SCHOOL-COMMUNITY STUDIES AND SOCIO-ECONOMIC CLASSES OF SEVEN SELECTED MICHIGAN COMMUNITIES

Thesis for the Degree of Ph. D.
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Daniel R. McLaughlin

1960

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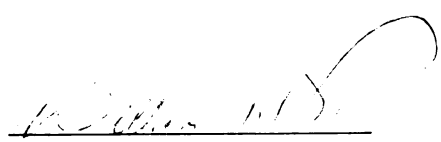
School-Community Studies And
Socio-Economic Classes of Seven
Selected Michigan Communities

presented by

Daniel R. McLaughlin

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by

Daniel R. McLaughlin

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
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DOCTOR OF PHILOSOPHY

Department of Administrative and Educational Services

1960

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DANIEL R. McLAUGHLIN ABSTRACT

Becoming active in and reading about school-community studies can lead one to believe that involving citizens in public schools will solve most all educational problems. This dissertation is an attempt to assess certain tangible and intangible results that school-community studies accomplish. Specifically it concerns itself with the opinion and understanding of education held by different socio-economic classes of seven Michigan Communities, two of which had undergone the process of a school-community study. These two communities were labled "studied" communities while the remaining five communities were called "unstudied."

Data for this dissertation were obtained from two sources. First, data were made available from the five Michigan communities which were involved in a public opinion survey conducted for the Michigan Communications Study. This was a cooperative interdisciplinary project of the Midwest Administrative Center, University of Chicago, and Michigan State University. The primary concern of the Michigan Communications Study was communications and public opinion of education. To date the study is unpublished. Second, the writer gathered similar type data from a random sample of the population of two additionally selected Michigan communities.

The methodology used for gathering data for this dissertation followed that established by the Michigan Communications

Study in their public opinion survey. This consisted of using a schedule of selected questions in an extensive personal interview with a random sample of the selected community's population. In this dissertation the schedule of questions used in the personal interviews was made up from pertinent sections of the personal interview questionnaire developed for the Michigan Communications Study by the Social Research Service of Michigan State University.

The hypothesis proposed in this dissertation states:

> Socio-economic classes within communities which have undergone the school-community study process will be more favorable to education and know more facts about their local school than similar socio-economic classes in communities which have not undergone this process.

The hypothesis was tested by:

1. Percentage differences on data received from open-end questions.

2. The Chi Square Test on data received from closed-end questions. Significance of Chi Square was accepted at the .05 level providing there were at least five cases in all cell expecteds.

An analysis of data obtained in the study reveals only minor differences between studied and unstudied communities in knowledge and opinion of socio-economic classes. The following four areas are significant according to tests used:

1. The upper socio-economic classes of the school-community "studied" communities were more favorable to the amount of time their school spent on drama than were similar class members in the "unstudied" communities.

2. Middle socio-economic class members from "studied" communities desired larger school classes than similar class members in "unstudied" communities.

3. A majority of all respondents were favorable to peresent educational expenses. However, middle and lower socio-economic class members from "studied" communities responded in a negative manner to questions concerning costs of education significantly more often than similar class members in "unstudied" communities.

4. The lower socio-economic classes from "studied" communities desired more homework for their students and felt that their classrooms were crowded. Similar classes in the "unstudied" communities were satisfied with the amount of homework and the number of students in their classrooms.

The hypothesis cannot be entirely rejected from the data received. However, the extent to which the results reject the hypothesis clearly demonstrate that the school-community studies conducted in the two "studied" communities involved in this dissertation did not serve as educational "cure-alls" for these communities.

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CHAPTER I

THE STUDY AND ITS ORGANIZATION

Introduction

Lay citizens have been involved in education from the beginning of our country. In early colonies and frontier settlements a parent or the minister served as the teacher in either a home or the church. It was mainly through the efforts of lay people in the community that public schools were established as the state offered little or no help.[1] When a person was employed to teach the local children in the first public schools, selection of the teacher and the curriculum was made at a town meeting. Anyone who attended the town meeting had a voice in the decisions. However, as community populations increased, the feasibility of the town meeting decreased. As a result direct control was gradually relinquished to locally elected representatives. These representatives became known as the local school board.

Citizens were not, however, entirely excluded from making decisions which affected public education. In 1826, with the initiation of the American Lyceum movement, the

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[1]American Association of School Administrators, School Boards In Action, Twenty-fourth Year Book of the AASA (Washington, D. C.: American Association of School Administrators, 1951), pp. 7-10.

schools came under close public scrutiny. One function of this movement was to provide the lay citizen with the opportunity to study the public school's curricula, textbooks, and the methods used in teaching.[2] The growth of the Parent-Teacher Association is other evidence of lay participation in education. Finally, lay citizens have been financially connected with public education from its very beginning.

With the birth of the professional educator the schools, by 1900, were being directed by a new group of people. This new group was composed of the elected school board members and the professional educators. The previously important local citizen was to a great extent now excluded as an active participant in making decisions which affected public education. Whether this exclusion was of the citizen's own volition or an effective campaign of the educator is a moot question at this time.

This "new group" directed the course of action for the schools until after the Second World War. After this conflict ended an unprecedented and continuing leap occurred in the number of births in this country. Schools again became the focal point for the American people. One reason for this was the increased local tax rate which was required to build the needed school buildings. In addition many rapid social, economic, and international changes caused schools and education in general to become the concern of most citizens.

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[2]Robert Laserte, "Our Missing 3rd Ingredient," The Clearing House, 26:540-541 (May, 1952).

The results of the revived interest in education were not all positive. Many people now used education as a scapegoat for all public ills. Others attacked it for the new innovations which had occurred since they were in school.[3] Education has faced such problems and attacks before.[4]

Positive results were obtained though, when educators and school board members, realizing that they faced an increasing complex of educational problems, began to turn to the local citizen for more than financial assistance. People began to become interested in the purposes, program, and facilities which the local schools offered their children. When those two groups merged on the basis of a commonality of interest to study and give consideration to local school problems the school-community study emerged.[5] Experience has shown, however, that joint school community action does not always lead to positive educational results.[6]

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[3]Theodore Reller, "The Purposes, Work, and Value of Citizen Committees," The School Executive, 71:71 (January, 1952).
"Public schools are convenient whipping posts for (1) feelings of frustration and insecurity remaining from the Depression, (2) The threat of social stratification, (3) Decision making centralization, (4) Mass media's growing power, (5) the difficulty of communication because of social stratification, (6) Demands made on the tax dollar, and (7) The large educational needs of American society."

[4]See Appendix E.

[5]This type of cooperative action by lay and professional educators is known by many names. For the purposes of this dissertation this type of action will be called the school-community study.

[6]David Hulburd, This Happened in Pasadena (New York: The Macmillan Company, 1951).

It is difficult to ascertain whether this citizen involvement in education is a step in a new direction, a cyclic return of early American educational practices, an uncovering of an existing social structure because of the necessity for increased school finances, or merely a vehicle which developed in response to the common interests of lay and school people.

A sizable amount of literature exists on the subject of the school-community study process.[7] The major proportion of the available material is based upon personal experience or informal observation. It deals primarily with:

1. The purposes of school-community studies.
2. The limitations of such a study.
3. The methods of organizing for the study.
4. What type of people become active participants.

The study itself or the study group is the primary focus of interest.

In many of the writings an indication is given that a school-community study will result in permanent and positive results if the plans are laid carefully.[8] Many study consultants from state departments and colleges of education take it for granted that the school-community study process achieves positive results for the school and community as a whole. There is, however, little scientific evidence of this assumption. One can note by observation tangible items such

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[7]See the Bibliography.

[8]Kenneth E. Ford, "Lay Advisory Committees in School Building Programs in New York State" (unpublished dissertation, Pennsylvania State University, 1954), p. 3.

as new school buildings, school facilities, and even new program innovations. However, one cannot observe the intangible feelings or opinions which local people hold toward education. The latter is most important as the future of local education will be affected by opinions people hold today.

Since World War II there has been a large number of school-community studies conducted in the United States. The estimates range from 8,000 to 15,000 depending upon the source.[9] Between 1955 and 1957 there were about 400 such studies conducted in the state of Michigan.[10] Michigan State University alone coordinated seventy-five studies between 1956 and 1958.[11] The use of the school-community study process is on the increase. It is time then to raise specific questions concerning the benefits of this type of action and to obtain additional scientific evidence about the process.

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[9]The estimate for this figure varies according to the source. (a) Daniel R. Davies and Kenneth Harrold, Citizens Committees (New London: Arthur C. Craft Publication, 1954), p. 5; (b) The National Citizens Council for Better Schools, How Can We Organize for Better Schools (Washington, D. C.: National Citizens Council for Better Schools, 1956), p. 1; (c) R. F. Campbell and J. A. Ramseyer, The Dynamics of School-Community Relationships (Boston: Allyn and Bacon, Inc., 1958), p. 7.

[10]C. F. Lehman, "A Study of the Interpersonal Role Perceptions of School Administrators, Board of Education Members, and Members of Lay Citizen Committees in Michigan Public Schools" (unpublished dissertation in Education Administration, University of Michigan, 1957), p. 4.

[11]This information was received from the office of Dr. Ray Hatch, Assistant Dean of Continuing Education, College of Education, Michigan State University, East Lansing, Mich.

Questions

Some questions which are in need of scientific exploration are:

1. Do citizen study groups consider adequately all aspects of broad educational problems so that possible solutions or goals equally meet the needs of all members of our society?

2. Do the lay and professional people arrive at equally satisfactory solutions for all community members?

3. Is the school-community study really a group process or is it a legitimizing process for preconceived ideas?

4. Do the different socio-economic classes of a community which has undergone a school-community study differ in opinions which concern education from similar class members in communities which have not undergone the school-community study process?[12]

5. Do the people in the different socio-economic classes in the communities, which have undergone the school-community study, know more specific items about their schools than people in similar classes in the communities which have not undergone the school-community study process?

6. Do the people in the different socio-economic classes in the communities, which have undergone the school-community study process, know more school personnel and generally have a more positive opinion towards the school

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[12]Socio-economic class status will be determined by use of the North-Hatt Scale. See Appendix C.

personnel than people in similar classes in communities which have not undergone the school-community study process?

7. Do these same people have a more positive opinion of the school curriculum than people in similar classes in the communities which have not undergone the school-community study?

8. Do they generally rate their schools higher than people in similar socio-economic classes in communities which have not undergone the school-community study process?

9. Do they object less to their local tax level?

10. Do they express more often than the people in similar socio-economic classes in the communities, which have not undergone the school-community study process, that nothing can be cut from their school curriculum even if they face a financial shortage?

11. Do the people of the different socio-economic classes in the communities, which have undergone the school-community study, know more correctly what governmental organization provides the greatest amount of money to operate schools than those in the other communities?

12. Do the lower socio-economic class members in the communities, which have undergone the school-community study, have a more favorable opinion towards their school, its curriculum, personnel, and costs than people in a similar socio-economic class in the communities which have not undergone the study process? If this is true then are they more positive

in these areas because they feel that they have had a voice in the decisions which affect their educational system through the study committee?

This study will attempt to answer some of these questions and give indications of possible answers to the others.

The Study

Purpose of the Study

The purpose of this research project is to compare the opinions and school facts known by similar socio-economic classes in selected communities. This will be done in an attempt to determine if any differences exist in these areas between the socio-economic classes in the selected communities, which have undergone the school-community study process, and similar socio-economic classes in the selected communities which have not undergone the school-community study process. More precisely this study will:

1. Obtain by personal interview the opinions people of similar socio-economic classes in selected communities hold towards their local schools and education in general. Some of the communities selected for study will have undergone the process of a school-community study while others will be without this experience.
2. Obtain the number of correctly known selected school facts that the people of similar socio-economic

classes in the selected communities know about their local school system.

3. Examine and compare the data obtained in various manners to determine differences which may exist.

The specific areas of inquiry will be:

1. School Curriculum
2. School Personnel
3. School Costs
4. Rating of Total School

Hypothesis of the Study

The hypothesis for this study emerges primarily to test an assumption which is currently held and advanced by writers and college personnel in the field of education who are concerned or involved with school-community studies.

This assumption is that a school-community study is a "cure-all" for educational ills. This assumption developed from empirical evidence. Two primary factors led to the increase use of the citizen committee in local education. These were attacks upon education and lack of sufficient finances to operate a desirable educational program. When bond issues appeared in the foreseeable future or when they failed, citizen committees were often formed. Many times the formation of the citizens committee and a later successful vote on a bond issue seemingly went hand-in-hand. Hence, a cause and effect relationship was perceivable. Local people became

informed, hence favorable to the schools because of the school-community study. This resulted in their voting favorably for the next bond issue. However, bond issues have also failed with citizen committees in operation. Yet, the assumption is advanced that if schools are under attack or need to pass a bond issue one should call on a citizens committee because they influence their fellow men and as a result cure all local educational problems. This may well be true. However, assuming that a school-community study involves a cross section of a community, the ideal advanced by school-community experts, then people on all levels of the community should be more favorable to their local schools, education in general, and know more facts about their local school than people in communities which do not involve citizens to any great extent in their schools.

This dissertation attempts to examine whether or not the above is true. Do school-community studies leave a residue of good feelings and more information about schools in the community? The researcher believes that by collecting and analyzing data from different socio-economic classes of selected Michigan communities, two of which have undergone the school-community study process, that this question may be answered.

The basic hypothesis for this study is:

Socio-economic classes within communities which have undergone the school-community study process will be more

favorable to education and know more facts about their local school than similar socio-economic classes in communities which have not undergone this process.

Need for the Study

The need for this study arises because of the increased use of citizen committees in education and the assumptions which are made in current writings. In addition there is a lack of scientific research in the communities which have been involved in school-community study processes.

The Importance and Relationship of this Study to the Field of Education Administration

This study is important and related to the field of educational administration because of the extensive involvement of the lay citizen in present day educational programs. With the social, economic, and international changes, we are also experiencing great mutations in the institutions of our society. Of particular concern are the mutations which affect our present day schools and the method of administering them. There is nothing in the past to quite prepare the present day school administrator or board member for the rapid extension of lay interest and participation in today's educational program.[13] Many institutions which educate school administrators advocate in their programs the philosophy that decisions which are shared by the people affected, are superior to

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[13]Edgar L. Morphet (chairman),"Citizens Cooperation for Better Public Schools," National Society for the Study of Education, 53rd Yearbook, Part I (Chicago: University of Chicago Press, 1954), p. 4.

decisions issued from an office or individual. A school-community study is this philosophy in action.

Limitations of the Study

This study will be limited to the upper, middle, and lower socio-economic classes of seven selected Michigan communities.[14] Two of these communities have gone through the process of a school-community study. Four communities have neither gone through a school-community study nor do they involve local citizens in their schools to any great extent. The seventh community is a city which operates on the Community School Philosophy which is a continuing type of study.

This research project will neither attempt to evaluate the work of lay citizen committees in general nor the work of the particular committee in the two communities of this study which have undergone the school-community study process. In addition this study does not attempt to determine the opinions held towards education by any one total community.

There is a possibility, which exists in this type of research, that a comparison between some of the community classes will not be possible due to the lack of sufficient data from a particular socio-economic class. In other cases a strong bias may be present. However, the reader should remember that socio-economic classes within each community and not the community as a whole will be the basis on which

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[14]Socio-economic class will be determined by the North-Hatt Scale. See Appendix C.

the comparisons for this research project will be made. Since there are at least two communities in each category any bias which may be present can be either eliminated or reduced to a minimum degree.

When people are asked questions about schools the point of reference they use will tend to influence their answer, i.e. their own experience, that of their children, that of other children, education for their children (ideal education), and education for the "other" children. As a result one individual may respond in a variety of ways to the same question, depending on the immediate circumstances of the individual and education.

What should people know about their schools, especially those who would be considered informed? Little agreement exists on this subject even among practicing schoolmen.

A person may respond favorably or unfavorably to the local educational situation yet be favorable or unfavorable to education. Two individuals may be at opposite ends of favorableness to education yet answer (one question) in a like manner. Present day American culture may indicate a "correct" way of answering questions which concern schools and education. This may be such a strong force that socio-economic class factors will not affect opinions about education.

There is no real way to know if the questions used in this study measure knowledge or the lack of it and favorableness or unfavorableness to education, except that they were

selected by experienced sociologists, educators, and the Michigan Communications Study Research Team after they had been subjected to a long and exacting process of elimination and correction.

No effort will be made to generalize from the findings of this research project to all communities or to all school-community studies. In addition no attempt will be made to state that any significant findings resulting from this investigation are as a direct result of the school-community study process. The researcher realizes that many uncontrollable human, community, and education variables may exist outside of the school-community study process.

