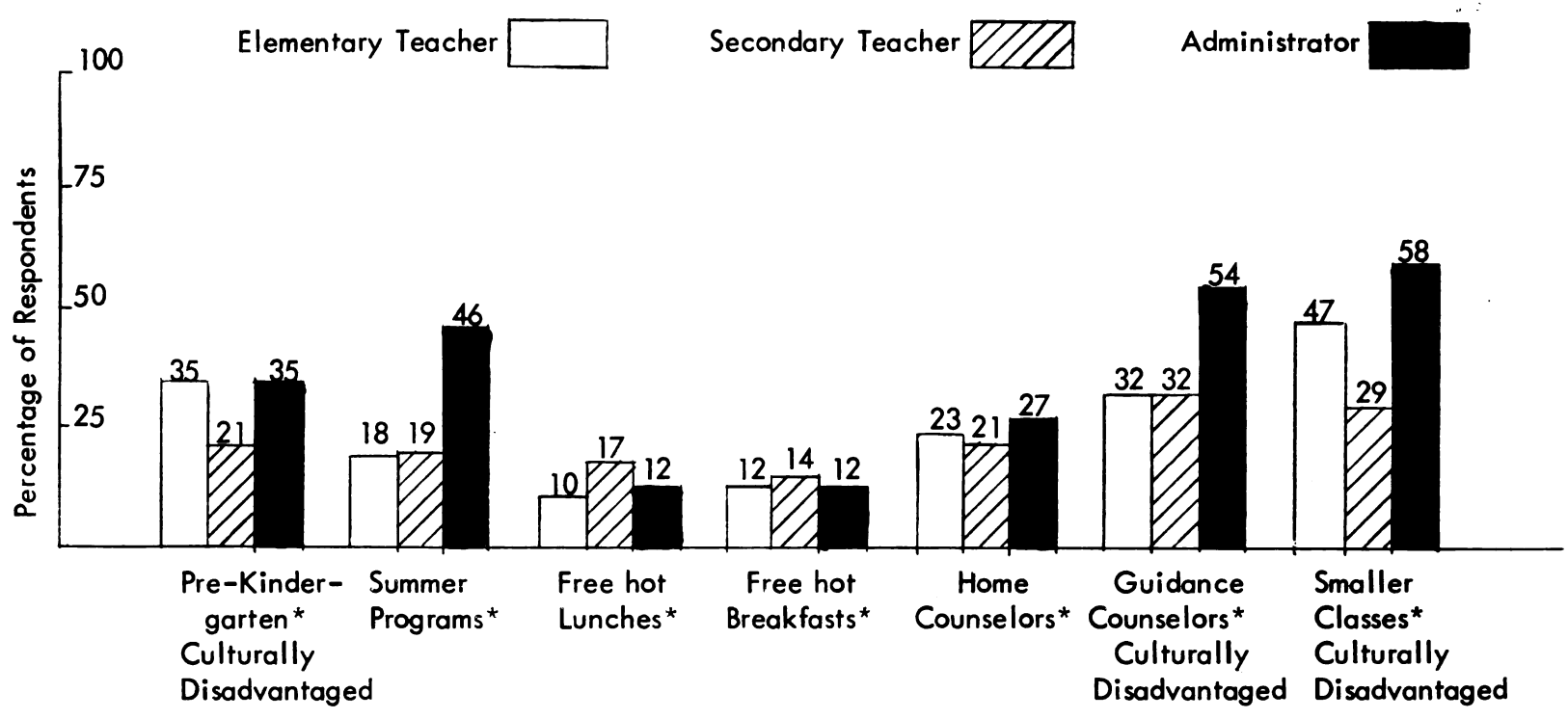

Figure 3

Percentage of respondents designating the seven educational activities for the culturally disadvantaged as imperative by position in the school

* See Figure 1 for the exact wording of the item.

results showed that where levels of teaching affected very little the opinions of the respondents, the nature of the responsibility did. Administrators viewed these activities much more favorably than did teachers.

Hypothesis Number 5

In the fifth hypothesis it was predicted that the selected educational activities were more likely to be regarded as imperative by educators with little educational experience. Respondents were divided into three groups based on years of educational experience: five years and less; from six to 15 years; and more than 15 years. This hypothesis was considered confirmed for any activity in which the percentage of imperative responses for the group with the least experience exceeded each of the other two groups by at least five per cent.

As Figure 4 reveals, this was true for a single activity, "guidance counselors." The middle group designated one, "home counselors" and educators with the most educational experience selected two, "summer programs" and "smaller classes." The results of the other three were inconclusive.

By averaging the imperative responses the results were somewhat similar: educators with little experience, 24.3%; those with 6-15 years of experience, 22.6%; and educators with more than 15 years of experience, 29%. For the second time in the survey, a majority of a group of respondents thought that an educational activity was imperative, educators with more than 15 years of experience of "smaller classes."

These findings did not conform to expectations. It could be assumed that the respondents with five years or less of educational experience were both younger and have had more recent univeristy experience than those in the other two groups. In view of these factors, both of

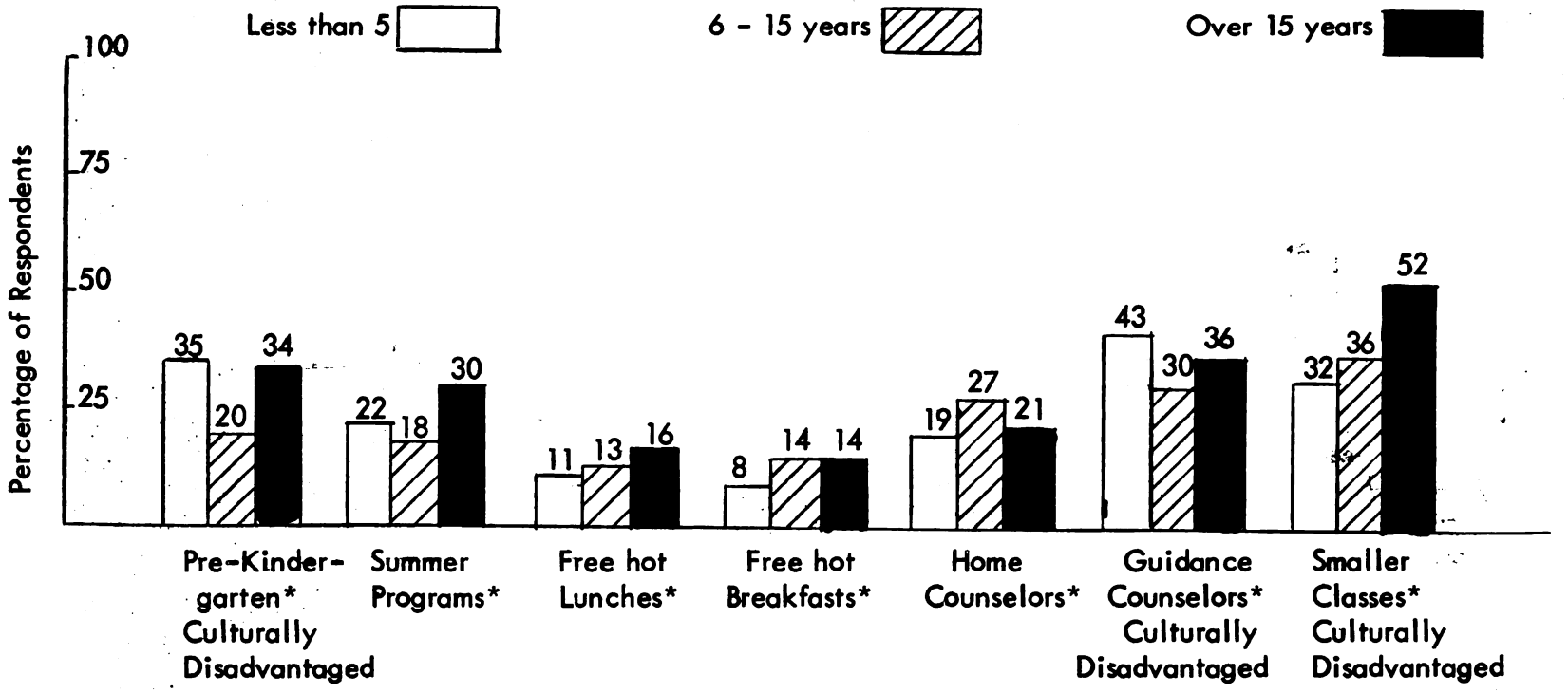

Figure 4

Percentage of all respondents designating the seven educational activities for the culturally disadvantaged as imperative by years of educational experience

* See Figure 1 for the exact wording of the item.

which should make them receptive to new ideas, one wonders why they were not. These results are difficult to assess.

Summary

This chapter presented the results of the seven items concerning the culturally disadvantaged under five headings: early education, providing meals, school-community coordinator (home counselor), guidance counselors, and smaller classes.

In the second part of the chapter, the hypotheses were examined for each of the activities, taking into account respondents' opinions of them.

Hypothesis Number 1

This hypothesis was not confirmed for any of the seven activities, none being judged imperative by a majority of the respondents. However, on the average, 64.1% thought that they were at least very desirable and only 3% rated them as undesirable.

The respondents also tended to view more favorably activities emphasizing intellectual and emotional growth than those emphasizing physical growth.

Hypothesis Number 2

This hypothesis was confirmed for six of the seven activities, these being designated as imperative by a higher percentage of respondents with at least a Master's degree than by respondents with less than a Master's degree.

Hypothesis Number 3

This hypothesis was confirmed for two of the seven activities which were rated imperative more frequently by elementary teachers than

by secondary teachers, and in the other four the results were inconclusive.

Hypothesis Number 4

This hypothesis was confirmed for three of the seven activities, these being designated as imperative by a higher percentage of administrators than elementary teachers; for the other activities, the results were inconclusive.

Hypothesis Number 5

This hypothesis was confirmed for one of the seven activities which was judged imperative by respondents with the least educational experience, less than five years. Three of the activities were regarded as imperative by a higher proportion of one of the other two groups; the results were inconclusive for the other three activities.

CHAPTER VII

FINDINGS CONCERNING VOCATIONAL EDUCATION

This chapter contains the findings of eight items of vocational education which were included in the study. These activities were of three types, each of which comprises a section of the chapter; work-study programs, exploratory programs, and adult vocational education. After the results are presented the hypotheses are examined in the final section of the chapter. A review of the literature supporting these activities can be found in the second section of Chapter III.

Work-Study Programs

The three work-study programs were classified in a like manner, all emphasizing the vocational aspect of growth and each involving an inward expansion of the schools (Table 5, pages 66-68). The opinions of the respondents of them, however, varied markedly (Tables 15, 16, and 17).

Of the three, a decided preference was shown for a "work-study program for low achievers" (Table 15A). This was rated as imperative by 31% of all respondents and, as at least very desirable by 81% (31% + 50%); this latter figure is the highest yet recorded in the survey and means that four out of five respondents looked upon this activity as being at least very desirable.

For "work-study programs for average and above average students" the opinions of the respondents were less favorable, only 18% viewed it as imperative and less than two-thirds (18% + 45%) judged it to be at least very desirable (Table 16A). A still further decline in approval

Table 15

Opinions of the 149 respondents of "In cooperation with local businessmen, offering direct work experiences in a work-study program for low achievers"

15 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	47	31%
Very Desirable	74	50%
Desirable	21	14%
Permissible	06	04%
Undesirable	01	01%
Total number	149	100%

15 B. Respondents designating the activity as imperative, by educational degrees

Educational Degrees	Respondents	Percentage
Below Masters	28 of 69	41%
Masters and Above	19 of 80	24%

15 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	18 of 60	30%
Secondary Teacher	19 of 63	30%
Administrator	10 of 26	39%

15 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	15 of 37	41%
6 - 15 Years	15 of 56	27%
More than 15 Years	17 of 56	30%

Table 16

Opinions of the 149 respondents of "In cooperation with local businessmen, offering direct work experiences in a work-study program for average and above-average students"

16 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	27	18%
Very Desirable	67	45%
Desirable	45	30%
Permissible	06	04%
Undesirable	04	03%
Total number	149	100%

16 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	16 of 69	23%
Masters and Above	11 of 80	14%

16 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	11 of 60	18%
Secondary Teacher	09 of 63	14%
Administrator	07 of 26	27%

16 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	07 of 37	19%
6 - 15 Years	07 of 56	12%
More than 15 Years	13 of 56	23%

Table 17

Opinions of the 149 respondents of "Providing in-school work experiences, such as in the library and in the cafeteria"

17 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	14	10%
Very Desirable	57	38%
Desirable	64	43%
Permissible	14	09%
Undesirable	00	00%
Total number	149	100%

17 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	06 of 69	09%
Masters and Above	08 of 80	10%

17 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	05 of 60	08%
Secondary Teacher	03 of 63	05%
Administrator	06 of 23	23%

17 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	03 of 37	08%
6 - 15 Years	01 of 56	02%
More than 15 Years	10 of 56	18%

approval of the respondents is seen in Table 17A; "in-school work experiences" was regarded as imperative by only ten per cent of the respondents and less than one-half (10% + 38%) thought it was at least very desirable.

Almost twice as many respondents with lesser degrees rated the first two work-study programs as imperative as compared to those with advanced degrees: "for low achievers," 41% compared to 24%; and "for average and above average students," 23% compared to 14%. "In-school work experiences, however, received a different proportion of imperative responses (9% vs. 10%). This can be seen in Tables 15B, 16B and 17B.

When respondents were grouped according to position in the school, it is seen (Tables 15C, 16C and 17C) that the activities were judged most favorably by administrators. The difference between them and the next highest group, either elementary teachers or secondary teachers, was slight for "work programs for low achievers" (39% vs. 30%), and for "work programs for average and above average students" (27% vs. 18%), but considerable for "in-school work experiences (23% vs. 8%). Elementary teachers' and secondary teachers' opinions were nearly equivalent, the largest difference being 4% (Table 16C).

When imperative responses were considered by the years of educational experience of the respondents, it could be seen that the middle group (6-15 years) was lowest for all three activities (Tables 15D, 16D and 17D). Educators with five years or less rated "work programs for low achievers" imperative most frequently and the other two activities were judged imperative most often by those with more than fifteen years of educational experience.

Exploratory Experiences

This section concerns the three items in the survey concerned

with exploratory experiences: career planning at the junior high school level and industrial arts and home economics in the elementary school (Tables 18, 19 and 20 contain the exact wording of the items). These activities, like the work-study programs, were inward expansions of the school and emphasized the vocational aspect of growth (Table 5, pages 66-68). While it may seem at first that home economics is misclassified, this interpretation was supported by Walsh and Selden who consider home economics not only preparation for homemaking, but also for wage earning.[1]

The highest proportion of imperative responses was received by "career planning" with only 15% (Table 18A) and the sum of the imperative and very desirable responses barely exceeded 50% (15% + 38%). The other two activities, "industrial arts" and "home economics" obtained almost identical ratings, less than 9% believing them to be imperative and only about one-third judging them to be at least very desirable. These represented the lowest percentage of imperative responses of any of the 22 selected activities (Tables 19A and 20A).

Opinions concerning the three exploratory experiences were little modified by the respondents' educational degree, position in the school, and years of educational experience. As Tables 18B, 19B and 20B indicate, the influence of educational degree on the opinions of the respondents was slight, the greatest difference being 4% more imperative responses by those with less than a Master's for "home economics."

A somewhat similar condition was revealed when the opinions of the respondents were considered by position in the school (Tables 18C, 19C and 20C). The difference between the high and low group was not

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[1]John Patrick Walsh and William Selden, "Vocational Education in the Secondary School," Vocational Education, Sixty-fourth Yearbook of the National Society for the Study of Education, Part I (Chicago: National Society for the Study of Education, 1965), p. 96.

Table 18

Opinions of the 149 respondents of "Offering an exploratory career planning program at about grade 9

18 A. Respondents' opinions, by response categories

Response Categories	Respondents	Percentage
Imperative	22	15%
Very Desirable	57	38%
Desirable	47	32%
Permissible	18	12%
Undesirable	05	03%
Total number	149	100%

18 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	11 of 69	16%
Masters and Above	11 of 80	14%

18 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	08 of 60	13%
Secondary Teacher	11 of 63	17%
Administrator	03 of 26	12%

18 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	05 of 37	14%
6 - 15 Years	07 of 56	12%
More than 15 Years	10 of 56	18%

Table 19

Opinions of the 149 respondents of "Offering exploratory experiences in industrial arts

19 A. Respondents' opinions, by response categories

Response Categories	Respondents	Percentage
Imperative	14	09%
Very Desirable	43	29%
Desirable	67	45%
Permissible	22	15%
Undesirable	03	02%
Total number	149	100%

19 B. Respondents designating the activity as imperative, by educational degree

Educational Degree	Respondents	Percentage
Below Masters	06 of 69	09%
Masters and Above	08 of 80	10%

19 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	03 of 60	05%
Secondary Teacher	08 of 63	13%
Administrator	03 of 26	12%

19 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	03 of 37	08%
6 - 15 Years	06 of 56	11%
More than 15 Years	05 of 56	09%

Table 20

Opinions of the 149 respondents of "Offering exploratory experiences in home economics

20 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	14	09%
Very Desirable	36	24%
Desirable	68	46%
Permissible	28	19%
Undesirable	03	02%
Total number	149	100%

20 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	08 of 69	12%
Masters and Above	06 of 80	08%

20 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	03 of 60	05%
Secondary Teacher	09 of 63	14%
Administrator	02 of 26	08%

20 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	05 of 37	14%
6 - 15 Years	05 of 56	09%
More than 15 Years	04 of 56	07%

large, ranging from 5% to 9%. Each of the three activities received the highest porportion of imperative responses from secondary teachers, although the widest margin over the next group was only 6% over administrators for the activity of "home economics."

An almost identical situation can be found in Tables 18D, 19D, and 20D where respondents were divided by number of years of educational experience. The margin between high and low groups was from 3% to 7% and each one of the three groups rated one of the activities as imperative most frequently: "career planning" by educators with more than 15 years' experience; "industrial arts" by the middle group (6-15 years); and "home economics" by those with less than five years of educational experience. In none of the instances was the margin between the top two groups more than 5%.

Adult Vocational Education

The two activities of vocational education resembled the preceding ones in emphasizing the vocational aspect of growth, but differed from them in representing an outward expansion of the school services for out-of-school youth (Table 5, pages 66-68).

As can be seen in Tables 21 and 22, these two items were viewed similarly by the respondents, only one respondent in five rating them as imperative and about three of five judging them as at least very desirable (56% and 62%). As a whole, these activities were judged higher than "exploratory experiences" and lower than "work-study programs."

The affect of educational degree on the opinions of respondents can be seen in Tables 21B and 22B. Educators with advanced degrees named these activities as imperative much more often than did educators with lesser degrees, 24% compared to 14% for vocational counseling and 21% compared to 16% for retraining the young adult.

Table 21

Opinions of the 149 respondents of "In cooperation with other community agencies, providing vocational counseling for all youth up to the age of 21"

21 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	29	20%
Very Desirable	62	42%
Desirable	48	32%
Permissible	08	05%
Undesirable	02	01%
Total number	149	100%

21 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	10 of 69	14%
Masters and Above	19 of 80	24%

21 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	11 of 60	18%
Secondary Teacher	11 of 63	17%
Administrator	07 of 26	27%

21 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	04 of 37	11%
6 - 15 Years	13 of 56	23%
More than 15 Years	12 of 56	21%

Table 22

Opinions of the 149 respondents of "In cooperation with other community agencies, helping to retrain the young adult for a changing labor market"

22 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	28	19%
Very Desirable	55	37%
Desirable	49	33%
Permissible	14	09%
Undesirable	03	02%
Total number	149	100%

22 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	11 of 69	16%
Masters and Above	17 of 80	21%

22 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	10 of 60	17%
Secondary Teacher	11 of 63	17%
Administrator	07 of 26	27%

22 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	07 of 37	19%
6 - 15 Years	06 of 56	11%
More than 15 Years	15 of 56	27%

When respondents were grouped according to educational position (Tables 21C and 22C) it was found that the administrators rated both items as imperative much more frequently than did either elementary or secondary teachers. It can also be seen that distribution of imperative responses for both activities was almost identical.

As Tables 21D and 22D show, educators with 6-15 years of experience rated "adult vocational counseling" as imperative most frequently and those with more than 15 years of experience judged "retraining the young adult" as imperative most often.

Examining the Hypotheses

Hypothesis Number 1

The first hypothesis stated that the educational activities described in Imperatives in Education were considered imperative by public school educators. As Figure 5 reveals, this was not confirmed for any of the eight activities concerning vocational education, imperative responses varying from 9% for "elementary home economics" and "elementary industrial arts" to 31% for "work-study for low achievers." When averaged together, the percentage of imperative responses for the typical activity of vocational education was 16.4%; or, on the average, about one respondent in six considered these activities as imperative.

This hypothesis was not confirmed for any of the eight activities presented in this chapter. Even when considering the two most favorable response categories together (imperative and very desirable) it was found that, on the average, only slight more than half of the respondents (54%) thought that these activities were at least very desirable; the range was from 33% (9% + 24%) for "elementary home economics" to 81% (31% + 50%) for "work-study for low achievers."

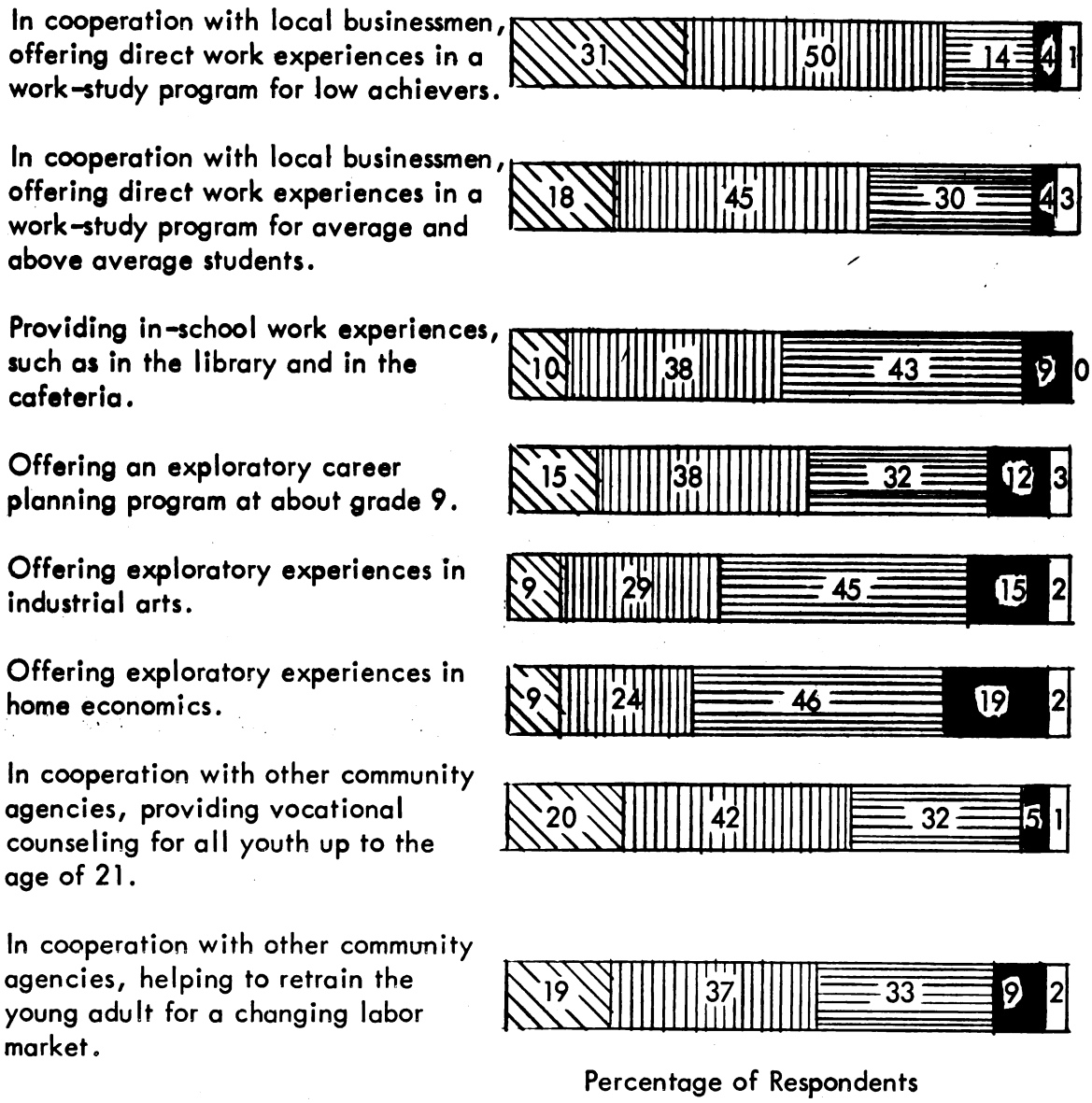

Figure 5

Opinions of all respondents concerning the importance of the eight educational activities of vocational education for the public schools

Imperative

Very Desirable

Desirable

Permissible

Undesirable

When these results are compared with those activities in the previous chapter concerning the culturally disadvantaged, it can be seen that they were rated imperative less frequently (16.4% vs. 25.4%) and a corresponding decline is revealed in those judging them at least very desirable (54.2% vs. 64.5%).