It is hoped, however, that the findings of this study will have implications that will further present understanding of the accomplishments of the school-community study process. In addition this research should give hints as to areas of the school-community study process which can be improved and other areas which should be investigated in the near future. This research should be viewed then, as a base starting point for further research in communities which have undergone the school-community study process.

Assumptions

It was assumed at the outset of this research project that people will act in accordance with their verbally expressed opinions. It was further assumed that the social

classes within the community will hold different opinions towards education.

It is important for school administrators to know how people of their communities feel towards education, particularly just prior to a bond election.

The assumption was also made that a personal interview with a schedule of both open and closed questions was superior to a mail-out questionnaire. Due to the limits of operation requirements it was felt that personal interviews with a sample of the community would provide sufficient data on which generalizations could be made to the total socio-economic class structure of the particular community.

Methodology

Basis of Operation

This research project and its instrument is based on the Michigan Communications Study.[16] Since the Michigan Communications Study is unpublished, a brief description of the study and the methodology employed to complete the First Survey follows. Further information about the study may also be found in Chapter II and Appendix F of this dissertation.

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[16]The Michigan Communication Study Methodology was developed by Dr. Wilbur Brookover, Head of the Education Research Bureau, and Dr. Leo Haak, Social Science Department, Michigan State University, East Lansing, Michigan.

The Michigan Communications Study[17]

In 1951 a wave of articles criticizing public education began to appear in popular magazines.[18] Educators became concerned, especially when attacks were based on half-truths and perversions.

The Michigan Association of School Administrators faced the problem and determined that:

a. People were interested but uninformed about education.
b. There was a lack of good communications with the public on educational matters.
c. Educators were weak in methods of working with the press.
d. Educational leaders were not following up the concern over education with positive action.

To correct the situation the MASA asked school administrators of the state to invite their local editors to a statewide meeting at which the above problems would be discussed.

As a result of this meeting a realization developed that many questions concerning the relationship between education, the press, and the public were yet unanswered. Hence, a committee representing the Michigan Press Association and the MASA was appointed to further investigate the entire area.

The committee soon realized that assistance would be beneficial from other organizations. Michigan State University

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[17]William Roe, Leo Haak, and Earl McIntyre, "Creating an Informed Citizenry," Michigan Education Journal, XXXII, No. 6 (November, 1954), 245-246.

[18]This is not the first time such a wave of educational criticism has appeared. See Appendix E of this dissertation.

and the Midwest Administrative Center, University of Chicago were jointly approached for consultants and funds. In co-operative action the Michigan Communications Study Project was created under the administrative control of a council representing; The Michigan Association of School Administrators (MASA), Michigan Press Association, The Michigan State Department of Public Instruction, the Michigan Education Association (MEA), and Michigan State University (MSU).

The action phase of the Michigan Communications Study was administratively a cooperative project of the Midwest Administrative Center, Michigan State University, and the Michigan Communications Council. Dr. Francis Chase, director of the Midwest Administrative Center, represented that organization while an interdisciplinary committee represented Michigan State University. The Michigan Communications Council was composed of four newspaper editors, four school superintendents (one the president of Michigan Association of School Administrators) four from MSU (representing journalism, education, business, and the college administration), one member at large, and one each from the State Department of Public Instruction and the Michigan Education Association. The coordinator for the entire study was selected from the MSU Department of Journalism.

Three areas of study were initiated in October 1952.[19]

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[19]This dissertation is only concerned with the first part of point two.

1. A newspaper content analysis which was to appraise and study school news that appeared in daily and weekly newspapers.
2. A community survey study to first determine the knowledge and opinions that citizens held with regards to their schools, and then secondly proceed to measure the effectiveness of different methods of communication.
3. Make a collection of effective procedures for improving communication between newspapers, schools, and the public.

Since this dissertation is based on the public opinion--knowledge of schools survey, mention will only be made of the steps taken in the Michigan Communications Study in the gathering of that data.

The development of the public opinion--school knowledge instrument was delegated to the Social Research Service, Department of Sociology and Anthropology, Michigan State University. Here under a Departmental Advisory Committee composed of Dr. Charles P. Loomis, Head of the Department of Sociology and Anthropology, Dr. Charles P. Hoffer, Dr. Christoper Sower, Mr. Joel Smith, and Dr. Wilbur Brookover, the research team of Dr. Leo A. Haak, Dr. Russel Fink, Dr. J. Fred Thaden, Dr. Sigmund Nosow, Mr. James Garner began the tedious task of constructing an appropriate instrument for the public opinion study. Additional assistance was given these men by Dr.

Orden Smucker and Dr. David Luck, Director of the Business Research Bureau.[20]

Development of the Michigan Communications Study Instrument

Five steps were followed in constructing the instrument used in the First Survey of the Michigan Communications Study and this dissertation.

1. Some forty studies which concerned opinions of schools and were reported in the literature to mid-1953 were examined in detail.
2. Thirty-three administrators at a Michigan Education Meeting were asked what the minimal level of knowledge should be for the average citizen.
3. The researchers discussed the project with colleagues and friends.
4. With this information in hand the techniques used in the Department of Sociology and Anthropology were employed to construct, pre-test, and revise the instrument seven times.
5. The eighth draft of the instrument was deemed suitable for the Pilot Study in one community. In the Pilot Study as many questions were used as it was felt possible to ask in one interview.

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[20]Leo A. Haak, "Michigan Communications Study" (unpublished manuscript, Chapter 2), pp. 29-35; also Leo A. Haak, "The Development of an Instrument for Use in Communication Effects Study in Education Administration" (unpublished manuscript), p. 2.

From this there was developed the instrument used in the First Survey which was conducted in communities one through five of this study. Communities six and seven were added at the time of this dissertation.

It is important at this time that the reader clearly understand two areas of possible confusion. The first area concerns the school-community study. One must understand that a school-community study is basically a vehicle of communication. It is not intended to be a scientifically controlled research project. The word study may connotate to some people scientific research. To other people however, it may mean the process of looking at available material in book or record form. Two people may therefore associate two entirely different meanings to the same word. One could except to find in a situation where the word study is used, contrasting and perhaps negative opinions about research activity. The lay person who views scientific research or study on the same level as a school-community study may acquire the feeling that all research only proves what the researcher set out to prove. The professional researcher may view the word study as used in the title School-Community Study as a degradation of the original meaning of the word. To eliminate this confusion educators should perhaps consider changing or dropping the word study from the title School-Community

Study. However, since the title School-Community Study was used in community six of this dissertation and is commonly used throughout Michigan it will be employed in the writing of this thesis. The reader must realize and keep in mind that the school-community study in no way means to imply scientific research.

The second area of confusion concerns the Michigan Communications Study. One finds the word study also involved in this title. As it is used in this case, however, it refers to a controlled scientific and experimental research project which was conducted in five Michigan communities. The reader should be aware that although this study involved the schools in five communities it was not primarily concerned with the content or specific aspects of education. Rather the Michigan Communications Study was an interdisciplinary approach to study communications and public opinion of education. The reader should therefore keep in mind throughout this dissertation the dual use of the word study. A school-community study is a vehicle for transmitting information about education while The Michigan Communications Study is a scientific research project primarily concerned with communications and public opinion of education.

Two general findings of the study outlined above, and which this dissertation is concerned with, are:[21]

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[21]From the assumption advanced about the "cure-all" power of a school-community study one might expect to find

1. Citizens are not well informed about their schools.
2. Many citizens have no opinions about school problems.

The Michigan Community Study was a positive and objective approach to the uninformed attacks upon education. It was not devised for the purpose of finding better ways to use propaganda to sway public opinion. It was directed by both qualified research people and experienced practitioners using an interdisciplinary approach which involved the fields of sociology, education, and journalism.[22]

Selection of Communities for Investigation

In an attempt to explore the hypothesis and questions presented in an earlier section of this chapter, three types of community situations were investigated:

1. Communities which have undergone a school-community study process where the selection of the active lay participants followed one established norm.[23]
2. Communities which have neither undergone a school-community study process nor involved local citizens in their schools to any great extent.

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then, that communities which have undergone the school-community study process will be better informed and hold opinions about school problems. This is the problem which this dissertation attempts to answer.

[22]For other personnel and fields represented in this study see Appendix F.

[23]See this study, p. 55.

3. A city which utilizes and operates upon the Community School Philosophy which may be considered as a continuous type of school-community study with extensive citizen involvement.

Seven communities were investigated for the purposes of obtaining data for this study. Two communities had undergone a school-community study, four communities neither had undergone a school-community study nor had any extensive citizen involvement, and one community operated on the continuous study Community School Philosophy.

The reader will find involved in this study communities of various types and locations throughout Michigan's lower peninsula.[24] The types and locations are:

1. A small, rural trade center in southern Michigan.
2. A small, isolated town in the northern part of Michigan. This town is the location of the county seat.
3. A tourist center in central Michigan.
4. A former mill town in central Michigan.
5. Two suburban communities in eastern and western Michigan.
6. A large industrial city in eastern Michigan.

The Sample Selection Process

In the Michigan Communications Study, random samples for two of the five communities which were used were drawn

[24]Each community is described in some detail in Chapter III.

from a list of addresses having electric meter connections. This list was provided by the public utility company which serviced the areas in which the communities are located. Two other samples were drawn from county directories. The fifth sample was drawn from a community's water meter list.

Community six of this study is a rapidly expanding suburban area. Most of the homes in this area have their own private source of water. An up-to-date county directory is not available. The sample for this community was, therefore, drawn from a list of addresses having electric meter connections.[25] This list was provided on International Business Machine (IBM) cards by the public utility company which services the area in which this community is located.

Eight steps were followed in selecting the sample for community six from the IBM cards:

1. All identifiable commercial establishments were eliminated from the list of addresses having electric meter connections.
2. The desired number of sample locations, or addresses were added to a number of replacement locations.[26]

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[25]One must realize that an insignificant number of apartments or dwellings will be eliminated here by using electric meter connections. This suburban community has few apartments and fewer dwellings without electricity.

[26]Desired sample of 150 locations plus the replacement of fund of 50 locations.

3. This sum was then divided into the total number of non-business addresses with electric meter connections.[27]
4. The resulting quotient became the number which determinded the IBM card which was to be selected from the total universe when the cards were numbered in a repeating sequence from one to this quotient.[28,29]
5. As the IBM cards were selected from the universe to become a part of the sample they were numbered in a repeating sequence from one to four.[30]
6. Four slips of paper, numbered one through four, were placed in a hat. One slip was drawn out to determine which numbered group of locations, mentioned above in point five, would become the substitutes for unobtainable interviews.
7. A second slip was drawn from the hat in a similar manner to determine which numbered group of locations would become male interviews. This was done so that all interviews would not be with home-bound women.
8. The two remaining numbered groups of locations were indicated as either male or female interviews.

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[27]The sum is 200. $\frac{3,000}{200}$

[28]$\frac{3,000}{200}$ equals 15.

[29]Every 15th card from the universe became part of the sample.

[30]Every 15th card was further numbered upon its drawing in a repeating sequence from one to four.

Community seven is a city. Neither time nor resources permitted a full scale investigation of the total city; hence, the investigator relied on the following plan:

1. Informers from the local area were individually asked to delineate a small area of the city that would be as typical of the total city as possible.[31]
2. The sections of the city selected by the majority of the informers as being most typical were used as the areas of investigation. This resulted in the unanimous selection of one junior high school attendance area.[32]
3. The informers were then asked to further delineate this selected area into social classes.[33]
4. Consensus of the informers' opinions on social class distinction in addition to the investigator's driving through these selected socially stratified areas determined the exact, block by block, sections of the junior high school district that were to be studied.

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[31]The former group consisted of six people, two of whom held doctorates in the fields of education and sociology.

[32]Other local people in idle conversation described the particular area as being the most typical. This was done also without the knowledge that it had been selected as the area for study.

[33]It was possible to distinguish the existence of all three social classes used in this study in the area selected for the investigation.

5. Four slips of paper, numbered one through four, were placed in a hat. One slip was drawn out to determine the male interviews in this community by the following process:
   a. The sample locations were to be drawn in groups of four.
   b. The number drawn from the hat would indicate which number in each group of four sample locations would be the male interviews. This was done so that all interviews would not be with home-bound women. The remaining interviews were identified as being female interviews.
6. A sample of 120 home locations were drawn from the junior high school attendance area by use of a table of random numbers and the city directory.
7. A letter was then sent to the selected individual stating:
   a. The purpose of the research project.
   b. The dates interviewing would be done in the area.
   c. The credentials each interviewer carried for purposes of identification.

The Size of the Sample

Two items were considered in determining the sizes of the samples which were to be drawn in communities six and seven:

1. This research project will be compared to and is following the methodology established for the Michigan Communications Study.
2. The number of interviews used from each community in the Michigan Communications Study averages less than 100 interviews for each community.

Community one	100 interviews
Community two	100 interviews
Community three	65 interviews
Community four	65 interviews
Community five	80 interviews

Realizing that a 100 per cent return might not be a possibility in community research, and further realizing that it was necessary to obtain a sufficient number of interviews to fall within the range established in the Michigan Communications Study, 65 to 100 interviews, the researcher selected a random sample of 150 locations in community six and 120 locations in community seven.[34]

Table 1, on the following page, shows the number of interviews completed in each socio-economic class in each community.

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[34] According to the Social Science Research Center at the University of Michigan the national average of refusals to be interviewed in community research is 7 per cent of the sample.

TABLE 1

COMPLETED INTERVIEWS

Community	Upper Class	Middle Class	Lower Class	Total
Community one	22	16	27	65
Community two	13	37	30	80
Community three*	22	19	24	65
Community four	25	46	29	100
Community five	22	29	49	100
Community six*	11	23	41	75
Community six steering committee	4	7	0	11
Community seven	11	19	81	111

*The communities which have undergone the school-community study.

Deletions from the Sample

In community six the following deletions were made from the sample:

1. To qualify as a valid interview the respondent must be of a legal voting age in the state of Michigan. This qualification did not eliminate any interviews.
2. Twenty-eight locations were discovered which were not applicable to the study as they were either vacant homes, homes under construction, or previously unidentified business or public establishments.

3. A limit of three visits to a sample location for the purposes of obtaining a valid interview was established before the field work commenced. If a personal contact was not made on the third visit then the location was dropped from the sample and a substitute added. A similar limitation was placed on the substitute location. If a personal contact was not established by the third visit to the substitute location then the size of the sample was decreased by one location.

In line with this latter point, however, the researcher became concerned as the interviewing progressed in the area because of the large number of locations which were being deleted from the sample. In order to achieve a higher number of valid interviews call-backs to one location were increased from three to four. This did not, however, increase the rate of successful interviews obtained.[35] As a result the sixty-three locations in community six which were not available were dropped from the sample. These sixty-three locations were dropped from the sample only after serious consideration was given this matter by the researcher in consultation with research personnel. The rationale used in dropping these locations was that:

1. The locations dropped were primarily members of border line socio-economic classes. The North-Hatt

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[35]Sixty-three home locations in community six fall in this multiple call-back classification.

Scale, which was used in this study to delineate socio-economic class, is in its original form a listing of occupations on a continuum of social prestige.[36] This continuum begins at the low social and economic status occupations and progresses through the highest such occupations. The majority of the sixty-eight locations which were dropped from the sample are people who would border between the lower and middle socio-economic classes. This was determined by:

a. The field interviewer's property and neighborhood description.
b. Local informers' stratification of areas.
c. Visits by the investigator to the areas concerned.
d. Attempts to determine the type of occupation category of each location by visable signs. This information was then applied to the categories established for the North-Hatt Scale by Archie O. Haller.[37]

When one considers why these border line socio-economic classes were dropped from the sample then it is possible to

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[36]See Appendix C.

[37]Archie O. Haller, "Aspects of Class and Class Consciousness In An Urban Community" (unpublished Master's thesis, University of Minnesota, 1951), p. 68.

to theorize further on the consequences of that action. When one bases a theory on what is known concerning education and social classes then it will be possible to say that in reality there will exist in community six a more clearly defined opinion line existing between the middle and lower socio-economic classes of that community.[38] This then, improves the social class delineation in community six. As a result the total study will be improved because the research is a comparison of similar socio-economic classes in different communities. Since community six is a suburban area and likely to be transient, socio-economic classes defined by the North-Hatt Scale here will in reality be of a melting pot variety. Many people of various socio-economic classes from different communities will be moving into the area bringing with them opinions collected from other areas in which they may have lived. These opinions may vary greatly within the same socio-economic class. The reader should be reminded that this is a study of the opinions held by similar socio-economic class members. It is not a comparison of the socio-economic classes within a community or the communities as total units.

In community seven only those persons who refused to be interviewed were dropped from the sample.[39] If a respondent was not the one to whom we had addressed our initial

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[38]P. T. Pritzkau, Dynamics of Curriculum Improvement (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959), p. 251. See also Lloyd Warner, et al., Social Class in America (Chicago: Science Research Associates, Inc., 1949), pp. 25-29.

[39]It is interesting to note at this point that even with

letter, the former occupant having moved, then the interview was attempted with the new resident of the same sex as the original selection. If a house was vacant or destroyed the interviewer substituted the house to the left of the original house. If this was also vacant or destroyed then the substitution was made to the right of the original house.

Training of Interviewers

Personnel used as interviewers in community six were graduate students from Michigan State University. The training periods consisted of two-three hour sessions with Dr. Wilbur Brookover, Dr. Floyd Parker, and the researcher.[40] Time was spent discussing the specifics and generalities of the interviewing process, the school-community study in community six, the purpose and importance of this research, and the instrument the interviewers would use in the field work. A copy of the instrument was given to each interviewer so that they might practice interviewing.

In the second training session the interviewers were encouraged to discuss the questions and problems they encountered in their practice interviews. They were also given the opportunity to discuss the research project as a whole. At the conclusion of this second session each interviewer

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the use of a cover letter in community seven the percentages of refusals to be interviewed is similar in both communities six and seven.

[40]Dr. Wilbur Brookover is the Head of the Education Research Bureau of Michigan State University. Dr. Floyd Parker was the coordinator for the school-community study in community six.

was issued a set of identifying credentials and a schedule of interview dates.[41]

In community seven there existed a professionally trained and experienced pool of interviewers. These local people had been trained by a branch of the Social Research Center of the University of Michigan which is located in this community. These people have had experience in interviewing for Stanford University as well as the University of Michigan. On the recommendation of the assistant director of the Social Research Center, twelve interviewers were selected and employed for this project.

Since these people were experienced, the training period was conducted by the investigator and lasted one-half day. The primary objectives of this meeting were:

1. To state the purposes and importance of the study.
2. To determine each interviewer's interest in the study.
3. To familiarize the interviewer with the instrument.
4. To make a final selection of eight interviewers for the field work. This selection was based on the individual's interest and feeling toward the study.
5. To equip each interviewer with identifying credentials, a copy of the letter sent to the locations, and a list of names and addresses from which they were to obtain interviews.

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[41]See Appendix D.

The Data

Data Received

Data were received for this study in three manners:

1. The researcher was granted permission to use the data from the five communities involved in the First Survey of the Michigan Communications Study.[42]
2. In conjunction with Dr. Floyd Parker a sixth community was investigated which had undergone the school-community process.
3. In cooperation with the Mott Foundation and the Michigan State University Education Research Bureau a seventh community was investigated.

Data Collection

The data gathered from communities six and seven will be compared with the data from the five communities involved in the First Survey of the Michigan Communications Study.

In community six 151 locations were visited for interviews. Twenty-four days and nights were spent on the interviewing process. Sixty-three locations were multiple callbacks with no personal contact. Seventy-five community interviews, eleven steering committee interviews, and thirteen refusals to be interviewed were obtained.[43]

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[42]Permission was granted by Dr. Leo Haak, Department of Social Science, Michigan State University, Research Consultant to the Michigan Communities Study. Further discussion of this study will be found in earlier pages of this chapter.

[43]The national average of refusals on interviewing is seven per cent of the sample according to the Social Science Research Center at the University of Michigan. A branch of

Some question may be raised as to the number of refusals obtained in community six. The researcher was quite concerned about the situation and as a result did some investigating. It was discovered that the refusal rate in community six was very close to the national average.[44] Other possible causes were obtained from the field interviewers and local people.

The interviewers revealed that:

1. The refusals came primarily from the upper lower socio-economic class of people. This classification was determined from the outward appearances of the home structure, yard, and neighborhood.
2. The refusals usually occurred before credentials could be presented.
3. The interviewers were accused of selling something.
4. Lack of time was given in some instances. When these people were asked for an appointment at a more convenient time some refused.
5. Outward appearances indicated at times that someone could be expected to be at home, yet no one would answer the door.

Informal visits with some residents of community six revealed that:[45]

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this center in community seven reports, however, that they have received as high as a ten per cent refusal in their community. This research experienced an eight per cent refusal in community six and seven and one-half per cent in community seven.

[44] Ibid.

[45] Community six residents were: A school administrator's wife, the superintendent of schools; female steering committee members, and the people who were interviewed.

1. There are no city ordinances in the community which prohibit or restrict door-to-door selling.
2. The community is a haven for salesmen as it is located in the heavily populated area of Michigan. The community is also semi-isolated from any modern shopping area.
3. Many salesmen operate in the area each day.
4. Some salesmen use unethical practices as a means of gaining entrances into homes. Recently the names of Michigan State University and the local school superintendent have been used to gain access to homes.
5. A feeling of hostility has developed between the people in the community and door-to-door salesmen. This is seemingly transferred to all strangers at the door. (See item 3 under information from interviewers.)
6. In many families both the mother and the father are employed. (See item 5 under information from interviewers.)

An additional factor which may have influenced the accessibility of the respondents was that this study was not advertised or mentioned in any of the locally read newspapers.[46] This was done so that the community would be operating at a norm undisturbed by this research project. The school board

[46] A branch of the University of Michigan Research Center has found that mailing a personal letter to the perspective respondent has helped reduce their rate of refusals.

and administration were the only local residents who were kept informed about this research project.

In community seven 131 locations were visited for interviews. Nine refusals were experienced.[47] From the field interviews' descriptions of the neighborhood and homes where refusals were experienced one can say that they occurred primarily in the upper lower socio-economic class areas.[48] One may recall that this is the same socio-economic class which tended to give the refusals in community six. However, at no time did the interviewers meet with the hostility in community seven that was encountered in community six.

The interviewers in community seven were given seven days to complete their assignments. The remaining interviews were completed by the researcher over a period of the next two weeks.

Use of Data

The instrument used in this research project is based on the instrument used in the First Survey of the Michigan Communications Study. The data gathered from communities six and seven, together with the data existing from the five communities of the Michigan Communications Study will be compared in the following manners:

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[47]It is interesting to note that even with the use of a letter the refusal rate for community seven is close to that experienced in community six.

[48]See this study, p. 36.

1. Each socio-economic class in each community which has undergone the school-community study process will be compared with a similar socio-economic class in each community which has not undergone the school-community study process. The comparisons will be made by the use of percentages and the Cni Square test of significant differences.
2. The socio-economic classes in the communities which have undergone the school-community study process will be grouped together into similar class categories. The socio-economic classes in the communities which have not undergone the school-community study process will be similarly grouped. This will result in a total of six groups.

   Group a. Upper socio-economic class members in communities which have undergone the school-community study process.

   Group b. Upper socio-economic class members in community which have not undergone the school-community study process.

   Group c. Middle socio-economic class members in communities which have undergone the school-community study process.

   Group d. Middle socio-economic class members in communities which have not undergone the school-community study process.

Group e. Lower socio-economic class members in communities which have undergone the school-community study process.

Group f. Lower socio-economic class members in communities which have not undergone the school-community study process.

For purposes of comparison, group (a) will be compared to group (b), group (c) to group (d), and group (e) to group (f). This will be done to determine if general differences exist between these groups in the data obtained from the closed questions used in this study.

3. Community seven will be withdrawn from the operation described above in point two. A three-way comparison will then be made among the similar socio-economic class groups in communities which have undergone the school-community study process, those which have not undergone that process, and the socio-economic classes in community seven. The purpose is to determine if a difference exists between the three groups.

4. A final comparison will be made between the steering committee of the school-community study in community six and the socio-economic classes in the community.

Reporting the Data

The Michigan Communications Study makes use of percentages in reporting data that was obtained in the different

communities. Hence, percentages will likewise be used in this study on open-end questions. The Chi Square test will be used to determine areas of significant differences which exist and become apparent through the use of the closed or forced answer questions.

Definitions

Closed Question

A question which must be answered by selecting one of several possible answers. This may also be known as a forced answer question.

Community

The definition of "community" employed by Cook will be accepted for this study with the realization that community six may not meet all of the requirements. A community is, "a population aggregate, inhibiting a continuous territory, integrated through common experience, possessing a number of basic service institutions, conscious of its local unity, and able to act in a cooperative capacity."[49]

The Community School Philosophy is based on pragmatism. It expresses the belief that the public schools should be educating institutions which are an integral part of the community. Under this philosophy schools work at all times to

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[49]Lloyd A. and Elaine F. Cook, Community Backgrounds of Education (New York: McGraw-Hill Book Company, 1950), p. 27.

assist and be of service to the youths, adults, and community as a whole.

Favorableness to Education

Favorableness or unfavorableness to education will be determined by:

1. Agreement or disagreement with the theory of learning accepted by most colleges of education and defined by William C. Trow in The Learning Process.[50]
2. Favorable or unfavorable comments concerning the activities of school personnel or the total school.

Forced Answer Question See "closed questions."

Learning Theory

The definition of the theory of learning advanced by William Clark Trow in The Learning Process will be accepted in this study. This states that children are ready to learn when they are healthy, well adjusted, mature enough and interested in what they are learning.[51] This does not assume, therefore, that all learning, or even the most significant learning goes on within the classroom.[52]

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[50]William Clark Trow, The Learning Process (Washington, D. C.: National Education Association, Department of Classroom Teachers and American Educational Research Association, 1954), p. 5.

[51]Ibid., pp. 6-11.

[52]National Society for the Study of Education, Learning and Instruction, Forty-ninth Yearbook, Part I (Chicago: University of Chicago Press, 1950), pp. 16, 328.

North-Hatt Scale

A continuum scale of occupational prestige rankings which was developed by Cecil North and Paul Hatt and which has been adapted to the midwest occupation situation. It has also been delineated into groups by A. O. Haller.[53]

Open-End Question

A question which has no set answer or answers. The respondent is allowed to answer in any way he desires. This often results in more than one answer being given when categories are established for the purpose of coding the information.

Opinion

The definition of opinion used by Hovland, Janis, and Kelly will be accepted for this study. Opinions are, "verbal answers that an individual gives in response to stimulus situations in which some general question is raised."[54]

School

For the purposes of this study the term school will refer to the public educational unit which is in operation

[53]Cecil North and Paul Hatt, "Scale," Appendix C. See also Joseph A. Kahl, The American Class Structure (New York: Rinehart and Company, Inc., 1959), pp. 72-76; Haller, op. cit.

[54]C. Hovland, I. Janis, and H. Kelly, Communications and Persuasion (New Haven: Yale University Press,1953), p.6. Krech and Crutchfield further define opinion as a belief which is still to be varified and with which other people may also disagree. Opinions usually exist in connection with controversial issues. David Krech and Richard Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Co., 1948), p. 166.

in the local school district that is defined and established by the state of Michigan.

School-Community Study

A fact finding and projecting study of local education by lay citizens in cooperation with the local school board and administration. Local teachers may or may not be active participants. In the study participants discuss, gather data, and listen to consultants in five areas:

1. Community
2. School Enrollments
3. Educational Program
4. School Plant and Site
5. School Finance

Socio-Economic Class

The social and economic rank, position, or standing one is assigned in society by members of his contemporary community. Assignment to a class may be based on many things. Primarily it is based on the community's perception of the individual, his occupation, and status consumption characteristic.[55]

Unstudied Community

A community which has not gone through the school-community study process.

[55]There are two primary rank order methods for determining Social Class, one is the North-Hatt Scale developed by Cecil North and Paul Hatt and the other is the Index of Status Characteristics which was developed by Lloyd Warner. When used, both develop similar rank orders. For a further

Organization for Reporting

This chapter has dealt primarily with the introduction to the problem and the methodology used in studying communities which have and have not undergone the school-community study process.

Chapter II will discuss some of the pertinent and related literature which has a bearing on the problem under study. Chapter III will provide a brief description of the communities which were involved in this study, their educational systems, means of communications employed, and school-community studies.

In Chapter IV the data gathered by the open-end questions will be analyzed by using tables and percentages. Each percentage resulting from a small "n" will be followed and qualified by the actual number of responses. In this chapter there will be no direct attempt to test the hypothesis, rather the chapter will be used to provide a broader picture of the state of public opinion and knowledge in the seven communities.

Chapter V will provide the statistical test of the hypothesis on answers given to the closed-end questions. For this the Chi Square test will be employed. Items will be reported only if $X^2 \leq .05$ level of significance and all cell expected are ≥ 5 cases.

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discussion of this see: Joseph A. Kahl, The American Class Structure (New York: Rinehart and Co., Inc., 1955), pp. 86, 137-138.

Chapter VI will test the assumption that school-community studies are educational "cure-alls" in one particular community. In community six data were gathered from all socio-economic classes as well as the steering committee which directed the school-community study. Two additional questions will also be explored in this chapter:

1. Does the steering committee represent a cross section of the community?
2. Do the opinions of the steering committee members coincide with any one particular socio-economic class of the community?

Finally, Chapter VII will review, analyze, and conclude from the data the significant findings of this study. Recommendations will also be made of areas that are in need of further study.

CHAPTER II

THE REVIEW OF LITERATURE

There is an ever increasing amount of educational literature in the area of school-community studies. However,most of this literature is descriptive and based on experience rather than research. A multitude of pertinent scientific material is available, however, in the fields of social psychology and sociology which will pertain directly to this study.

Primary focus for this review of literature will center around school-community studies and social class. However, other important studies which may have a direct bearing on this research project will also be reviewed

School-Community Studies

The majority of scientific studies which have been conducted on the topic of school-community studies deals primarily with the organization, purposes, limitations, and people who were directly involved in the study process.[1] On the whole books and pamphlets on this subject are not scientific research, rather they are written from personal experiences or observations.

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[1]Kenneth E. Ford, "Lay Advisory Committees in School Building Programs in New York State" (unpublished dissertation, Penn State University, 1954), p. 12.

All is well in public education if citizens participate in decisions which affect the educational system of their community. This assumption is easily obtained from much of the literature which exists on lay participation in public education. However, David Hulburd dramatically unveils the negative aspect of lay participation in education by describing a short period in the life of a school superintendent.[2] This book serves best the purpose of indicating to the reader, as Herbert Hamlin does, that all lay participation in education is not beneficial.

Herbert M. Hamlin was perhaps one of the earliest positive contributors to the field of school-community studies.[3] Mr. Hamlin's book is based on his experience with citizen groups as a professor of agricultural education at the University of Illinois. From his experiences Mr. Hamlin offers proof that citizen committees which are at present studying education are not a new phenomenon. He indicates that citizen committees for agricultural education can be traced to 1911.[4] Perhaps the most useful part of this book is the section which summarizes the literature that pertains to citizen groups in public education. In other sections of this book, Hamlin

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[2]David Hulburd, This Happened in Pasadena (New York: The MacMillan Company, 1951).

[3]Herbert M. Hamlin, Citizens' Committees in the Public Schools (Danville, Illinois: Interstate Printing Co., 1952).

[4]Ibid., p. 10.

offers his observations, conclusions, and recommendations on citizen participation in public education. He points out especially that there are many types of committees with various functions, not all of which are helpful to education.

Clyde Campbell was another early contributor to the field of lay participation in education.[5] One section of the book he edited was devoted to lay participation in education by means of community schools, forums, study groups, and general school community cooperation. The reader will recall that one community in this study operates under the community school philosophy.

In the Fifty-third Yearbook of the National Society for the Study of Education one again finds a discussion of citizen participation in education.[6] In this case there are sixteen contributors who, like Hamlin, discuss background material, current issues, and examples of citizen cooperation in public schools. Basically it is an attempt to compile the best thinking and experience with citizen cooperation into one volume. The purpose of this volume was to assist professional educators as well as interested citizens in accomplishing effective citizen cooperation.

David Dreiman accomplishes primarily the same objective in his book by summarizing to a great extent, the work and

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[5]Clyde Campbell (ed.), Practical Applications of Democratic Administration, Part II (New York: Harper and Brothers, 1952).

[6]The National Society for the Study of Education, Citizens Cooperation for Better Public Schools, Fifty-third Yearbook, Part I (Chicago: University of Chicago Press, 1954).

publications of the National Citizens Commission for the Public Schools.[7] Mr. Dreiman, however, proceeds further than most authors by devoting one section of his book to the scientific findings of the National Citizens Commission. These findings, however, deal primarily with the organization and personnel involved in school-community studies. Chapter VI of this study will present data obtained and the comparisons made between the different social classes in community six and of the steering committee which guided the school-community study in that community. Other sections of this book deal with examples of citizen participation in education.