Two conclusions may be drawn from these comparisons: first, although it may be argued that training for the world of work is a traditional and still urgent function of the schools, teachers and administrators do not attach a high priority to them; secondly, they can be induced to accept new types of programs if they are convinced of their worth, i.e., compensatory education.

Despite the preference of the respondents for programs of compensatory education over programs of vocational education, the average for "undesirable" responses remained relatively stable, about 3%.

All of these activities represent an inward expansion except for "adult vocational counseling" and "adult retraining" which are examples of outward expansion. These two activities were intermediate in respondent preference.

Hypothesis Number 2

It was predicted that the educational activities described in Imperatives in Education were more likely to be regarded as imperative by educators with advanced degrees. Figure 6 summarizes the percentage of imperative responses for each of the eight activities of vocational education when respondents were divided by educational degree.

As can be seen, the hypothesis was confirmed for only one activity, "adult vocational counseling," and two were approved by a higher proportion of respondents with less than a Master's degree, "work-study

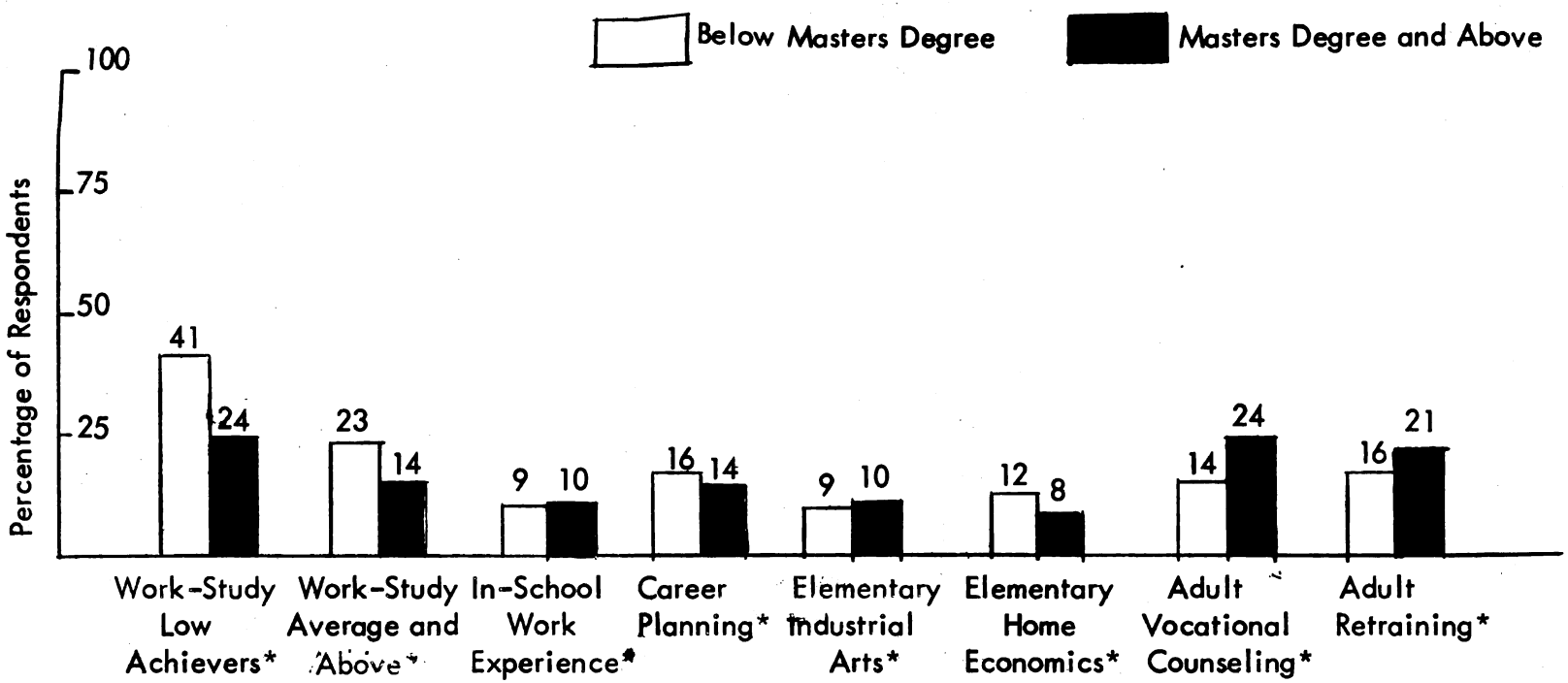

Figure 6

Percentage of respondents designating as imperative the eight activities of vocational education, by educational degrees

* See Figure 5 for exact wording of the item.

for low achievers" and "work study for average and above;" and for the remaining five, the results were inconclusive, the difference between the two groups being 5% or less.

The slightly higher ratings given by those with less than a Master's degree are also reflected when the imperative responses are averaged, 17.5% as opposed to a 15.6% for those with a Master's degree and above. Contrary to the activities concerning the culturally disadvantaged, educational degree affected very little respondents' opinions of vocational education. The comparative disapproval of these activities was not confined to a specific segment of respondents.

Hypothesis Number 3

It was hypothesized that the educational activities described in Imperatives in Education were more likely to be regarded as imperative by elementary classroom teachers than by secondary classroom teachers.

When a margin of 5% or less was considered inconclusive, this hypothesis was not confirmed for a single activity of vocational education. The results were inconclusive for six activities, and two obtained higher ratings from secondary teachers, "elementary industrial arts" and "elementary home economics." It was somewhat puzzling to find these two activities rated lowest by elementary teachers; both items were judged as imperative at least twice as often by secondary teachers.

When imperative responses of the two groups for all eight activities were averaged, the difference was less than 2%, 14.3% for elementary respondents and 16.1% for secondary respondents. These findings reinforce the conclusion drawn in the previous chapter that the opinions of elementary and secondary teachers resemble each other more than had been supposedly thought.

Hypothesis Number 4

The fourth hypothesis stated that the educational activities described in Imperatives in Education were more likely to be regarded as imperative by administrators than by elementary classroom teachers. As can be seen in Figure 7, this was confirmed for six of the eight activities, the other two being inconclusive. The extent of this endorsement also appeared when the imperative responses of the two groups were averaged, 21.8% for administrators, as opposed to 14.3% for elementary teachers.

These findings followed the trend noted in the previous chapter where the difference in opinions was hardly noticeable between teachers (elementary and secondary); but between teachers and administrators these differences were plainly evident. It is clear that administrators view much more favorably vocational educational activities than do either elementary or secondary teachers.

Hypothesis Number 5

The fifth hypothesis predicted that the selected educational activities described in Imperatives in Education were more likely to be regarded as imperative by public school educators with little educational experience. Figure 8 reports imperative responses when educators were divided by years of educational experience.

As three groups were involved in the comparisons, the procedure for examining the hypothesis was somewhat more complicated. For the hypothesis to be confirmed for any item, imperative responses of the group with the least experience (five years or less) must have exceeded those of each of the other two groups; this was the case for only one activity, "work-study for low achievers." The results were considered inconclusive

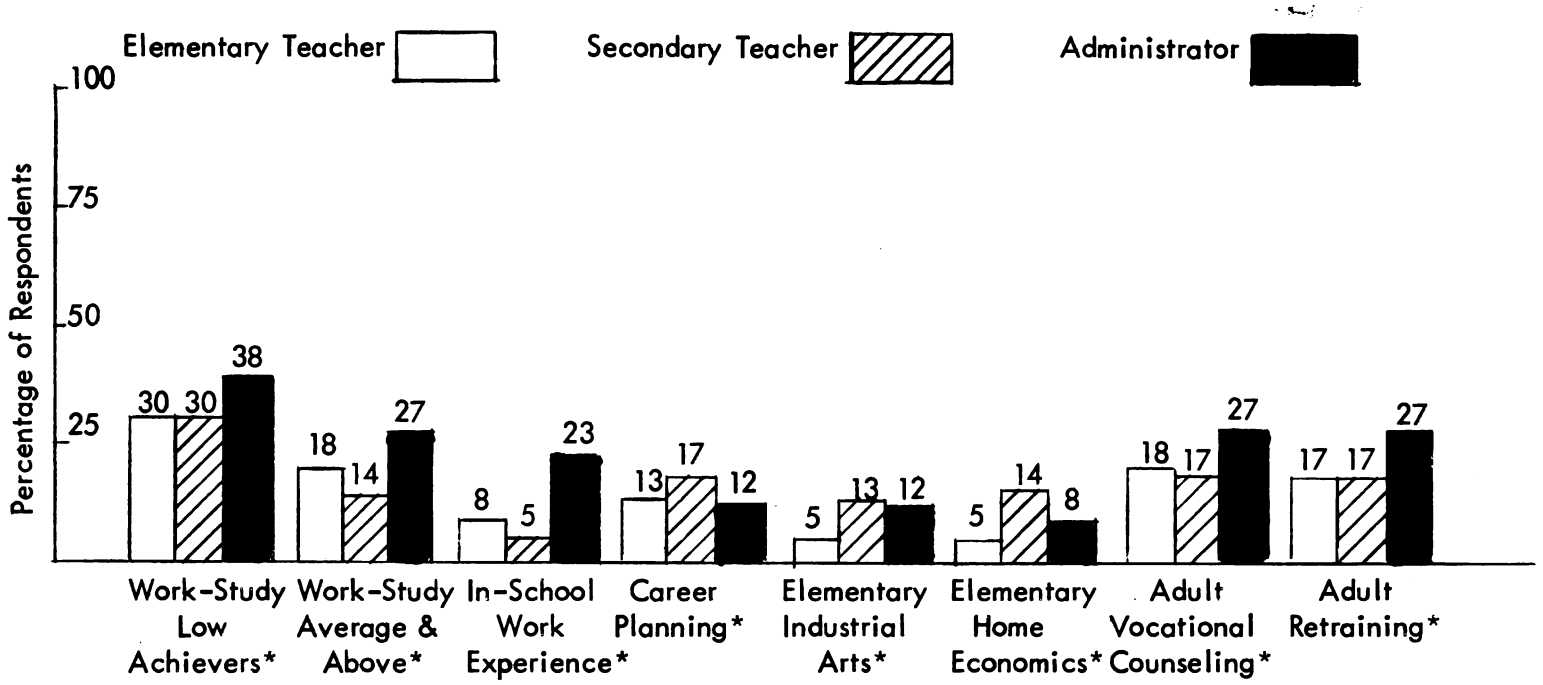

Figure 7

Percentage of respondents designating as imperative the eight activities of vocational education, by position in the school

* See Figure 5 for the exact wording of the item.