Mr. Dreiman mentions cooperation with legal school authorities although both he and the National Citizens Commission advanced the philosophy that citizens who work with the schools will accomplish more if they act as an independent group.[8] The American Association of School Administrators (AASA) strengthens and more clearly defines the relationship of the citizen and the legal school authorities when it states that all citizen committees are extra-legal. Lay citizens do not share directly in the legal responsibilities

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[7]David B. Dreiman, How to Get Better Schools (New York: Harper and Brothers, 1956).

[8]See especially; National Citizens Council for Better Schools, How Can We Organize for Better Schools (Washington, D. C.: National Citizens Council for Better Schools, 1956), p. 19. [The National Citizens Council for Better Schools is the new version of the old National Citizens Commission. For further details see inside cover of the above stated reference.]

for the conduct of the public schools.[9] The AASA contributes four more general chapters on the subject of lay participation in their twenty-eighth yearbook.[10]

Ronald Campbell and John Ramseyer collaborated to produce basically another book which describes lay participation in education.[11] They deviate, however, from the usual as they present a brief philosophical discussion of lay participation and major educational issues. They clearly describe the school citizen relationship when they state, ". . . The citizen is to describe the 'what,' and the professional 'how'."[12] They further define the legal relationships of the citizen and the school authorities.[13]

The reader should be aware that much of the preceeding educational literature is based on empirical evidence.

A sociological study of community action that was conducted by members of the Sociology Department of Michigan State University has many implications for school-community

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[9]American Association of School Administrators, School Boards in Action, Twenty-fourth Yearbook (Washington, D. C.: American Association of School Administrators, 1946), p. 320. See also National Citizens Council for Better Schools, How Can We Organize for Better Schools, op. cit.,pp. 39-41.

[10]American Association of School Administrators, Public Relations for America's Schools, Twenty-eighth Yearbook, (Washington, D. C.: American Association of School Administrators, 1950).

[11]Roald F. Campbell and John A. Ramseyer, The Dynamics of School-Community Relationships (Boston: Allyn and Bacon, Inc., second priting, 1958).

[12]Ibid., p. vi.

[13]Ibid., pp. 157-161.

study action.[14] This book is a case study of the social action which transpired in a community where a group of people attempted to improve the public health conditions in their county. A close parallel may be drawn between the community action which is described in this book and the community action which takes place in most school-community studies.[15] The major part of this book is devoted to the community action as it takes place. The last section analyzes the social consequences of the lay participation.

The major findings of the health survey may, therefore, give some clues which may be beneficial in discussing school-community studies. The major findings of the health survey were:

> 1. Even though a small group of people worked very hard on a public problem . . . the consequences for the larger social structure of the county were neither advantageous nor detrimental . . . very little seemed to happen (as a result of the health survey) . . . the survey findings . . . were granted the position of sheer unimportance.[16]

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[14] Christopher Sower, J. Holland, K. Tiedke, and W. Freeman, Community Involvement (Glencoe, Illinois: The Free Press, 1957).

[15] The health survey involved lay citizens. It did not center around public schools or school curriculum.

[16] Ibid., p. 249.

2. People mainly believe that their community was a prosperous and healthy one in which to live, even if the evidence disagreed.[17] It is possible that people may feel this way about their schools.

3. The majority of the people felt that if there was a health problem the proper authorities would see that it was corrected. Some lay and professional educators feel this way about their schools.

4. The survey by itself was not an effective educational tool.

5. Local people were not interested in the findings of the survey.

6. People were quite suspicious of outside of the community members who participated in the study,often labelling them do-gooders, et cetera. They questioned their motives. Perhaps a study coordinator from a university or state department is viewed in the same manner.

7. The health council, which was the lay-professional group that was interested in health, disintegrated after the survey was completed.

8. The members of the health council seemingly did not have a feeling or a sense of belonging to this group, rather they were all individuals who were members of other groups. This was experienced in the steering committee of community six.

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[17] Ibid., pp. 247-291.

9. It was found that the majority of those people who had participated in the survey indicated that they would gladly offer their assistance again in the future, especially for specific kinds of projects. Perhaps then, this "fund of good will" exists after a school-community study and is in reality the most important acquisition.

10. Even though the formal organized group disintegrated there now existed more efficient informal relationships on an acquaintance basis. This group demonstrated its potential for effective action.[18] Since a close parallel exists between the action involved in this health survey and a school-community study then one could perhaps believe that the intangible results are really the most beneficial.

Studies Concerning Lay Participation

The majority of scientific studies which exist on the topic of lay participation in education have been conducted primarily in the areas of:

1. Organization
2. Purposes
3. Factors concerning people who participate in the studies.

The AASA conducted such a study in 1951.[19] One surprising result of this study was the variance in size of study groups.

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[18] Ibid., p. 281.

[19] American Association of School Administrators, Lay Advisory Committees (Washington, D. C.: American Association of School Administrators, 1951).

It was found that these groups vary from the extremely small to the extremely large, 1,500 or more membership size. However, the most active groups consisted of less than fifty members. David Cline describes, in his study, the nature, activities, and contributions of lay citizens committees.[20] His major findings were quite significant for the date. Basically they indicate that the number of lay citizen committees are on the increase throughout the United States. He also found that lay citizen committees were more successful when they were asked, rather than told to do something. He pointed out that basically administrators were not overly willing to accept lay citizen groups at the time because they usually attempted to dominate them.

Kenneth Ford investigated primarily the qualities and quantity of membership of the educational lay participants.[21] Ford's major findings indicate that lay participants are usually selected by the board of education, as was the case of the lay participants in communities three and six. Appointment by some organization is the next most frequent way of obtaining membership.

Qualities of school-community study members, in a decreasing frequency, were:

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[20]David F. Cline, "An Analysis of Public School Citizens Committees" (unpublished dissertation, School of Education, Columbia University, 1951).

[21]Kenneth E. Ford, "Lay Advisory Committees in School Building Programs in New York State" (unpublished dissertation, Pennsylvania State University, 1954).

1. Parents of school children.
2. Property owners.
3. Alumni of the local school.
4. Industrial workers.
5. Parents of pre-school children.
6. Local non-educational professionals.
7. Farmers.
8. Parents of out-of-school children.
9. Local merchants.

Ford found that most of the participants had lived in the school district at least five years with the majority living within the city or village itself. Most participants were high school graduates with one-third having received degrees. The majority of the study participants ranged in age from 35-55 years of age. The lay participants in community six will meet many of these membership criterias discovered by Ford.

Karl Hereford deviated from the usual when he studied the perceptions of continuing lay committees.[22] This was a three phase study in that it involved the perceptions of what lay committees are, what they should be, and some of the significant difficulties encountered by committees which impede achievement of what they would like to be.

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[22]Karl Hereford, "Citizen Committees for Public Schools," doctoral dissertation published in Bulletin of the Bureau of School Services, XXVII, No. 1 (September, 1954).

J. H. Hull, one of the earliest contributors to this particular area, attempted to make a nation-wide survey of lay citizen groups.[23] Data were received, however, from only 44 groups across the United States. Some question may be raised as to the basis of the broad generalizations which are made in this study. Hull's data, however, do reveal information which is in line with other studies.[24] He reports that:

1. 93% of his respondents believed the lay committee process to be both beneficial and successful and, that
2. 86% of the responding school administrators felt that the action was worth the effort expelled. Selection of citizen members was done primarily by the responding board of education as was the case in Ford's dissertation.

In Clifford Jenkin's study we find a close parallel to both Hull's and Ford's study in the information derived.[25]

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[23]J. H. Hull, "Lay Advisory Committees to Boards of Education in the United States," Summary of doctoral dissertation published in Research in Administration, No. 1 (August, 1949) (Pasadena, California: Association of School Administrators.)

[24]See Kenneth E.Ford's discussion, this dissertation p.55.

[25]Clifford D. Jenkins, "The Work of Lay Advisory Councils in Public Schools" (unpublished dissertation, Pennsylvania State College, 1953).

Jenkins found that the size of membership has decreased since Hull's earlier study. The biggest group in existence now has only about 900 members. However, the average size is about 14 men and 14 women. Ford in this case found the size of the committee much smaller in that it ranged from four members to about 100 members with the average being 22 men and 12 women. Hull in a later article recommends that the size be limited to 40 members and that 20 to 30 were actually more practical.[26] In community six approximately 40 people were active participants in their school-community study.

Jenkins found that the top two categories of members of citizens committees were property owners and then parents of school children. He also found that all participants were high school graduates with about one-half completing college.

C. F. Lehman was another person, who like Hereford, deviated from the usual study in this area.[27] Lehman was interested in determining the perceptions the three groups, administration, school board, and lay committee held toward

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[26]J. H. Hull, "How Big Shall the Education Advisory Committee Be?," American School Board Journal, CXX (April, 1950), 53.

[27]Charles Fredrick Lehman, "A Study of the Interpersonal Role Perceptions of School Administrators, Board of Education Members, and Members of Lay Citizen Committees in Michigan Public Schools" (unpublished dissertation in Education Administration, University of Michigan, 1957).

each other. He was especially interested in this to see if it could be related to the success of the lay committee. His general conclusions indicate that:

1. The level of the success of the lay committee is directly proportionate to the level of the community's knowledge about the work of the committee. The reader will later note in Chapter VI that the study participants in community six all expressed the opinion that their greatest problem was communicating their work to the total community.

2. The chances for success increase when working relations develop favorable perceptions between the school administration, school board, and lay participants.

Pamphlets

Many and varied are the pamphlets which concern lay participation in education. The majority seem to center, like the books and studies,around the organization process or past experiences of the writer. This does not degrade from their value, however, as many offer excellent suggestions for procedures or programs.

One of the most prolific non-educationally directed organizations is the National Citizens Council for Better Schools.[28] They have, among other items, a series of thirteen booklets which are designed primarily as check lists on specific subjects.

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[28]The National Citizens Council for Better Schools is the former National Citizens Commission for Better Schools, 9 East 40th Street, New York 16, New York.

These booklets cover such topics as:

1. How Can We Organize for Better Schools?
2. How Can We Advertise School Needs?
3. How Can We Discuss School Problems?
4. How Can We Conduct a Winning Campaign?
5. How Can We Work With the Press?
6. How Have Our Schools Developed?
7. What Should Our Schools Accomplish?
8. How Can We Get Enough Good Teachers?
9. How Can We Help Our School Boards?
10. How Good Are Our Teaching Materials?
11. What Are Our School Building Needs?
12. How Do We Pay For Our Schools?
13. How Should Our Schools Be Organized?

The primary goals of the National Citizens Council are best summarized in the articles of faith upon which the National Citizens Commission was launched:

> The problem of its children's schools lie at the heart of a free society. None of man's public institutions has a deeper effect upon his conduct as a citizen, rather of the community, of the nation, or of the world.
>
> The goal of our public schools should be to make the best in education available to every American child on completely equal terms.
>
> Public education should be constantly re-appraised and kept responsive both to our educational conditions and to the changing times.[29]

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[29]National Citizens Council for Better Schools, What Should Our Schools Accomplish (New York: National Citizens Council for Better Schools, 1957), p. 3.

Other non-education groups which have produced some materials on lay participation are various industrial organizations such as the National Association of Manufacturers.[30]

A large fund of materials is available from both the state and national education associations. Again however, these describe primarily the organizational aspects of lay participation. Other major sources of materials are state departments of public education and certain colleges and universities. Michigan State University has a number of booklets which can apply directly to lay participation in education. A few of these are:

1. Reporting the Results from Your Educational Studies
2. Financing Michigan's Public Schools
3. The School Custodian
4. Buses and the Schools
5. School District Reorganization
6. School Plant Study
7. Community School Districts
8. Many reports of Michigan School Community Studies[31]

Many of the pamphlets mentioned above are useful to both lay and professional people.

The Michigan State Department of Public Instruction has also produced a number of pamphlets concerning lay participation in education. Four of these are:

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[30]National Association of Manufacturers, This We Believe About Education (New York: National Association of Manufacturers, March, 1954). Also see public relation departments of large concerns for literature and printed speeches.

[31]These pamphlets are available from the College of Education or Department of Sociology and Anthropology, Michigan State University.

1. The Best in School Bonds
2. Report of the Michigan White House Conference of Education
3. Michigan Citizens Study Their Schools
4. The Community School and Community Self Improvement[32]

One of the above pamphlets, The Community School and Community Self Improvement, has a special significance for this study in that it is concerned with the community school philosophy of operation.[33] Community three of this research project was a participant in this study. Community seven operates upon this philosophy. This booklet basically describes the W. K. Kellogg Foundation experiment in the Community School concept as it was initiated in five Michigan communities.

Other sources for additicnal pamphlets are other colleges and universities, United States Office of Health, Welfare, and Education, and other state departments of education. Primarily though, the materials concerning lay participation are descriptive or directive in nature.

Social Class

Along with the development of the sciences of sociology and social psychology in the twentieth century one can note

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[32]Michigan State Department of Public Instruction.

[33]Maurice Seay, and Ferris Crawford, The Community School and Community Self Improvement (Lansing, Michigan: Michigan State Department of Public Instruction, 1954).

the appearance of an ever increasing amount of literature concerning social classes in America. There exists, however, a great amount of confusion and disagreement on the topic of social classes both in lay and professional groups.[34] Many lay people are not willing to accept the theory or evidence of social classes in the United States as they believe in an American dream that all men are born free and equal. They believe that everyone has the right and the chance to succeed and reach the top of their field. However, if one examines closely these two beliefs they will note that they are contradictory. If all men have equal opportunities how can there exist a top to which one can aspire?[35] Another source of lay confusion is the term class itself. This term is often identified with Communism and the Marxian Theory. However, American social classes are not in any sense organized partisan groups.[36]

Confusion and disagreement exist on the professional level because of the various connotations and uses of the term class and the different methodological procedures which

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[34]Warner, Social Class In America, op. cit., pp. 12-32. See also: W. Lloyd Warner, "A Methodological Note," Black Metropolis, Drake and Cayton, editors (New York: Harcourt, Brace and Company, 1945), pp. 772-773.

[35]Warner, Social Class In America, op. cit., p. 3.

[36]W. O. Stanley, B. O. Smith, K. D. Benne, and A. W. Anderson, Social Foundations of Education (New York: The Dryden Press, Inc., 1956), p. 131.

are involved in determining social class.[37] Some readers may disagree with the methodology used to determine socio-economic class in this study.

This section of the review of literature will focus primarily on W. Lloyd Warner and his associates because of the fact that they have conducted numerous social class studies within specific communities.

The researcher realizes that:

1. A great deal of controversy exists over Warner's methodology.[38]
2. Warner's social class gradations refer to different levels of social status and prestige.
3. Social class for this study is defined by an occupation status scale developed by Paul North and Cecil Hatt. Occupational status may vary the social hierarchial structure of a community from the social status and prestige measurement used by Warner, et al., in the minds of some students of social stratification in the United States.[39]

> It is important to remember that status and economic hierarchies, though not identical, are very closely related. Therefore it is not always possible to distinguish sharply the effects of these two hierarchies in the lives and characters of individual persons. High occupation and income levels . . . are important factors in establishing social prestige. . . . In the

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[37] Ibid., p. 130.

[38] Ibid., p. 132.

[39] Ibid., p. 131.

> case of many--perhaps most--individuals, class membership as measured by status ratings are substantially identical with those measured by economic standings.[40]

With this in mind, the researcher believes that the type of local community stratification study conducted by Warner, et al., will be the most useful in looking at social classes for this study.

Members of social classes tend to restrict their intimate social relationships to others in the same class. If this is true, there is a possibility that participants of school-community studies are primarily from the same social classes as the school board members. Warner defines social class as the inter-relationship between families and cliques in informal affairs.[41] Each class, therefore, seems to have its own type of life which is marked by a certain set of values, attitudes, and patterns of behavior. This particular way of life and the values and behavior which are held shape the personality and character of the individual.

America has often been considered the "melting pot" of the world's different nationalities;[42] however, a definite relationship exists between ethnic groups in America and social class.[43]

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[40] Ibid., p. 181.

[41] Warner, "A Methodological Note," op. cit., p. 772.

[42] William E. Drake, The American School in Transition (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955), p. 55.

[43] See: W. Lloyd Warner, American Life: Dream and Reality (Chicago: University of Chicago, 1953), p. 162, Table I. Mozell Hill and Bevode McCall, "Social Stratification

In general, five classes have been found in most community stratification studies.[44] Specifically the number of classes range from three in the Midwest and Southwestern part of the United States to six in New England and the South.[45] In this study the communities will be divided into three social classes: Upper, Middle, and Lower classes. Class distinctions are usually recognized by community members but are often referred to by names other than sociological terms. For example, in Warner's Yankee City the upper class is referred to as "Hill Streeters" while the lower class members are called "River Brookers."[46]

In Yankee City, as in most community studies, the upper class consists primarily of professional men or proprietors of larger businesses or industrial enterprises. This upper class groups' interests center on history, the Arts, biography, and science in the line of traditional education topics. Their

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in 'Georgia Town'," American Sociological Review, Vol. 15 (December, 1950), pp. 721-729, Table 1. G. E. Swanson, T. M. Newcomb, and E. L. Hartley, et al., Readings in Social Psychology (New York: Henry Holt and Co., 1952), pp. 67-73, 415-420, 539-560, 593-611.

[44]See: The discussion in Roger G. Baker, et al., "There Is No Class Bias In Our School," Progressive Education, Vol. 27 (February, 1950), pp. 107-108. Also, Swanson, et al., Readings in Social Psychology, op. cit., pp. 280-311, Section C.

[45]Stanley, et al., Social Foundations of Education, op. cit., p. 142.

[46]W. Lloyd Warner, R. J. Havighurst, and M. Leob, Who Shall Be Educated (New York: Harper and Brothers Company, 1944), p. 19.

formal education has been liberal, their primary and secondary schooling often coming from private schools.

Most middle class members send their children to the local schools. A few socially ambitious parents of the middle class send their children to private schools.

Lower class members attend the local schools also, but most are prone to drop out early. They tend to marry quite early in life and produce the most children per marriage of the three basic social classes. The family life of the lower class person is also more disturbed by police arrests and coercion of private associations.[47]

Socio-economic studies have generally divided society into ranked groups of occupations which have been further delineated into social classes.[48]

Findings of economic studies reveal that in America the chances for infant survival, family illness, and general mental and social health depend on the economic level of the family.[49] It has also been established that a direct ratio exists between economic level and crime.[50] Other

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[47] Ibid., pp. 19-27.

[48] See: Swanson, et al., Readings in Social Psychology, op. cit., pp. 304-306. Logan Wilson and William L. Kolb, Sociological Analysis, Robert K. Merton, editor (New York: Harcourt, Brace and Company, 1949), pp. 464-476. R. Bendix and S. Lipset, Class Status and Power (Glencoe, Illinois: The Free Press, 1953), pp. 411-419. Archie O. Haller, op. cit. Stanley et al., op. cit., pp. 191-199.

[49] Stanley, et al., ibid., pp. 189, 206-208.

[50] Ibid., p. 200. See also Brookover, op. cit., pp. 79-120.

studies report that there exist a direct relationship between socio-economic status and the political economic attitudes of the class. Basically the attitude differences reported are that the upper classes are conservative while the lower or working class tend to be radical. If this is true, then this should become apparent in this study when matters of finance, curriculum, and personnel are discussed.

As indicated earlier in this chapter, one of the difficulties in discussing social class with the American people is that they may refuse to accept such a concept. They tend to believe in the American dream that each person has an equal opportunity to reach the top of their particular field. This dream, however, is not substantiated by research in the field of occupational mobility in the United States.[51] Although there still exists a good deal of occupational mobility, most persons today tend to remain within the economic class into which they were born.[52] By using the North-Hatt Scale to delineate socio-economic class for this study we will tend to classify people into the socio-economic class

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[51]See: Richard Centers, The Psychology of Social Classes (Princeton: Princeton University Press, 1949), p. 260. Swanson, et al., Readings in Social Psychology, op. cit., pp. 306-307. Stanley, et al., Social Foundations of Education, op. cit., pp. 210-213. Hadley Cantril, The Psychology of Social Movements (New York: John Wiley and Sons, Inc., 1941), pp. 16-21, 55-64. A. W. Jones, Life, Liberty and Property (Philadelphia: J. B. Lippincott Company, 1941), pp. 318-325.

[52]William F. Osburn and Meyer Nimkoff, Sociology (2nd edition; New York: Houghton Mifflin Co., 1950), pp. 147-157. See also: P. T. Pritzkau, Dynamics of Curriculum Improvement (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 251.

of their parents. This could strengthen any possible tendency for a particular socio-economic class to respond in a particular manner. If such a class response generally exists then it will be interesting to see if the socio-economic classes in the community which have undergone school-community study will differ from similar socio-economic classes in the communities which have not undergone school-community study process.

Of consequence then, at this time, are two studies involving the social class of school board members which were conducted some two decades apart. In 1926 George Counts studied 1,496 boards of education in the United States and found that one-half of the board members came from the proprietor and professional classes.[53] In 1946 the National Education Association found more community representation on school boards, but still the members were largely from the upper socio-economic classes.[54] One will note in Chapter VI that the steering committee of the school-community study which was conducted in community six is from the middle and upper socio-economic classes of that community. However, one must also note that an active participant was discovered

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[53]George S. Counts,"The Social Compositions of Boards of Education," Supplementary Educational Monograph No. 33 (Chicago: University of Chicago Press, 1927), pp. 62-65.

[54]National Education Association, Status and Practices of Boards of Education, Bulletin 24, No. 2 (Washington, D. C.: Research Division, National Education Association, 1946), pp. 47-83.

in the community's sample. This individual was from the lower socio-economic class.

Many studies exist which involve stratification and education. Two examples which generally indicate what has been discovered in most of these studies are Warner's Who Shall Be Educated, and Hollingshead's Elmtown's Youth.[55]

Who Shall Be Educated is concerned with public schools and future college students, who are members of these schools. For this study future college students with similar intelligent quotients (IQ) scores were divided into above and below average economic levels. The major findings reveal that children of similar IQ's do not receive a similar amount of education. Over one-fourth of the superior intelligent group from the lower socio-economic class did not finish high school.[56] While 73 per cent did finish high school, only 13 per cent went on to college. However, in the above average socio-economic group it was found that over one-half of these students attended college. Very few failed to complete high school. Many reasons are given for the phenomena with research studies to substantiate them. Some of the reasons offered are:

1. It costs money to go to "free" public schools.
2. The wealthy often send their children to private schools.

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[55]Warner, Havinghurst, and Loeb, Who Shall Be Educated, op. cit. A. B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, 1949).

[56]Future college students and the superior intelligent group were defined by their IQ acores.

3. Lower status children, regardless of their ability are not directed toward the college preparatory program, rather they are given the more "practical" vocational or business courses.[57]

In Yankee City there are apparently four reasons why children from the different social levels receive a different education:

1. The scholastic standards for Latin and other necessary college preparatory academic courses are higher than those in the general or commercial fields. The lower status children being stereotype as not having great potential ability.

2. The college preparatory courses are taught better and are taught by the best teachers in the school system.

3. The college preparatory program is more difficult and comprehensive.

4. The goals of the college preparatory courses are higher and prepare the students for higher status occupations.[58]

Hollingshead, in Elmtown's Youth,[59] found many of the same results. In dividing Elmtown into five social groups he discovered that the course a student followed was directly related to his family's social class membership. The high school course which led to college preparation was primarily taken by students from the upper two divisions of his social hierarchy. His third social division's students divided themselves between college preparation and the general course.

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[57]Warner, et al., Who Shall Be Educated, op. cit., pp. 50-62.

[58]Ibid., p. 62.

[59]Hollingshead, op. cit.

The fourth social division was divided between the general and commercial courses. The fifth, and lowest, social division students tended to enroll in the commercial course. Hollingshead also found a direct relation between status and amount of education.

In this study, Hollingshead went further than most into the school and school activities with relationship to social class. He found, for example, that in Elmtown, awards and disciplinary action were also connected to the status of the student. Course failure was the most prevalent in the lower two divisions of his social hierarchy.

He also described how different groups came to school. The top group came well-groomed and dressed. They drove the few blocks to school while the lowest group had a long walk. The lowest group was also the most poorly dressed and groomed. They often came to school dirty. In extra-curricularlar and recreational activities again there exists a strong relationship between social class and participation. Upper class members were the most active.[60] It is interesting to note that in this study, as has been found in others, the

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[60]Excellent discussions of social class and education are available also in: Stanley, et al., Social Foundations of Education, op. cit., pp. 226-282; Brookover, A Sociology of Education, op. cit., pp. 79-120; Pritzkau, Dynamics of Curriculum Improvement, op. cit.; Campbell, Practical Applications of Democratic Administration, op. cit.; R. Havinghurst and B. Neugarten, Society and Education (Boston: Allyn and Bacon, Inc., 1958), pp. 65-79.

IQ tests used in public schools are biased towards the middle and upper class members.[61] These facts should indicate then, that in this study we can expect to find a great deal of difference in the way different socio-economic classes view public education. However, the question still remains as to whether or not the social classes of the communities, which have undergone the school-community study process, will differ from similar classes in communities which have not undergone the school-community study process.

One final factor must be considered with respect to social class and education. Teachers and the curricula of the public schools today are biased to middle class values.[62] This fact has been aptly demonstrated in many studies, especially in Warner's American Life: Dream and Reality.[63]

Other Pertinent Material

Two studies which involve the power structure of communities are significant to this study. Community power structure studies have indicated that community decisions

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[61]Hollingshead, Elmtown's Youth, op. cit., pp. 168-172. See also: Brookover, A Sociology of Education, op. cit., pp. 9, 93-95. Swanson, et al., Readings in Social Psychology, op. cit., pp. 384-392.

[62]Stanley, et al., Social Foundations of Education, op. cit., pp. 250-251.

[63]Warner, American Life: Dream and Reality, op. cit., pp. 176-180.

which affect the total population of a community are often made by a very few people. For this reason, one might question the school-community study group. One education study proposes that each school should conduct a block by block organized check to determine all influential persons.[64] The second study revealed that school superintendents in five Michigan communities were consistently perceived as having the highest power in the community and they in turn were the best information sources about the local sources of power.[65]

Other power structure studies which are pertinent to the topic of school-community studies involve leadership and the ability of the leader to estimate the groups' opinions.

Paul Hare, et al., discovered that leaders of groups are significantly superior to non-leaders and isolates in their ability to judge group opinion on familiar and relevant issues.[66] Therefore, in school-community studies it would be possible for the superintendent or chairman of the lay committee to direct the thoughts and actions of the participants to a great extent. Newcomb also discovered

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[64]Metropolitan School Study Council, Public Action for Powerful Schools, Research Studies, No. 3 (New York: Teachers College, Columbia University, Bureau of Publications, 1949), p. 28.

[65]B. A. Carstensen, "A Method for Studying How People Perceive the Power Structure in Their Communities as Tested in Five Michigan Communities" (unpublished doctoral dissertation, School of Education, University of Michigan, 1956), p. 173.

[66]Paul Hare, E. F. Borgatta, and R. F. Bales, Small Groups (New York: Alfred A. Knopf, 1955), pp. 235-245.

that entering college freshmen, who later acquired prestige and leadership, possessed more than the average amount of sensitivity to group opinion. These people were the least conservative people in their group of entering freshmen.[67]

Reference group theory is important to this study especially when it is considered in relation to the steering committee of the school-community study. Perhaps, from the wealth of material available, Muzafer Sherif's autokinetic laboratory experiments are the most beneficial. Generally the conclusions from these experiments revealed that an individual's judgment tends to be influenced by a group and that this influence will continue to exist after the influencing group has been removed.[68] One will note in Chapter VI, however, that the steering committee in community six disagreed on many items of the conclusion of the study.

In the forward to Katz and Lazarsfeld's book, Personal Influence, Elmo Roper states that,

> As a result of my own research . . . I have come to the tentative conclusion that ideas often penetrate the public as a whole slowly and . . . very often by interaction of neighbor on neighbor without any apparent influence of the mass media.[69]

Perhaps then, a study such as the one reported here should be conducted after a period of several years has elapsed.

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[67]Swanson, et al., Readings in Social Psychology, op. cit., pp. 420-429.

[68]Ibid., pp. 249-262.

[69]Elihu Katz and Paul F. Lazarsfeld, Personal Influence (Glencoe, Illinois: The Free Press, 1955), p. xv.

Roper proceeds throughout the forward to delineate society into six categories of information disseminators and thereby forming a power structure for society in total. He describes his lowest and largest group as the politically inert people who are not active in the community, rarely speak out on a subject, and seldom speak out on what they believe. This group looks up to the next highest group, the participating citizens, for most decisions, however, they can become aroused enough to vote and determine the local, state, national, and international outlook for some time to come.[70] A large group of people encountered in the interviewing process for this study would fall in this category. This would include many of the sixty-three interviews that were dropped in community six.

Numerous other studies have been conducted on communication and the communicator with respect to the effect on the individual.[71] As a result of a number of experiments found in Hovland, et al., Communication and Persuasion, one can summarize that credibility of the source of the communication determines the reception of the communication by the individual. However the positiveness or negativism caused by the source disappears after several weeks.[72]

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[70] Ibid., p. xviii.

[71] Swanson, et al., Readings in Social Psychology, op. cit., pp. 86-134, 198-220.

[72] Carl I. Hovland, Irving L. Janis, and Harold H. Kelley, Communication and Persuasion (New Haven: Yale University Press, 1953), pp. 269-300.

There appears to be three methods employed in communications to change opinions. These are substantiating arguments which seem to be the right conclusions to draw, positive appeals or emphasis on the rewards gained by acceptance, and negative or fear appeals. People generally, however, react differently to similar situations. Some look to the group of which they are a member for conformity or direction of reaction while others are not as easily persuaded for they tend to think more for themselves.[73] This will be beneficial when consideration is given to the steering committee for the school-community study conducted in community six.

The Michigan Communications Study

The Michigan Communications Study upon which this present study is based was conducted in five Michigan towns in 1954 and 1955. This study was under the combined coordination and direction of Michigan State University and the Midwest Administration Center at the University of Chicago. To date, this study has not been published in detail.[74] The objectives of this study were to:

1. Find out the present state of public opinion and information about public schools and universities.

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[73]Swanson, et al., Readings in Social Psychology, op. cit., pp. 198-220.

[74]For a general description of the total project see: William H. Roe, Leo A. Haak, and Earl A. McIntyre, "Creating An Informed Citizenry: Michigan Communication Study," Michigan Education Journal, XXXIV, No. 6 (November, 1954), 245-246.

2. Measure the content--both quantity and quality--of education information in Michigan press and radio outlets.
3. Build a program on interpretation of education to the public on the basis of the content study.
4. Measure the effectiveness of the interpretation program.[75]

The Michigan Communications Study approached objectives one and four mentioned above in an experimental manner. Data were gathered first from the five towns to determine what the local people knew and thought of their schools. By using selected methods and media, communications were aimed at the local people. After a period of time data were again collected in the five towns on the peoples' knowledge and opinions to determine whether or not any change had occurred. In the Second Survey a proportion of the people surveyed in the First Survey were again revisited with the remaining interviews coming from a new random sample.[76]

It is interesting to note that in the development of the interview instrument one procedure was used in attempting to determine what knowledge local citizens should have about their schools. Thirty school administrators were asked this

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[75]Leo A. Haak, "Michigan Communication Study" (unpublished manuscript focusing on objectives one and four, Michigan State University, Chapter 2), p. 29.

[76]Ibid., p. 27.

in a series of questions. The researchers discovered that these administrators did not agree on the minimum knowledge level of local citizens. The impression was further given that when answering these questions the administrators tended to think of board members, or other well informed local citizens, instead of the general public. One additional reason for the apparent disagreement was that problems which were in the primary focus of the particular school and community influenced the answer given.[77] An additional source for determining what questions should be included on the instrument were numerous education information opinion surveys conducted between 1940 and 1953.[78]

To test the instrument developed a pilot study was conducted in one town of a size similar to that of the selected experimental towns. From the results of the pilot study the final instrument was constructed. In general, the questions used in the experimental study can be classified as either "fact," "opinion," or "personal data."

Upon completing the final draft of the instrument from the pilot survey the First Survey was initiated in the five selected towns. With the knowledge gained from the educational news content analysis, the communication program to initiate the change was started in four of the five towns. The fifth town was used as a control with no organized experimental communication program being initiated there.

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[77] Ibid., p. 31.

[78] Ibid., p. 32.

In the experimental communication program five different methods were used which required the cooperation of both the local newspaper editor and the school. As stated before, one town newspaper continued with its usual amount of school news coverage except that an item was included in the paper reporting the fact that a survey would be conducted.

In the second town only the newspaper would give extra attention to school news with the school attempting no information campaign of their own. In the third town the newspaper was to remain constant in its news coverage while the school undertook the job of informing the people. In the fourth town both the school and newspaper would concentrate on informing the local people while in the fifth town both the school and newspaper would concentrate on more of a public relations type of campaign.[79]

Upon completion of the experimental communications project the Second Survey was initiated and completed in the five towns. The data from the First and Second Surveys were then coded and analyzed.