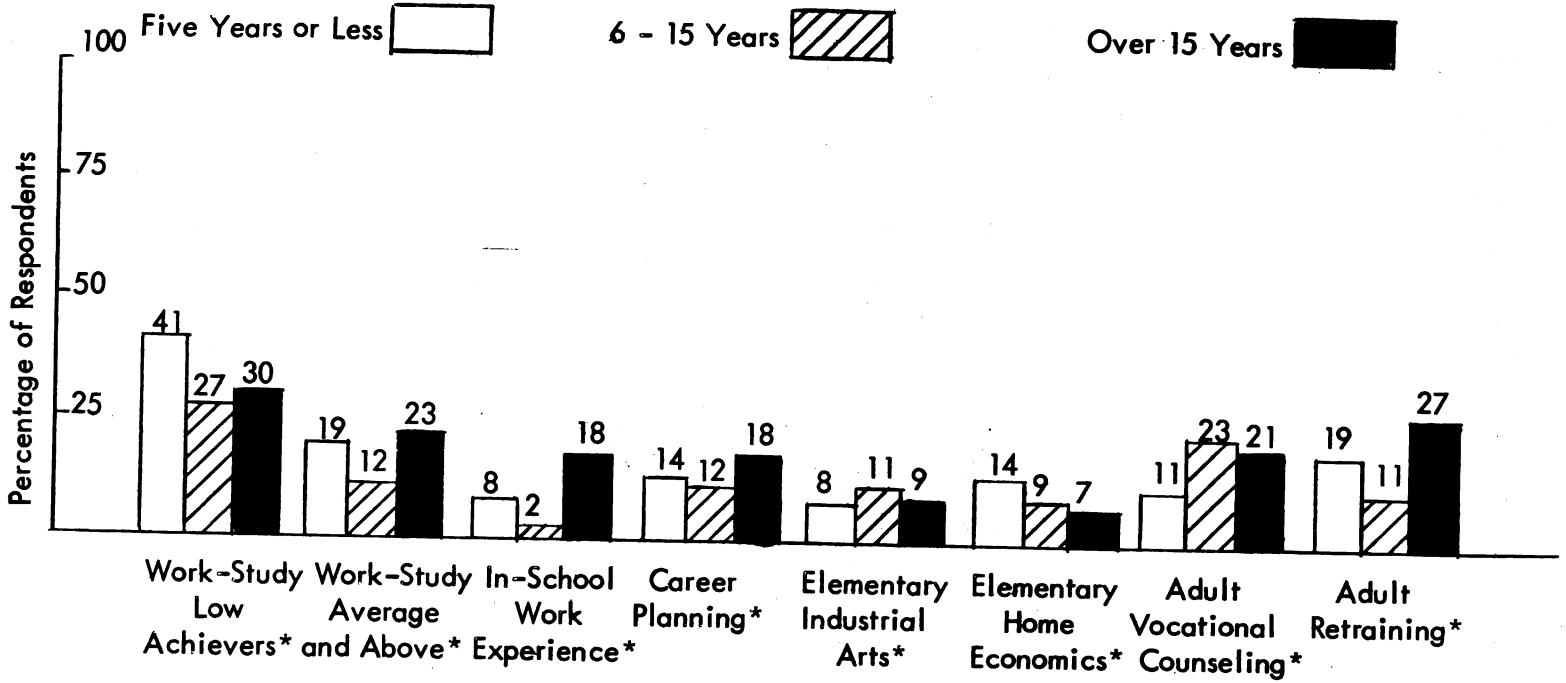

Figure 8

Percentage of respondents designating as imperative the eight activities of vocational education by years of educational experience

* See Figure 5 for exact wording of the item.

when 5% or less separated the top two groups, one of which had to be those with five years or less of educational experience; this was true for four activities, "work-study for average and above," "career planning," "elementary industrial arts," and "elementary home economics." A larger proportion of the other two groups approved of the other three activities: "in-school work experiences," "adult vocational counseling," and "adult retraining."

A somewhat clearer picture was obtained when the imperative responses for all eight activities were averaged for each of the three groups. The highest was for educators with more than fifteen years of educational experience, 19.1%; followed by those with five years or less of experience, 16.8%; and last, those educators having between six and 15 years of educational experience, 13.4%. The ranking of the groups was the same as was found in the previous chapter.

These findings follow the pattern established in the previous chapter, indicating that the reverse of the hypothesis would have been true, that those with the most educational experience are likely to regard these activities as imperative.

Summary

This chapter contained the respondents' opinions of the eight activities of vocational education. These were discussed in three sections. After the opinions were presented, each of the five hypotheses was examined.

Hypothesis Number 1

This hypothesis was not confirmed for any of the activities of vocational education, as none was judged imperative by a majority of the respondents. A tendency to rate activities emphasizing vocational growth

comparatively low was noted.

Hypothesis Number 2

This hypothesis was confirmed for only one of the eight activities designated as imperative by a higher percentage of respondents with at least a Master's degree. The findings suggest that educational degree affects very little respondents' opinions of vocational education.

Hypothesis Number 3

Not a single activity was regarded as imperative by a higher proportion of elementary respondents than by secondary respondents. These results suggest the grade level of teachers influences only slightly their opinions of vocational education.

Hypothesis Number 4

This hypothesis was confirmed for six of the eight educational activities which were designated as imperative by a higher proportion of administrators than elementary classroom teachers; the results of the other two activities were inconclusive.

Hypothesis Number 5

This hypothesis was confirmed for only one activity. These findings seem to indicate the reverse of the hypothesis is true, that these activities are viewed more favorably by those educators with the most educational experience.

CHAPTER VIII

FINDINGS CONCERNING GENERAL EDUCATIONAL ACTIVITIES

This chapter, unlike the previous two chapters, has no unifying theme, the common characteristic of the activities being that they pertain neither to the culturally disadvantaged nor to vocational education. Of the 22 selected activities, these are the seven which have not yet been discussed. They are considered under five sections: expanded counseling services, remedial reading, physical examinations, community education, and pre-kindergarten for all children. As in the previous two chapters, after the respondents' opinions of the activites are presented, the five hypotheses are examined. The background literature corresponding to these activities can be found in the third section of Chapter III.

Expanded Counseling Services

Two of the items in the interview concerned counseling, "providing counselors in all schools (elementary education)" and "providing expanded counseling services, for example a counseling load of 200-300 (secondary education)." Respondents' opinions of these can be seen in Tables 23 and 24 respectively. Each of the two emphasized emotional growth and was an example of inward expansion of the school (Table 5, pages 66-68).

As Tables 23A and 24A show, respondents' opinions of the two activities were similar. Imperative responses for "elementary counseling" surpassed slightly those of "expanded secondary counseling" (32% vs. 27%);

Table 23

Opinions of the 149 respondents of "Providing guidance counselors in all schools

23 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	48	32%
Very Desirable	49	33%
Desirable	36	24%
Permissible	11	08%
Undesirable	05	03%
Total number	149	100%

23 B. Respondents designating the activity as imperative, by educational degrees

Educational Degrees	Respondents	Percentage
Below Masters	21 of 69	30%
Masters and Above	27 of 80	24%

23 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	16 of 37	27%
Secondary Teacher	22 of 63	35%
Administrator	10 of 26	39%

23 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	15 of 37	41%
6 - 15 Years	16 of 56	29%
More than 15 Years	17 of 56	30%

Table 24

Opinions of the 149 respondents of "Providing expanded counseling services, for example a counseling load of 200 - 300"

24 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	40	27%
Very Desirable	60	40%
Desirable	40	27%
Permissible	05	03%
Undesirable	04	03%
Total number	149	100%

24 B. Respondents designating the activity as imperative, by educational degrees

Educational Degrees	Respondents	Percentage
Below Masters	18 of 69	26%
Masters and Above	22 of 80	28%

24 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	14 of 60	23%
Secondary Teacher	14 of 63	22%
Administrator	12 of 26	46%

24 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	09 of 37	24%
6 - 15 Years	10 of 56	18%
More than 15 Years	21 of 56	37%

however, the situation was reversed when the two most favorable response categories, imperative and very desirable, were added together (65% vs. 67%). Both activities were judged undesirable by 3% of the respondents.

The influence of educational degree on respondents' opinions is reported in Tables 23B and 24B. Both items were rated as imperative more frequently by respondents with advanced degrees; the margin, however, was not large, 6% for "elementary counseling" and 2% for "expanded secondary counseling."

When respondents were divided according to position in the school, it was noted that administrators judged these items as imperative most often. In Table 23C the margin was slight over secondary teachers, but in Table 24C the total was double that of either of the two other groups. It was somewhat surprising that the item "elementary guidance counselors" was rated lowest by elementary teachers and "expanded secondary counseling" lowest by secondary teachers.

Tables 23D and 24D reveal respondents' opinions by years of educational experience. For both items, the percentage of imperative responses was lowest for the middle group (6-15 years); "elementary counseling" was viewed as imperative most often by educators with five years or less of experience, while those with more than fifteen years of experience judged "expanded secondary counseling" as imperative most frequently. For both items, the margin between the two highest groups exceeded 10%.

Remedial Reading

The interview contained two items on remedial reading: "providing small classes for those needing special help in reading (elementary education)" and "providing special classes in remedial reading (secondary education)." Both emphasized the intellectual aspect of growth and

exemplified an inward expansion of the school (Table 5, pages 66-68).

Tables 25A and 26A reveal the unanimity with which these activities were endorsed by the respondents. Over two-thirds of them looked upon these as imperative and nearly all respondents (97% and 95%) regarded them as at least very desirable. There were no "undesirable" responses for either item.

Opinions of these activities were influenced only slightly by the respondents' educational degree (Tables 25B and 26B), position in the school (Tables 25C and 26C), or years of educational experience (Tables 25D and 26D). Approval was overwhelming and uniform. The largest margin between any two groups was 7%, slight considering the large proportion of imperative responses.

Physical Examinations

Table 27 shows the respondents' opinions of "arranging for physical examinations with referrals to doctors." This activity emphasized the physical aspect of growth and represented an inward expansion of the school (Table 5, pages 66-68).

As Table 27A indicates, only one respondent in five (19%) thought that this activity was imperative and less than one-half (19% + 30%) looked upon it as at least very desirable.

As opposed to the previous item on remedial reading, the educational degree, position in the school, and years of educational experience all influenced respondents' opinions. Table 27B shows that respondents with at least a Master's degree judged it as imperative much more frequently than those with less than a Master's degree (23% vs. 14%).

Imperative responses of elementary teachers were nearly double those of the next highest group, secondary teachers (27% vs. 14%). This

Table 25

Opinions of the 149 respondents of "Providing small classes for those needing special help in reading"

25 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	103	69%
Very Desirable	42	28%
Desirable	04	03%
Permissible	00	00%
Undesirable	00	00%
Total number	149	100%

25 B. Respondents designating the activity as imperative, by educational degrees

Educational Degrees	Respondents	Percentage
Below Masters	50 of 69	72%
Masters and Above	53 of 80	66%

25 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	44 of 60	73%
Secondary Teacher	42 of 63	67%
Administrator	17 of 26	65%

25 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	26 of 37	70%
6 - 15 Years	38 of 56	68%
More than 15 Years	39 of 56	70%

Table 26

Opinions of the 149 respondents of "Providing special classes in remedial reading"

26 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	101	68%
Very Desirable	40	27%
Desirable	06	04%
Permissible	01	01%
Undesirable	01	00%
Total number	149	100%

26 B. Respondents designating the activity as imperative, by educational degrees

Educational Degrees	Respondents	Percentage
Below Masters	48 of 80	70%
Masters and Above	53 of 80	66%

26 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	39 of 60	65%
Secondary Teacher	44 of 63	70%
Administrator	18 of 26	69%

26 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	25 of 37	68%
6 - 15 Years	36 of 56	64%
More than 15 Years	40 of 56	71%

Table 27

Opinions of the 149 respondents of "Arranging for physical examinations with referrals to doctors"

27 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	28	19%
Very Desirable	45	30%
Desirable	49	33%
Permissible	23	15%
Undesirable	04	03%
Total number	149	100%

27 B. Respondents designating the activity as imperative, by educational degrees

Educational Degrees	Respondents	Percentage
Below Masters	10 of 69	14%
Masters and Above	18 of 80	23%

27 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	16 of 60	27%
Secondary Teacher	09 of 63	14%
Administrator	03 of 26	12%

27 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	04 of 37	11%
6 - 15 Years	08 of 56	14%
More than 15 Years	16 of 56	29%

can be seen in Table 27C.

When years of educational experience were considered (Table 27D) it was found that educators with the most experience (more than 15 years) rated this item as imperative more than twice as often as did either of the other two groups.

Community Education

The one item concerned with community education was "remaining open eveings and summers for community education activities." This was an example of outward expansion of the school and was the only activity in the survey which emphasized social growth (Table 5, pages 66-68).

As can be seen in Table 28A, only 19% regarded this activity as imperative, although more than three respondents in five (63%) thought that it was at least very desirable; it was also one of four activities in the survey receiving no "undesirable" responses.

As was the case with the previous item, respondents' opinions were affected considerably by educational degree, position in the school, and years of educational experience. When respondents were divided by educational degrees (Table 28B) it was seen that educators with at least a Master's degree rated this activity imperative almost twice as often as those with less than a Master's degree (25% vs. 13%).

When opinions were considered according to position in the school, it was found that the imperative responses of administrators were double those of secondary teachers (39% vs. 19%) and triple those of elementary teachers (39% vs. 12%). This can be seen in Table 28C.