Some of the conclusions drawn from the data of the Pilot and First Survey of the Michigan Communications Study are that a positive relationship exists between school and local people if the person is:

A school voter

A regular reader of the local newspaper

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[79] Ibid., Chapter 6,pp. 15-19.

A male between the ages of 40 and 49 who went beyond high school

A male who has friends that are administrators or board members

A male who belongs to business or civic organizations

A male whose occupation is a proprietor

A male whose income is $6,000 or more

A male who has one to three children, some being in school

A male who is Catholic

A male who owns his home

A male who has lived in the community 20 years or more

A male whose family has 2 or more jobs

A male whose family reads school publications

A positive relationship may also exist if the person is:

Only a high school graduate

A parent who has children in school

A member of a veterans organization

A craftsman

Employed outside the community of his residence

A positive relationship exists on the solution to educational issues if the respondent is:

From a family whose income is $6,000 or more

From a family where there are 2 or more jobs

A female who is 39 or older and who is only a high school graduate

A female who has children that are pre-school age

A female who has contact with the school through non-professional school employees

A female who belongs to a veterans, business, or civic organization

A female who is a professional

A female who is a school voter and a regular reader of a newspaper

A female who has one to three children

A female who is a non-Catholic

A female who has been living in the community 5 years or less

A female who reads school publications.

It was found that a negative relationship exists between schools and local people if:

The person is a female under 30 years of age.

The person has had a sixth grade education or less

The person does not belong to any community organizations

The person is a craftsman

The person is non-Catholic

The person rents their home

The person has lived in the community 5 years or less

The person's a non-reader of school publications

The person is a non-voter in school issues

The person reads the local newspaper

The person has no contact with the schools through friends

There is only one job in the family

Their family income is under $3,000

There may also be a negative relationship if:

A person is 50 to 64 years of age with an eighth grade or less education

A person has gone beyond high school education

A person belongs to labor and fraternal community organizations

A person is a professional

A person is a non-reader of the local newspaper

A person has 4 or more children

A person has lived in the community 5 years or less

A person is employed in the community in which he resides

A person has contact with friends in the school other than a teacher or administrator

A negative relationship may also exist on the agreement of educational issues if:

The respondent is a male who is 50 years or older

The respondent has children out of school

The respondent has friends who are teachers in the school

The respondent is a proprietor

The respondent is a non-voter in school voting issues

The respondent is a non-reader of the local newspaper

The respondent is a Catholic

The respondent has lived in the community 20 years or more

The respondent does not read school publications

The respondent has an eighth grade education or less

The respondent belongs to local community labor organizations

The respondent's family income is under $3,000

The respondent's family has only one job[80]

The results of the Second Survey when compared with the First Survey show that:

1. An information opinion survey is more than a research instrument in that it is a communication devise. It perhaps is the most effective single method of communication used in this experimental study.
2. The communication effects of a school hand booklet depend to a large extent on the composition of the town population.
3. There are selective factors which determine who can be reached by particular communication methods.

Summary

The literature concerning lay participation deals primarily with examples. The purposes, limitations, and organization of citizen involvement in public education. The literature has been primarily written from an observational-personal experience point of view. One can note, however, an ever increasing amount of research developing on this topic

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[80] Ibid., pp. 90-94

especially in the areas of organization, content, and perceptions of the citizens so involved. One can further note though, that there is little, if any, extensive research in the communities of which these lay citizens involved in public education are members.

Social stratification literature is very extensive. However, a great deal of confusion exists on the topic both on lay and professional levels. Primarily the existing literature in this field demonstrates that there are three basic social classes which are often sub-divided. These are the upper, middle, and lower classes. Each class tends to hold different values and beliefs which in turn affect the personality and behavior of the individual. Education, being biased to middle class values, produces different effects and provides a different amount of education for each social class.

Studies infer that a group selected by a board of education should constitute a power group if it were selected on the basis of friendship or acquaintance. Other studies have shown that a group has more potential than one person for better problem solution. Opinions of a group will also tend to produce an opinion norm which all group members will adopt to a great degree even when the group is no longer in existence.

CHAPTER III

THE COMMUNITIES

This chapter will briefly describe the seven communities involved in this study so that the reader will have a minimal basis for a better understanding of the data which appear in the following chapters. The reader should understand that this description of a community and the results of the study in that particular community provide no basis for generalizing to other communities which one may find similar by their own descriptions. Consideration will also be given communication and school-community studies so that the reader will have a basis for understanding the following chapters of this study.

As each community is described four major areas will be stressed. These are:

1. The community's geographical location.
2. The community and its people.
3. The local school.
4. News coverage.

Community One

Community one is a small town located on the northwestern corner of central Michigan. The town is the county

seat of one of Michigan's economically poorest counties. It is somewhat isolated from any of Michigan's larger cities. Two main US highways and two railroads cross in the town. Although, it is located in the tourist area of Michigan, little is gained economically from this due to an apparent lack of promotion.

The main source of income for the community comes from several small industrial enterprises. Since this study was conducted in the town one industry has grown to a major economic position in that it employs several hundred local persons. At the time of the study a rich oil strike was made in the area. According to local informers, however, this increased the wealth of only a relatively few local people. The oil industry today is perhaps the second major employer of local people. Agricultural enterprises are almost non-existing as the soil is very poor.

The most striking observable fact one notices upon arriving in town is the condition of the homes. One might expect to find because of the isolation and oil boom, many old and delapidated buildings. This, however, is not the case. Most every home and yard is in the best of shape and condition. The "across the tracks" section is very small and even this is above average for most of the towns in this area.

The people of this community are very friendly. Because the town is the county seat, the largest town in the county, and has several small industries there apparently is

a larger proportion of higher socio-economic class people here than is usually found in a community.[1]

The town's business section is typical of many small Michigan communities. The business section centers primarily on four corners. The oldest business section is closest to the railroad depot. One can note that most all business establishments are in old buildings which have been remodeled. It is interesting to observe that only limited business ecological development has taken place on either of the two major highways. This may be an indication of the attitude which exists towards the tourist trade. Little is done to entice the tourist here even though many excellent lakes and trout streams are in the area.

The school in this community is neither outstanding nor poor. It is primarily viewed as a center for learning the academic subjects. One might classify it as being traditional. No adult program exists and none will according to local informers until the local people demand it. People of the community are involved in this school only to the extent that they attend the Parent-Teacher meetings or sports activities. The school population is very slowly growing. The new rooms which have been required have been added from money available under the present tax base. There exists in the town two parochial schools, one of which draws its population primarily from the rural areas. A state supported institution of higher

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[1]Joseph A. Kahl, The American Class Structure (New York: Rinehart and Company, Inc., 1952), Chapter 2, pp. 19-52. See especially pp. 21, 38, 44, and 45.

education is within a fifteen minute driving range of the town. However, most of the professional educators look to another state institution for their professional advancement.

The town is primarily covered by one local weekly newspaper and one out-of-town daily newspaper. There appears to be some evidence of strong feelings between the newspaper owner and the local school and people. This is due primarily to the fact that the newspaper owner is from another town, hence the local paper is viewed as a non-local paper. State and world news is also obtained from radio and television stations, however, these stations are not in the immediate area.

Community Two

Community two is a town which is located on the southern border of the state. One major US highway passes through this town. This serves as a connecting link to a nearby small Michigan city. Within a fifty mile radius one can fine three major Michigan cities and two major Indiana cities.

This town is predominately an agricultural trade center. The surrounding land is excellent for farming. The fact that corn is the predominate crop may help to explain the delapidated condition of the local grain elevator and the many United States Government corn storage bins located just outside of the town limits. As is true with many sections of the United States today, this town is slowly losing its dependency upon agriculture for its main source of income. Three major and numerous minor industries now give somewhat of an industrial

economic base to the town. One local man stated that, "the town is no longer made up of farmers."

The people of the community are primarily first and second generation immigrants from Central Europe. Their housing is in good repair, but somewhat old. New homes are sprinkled hap-hazardly amongst the old. The managerial class members for the new major industrial developments are newcomers to the community while most of the minor industrial managers and owners are local people. Little evidence exists of either a very low or a very high class of people. The best section of town is somewhat centered on one side of the community. However, not all homes of this category are concentrated in this location. The housing ranges from what might be termed the upper-lower to the upper-middle class level.

The town's business section is centered around a four-corner area which is close to the railroad tracks. One road which makes up the four corners is the major highway. The business section buildings are old but most have been remodeled or refaced. Some ecological business development has taken place, however, this is primarily in the automotive and restaurant areas.

The school is an academically centered institution. The administration, however, shows some deviation from this in that they are very proud of the shop they have in their school. In school district annexation, however, careful

conservativism appears. Surrounding primary districts were promised, if they agreed to annex, that their own one-room schools would be kept open. Only the administrative organization would change in annexation. For some this necessitated the moving of their old school houses to a central school ground within the town limits. This resulted in a "crazy quilt" pattern of annexation. As time has progressed these one room school houses have been closed or torn down with all children now attending schools located in the town itself. The town is also served by a parochial elementary school. The enrollment in this school equals about one-third of the public elementary school. Recently a new building has been erected to house the children of this school. The parochial students attend the public high school for grades nine through twelve.

Very little adult education or involvement, other than Parent-Teacher Association (PTA) or sports activities, is realized in the school system. The school operates primarily as a unit which is separated from the community. Three colleges are located within an hour's drive from the community. Two of these are exclusive private colleges and are not noted for their teacher training program. The third college is a state institution to which the teachers look for any direction they may desire. World and local news is covered primarily by two small city dailys and the local weekly newspaper. Radio and television stations are numerous and available from either Michigan or Indiana.

Community Three

Community three is a village located on the western side of the state. It is within a fifteen minute drive of one of the state's larger cities and within thirty-five miles of Lake Michigan. One US highway passes through the town. One might say though, that this village, nestled in the hills, has let the world pass it by while it continues to operate in a "quaint old manner."

The village is primarily a residential section for the near-by city. A major portion of the people who live here hold higher than what might be considered average status positions in the large city. As a result little evidence can be found of the "across the tracks" type of person or residential section. Most all homes are in excellent repair. A few new homes exist, but most people live in the older, well cared for, medium sized homes.

The business section of this village is typical of the older small village in that the buildings are old. However, one will note that few business establishments have redecorated or rebuilt their stores. Communities five and six possibly have done less along this line than this community. The business section centers around a four cornered area. Little ecological business development has occurred. This village business area has, in the past, served primarily as a trading center for fruit and agricultural families of the area.

One area peculiarity centers around the main industry which is located within the village limits. The employees of this industry, for the most part, live outside of the school district and commute to work each day. In the last graduating class only one student's family income came from employment as a laborer in the industry. The controlling powers of the industry live within the village limits.

The school curriculum is primarily centered around college preparation, however, other areas of emphasis also exist. Adult education is available on a somewhat limited basis.

In the late 1940's this school system took part in a study which concerned the implementation of the Community-School philosophy. At this time the school involved some 300 people in an attempt to merge school and community for community betterment purposes. This resulted in a school-community study. The superintendent felt that the entire process was somewhat stalemated when the people discovered that they had in existence many of the community items which were suggested as desirable projects for development by the study initiators. It is interesting to note though, that since the time of the first school and community study some of the active participants have become school board members. In the past few years citizens have again been involved in the study of their schools primarily though, for school building purposes; however, in the last two bonding

issues the village itself has voted against passing the issues. In the last vote, there were enough rural votes to over-ride this rejection and pass the bond.

The village is close to a junior college and also a community college. At the present time there are studies under way to determine if there exists the need for a four year college in this area.

Primarily the source of news comes from the two large daily city newspapers in addition to the city's radio and television stations. Local news is covered by a weekly newspaper.

Community Four

Community four could be labeled the "Crossroads of the North" as two major US highway tourist routes pass through the town. The town is located in the north central part of the state. It is somewhat isolated from any of Michigan's larger cities, the closest one being over 50 miles distant. There are, however, two important smaller cities within a 30 mile radius.

This town depends on the four month tourist trade for its primary source of income. There are several small industries in the area. Many years ago oil was discovered a few miles south of this town. Hence, mineral rights were purchased in the area. This provided a temporary source of money for some of the rural people, but oil was not found, and the leasing of land ceased. The smaller industries are

not stable. The largest depends upon the automotive field and is the first to feel any cutbacks. The town also serves, in a minor way, as a residential section for one of the smaller Michigan cities which is nearby.

This town is more typical of Michigan towns than are either communities one or three in that there exists a wide range of people and housing. There is a definite "across the tracks" housing section inhabited by those who might be considered lower class. There is also a definite upper status dwelling area and, of course, a continuum of housing and people existing between these two poles.

The business section is old but remodeling and face lifting has been quite extensive. Many city poeple know this town for its eating establishments which gross a considerable amount of money each year. The two best known restaurants are located on the four corners where the two main highways cross. Business ecological development has been quite extensive along both highways.

The school could be labeled typical in that it centers around academic preparation. Little, if any, adult involvement takes place other than the usual PTA or athletic type of activity.

A teacher training college is located within a fifteen minute drive of this town. The school faculty look primarily to this college for their direction.

News is reported by a nearby radio station and daily newspaper. The closest television station is about fifty miles distant. Local news appears in the weekly newspaper.

Community Five

Community five could be called "Old Milltown." It is located on the western side of central Michigan and is within a thirty mile driving distance from one of the state's larger cities. One minor state highway passes through this town.

Many years ago this was a thriving community. The main source of income was the mill which employed many people. The mill owner was somewhat of a local philanthropist as he gave a great deal of material items to the town. In recent years, especially following the depression, this particular type of industry has declined due to new developments in the field. Now there remains only a memory of the former "golden years." Most of the old mill buildings are now used as either warehouses or they have been adapted for new industry. Today the major local industry deals with metal products and is housed in one of the old mill buildings. This town is located in a fruit belt and hence some income is realized from the orchards.

One is impressed, upon touring the town, with the "down trodden" appearance of most of the homes. Only a few new homes are apparent and most of these represent a middle income, conservative type of construction. What is left of the old mill owner's family "rule the area" from homes built upon the hillside which overlook the town. There is evidence, close to the center of town, that at one time wealth was abundant and spent on housing. Today these homes are barely kept in repair.

The business section is concentrated and old. Not too much rebuilding or "face lifting" has been done to the old buildings. Some ecological business development is apparent and this centers primarily around automotive needs.

Within a sixteen mile radius one can find 100 lakes. Seemingly, before one enters the town itself, this is a prosperous and growing area. The town itself seems to be just beginning to recover from the stunning blow dealt it when the mills closed. To a minor extent the town serves as a residential area for two industrial towns in the immediate area.

The school is an academic oriented institution. Little adult involvement occurs outside of the PTA and athletic activities. The nearest college is a two year institution which is located 30 miles distant while the nearest four year college is about 50 miles away.

News is primarily transmitted by a local weekly paper with several other weeklies also contributing their part. The large city dailies are read to some extent while radio and television reception centers on the larger city's stations.

Community Six

Community six could be labeled "suburbia." This community is located on the eastern side of the state near the fringe of the greater Detroit metropolitan area. One major US and one minor state highway pass through the town.

The community is an old village which suddenly spurted in size and now serves as a residential section for a large city as well as the Detroit metropolitan area. There are no industrial developments within the school district.

The people who inhabit the community vary tremendously. There are old community members, many of whom still control the community, and new community members, as well as one area that is quite transient. As a result, and due to the lack of zoning, houses of varying degrees of value are located in the same general areas. One other complicating factor is the number of lakes within the school district. Many homes originally were summer cottages. Hence, many are of low value while nearby there may exist a high valuehouse built as a year round home. In addition to this haphazard building there are several small sub-divisions of low priced homes which cater to transients and the small Negro population.

In this area there are still the people who depend on agriculture for their income. The range here is from one extreme of poverty to the other of wealth.

Basically the living areas in the school district can be divided into five distinct groups:

1. Rural agriculture.
2. Lake-front property.
3. A low value sub-division in the northeastern corner of the school district.
4. A low value sub-division in the southeastern corner of the school district.
5. The village, as it has grown, itself.

Between groups three, four, and five there exists about five miles of truly rural county inhabited by farmers. Hence, these groups do not seem to communicate with one another.

The business section of the village itself is old, and small. Little development or renovation has occurred. Most people shop in a nearby city. The local stores are used only as "the corner grocery store." A great deal of haphazard ecological business development has occurred. This centers around primarily the main US highway and the two subdivision developments. There is no large shopping development in the area.