Table 28D shows the influence of years of educational experience on the opinions of the respondents. Educators with the most experience (more than 15 years) judged this item as imperative twice as often as did

Table 28

Opinions of the 149 respondents of "Remaining open evenings and summer for community education activities"

28 A. Respondents' opinions, by reponse categories

Response categories	Respondents	Percentage
Imperative	29	19%
Very Desirable	65	44%
Desirable	44	30%
Permissible	11	07%
Undesirable	00	00%
Total number	149	100%

28 B. Respondents designating the activity as imperative, by educational degrees

Educational Degrees	Respondents	Percentage
Below Masters	09 of 69	13%
Masters and Above	20 of 80	25%

28 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	07 of 60	12%
Secondary Teacher	12 of 63	19%
Administrator	10 of 26	39%

28 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	05 of 37	14%
6 - 15 Years	08 of 56	14%
More than 15 Years	16 of 56	29%

either of the other two groups.

Pre-Kindergarten for All Children

The item "offering a pre-kindergarten program for all children" emphasized intellectual growth and represented a downward expansion of the schools (Table 5, pages 66-68).

The lack of approval of this activity is seen in Table 29A. Only 11% thought that it was imperative, and less than one-third considered it at least very desirable (11% + 20%), while 14% regarded it as undesirable; this is the only item in the survey for which undesirable responses exceeded the imperative ones.

As Table 29B indicates, a greater proportion of those with a Master's degree and above thought that this activity was imperative than did those respondents with less than a Master's degree (14% vs. 9%).

Table 29C reports imperative responses by position in the school. Administrators rated this item as imperative much more frequently than either secondary or elementary teachers.

When respondents were grouped according to the years of educational experience (Table 29D), it can be seen that this activity was judged imperative most often by those with more than 15 years of experience (16%), followed by those with 6-15 years of experience (9%), and last by those with five years of experience or less (8%).

Examining the Hypotheses

Hypothesis Number 1

Respondents' opinions of the seven general activities are summarized in Figure 9. For the first time in this study, the hypotheses were confirmed; two activities, "small reading classes" and "remedial reading" were designated as imperative by more than one-half of the

Table 29

Opinions of the 149 respondents of "Offering a pre-kindergarten program for all children

29 A. Respondents' opinions, by response categories

Response categories	Respondents	Percentage
Imperative	17	11%
Very Desirable	30	20%
Desirable	52	35%
Permissible	29	20%
Undesirable	21	14%
Total number	149	100%

29 B. Respondents designating the activity as imperative, by educational degree

Educational Degrees	Respondents	Percentage
Below Masters	06 of 69	09%
Masters and Above	11 of 80	14%

29 C. Respondents designating the activity as imperative, by position in the school

Position	Respondents	Percentage
Elementary Teacher	05 of 60	08%
Secondary Teacher	07 of 63	11%
Administrator	05 of 26	19%

29 D. Respondents designating the activity as imperative, by years of educational experience

Years of Experience	Respondents	Percentage
Five Years or Less	03 of 37	08%
6 - 15 Years	05 of 56	09%
More than 15 Years	09 of 56	16%

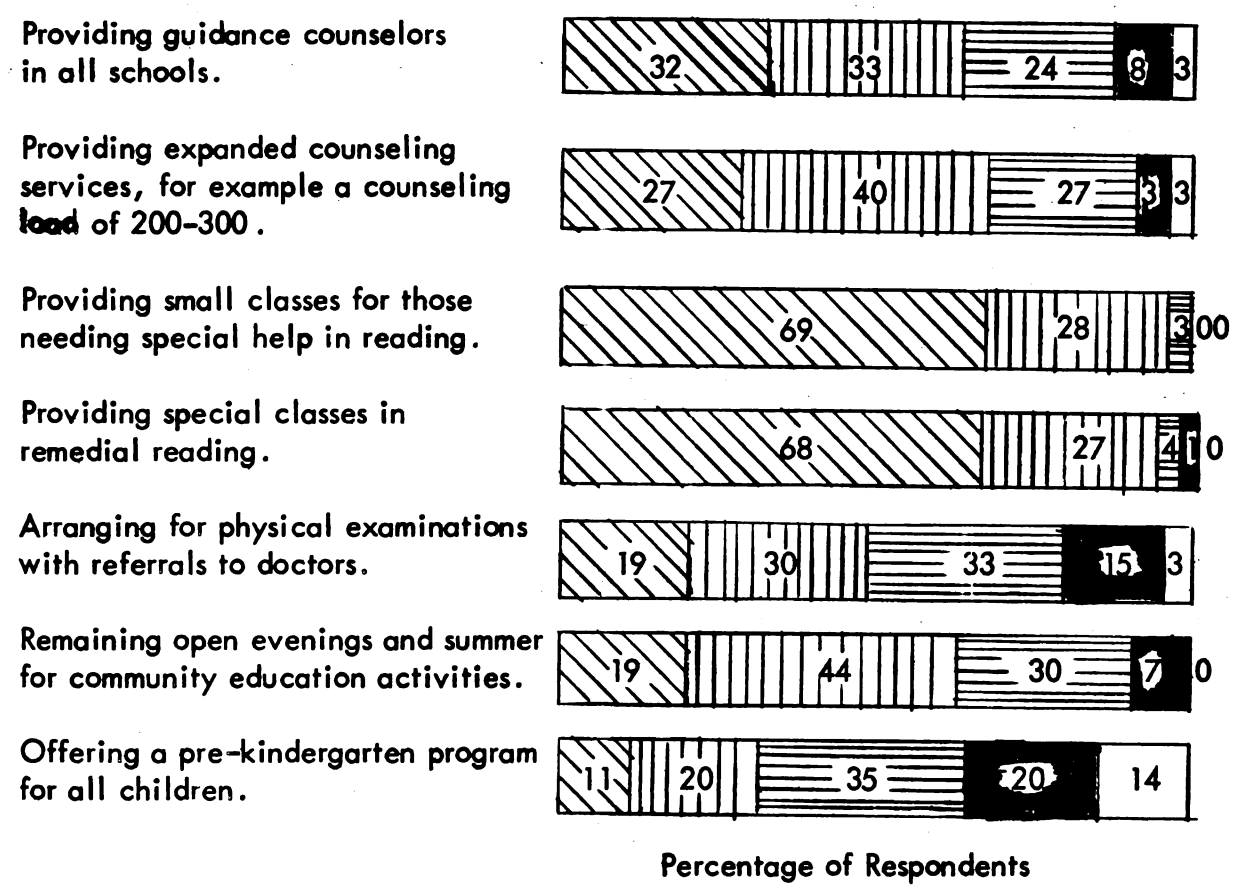

Figure 9

Opinions of all respondents concerning the importance of the seven general educational activities for the public schools

Imperative

Very Desirable

Desirable

Permissible

Undesirable

respondents, 69% and 68% respectively. The range of the other five activities, however, was from a high of 32% to a low of 11%.

The average of the imperative responses for these activities was also markedly higher (35%) than for culturally disadvantaged (25.4%) or for vocational education (16.4%). When the two most favorable response categories were averaged together, it can be seen that two-thirds of the respondents (66.7%) thought the general educational activities were at least very desirable. This total was similar to the "at least very desirable" responses of the activities for the culturally disadvantaged, which was 64.1%. For both groups, about two respondents in three thought that the activities were at least very desirable.

Another method of gauging the opinions of the respondents was by the percentage of "undesirable" responses. Only four items in the survey received no negative responses, and three are in this chapter, "remedial reading (elementary)," "remedial reading (secondary)," and "community education." The latter choice was somewhat unexpected, as it did not receive a large proportion of imperative responses, only 19%. The only item in the survey receiving a higher total of undesirable responses than imperative responses was "pre-kindergarten (all children)," (14% vs. 11%).

These data do not make it possible to generalize on respondents' preferences regarding the direction of expansion of the school. Five involved expansion, one outward, "community education," and one downward, "pre-kindergarten."

Hypothesis Number 2

The second hypothesis predicted that the educational activities described in Imperatives in Education were more likely to be regarded as imperative by public school educators with advanced degrees. Figure 10

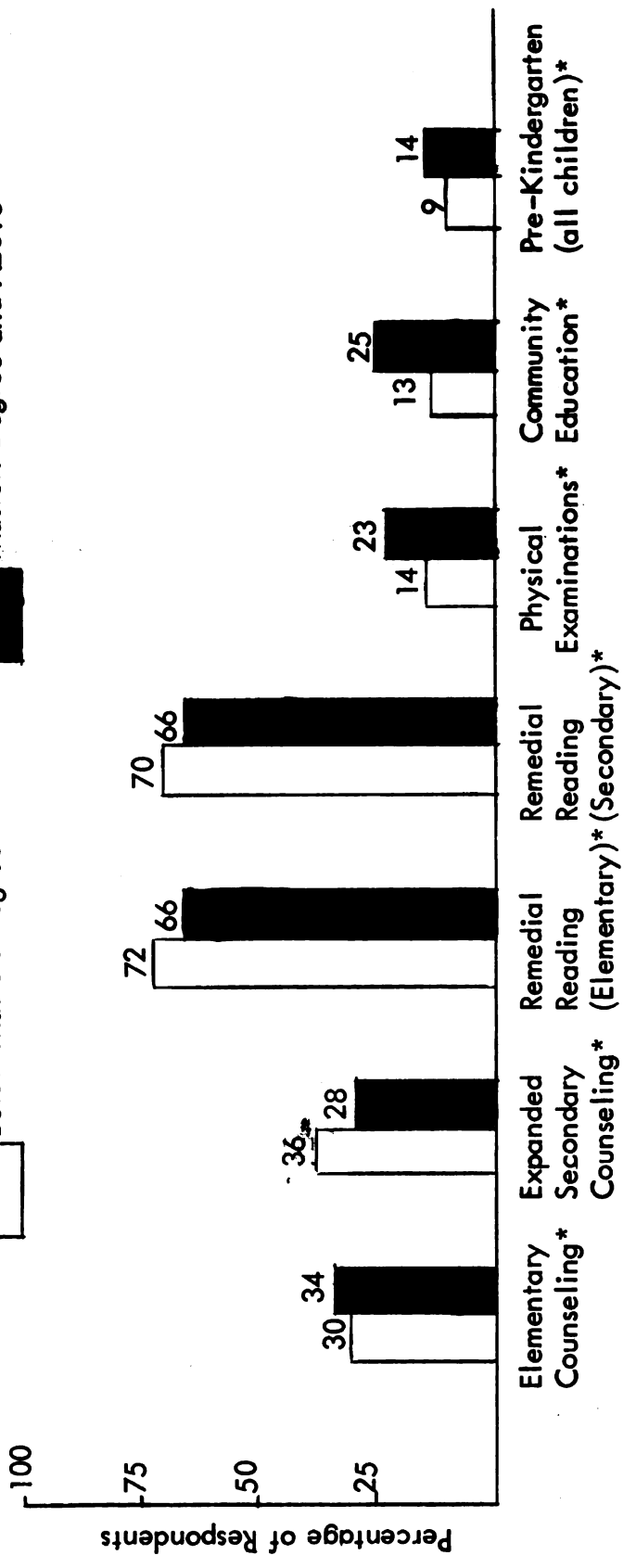

Figure 10

Percentage of respondents designating as imperative the seven general educational activities, by educational degrees

* See Figure 9 for the exact wording of the items.

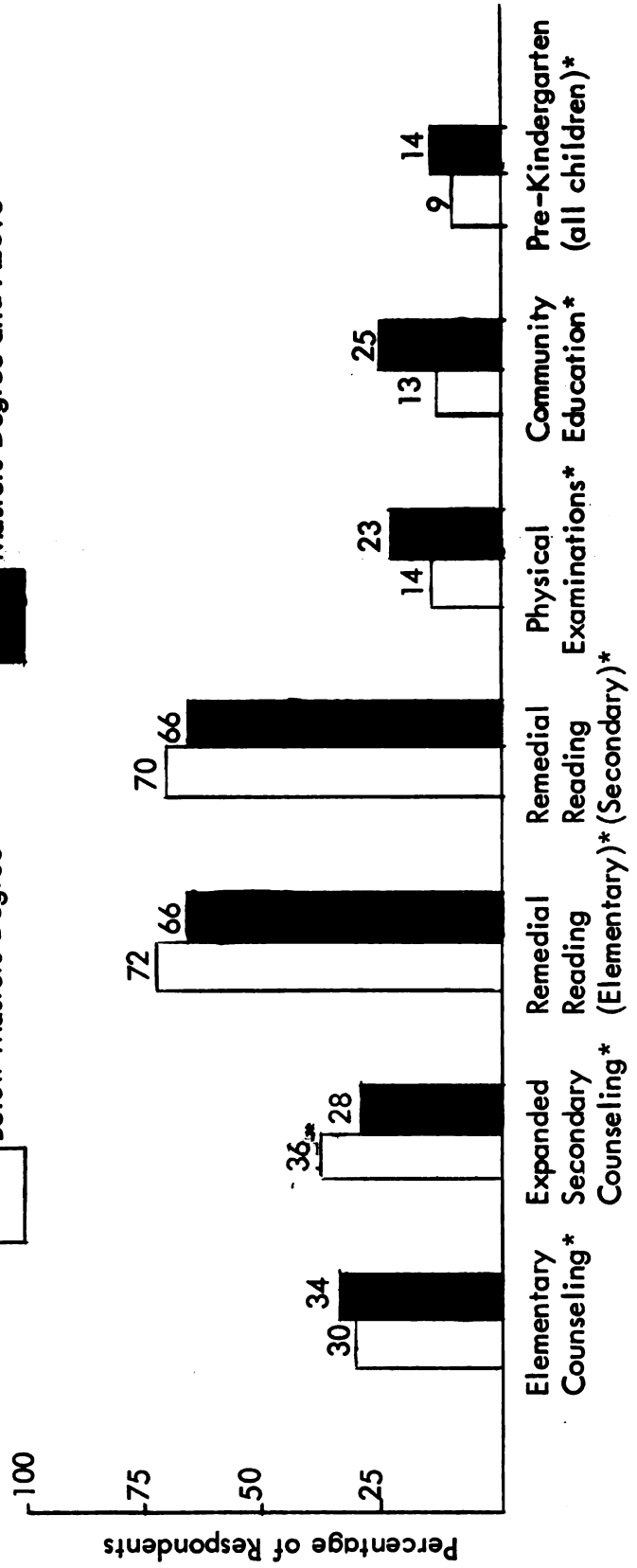

Figure 10

Percentage of respondents designating as imperative the seven general educational activities, by educational degrees

* See Figure 9 for the exact wording of the items.

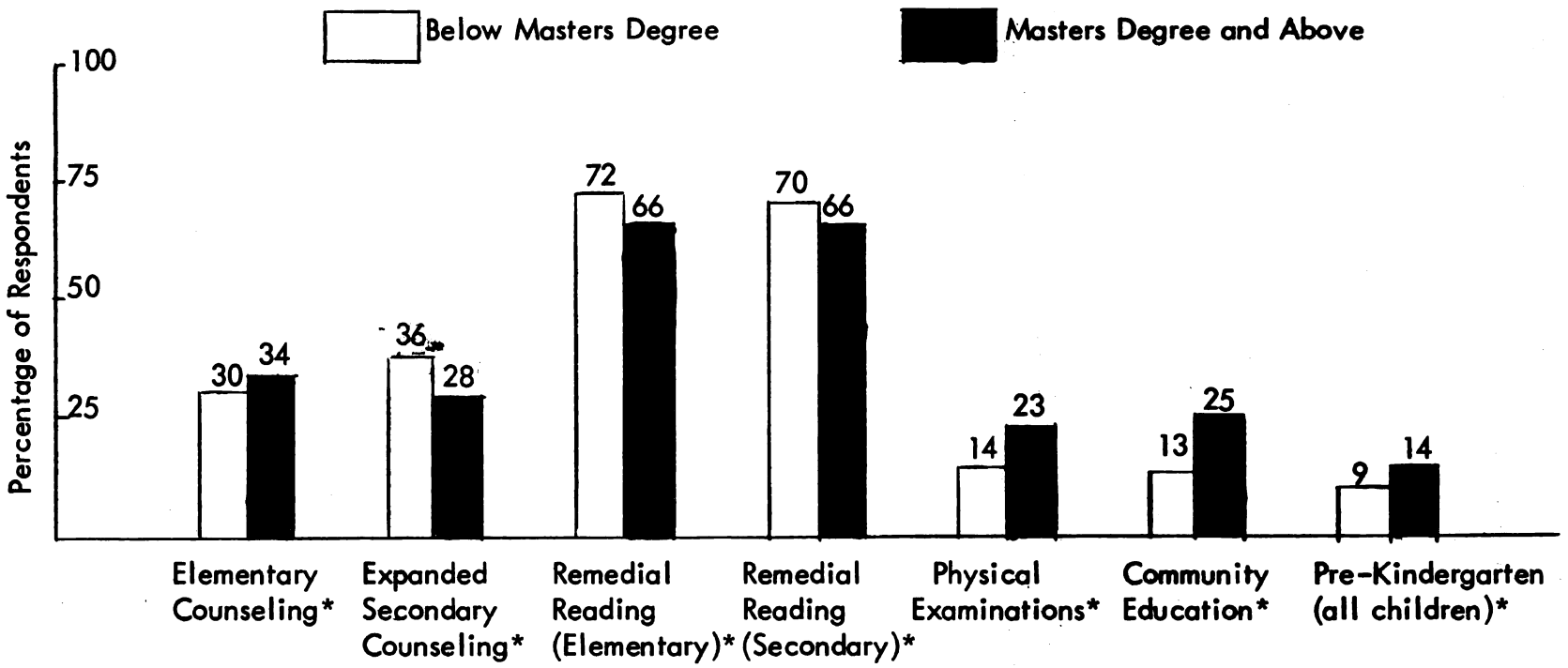

Figure 10

Percentage of respondents designating as imperative the seven general educational activities, by educational degrees

* See Figure 9 for the exact wording of the items.

summarizes the imperative responses of the seven general activities by the educational degree of the respondents.

For two of the activities the hypothesis was confirmed, "physical examinations" and "community education;" and two others were approved by a higher proportion of respondents with less than a Master's degree, "expanded secondary counseling" and "remedial reading (elementary)." For the other three items, the results were inconclusive, the margin between the two groups being 5% or less.

The small influence of educational degree on these activities was also seen when the imperative responses of the two groups were averaged, the margin between the two groups being less than 2%, 36.5% for advanced degrees and 34.9% for the lesser ones.

Hypothesis Number 3

It was hypothesized that the educational activities described in Imperatives in Education were more likely to be regarded as imperative by elementary classroom teachers than by secondary classroom teachers.

Only for "remedial reading (elementary)" and "physical examinations" was the hypothesis confirmed, the percentage of imperative responses of elementary classroom teachers being the large of the two groups. Two activities were rated higher by secondary respondents, "elementary counseling" and "community education" and the results were inconclusive for the other three activities. This can be seen in Figure 11.

By averaging the imperative responses of the two groups, the minute effect of grade level on teacher opinion can be seen. The margin between the two groups was less than 1%, 33.5% for elementary teachers and 34% for secondary teachers. This follows the pattern established in the previous two chapters.

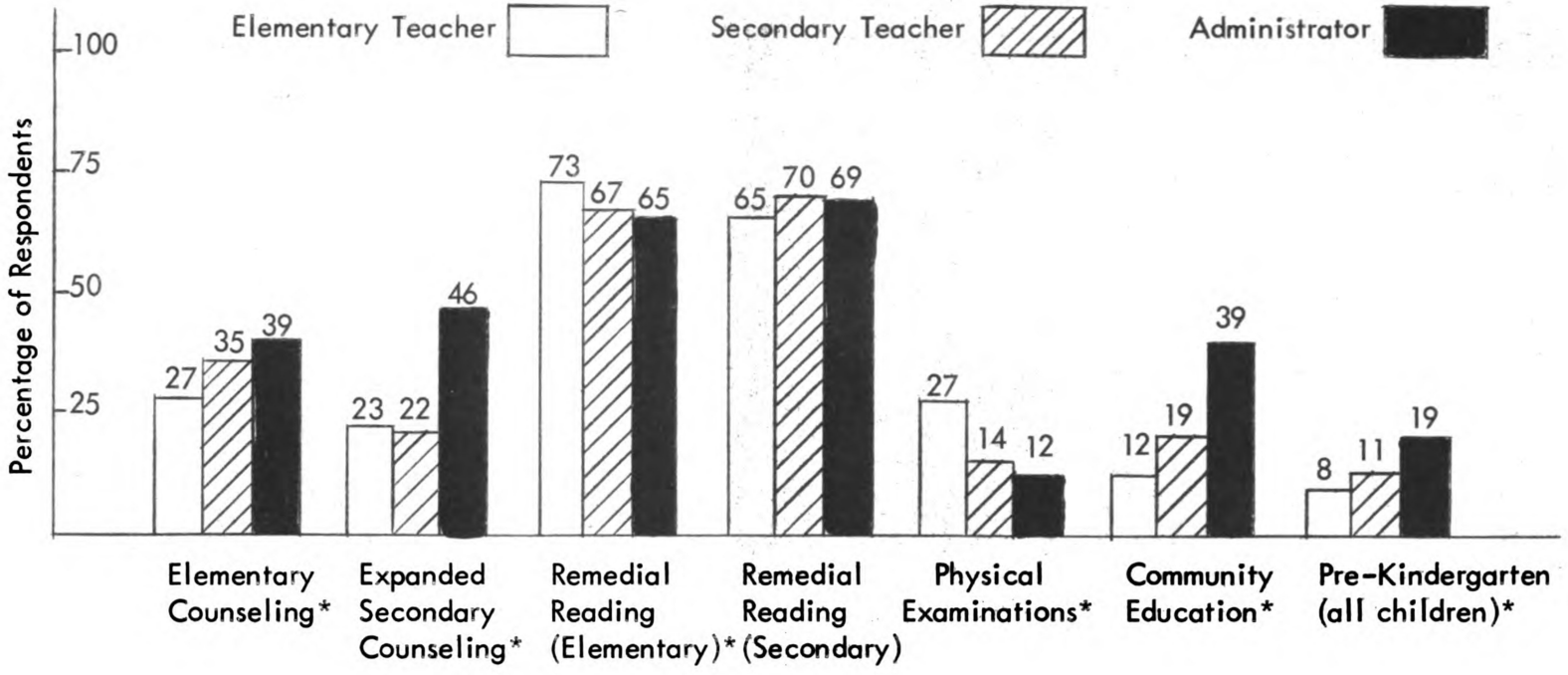

Figure 11

Percentage of respondents designating as imperative the seven general educational activities, by position in the school

* See Figure 9 for the exact wording of the item.

Hypothesis Number 4

The fourth hypothesis stated that the selected educational activities were more likely to be regarded as imperative by administrators than by elementary teachers. Figure 11 also summarizes these results.

The hypothesis was confirmed for the four items rated higher by the administrators: "elementary counseling, "expanded secondary counseling," "community education," and "pre-kindergarten (all children)." Two items were rated higher by elementary teachers, "remedial reading (elementary)" and "physical examinations," and the results for the other item "remedial reading (secondary)" were inconclusive. Administrator preference was also shown when the imperative responses of the two groups were averaged, 40.4% for administrators and 33.6% for elementary teachers.

Hypothesis Number 5

The fifth hypothesis stated that the activities were more likely to be regarded as imperative by educators with the least educational experience.

Figure 12 summarizes the imperative responses when respondents were grouped according to years of educational experience. As can be seen, the hypothesis was confirmed for one activity only, "elementary counseling," and was considered inconclusive for another, "remedial reading (elementary)."

In the remaining five activities, the hypothesis was not confirmed. This can also be clearly seen when the imperative responses of all three groups are averaged, 40.3% for those with more than 15 years of experience, 30.9% for the middle group (6-15 years of experience), and 33.7% for educators with five years or less of experience.