The school centers primarily on academic subjects. Nonetheless, there is evidence it has been attempting to keep up with the changing times. The school board consists of old community members. Adult education is not extensive but adult involvement in the school is accomplished by school and community study groups. Two such studies have been conducted to date and have been concerned primarily with developing plans for new school buildings. Several hundred people have been involved in both studies.

The colleges of the Detroit metropolitan area are within easy driving distances from this community.

News is primarily covered by the daily newspapers from the large nearby city, however, the Detroit dailies are also widely read. Radio and television are received from the Detroit metropolitan stations.

Community Seven

The seventh community, which is one of the state's larger metropolitan centers is located on the eastern side of central Michigan. It is within a 50 mile driving range of the Detroit metropolitan area as well as six other major Michigan cities. Two US and two state highways connect this city with most of central and southern Michigan's major cities.

This city depends primarily on the automotive industry for its source of income. Prosperity, therefore, fluctuates with the automotive market to a great degree. There is outward evidence of all three major social classes used in this study.[2] A major portion of this city's population consists of lower class Caucasian and Negroid peoples. There are a few small ethnic areas, however, most neighborhoods are of a "melting pot" character, especially the lower class areas. The different racial segments are quite clearly defined.

In the junior high school attendance area, which was used in this study, there exists a cross section for the total city according to six informers. There is visible evidence of all three classes in both races, a transcient area, and a melting pot area.

As a result, the homes in this junior high school attendance area vary considerably. They are located primarily in similar value clusters, the higher value homes being somewhat generally furtherest from the center of the city.

The city's main business section, the "downtown" section, is similar to that of most large Michigan cities in that some

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[2]The social classes used in this study are the upper, middle, and lower classes.

new, some old, some large, and some small businesses and buildings are located next to one another. The city's ecological development tends to follow that of many metropolitan areas in that many large suburbanite shopping centers are located closer to the suburban dweller than the "old down town."

The particular junior high school attendance area studied in this city is peculiar in one respect in that it contains the buildings and campus for the area's higher education institutions and cultural centers. This area does not, however,encompass any automotive industrial plants, but it does border the largest one inside of the city limits.

The school system of this town is unique in that it is partially supported by a philonthropic organization.[3] This additional support has made possible an experimental trial of the community-school concept over the last two decades. While the basic curriculum experiences the children encountered during their regular school day are very much like those of the children in other large Michigan cities a vast difference exists in out of the school room activities. In most all public school buildings a person is employed as a part-time teacher, usually a physical education teacher, and a part-time coordinator of student and adult community activities. These activities range from bicycle hikes, which involve both parents and children, to inside-the-school roller

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[3]For the school year 1958-1959 this philonthropic organization contributed about 1/17 of the total school budget.

skating for both adults and students, to academic courses for again both adults, parents, and students, and finally, non-academic types of classes for local adults. The primary function of the school is felt to be a service function to the total community. Buildings remain open a major portion of each 24 hour day so that all people might be given the opportunity to participate in the program. To appreciate the total concept of the services offered in this city by the schools one must realize that this public school-community type service is carried on in addition to an evening and junior college program. Many thousands of people are directly involved in the school program each year as a result of the community school concept.

The city, state, and world news is quite well covered as this city is serviced by many small local weekly newspapers as well as one large local daily newspaper. The Detroit metropolitan dailies are also read quite extensively here. A large selection is possible in radio and television programs due again primarily to the nearness of the Detroit metropolitan area. The public school has quite an extensive internal and external news and public relations department which constantly keeps the local people cognizant of their schools. This is due partly to the philantrhopic organization which is attempting to spread information about their unique school system throughout the United States and perhaps even the world.

Communication in the Communities

In a study of this nature communications play an important part because they affect opinions and knowledge of the schools. Hence, one must consider each community and its "communications network." A community with an extensive network of communications may be well informed about their schools. Other communities with less extensive networks may know little about their schools. A school-community study may be viewed as a method of communicating education information to the community, hence, a component of the communications network.

Table 2 is a subjective evaluation of each community's communications network. The reader will be able to see from the table that the most extensive communication network exists in community seven. This might lead one to hypothesize that people of community seven will know more school facts than the people in the other communities. This will be tested in Chapter V of this dissertation.

School-Community Studies

One must understand the nature of a school-community study before they will realize the many implications which exist in areas of education, communications, and society.

Generally, school-community studies probe into five specific areas:

1. The community
2. School enrollments
3. Educational program
4. School plant and site
5. School finance

TABLE 2

COMMUNICATIONS NETWORK[1]

Communications	Communities						
	1	2	3	4	5	6	7
I. Through Mass Media							
A. Newspapers (all local papers)							
1. regular news stories							E
2. special articles			X	X	X	X	E
3. editorials			X	X		X	E
4. school columns			X	X			E
5. photographs							E
6. letters to the editor				X			X
7. advertising (including annual reports)	X	X	X	X	X	X	X
8. cartoons and comics	X	X	X	X	X	X	X
B. Radio (area)							
1. talks, discussions of the school	X	X	X	X	X	X	X
2. recorded classroom activities							X
C. Television (area)							
1. descriptions and explanations of the school			X	X			E
2. television educational demonstrations	X		X	X		X	X
3. televised normal classroom activities							
4. Spot advertisements, i.e. "write for booklet on. . ."	X	X	X	X	X	X	X
D. Movies							
1. local showings of shorts on education and the school		X	X	X		X	X
2. specially prepared local film strips or movies							X
3. full movies (and excerpts) on schools and education i.e. "Blackboard Jungle"	X	X	X	X	X	X	X

Key: X = method used at times
E = extensive use of method

TABLE 2--Continued

Communications	Communities						
	1	2	3	4	5	6	7
E. Magazines							
1. articles (including circulation of reprints)	X	X	X	X	X	X	E
2. school news in local business house organs							X
F. Books							
1. public libraries (including special displays on education)	X	X	X	X	X	X	X
2. incidental references to education and schools	X	X	X	X	X	X	X
II. Through School Publications							
A. Annual reports (booklet form)							E
B. Brochures (such as on bond issues)	X		X	X	X	X	E
C. School student annuals	X	X	X	X	X	X	X
D. School newspapers	X	X	X		X	X	X
E. Letters (individual or form)						X	E
F. Leaflets on special topics	X	X	X	X	X	X	E
G. Regular newsletter to parents							
H. School staff bulletins	X	X	X	X	X	X	X
I. Student handbooks			X	X	X		X
J. School magazines							X
K. Newspaper supplement(i.e. "These Are Our Schools" with pictures)							X
III. Through Verbal Reports							
A. Formal							
1. annual meetings		X	X	X		X	X
2. administrator talks to service clubs, etc.						X	E
3. formal school visitation		X	X	X	X	X	E
4. parent-teacher conferences at school			X		X	X	X
5. home visitations by teachers						X	X
6. pupils report at home after special briefing							X
7. reports made to selected opinion leaders of the community			X		X	X	X
8. school-community studies			X			X	

TABLE 2--Continued

Communications	Communities						
	1	2	3	4	5	6	7
B. Informal							
1. reports of teachers and administrators to specific questions on school (or voluntary statements)	X	X	X	X	X	X	X
2. reports of school board members	X	X	X	X	X	X	X
3. reports of other school personnel	X	X	X	X	X	X	X
4. informal school visitation	X	X	X	X	X	X	E
5. pupils report at home after no special briefing	X	X	X	X	X	X	X
6. reports of graduates, drop-outs, and other ex-students	X	X	X	X	X	X	X
7. telephone calls	X	X	X	X	X	X	X
8. street corner or chance conversations (gossip)	X	X	X	X	X	X	X
9. citizen involvement in school activities			X			X	X
IV. Through Observations							
A. School events open to the public	X	X	X	X	X	X	E
B. School exhibits	X	X	X	X	X	X	X
C. School entertainment for clubs							X
D. Demonstration of teaching process						X	
E. Behavior of pupils (out-of-town setting)	X	X	X	X	X	X	X
F. Behavior of school personnel (out-of-town setting)	X	X	X	X	X	X	X
G. Accomplishments of graduates and others who attend schools	X	X	X	X	X	X	X
V. Through Participation							
A. Parent-teacher associations (or room mother clubs)	X	X	X	X	X	X	E
B. Specific committee assignments			E			E	E
C. Public forums on schools			E			E	E
D. Citizens committees			E			E	E
E. Membership on school board	X	X	X	X	X	X	X
F. Participation in teaching							X
G. School census taker	X	X	X	X	X	X	X
H. Opinion-information surveys			E			E	E

[1]Table 2 evolved from a list developed by Dr. Leo A. Haak which describes some of the possible ways of communicating school information. The table is based on a subjective evaluation of

Specific studies may be conducted in one or two of the above listed areas, however, a school-community study encompasses all five.

The primary purpose in investigating the community in a school-community study is to find out what is happening in the local area. People often accept gradual changes without actually perceiving them. A change such as a housing development on the other side of the community may greatly affect both the local schools and the community as a whole. Many questions such as residential development zoning, land use, and industrial development are examined. Population and growth projections for the future are made and at times a skeletal master plan is developed for the total community.

School enrollments are examined and projected in an attempt to examine present school facilities in light of what will be required in the future.

The total educational program or curriculum is examined with two main purposes in mind:

1. Is the present program antiquated in terms of modern society? What changes should be made in the present program?
2. What do we desire from students who attend and complete their schooling in our schools? What changes are necessary in our present program to accomplish this? What do we desire in the future in and from our schools?

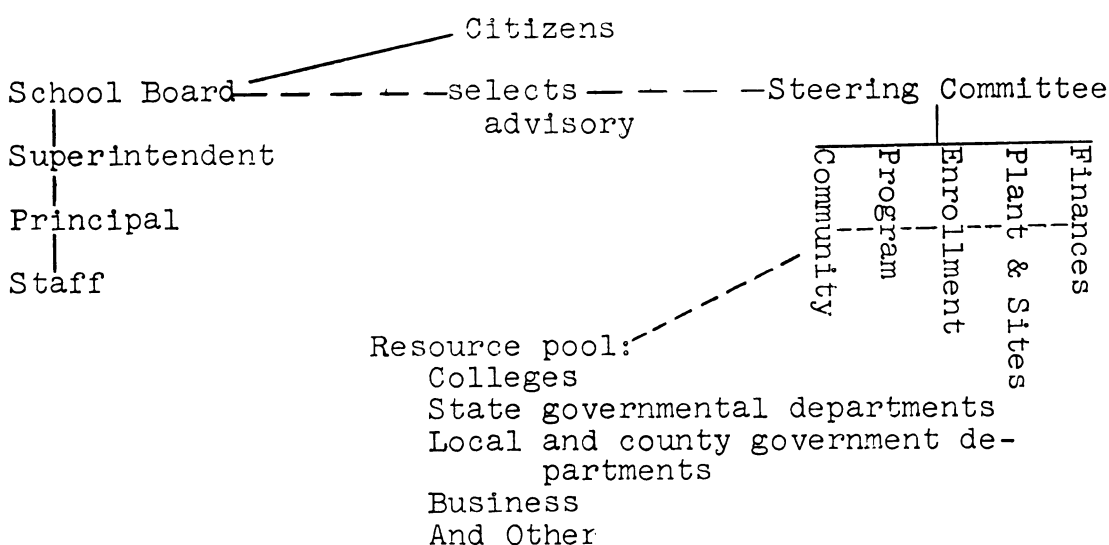
The present school plant and site is studied primarily to determine if it is adequate for the desired program and the future enrollments. If the plant is considered inadequate then plans are made for a new school building that will house the desired school program and future enrollment.

Lastly, school finances are examined in an attempt to determine the extent of school expenditures the local area can afford.

In total then, there are generally six committees involved in a school-community study:

1. The steering committee (central planning committee)
2. The committee on community factors
3. The committee on school enrollments
4. The committee on the school's educational program
5. The committee on the school's plant and sites
6. The committee on the school finance

A line organizational chart of these committees:



Each of the five separate sections or sub-groups complete their work separately, yet in cooperation with one another. For example, the school plant committee must determine the size that will be recommended for any particular future school building from community growth patterns and school enrollment projections. Availability of finances will also determine building factors. In the past few years school building experts have advanced the idea that the school buildings should be built to house the desired program. This, one will note, is a reversal of former practices. In any case the school program committee must work in close cooperation with the school plant and site committee in a school-community study.

The steering committee acts as a head organization where all facts are brought together and recommendations based on the facts are formulated, and presented to the board of education.[4]

In both community three and six the school-community study followed the general plan outlined above. However, community three went into greater detail on matters which concerned the total community than did community six. Both studies involved about the same number of local citizens; community three involved about seventy people in the planning stage while community six used sixty people. Community three spent over three years on its school-community study. However,

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[4]One must remember that the legal position of the participants involved in a school-community study is that of an advisory committee to the local board of education. Their only legal authority is as individual citizens of the United States.

a good share of this time was devoted to community problems such as health, recreation, and agricultural improvement. Community six spent one year on their school-community study.

Summary

In most respects communities are like individuals, each has a few similar characteristics but many more unique ones. According to Drake:

> Whenever a local lyceum (a form of early adult education) existed, a growing concern for public education developed. Lyceums aroused the public from its general apathy towards public schools, helped break down conflicts between schools, reduced hostility toward public education, . . .[5]

We might expect to find in the following chapters then, that the communities which involved local people in education in one form or another would have, on a class breakdown of the community, the most favorable opinions of the school and perhaps hold the greatest amount of knowledge concerning the school. This being the case, then, we can expect to find that social groups within communities three, six, and perhaps seven will be the most favorable to the school and have the most knowledge concerning the school.

For the purposes of this study communities one, two, four, and five will be classified as the "unstudied communities." Communities three and six will be classified as the "studied communities." Community seven will be treated in Chapter V both as a member of this group and also as a separate and distinct classification which will be compared to both the "studied and unstudied" communities.

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[5]William E. Drake, The American School in Transition (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), p.217.

CHAPTER IV

THE OPEN-END QUESTION

Introduction

This chapter will be concerned with the presentation of the significant data obtained in this study from the open-end questions. These questions were part of the personal interview instrument that was used in the seven communities involved in this study.

Four areas were investigated in this project by the use of both the closed-end and open-end questions. These were:

1. Opinions concerning the local school curriculum.
2. Opinions concerning the local school personnel.
3. Opinions concerning the total school program.
4. Facts known about the local school.

In addition to the above mentioned areas, personal information was obtained in this study on each respondent. This information was used to classify the individual into one of the three socio-economic classes used in this study.

When one initiates a research project many avenues of progress are open to follow. As discussed earlier the personal interview was felt superior in this case to the mail-out

questionnaire. In developing the questionnaire again many avenues are open and permissible. Questions included may be open-end, closed, multiple choice, or of a check list variety. It was felt in this case that both open-end and closed or forced answer type of questions should be used to acquire as much information about the respondent as possible. This, however, raises a problem in coding and classifying open-end questions. In many cases people answered open-end questions with more than one answer, thereby complicating the presentation of the data. Therefore, the presentation of the data will basically follow two procedures: (1) that of percentages for a quantitative analysis in this chapter, and (2) that of the Chi Square test for significant differences in Chapter V.

Presentation of the Areas of Investigation

In this chapter the significant data will be reported by percentages. In specific cases where "n" is small the percentage will be followed by "n" in parenthesis or the percentage will be replaced by a discussion involving the actual number of cases. Percentages will be presented in a tabular form as follows:

TABLE --

Question:

Community Class N =	1			2			3			4			5			6			7		
	u*	m*	l*	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Responses in %

u = upper socio-economic class, m = middle socio-economic class, l = lower socio-economic class.

Opinions Concerning School Curriculum

The first open-end question which was used in this study gave consideration to a curriculum problem.[1] Respondents were asked what they thought should happen to a student who could not read by the time he entered high school. In the responses given by the three classes in the seven different communities there appeared to be no differences.[2] Seventy-five per cent of all the respondents thought that special help should be given to such a child. Only a small percentage suggested punishment as a solution to the problem. Each socio-economic class in each community varies from similar classes in the other communities. Hence, no definite pattern was established by the socio-economic classes in the communities which had undergone the school-community study process.[3]

The second open-end question was used to discover how the respondents viewed post secondary education.[4] The impressionistic conclusions one can draw from this table are limited. One can note that the upper class members of the

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[1]For the complete wording and responses to all questions used in this study see Appendix A.

[2]In this analysis of data by percentages only those differences which give an impressionistic conclusion of importance will be reported. For the answers given to the first open-end question see Appendix B.