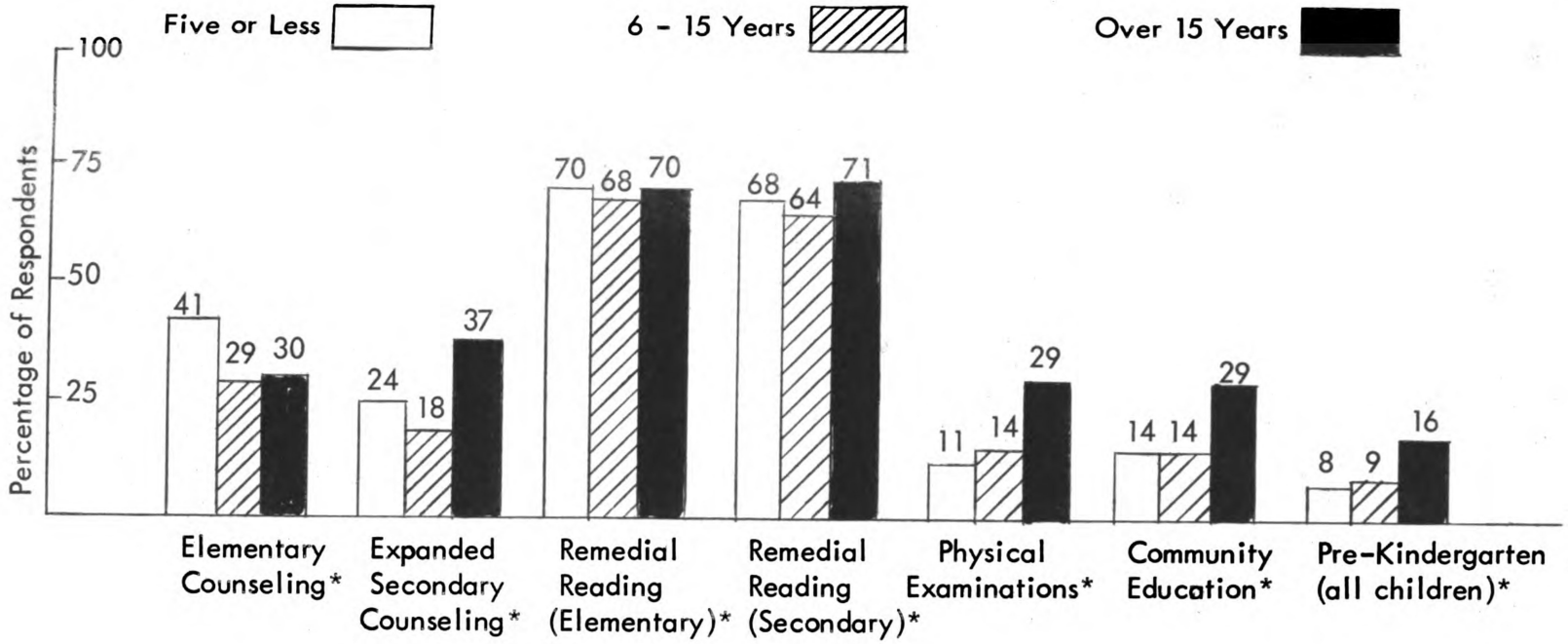

Figure 12

Percentage of respondents designating as imperative the seven general educational activities by years of educational experience

* See Figure 9 for the exact wording of the item.

Summary

This chapter discussed the results of the seven remaining educational activities not treated in the previous two chapters. They were presented in five sections, "expanded counseling services," "remedial reading," "physical examinations," "community education," and "pre-kindergarten for all children." On the basis of these results the hypotheses were examined in the second part of the chapter.

Hypothesis Number 1

This hypothesis was confirmed for the first time in the survey, two activities being considered imperative by a majority of the respondents. Both concerned special help in reading.

Hypothesis Number 2

This hypothesis was confirmed for two of the seven activities which were designated as imperative by a larger percentage of respondents with at least a Master's degree. For these activities, respondents' opinions were influenced very little by educational degree.

Hypothesis Number 3

This hypothesis was also confirmed for two of the seven activities which were rated imperative by a larger proportion of elementary respondents than by secondary respondents. These findings suggest that the grade level of teachers has little affect on their opinions of these activities.

Hypothesis Number 4

This hypothesis was confirmed for four of the seven activities which were judged imperative by more administrative respondents than by elementary respondents. These results seem to indicate that administrators

view these activities more favorably than teachers.

Hypothesis Number 5

This hypothesis was confirmed for only one of the activities. As in Chapter VII, these results suggest that the reverse of the hypothesis would be true, that these activities are looked upon most favorably by educators with the most experience.

CHAPTER IX

SUMMARY AND CONCLUSIONS

The Problem and Its Background

The purpose of this study was to investigate the opinions of public school teachers and administrators: (1) to determine the importance they attached to the educational activities described in Imperatives in Education, and (2) to examine the relationship between these opinions and educational degree, position in the school, and years of educational experience. The knowledge of these opinions and relationships is important, as the active involvement of teachers and administrators is an essential ingredient of educational change.

It was shown that educational goals are decided upon by the political system, a process in which the educational system plays a consultative role; on the other hand, the selection of educational programs is an area in which the educational system has special prerogatives and competencies. Although this limits the scope of educational decision-making, it does, at the same time, identify an especially crucial area and one in which many divergent opinions can be expected.

Cooperative decision-making has long been advocated by educational leaders, although many critics claim that there is not much evidence of it in practice. The recent impact of professional negotiations is modifying the role of the teacher and administrator in educational decision-making, although, at the present time, the new relationships have not been clearly defined.

Method of Investigation and Analysis

It was decided to use the individual, structured interview as a method to gather data. The interview contained 34 items, 22 of which were based on activities recommended in Imperatives in Education, and which also had the support of educational authorities. The other 12 items were included to increase the variety of topics covered, but the results of these twelve items were not analyzed.

Interviewees were asked to place each of the educational activities in one of the following response categories: "imperative," "very desirable," "desirable," "permissible," or "undesirable."

One hundred and forty-nine interviews were actually held with teachers and administrators of five Michigan cities: Dearborn, Flint, Grand Rapids, Lansing, and Saginaw. The interviewees were from a cross-section of schools representing all grade levels in the elementary schools and the different subject matter areas in the secondary schools.

Each of the 22 selected activities was classified according to (a) the aspect of growth emphasized: vocational, intellectual, physical, social, or emotional, and (b) direction in which it would expand public school services: inward, outward, downward, or upward.

Results of the interviews were reported by educational topics: (a) educational activities concerning the culturally disadvantaged, (b) activities of vocational education, and (c) general educational activities (those not falling under the other two topics.)

Results of the Interviews

Opinions of the Teachers and Administrators

1. A summary of the respondents' opinions of the 22 selected activities can be found in Table 30. Part A reveals that only

two of them were considered imperative by a majority of the teachers and administrators; both of these concerned reading. Also, it can be seen that, on the average, an educational activity was considered imperative by one respondent in four (25.2%); the proportion for activities concerning the culturally disadvantaged corresponded to the general average (25.4%), while for vocational education it was noticeably lower (16.4%), and for the general educational activities, it was much higher (35%).

2. Another way to measure respondents' opinions was to consider the total of the two most favorable response categories together (imperative and very desirable). When this was done, it was revealed that 17 of the 22 activities were considered "at least very desirable" by a majority of the respondents; on the average, an activity was judged "at least very desirable" by three respondents in five (61.6%). Again, the lack of approval for activities of vocational education can be noted: only five of the eight activities of vocational education were considered "at least very desirable," and, on the average, this rating was given to an activity by only slightly more than half of the respondents (54.2%). This can be seen in Table 30B.

3. A general positive attitude toward the 22 selected activities can be concluded from the results contained in Table 30C; it can be seen that none of the activities was rated as "undesirable" by a majority of the respondents. On the average, an activity was looked upon as undesirable by less than 3% of the respondents.

Table 30

Respondents' opinions of the twenty-two selected educational activities by educational topics

	I Activities Concerning Culturally Disadvantaged	II Activities Concerning Vocational Education	III General Educational Activities	IV The Twenty-two Selected Activities
A. Imperative				
1. Average	25.4%	16.4%	35.0%	25.2%
2. Number of activities rated imperative by a majority of the respondents.	0 of 7	0 of 8	2 of 7	2 of 22
B. At Least Very Desirable (Imperative and Very Desirable)				
1. Average	64.5%	54.2%	66.7%	61.6%
2. Number of activities rated "at least very desirable" by a majority of the respondents.	6 of 7	5 of 8	6 of 7	17 of 22
C. Undesirable				
1. Average	3.1%	1.8%	3.3%	2.7%
2. Number of activities rated "undesirable" by a majority of the respondents.	0 of 7	0 of 8	0 of 7	0 of 22

Educational Degree

The second hypothesis stated that the educational activities in Imperatives in Education were more likely to be regarded as imperative by public school educators with advanced degrees. Table 31A summarizes these results. It can be seen in Column IV that this was confirmed for nine of the 22 activities. One can also note that this preference was selective, applying only to activities concerning the culturally disadvantaged, and not to the other two educational topics.

Position in the School

Two hypotheses were concerned with the effect of position in the school on respondents' opinions: one pertaining to the teaching level, and the other to position of responsibility, administrators as compared to elementary classroom teachers.

Teaching Level

1. The third hypothesis predicted that the educational activities described in Imperatives in Education were more likely to be regarded as imperative by elementary classroom teachers than by secondary classroom teachers. In 13 activities the results were inconclusive, and in four the hypothesis was confirmed, with the remaining five being designated as imperative by a larger proportion of secondary respondents (see Table 31B). The similarity of views is also shown in Column V which compares the average percentage of imperative responses: 23.9% for elementary classroom teachers, and 23.6% for secondary classroom teachers.
2. The lack of a clear-cut difference between the opinions

Table 31

Influence of educational degree, teaching level, educational responsibility and years of educational experience on respondents' opinions of the twenty-two selected activities

	I Activities Concerning Culturally Disadvantaged	II Activities Concerning Vocational Education	III General Educational Activities	IV Total for Twenty-two Selected Activities	V Average of the Imperative Responses
A. Educational Degree					
Rated higher by respondents with:					
Masters degree and above	6	1	2	9	26.5%
Below a Master's degree	1	2	2	5	24.0%
Inconclusive results	0	5	3	8	--
	7	8	7	22	
B. Teaching Level					
Rated higher by:					
Elementary classroom teachers	2	0	2	4	23.9%
Secondary classroom teachers	1	2	2	5	23.6%
Inconclusive results	4	6	3	13	--
	7	8	7	22	

Table 31

Influence of educational degree, teaching level, educational responsibility and years of educational experience on respondents' opinions of the twenty-two selected activities

	I Activities Concerning Culturally Disadvantaged	II Activities Concerning Vocational Education	III General Educational Activities	IV Total for Twenty-two Selected Activities	V Average of the Imperative Responses
A. Educational Degree					
Rated higher by respondents with:					
Masters degree and above	6	1	2	9	26.5%
Below a Master's degree	1	2	2	5	24.0%
Inconclusive results	0	5	3	8	--
	7	8	7	22	
B. Teaching Level					
Rated higher by:					
Elementary classroom teachers	2	0	2	4	23.9%
Secondary classroom teachers	1	2	2	5	23.6%
Inconclusive results	4	6	3	13	--
	7	8	7	22	

Table 31--Continued

	I Activities Concerning Culturally Disadvantaged	II Activities Concerning Vocational Education	III General Educational Activities	IV Total for Twenty-two Selected Activities	V Average of the Imperative Responses
C. Educational Responsibility					
Rated higher by:					
Administrators	3	6	4	13	32.2%
Elementary classroom teachers	0	0	2	2	23.9%
Inconclusive results	4	2	1	7	--
	7	8	7	22	
D. Years of Educational Experience					
Rated higher by respondents with:					
0 - 5 years	1	1	1	3	24.6%
6 - 15 years	1	1	0	2	21.9%
More than 15 years	2	2	4	8	29.0%
Inconclusive results	3	4	2	9	--
	7	8	7	22	

of elementary and secondary classroom teachers was, in itself, significant. This gives no support to the belief that elementary teachers are child-centered and secondary teachers are more concerned with subject matter. It also suggests that there are, perhaps, more areas of agreement than disagreement between elementary teachers and secondary teachers.

Position of Responsibility

The fourth hypothesis was also concerned with position in the school and stated that the educational activities described in Imperatives in Education were more likely to be regarded as imperative by administrators than by elementary classroom teachers. As Table 31C shows, for more than half of the activities, 13, the hypothesis was confirmed. Administrative preference was also seen when the average percentage of imperative responses for the two groups were compared (32.2% vs. 23.9%). Whereas teaching level made no difference in respondents' opinions, position of responsibility did.

Years of Educational Experience

1. It will be remembered that testing of the fifth hypothesis was somewhat more complicated, as three groups were involved. For it to be confirmed, it was necessary that the percentage of imperative responses of the group with the least experience (0-5 years) exceed the percentage of imperative responses

of each of the other two groups by five per cent. As Table 31D reveals, this happened for only three activities. It also shows that if the hypothesis had been restated, substituting "public school educators with extensive educational experience" for "public school educators with little educational experience" that it would have been confirmed for eight activities. The tendency of the respondents with the most educational experience to rate the activities highest can be seen for all three educational topics, and is also reflected in the average percentage of imperative responses in Column V.

2. It is interesting to note, but difficult to explain, that the middle group, with 6-15 years of educational experience, ranked lowest for each of the three groups of educational topics (Columns I, II, and III), and lowest for the total for all 22 activities (Column IV), and had the lowest average percentage of imperative responses (Column V).

3. These findings contradict the notion that older teachers are unreceptive to change and new ideas, and strongly suggest that the opposite is true, that older, more experienced teachers are more receptive. Given the general belief that younger teachers are more flexible and responsive, these findings were puzzling.

Aspect of Growth Emphasized

From Table 32, which lists the 22 selected activities by respondents' preferences, one can also discern their opinions of the five

Table 32

Ranking of the twenty-two selected activities by respondents' preferences

Rank	Activity	Aspect of Growth[A]	Direction of Expansion[A]	Respondents' Opinions[B] by Response Categories				
				Imp.	Very Des.	Des.	Perm.	Undes.
1	Providing small classes for those needing special help in reading (elementary education)	Intellectual	Inward	69	28	3	0	0
2	Providing special classes in remedial reading (secondary education)	Intellectual	Inward	68	27	4	1	0
3	Providing smaller classes for culturally disadvantaged	Intellectual	Inward	41	35	20	3	1
4	Providing guidance counselors for schools in culturally disadvantaged areas (elementary education)	Emotional	Inward	35	42	15	5	3
5	Providing guidance counselors in all schools (elementary education)	Emotional	Inward	32	33	24	8	3
6	In cooperation with local businessmen, offering direct work experience in a work-study program for low achievers (secondary education)	Vocational	Inward	31	50	14	4	1

[A]Discussion of this classification can be found on pages 42 and 43 in text.

[B]Key to abbreviations: Imp.-Imperative; Very Des.-Very Desirable; Des.-Desirable; Perm.-Permissible; and Undes.-Undesirable

Table 32--Continued

Rank	Activity	Aspect of Growth[A]	Direction of Expansion[A]	Respondents' Opinions[B] by Response Categories				
				Imp.	Very Des.	Des.	Perm.	Undes.
7	Offering a pre-kindergarten program for culturally disadvantaged children (elementary education)	Intellectual	Downward	29	44	17	8	2
8	Providing expanded counseling services, for example a counseling load of 200 - 300 (secondary education)	Emotional	Inward	27	40	27	3	3
9	Providing a special school-community coordinator (home counselor) in culturally disadvantaged areas	Emotional	Inward	23	44	29	2	2
10	Sponsoring summer programs of compensatory education, such as Head Start (elementary education)	Intellectual	Downward	23	41	28	6	2
11	In cooperation with other community agencies, providing vocational counseling for all youth up to the age of 21	Vocational	Outward	20	42	32	5	1
12	Remaining open evenings and summer for community education activities	Social	Outward	19	44	30	7	0

Table 32--Continued

Rank	Activity	Aspect of Growth[A]	Direction of Expansion[A]	Respondents' Opinions[B] by Response Categories				
				Imp.	Very Des.	Des.	Perm.	Undes.
13	In cooperation with other community agencies, helping to retrain the young adult for a changing labor market	Vocational	Outward	19	37	33	9	2
14	Arranging for physical examinations with referrals to doctors	Physical	Inward	19	30	33	15	3
15	In cooperation with local businessmen, offering direct work experiences in a work-study program for average and above students (secondary education)	Vocational	Inward	18	45	30	4	3
16	Offering an exploratory career planning program at about grade 9 (secondary education)	Vocational	Inward	15	38	32	12	3
17	Providing free hot lunches for disadvantaged children not receiving them at home.	Physical	Inward	13	39	32	13	3
18	Providing free hot breakfasts for disadvantaged children not receiving them at home.	Physical	Inward	13	29	33	16	9

Table 32--Continued

Rank	Activity	Aspect of Growth[A]	Direction of Expansion[A]	Respondents' Opinions[B] by Response Categories				
				Imp.	Very Des.	Des.	Perm.	Undes.
19	Offering a pre-kindergarten program for all children (elementary education)	Intellectual	Downward	11	20	35	20	14
20	Providing in-school work experiences, such as in the library and in the cafeteria (secondary education)	Vocational	Inward	10	38	43	9	0
21	Offering exploratory experiences in industrial art (elementary education)	Vocational	Inward	9	29	45	15	2
22	Offering exploratory experiences in home economics (elementary education)	Vocational	Inward	9	24	46	19	2

different aspects of growth.

1. Respondents viewed most favorably those activities emphasizing the intellectual aspect of growth. The first three activities concerned intellectual growth and the only one not receiving a high rating was "offering a pre-kindergarten program for all children." The assigning of the intellectual aspect of growth to this activity can perhaps be questioned, and the designation of social growth might have been more accurate.
2. Also viewed with approval by the respondents were the four activities concerned with emotional growth, ranking 4, 5, 8, and 9.
3. The only activity emphasizing social growth was 12th in respondents' preference, making no generalization about these types of activities possible.
4. All three of the activities concerned with physical growth ranked below average in the estimation of the respondents: 14, 17, and 18.
5. The respondents' lack of approval for vocational education was again revealed. Of the eight activities emphasizing the vocational aspect of growth, six were in the lower half, and three of these ranked the very lowest, 20, 21, and 22.
6. These findings produce contradictory evidence as to the receptivity of public school educators to new ideas. Activities emphasizing the emotional aspect of growth are new responsibilities and were judged favorably, yet those which were concerned with the physical aspect of growth are also

new, but were not looked upon with approval.

7. These results do not support the view that traditional responsibilities are accepted by public school educators. Intellectual and vocational activities have both long been public school responsibilites, but the former were approved by respondents and the latter were not.

8. One is struck by the similarities by the top three rated activities. All of them (a) were concerned with intellectual growth, (b) were inward expansions of the public schools, and (c) were concerned with a lower pupil-teacher ratio.

9. As a group, the four activities concerning school counseling were viewed favorably, ranking 4, 5, 8, and 11. Yet, the support for these activities was not uniform among the respondents, as an examination of the chapters dealing with the results reveals (counseling activities were discussed in three different chapters, starting on pages 73, 97, and 119). All four activities were rated highest by administrators; the substantial amount of difference was shown when the average of the imperative responses were compared: 41.3% for administrators as compared to 26.5% for secondary teachers, and 25% for elementary teachers.

Direction of Expansion

Sixteen of the 22 activities represented inward expansions of the schools' activities. The three representing downward expansion (ranking 7, 10, and 13), and those exemplifying an outward expansion (ranking 11, 12, and 13), on the whole, can be considered about average

in the estimation of the respondents. Because of the preponderance of the activities of inward expansion, there was not sufficient data on which to generalize. It did seem, however, that there was no marked opposition to the expansion of the public schools in either an outward or downward direction.

Implications

1. While the respondents generally approved of the 22 selected activities, an unmistakable priority was given to smaller classes and to a lower teacher-pupil ratio. Educators contemplating change must take this into account, and when innovations are not reconciled with these opinions, reactions from non-involvement, at best, to active resistance, at worst, can be expected.
2. As it is presently constituted, the report of the Commission on Imperatives in Education is not a guide for curricular change. The hundreds of recommended activities are far too numerous for any school system to adopt, and yet no priorities are assigned to them, nor are criteria presented for the designating of priorities.
3. Teachers and administrators do not accept activities of vocational education for public schools. With this clear and strong disapproval, it is difficult to see how a program of vocational education can be conducted within the structure of the "comprehensive high school." A re-examination of the concept of separate vocational secondary schools appears to be warranted.

Areas for Further Research

In this study, several vital questions have been raised and left unanswered; these would provide fruitful topics for further investigation. They were:

1. To examine the opinions of members of boards of education, university professors, and lay leaders, to determine to what extent their views coincide with those of teachers and administrators.
2. To compare the educational opinions of the different subject matter teachers within the secondary schools, i.e., mathematics and social studies teachers.
3. To compare the educational opinions of the different grade level teachers within elementary schools.
4. To determine the educational opinions of students in education at various stages of preparation (undergraduate, master's, and doctoral) and compare these opinions with those of experienced teachers and administrators.
5. To examine more precisely the divergence of opinions revealed between teachers and administrators.

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Appendix A

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Appendix B

Superintendents of the five Michigan school systems and principals of the twenty-one schools which cooperated in the study

Dearborn
Roy Cole, Superintendent

Haigh Elementary School	Delbert Loranger, Principal
Long Elementary School	Harry C. Francis, Principal
O.L. Smith Junior High School	Fred Schreiber, Principal
Fordson High School	Harvey A. Failor, Principal

Flint
William Early, Superintendent

Cody Community School	Mary G. Callahan, Principal
Martin Community School	Lawrence H. Cunningham, Principal
Zimmerman Junior High School	Melford H. Ruud, Principal
Central High School	John Kouzoujian, Principal

Grand Rapids
Jay L. Pylman, Superintendent

Aberdeen Elementary School	Martha Bowles, Principal
Sigsbee Elementary School	Richard Bandy, Principal
Harrison Park Junior High School	John Bruinsma, Principal
Central High School	Romulus Romani, Principal

Lansing
William R. Manning, Superintendent

Bingham Elementary School	Hazel Trebilcock, Principal
Mount Hope Elementary School	Margaret Knapp, Principal
Walter French Junior High School	Frank Throop, Principal
Eastern High School	Donald F. Johnson, Principal

Saginaw
Charles Coulter, Superintendent

Baillie Elementary School	Zeph Phillips, Principal
Fuerbringer School	Zepha Guilford, Principal
Stone Elementary School	Bernice Arnold, Principal
Webber Junior High School	Dwight Stevens, Principal
Arthur Hill Senior High School	Harold W. Giesecke, Principal

Appendix C

Draft of Professor Clyde Campbell's letter to the five superintendents of schools

Mr. William Lee, one of our Mott Interns, is working on a dissertation involving interviewing with superintendents of schools, some other selected administrative persons and a limited number of teachers. He would like to be in your community on _____ (date). The maximum time with any one person is 20 minutes and probably will be 15 minutes in length. I shall have Mr. Lee confirm this date if it meets with your approval.

We will be glad to send you a resume of our findings. It relates to the roles that these different people see in relation to alleged imperatives in education today.

I hope you can help Mr. Lee with his study.

Cordially yours,

Clyde Campbell
Professor of Education
Michigan State University

CMC:ya

Appendix D

Form on which answers were recorded by the investigator

City _____

School _____

Name _____

Position _____

Degree _____

Total Years in Education _____

	Imperative	Very Desirable	Desirable	Permissible	Undesirable
1.	0	0	0	0	0
2.	0	0	0	0	0
3.	0	0	0	0	0
4.	0	0	0	0	0
5.	0	0	0	0	0
6.	0	0	0	0	0
7.	0	0	0	0	0
8.	0	0	0	0	0
9.	0	0	0	0	0
10.	0	0	0	0	0
11.	0	0	0	0	0
12.	0	0	0	0	0
13.	0	0	0	0	0
14.	0	0	0	0	0
15.	0	0	0	0	0
16.	0	0	0	0	0
17.	0	0	0	0	0
18.	0	0	0	0	0
19.	0	0	0	0	0
20.	0	0	0	0	0
21.	0	0	0	0	0
22.	0	0	0	0	0
23.	0	0	0	0	0
24.	0	0	0	0	0
25.	0	0	0	0	0
26.	0	0	0	0	0
27.	0	0	0	0	0
28.	0	0	0	0	0
29.	0	0	0	0	0
30.	0	0	0	0	0
31.	0	0	0	0	0
32.	0	0	0	0	0
33.	0	0	0	0	0
34.	0	0	0	0	0

Appendix E

Draft of letter to the five superintendents of schools from the investigator after interviews were held

I wish to express to you my appreciation for the arrangements that you made to interview administrators and teachers in your public schools. In all instances, I found them cooperative and their remarks were most helpful.

Thank you so much for your many courtesies.

Sincerely,

William B. Lee

WBL:aa

Appendix F

Draft of letter to the twenty-one principals from the investigator after interviews were held

I am very appreciative of your making arrangements for me to interview you and your teachers last Monday. I enjoyed visiting your school and talking with the staff.

I am, indeed, grateful for the friendly cooperation which I received. Thank you again.

Sincerely,

William B. Lee

WBL:aa