[3]Hereafter communities three and six which have undergone the school-community study process will be referred to as the "studied" communities. The communities which have not undergone a school-community study will be referred to as the "unstudied" communities.

[4]See Table 3 following page.

TABLE 3

Question 6.1
"About what proportion of the pupils who graduate from your high school do you think should go on to college?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
N =	22	16	27	13	37	30	22	19	24	25	46	29	22	29	49	11	23	41	11	19	81
Responses Percentages*																					
25% or less should go on to college	9(2)	19(3)	15	16(2)	16	10	12(2)	16(3)	12	40	8	10	32(7)	10	8	36(4)	13(3)	17	9(1)	6(1)	10
25%-50% should go on to college	18(4)	38(6)	22	16(2)	16	23	41(9)	42(8)	29	12	31	17	23(7)	28	32	9(1)	4(1)	22	18(2)	31(5)	23
50%-75% should go on to college	0	6(1)	0	0	11	3	9(2)	0	8	16	2	3	0	3	4	0	4(1)	7	18(2)	19(3)	8
Over 75% should go on to college	5(1)	6(1)	15	16(2)	11	27	14(3)	11(2)	0	8	4	17	0	10	4	18(2)	52(12)	20	9(1)	19(3)	31
Do Not Know	14(3)	0	15	23(3)	14	3	5(1)	5(1)	12	8	15	14	9(2)	13	27	0	0	5	0	13(2)	6
"It Depends"	55(12)	31(5)	33	31(4)	32	33	23(5)	26(5)	37	16	39	38	36(8)	34	24	36(4)	26(6)	29	45(5)	12(2)	21

*Small "n" follows percentage in parentheses.

"studied" communities have a more definite opinion of how many present day students should proceed on to college after completing high school. One should remember, however, that most upper class children will attend and be expected to attend college.[5] The same impression could possibly be derived from the middle class respondents. However, the middle class of "unstudied" community one also has a well defined opinion of post secondary education. One must conclude that no difference exists between the middle classes of "studied" and "unstudied" communities. Here one should be reminded that to a great extent middle class children are also expected to and do attend college.

No differences were discovered in the lower classes with regards to the number of students who should continue their education after high school.

The respondents were given an opportunity to comment on why they gave their particular answer to the question of how many students should go on to college after high school. Only community differences appeared which did not vary in any one direction for the classes in the "studied" communities.[6]

Respondents were asked what should be taught in world history, American history, and government classes. A majority

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[5]Wilbur Brookover, A Sociology of Education (New York: American Book Company, 1955), p. 85.

[6]See Appendix B.

answered that they did know what to say.[7] A close investigation reveals a few areas where differences occurred in responses given by similar socio-economic classes in the "studied" and "unstudied" communities.

From Tables 4, 5, and 6 one can note the upper classes in the "studied" communities reported that they wanted more stress placed on the life and customs of the different peoples of the world than did like class members in the "unstudied" communities.

The middle classes of the "studied" communities differ considerably from like classes in the "unstudied" communities in the stress they placed upon the importance of including the history of the development of the United States in American history courses. They also seemed to have a better opinion of what else should be included in government courses because they did not rely on the areas which had been previously mentioned in the questionnaire.[8] Emphasis was placed on the importance of teaching the mechanics of government as it operates today.

The lower classes of the "studied" communities placed more importance on the teaching of understanding and toleration for others than did similar classes in "unstudied" communities. They also had a wider variety of suggestions to offer for inclusion in the teaching of government courses.

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[7]See Tables 4, 5, and 6. See also questions 7.1, 7.2, 7.4, 7.5, 7.7, and 7.8 Appendix A for the areas previously mentioned in the questionnaire.

[8]See questions 7.1, 7.2, 7.4, 7.5, 7.7, and 7.8, Appendix A for areas previously mentioned in the questionnaire.

TABLE 4

Question 7.3 "What else should be taught (in World History)?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
N =	22	16	27	13	37	30	22	19	24	25	46	29	22	29	49	11	23	41	11	19	81
Responses-Percentages																					
Life of different people and their customs	5(1)	0	0	0	5	0	*9(2)	0	4	4	0	0	0	0	2	*27(3)	17(4)	12	Information not Collected in this community		
Comparison of our country with others	5(1)	0	7	15(2)	3	7	14(3)	5(1)	4	0	7	7	9(2)	7	6	27(3)	17(4)	10			
About gov't. politics and foreign relations	14(3)	13(2)	0	0	3	3	0	11(2)	0	0	7	3		7	0	18(2)	26(6)	12			
Current events	5(1)	25(4)	7	23(3)	5	13	14(3)	16(3)	8	4	11	7	5(1)	3	2	36(4)	39(2)	27			
Understanding, cause, and effect	14(3)	19(3)	4	23(3)	5	13	14(3)	11(2)	12	16	13	3	14(3)	3	8	0	0	7			
Understanding and toleration for others	9(2)	6(1)	7	8(1)	8	3	5(1)	0	*12	20	2	7	0	0	0	27(3)	9(2)	*10			
Americanism Patriotism	14(3)	0	15	8(1)	5	10	0	0	8	12	2	14	0	14	2	0	4(1)	5			
Restate previous areas mentioned	9(2)	13(2)	19	8(1)	19	30	9(2)	5(1)	12	8	17	14	32(7)	31	31	9(1)	0	0			

TABLE 4--Continued

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
N =	22	16	27	13	37	30	22	19	24	25	46	29	22	29	49	11	23	41	11	19	81
"Do Not Know"	42(9)	38(6)	52	15(2)	40	26	36(8)	53(10)	50	32	39	59	37(8)	45	47	18(2)	35(8)	49			
Other Responses	5(1)	0	0	0	8	3	5(1)	5(1)	4	8	2	0	5(1)	0	6	9(1)	4(1)	5			

TABLE 5

Question: 7.6 "What else should they teach in American History?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
N =	22	16	27	13	37	30	22	19	24	25	46	29	22	29	49	11	23	41	11	19	81
Responses in percentages*																					
Local history	0	6(1)	0	0	3	0	0	0	0	0	0	0	0	3	0	9(1)	4(1)	5	Date Not Collected		
Compare our country with others	0	0	0	0	5	3	0	0	0	0	2	3	0	3	0	18(2)	4(1)	2			
Government and politics	9(2)	0	0	0	0	0	0	0	8	12	9	10	5(1)	3	2	0	9(2)	7			
Current events	0	0	0	8(1)	3	13	9(2)	5(1)	4	8	9	7	0	3	4	36(4)	22(5)	7			
History of the development of our country	23(5)	13(2)	11	23(3)	0	3	18(4)	26(5)	8	28	2	0	5(1)	10	2	18(2)	26(6)	22			
Understanding and toleration of others	9(2)	6(1)	0	0	5	3	5(1)	0	4	0	2	7	5(1)	3	0	18(2)	0	2			
Americanism	18(4)	31(5)	11	15(2)	5	13	9(2)	11(2)	4	0	9	7	14(3)	10	12	9(1)	13(3)	10			
Patroitism																					

*Small "n's" follow the percentage in parenthesis.

TABLE 5--Continued

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
N =	22	16	27	13	37	30	22	19	24	25	46	29	22	29	49	11	23	41	11	19	81
Restate what was previously mentioned	5(1)	0	11	38(5)	24	13	18(4)	0	12	16	22	14	46(10)	21	29	18(2)	4(1)	0			
"Do not know"	37(8)	50(8)	67	15(2)	54	53	45(10)	58(11)	62	32	39	55	33(7)	44	47	18(2)	39(9)	51			
Other responses	5(1)	0	4	0	0	0	0	0	0	4	9	0	0	0	8	9(1)	17(4)	15			

TABLE 6

Question: 7.9 "What other things do you think they should teach (in Government)?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
N =	22	16	27	13	37	30	22	19	24	25	46	29	22	29	49	11	23	41	11	19	81
Responses in percentages*																					
How to keep communism out of government	15(3)	0	0	0	0	0	0	5(1)	0	0	0	7	0	0	0	0	0	0	Data not Collected		
What happens in government	5(1)	0	4	8(1)	3	0	0	5(1)	0	0	7	0	0	3	4	55(6)	48(11)	22			
Mechanics of government	18(4)	19(3)	15	38(5)	16	7	36(8)	*25(5)	12	28	17	3	18(4)	21	10	64(7)	*43(10)	22			
Current events	0	6(1)	0	0	3	7	5(1)	0	0	4	0	0	5(1)	0	0	18(2)	13(3)	2			
Local government	18(4)	19(3)	15	8(1)	5	3	5(1)	5(1)	0	8	4	3	5(1)	10	0	36(4)	26(6)	12			
How to judge candidates	9(2)	6(1)	7	0	5	3	5(1)	5(1)	0	8	9	3	0	7	4	0	22(5)	7			
Participate in government by voting	18(4)	13(2)	15	0	11	0	5(1)	5(1)	17	12	2	7	18(4)	7	8	0	0	2			

*Small "n's" follow the percentage in parenthesis.

TABLE 6--Continued

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
N =	22	16	27	13	37	30	22	19	24	25	46	29	22	29	49	11	23	41	11	19	81
Restate specifics mentioned before	9(2)	19(3)	7	23(3)	19	30	23(5)	*5(1)		12	15	12	36(8)	21	24	0	* 4(1)	2			
"Do not know"	28(6)	25(4)	44	15(2)	32	50	23(5)	42(8)	54	32	45	51	24(6)	38	33	9(1)	30(7)	48			
Other responses	9(2)	6(1)	0	8(1)	5	0	0	0	*4	0	7	0	5(1)	0	0	36(4)	9(2)	*12			

When respondents were asked which of the student activities (athletics, student organizations, band, or drama) were of the most value in the development of citizenship little or no perceivable differences occurred.[9] The middle classes of the "studied" communities reported that all of these activities were of some value while a small percentage of the "unstudied" communities' middle class members reported that none were of any value. In the lower classes of the "studied" communities the impression can be drawn that these people have a better opinion of the value of student activities than similar class members in the "unstudied" communities. They preferred especially athletics and student organizations.

Communities six and seven were asked, in addition to the latter question, which of the student activities had the least value.[10] Since this was not asked in the other communities no comparison is possible between the "studied" and "unstudied" communities. It is interesting to note that neither the upper nor the lower socio-economic classes of these two communities agree with each other on the value of sports and student organizations. The reader should be reminded here that both communities greatly involve local people in public school education. Upper socio-economic classes reported as individual communities in

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[9]See Table 7.

[10]See Appendix A.

TABLE 7

Question: 7.11 "Which of these activities, dramatics, band, student clubs and organizations, or athletics, do you think are of great value in helping the pupil to become a good citizen?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
Responses in percentages*																					
All of them	59(13)	56(9)	37	54(7)	43	47	64(14)	79(15)	46	64	17	28	50(11)	38	43	**	**	**	**	**	**
Athletics	14(3)	31(5)	26	31(4)	27	17	27(6)	21(4)	33	24	37	28	27(6)	41	31	91(10)	65(15)	54	55(6)	63(10)	54
Student clubs and organiza-	27(6)	19(13)	15	0	11	17	23(5)	16(3)	21	4	17	7	27(6)	21	10	55(6)	43(10)	54	64(7)	81(13)	74
Band	5(10)	6(1)	11	0	14	17	5(1)	11(2)	17	4	9	24	23(5)	17	20	45(5)	26(6)	24	55(6)	50(8)	41
Dramatics	9(2)	6(1)	7	8(1)	5	7	9(2)	5(1)	12	16	11	14	9(2)	7	8	36(4)	30(7)	34	36(4)	44(7)	34
"Do not know"	0	0	7	8(1)	22	6	0	0	*0	0	2	21	0	0	6	0	0	*0	9(1)	6(1)	*4
None	5(1)	6(1)	11	0	3	13	0	*0	0	4	4	10	0	7	4	0	*0	5	27(3)	6(1)	6

*Small "n's" follow percentages in parenthesis.
** Not a category in this community.

responding to a question of what should be cut from the present day curriculum if a shortage of money forced a curtailment of activities.[11] The "studied" communities' middle classes reported more often than similar classes in "unstudied" communities that buildings, maintenance, and supplies as well as extra-curricular activities should be cut if a shortage of money occurred.

Opinions Concerning School Personnel

The "studied" communities' classes varied somewhat from the "unstudied" communities' classes in mentioning desirable traits for prospective teachers.[12] Respondents were asked what they would look for in a person who was applying for a teaching position in their schools. Both the upper and lower classes from the "studied" communities stressed the character of the individual more often than similar classes in the "unstudied" communities. The middle classes of the "studied" communities stressed both the educational subject matter knowledge of the prospective teacher and the persons' interest in children more so than similar class members in the "un studied" communities. They also tended to give more of the responses which were coded than did the "unstudied" communities' middle classes.

When respondents were asked about other personal items which concerned teachers some variance occurred in the

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[11] See Table 8.

[12] See Table 9.

TABLE 8

Question: 11.1 If you have noticed recently the newspapers have been reporting that there appears to be a shortage of money for schools. Now, if something has to be cut out of your high school in the future to save money, what do you think should be dropped?

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
Responses in percentages*																					
Transportation	9(2)	0	0	0	5	0	0	5(1)	4	0	2	3	9(2)	3	2	0	0	0	0	0	1
Buildings, maintenance, and supplies	5(1)	0	0	0	8	0	9(2)	*11(2)	*8	0	0	0	0	0	2	0	*22(5)	*7	0	*19(3)	*10
Teachers	0.	6(1)	0	0	0	13	14(3)	5(1)	0	0	0	0	0	0	4	0	0	0	0	0	4
Other specific courses	0	6(1)	4	0	8	0	0	0	0	4	9	7	18(4)	3	6	18(2)	17(4)	20	9(1)	25(4)	9
Vocational courses	5(1)	13(2)	11	8(1)	0	0	5(1)	0	4	0	4	3	0	7	2	0	4(1)	20	0	0	1
Music, art, or drama	14(3)	0	19	31(4)	8	20	27(6)	11(2)	12	20	17	21	14(3)	17	12	27(3)	48(11)	46	64(7)	50(8)	26
Extra curricular activities	5(1)	0	15	15(2)	11	10	14(3)	5(1)	*25	8	9	0	23(5)	24	2	18(2)	26(6)	*24	55(6)	19(3)	*24

*Small "n's" follow percentages in parenthesis.

TABLE 8--Continued

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
Sports or athletics	23(5)	13(2)	22	46(6)	35	37	18(4)	11(2)	33	28	20	34	36(8)	24	16	27(3)	48(11)	29	64(7)	19(3)	*24
"Do not know"	23(5)	38(6)	33	23(3)	11	27	18(4)	26(5)	33	32	37	21	14(3)	24	41	0	9(2)	5	0	19(3)	31
Other responses	0	0	0	8(1)	11	3	0	5(1)	4	0	4	10	0	3	6	9(1)	9(2)	12	0	0	7
Nothing can be dropped	32(7)	25(4)	19	23(3)	24	13	23(5)	32(6)	8	16	13	17	5(1)	17	20	36(4)	9(2)	17	9(1)	13(2)	16

TABLE 9

Question: 8 "What kind of a teacher would 'you' hire if you were hiring a high school teacher?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
Responses in percentages*																					
Other responses	5(1)	13(2)	19	23(3)	32	27	14(3)	5(1)	29	20	22	21	18(4)	21	18	9(1)	22(5)	17	27(3)	25(4)	24
Look for educational knowledge	50(11)	13(2)	26	23(3)	8	13	18(4)	*32(6)	8	32	7	14	23(5)	10	20	64(7)	*35(8)	32	64(7)	*50(8)	41
Teaching ability	0	6(1)	15	8(1)	14	7	0	5(1)	4	4	22	14	5(1)	10	4	36(4)	35(8)	34	64(7)	25(4)	22
Character of individual	18(4)	38(6)	19	8(1)	16	17	*23(5)	21(4)	*29	12	22	17	9(2)	7	10	*55(6)	30(7)	*22	*36(4)	25(4)	*21
Person's interest in children	9(2)	13(2)	4	8(1)	8	13	18(4)	11(2)	12	28	13	10	18(4)	24	14	36(4)	26(6)	24	9(1)	31(5)	24
Personality of individual	18(4)	19(3)	11	23(3)	19	17	18(4)	26(5)	8	4	13	17	27(6)	28	27	82(9)	70(16)	68	73(8)	56(9)	49
"Do not know"	0	0	7	8(1)	3	7	9(2)	0	8	0	2	7	0	0	6	0	4(1)	2	0	0	4

*Small "n's" follow percentages in percentages.

TABLE 9--Continued

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
Character																					
Moral character	27(6)	25(4)	22	31(4)	14	13	36(8)	16(3)	29	12	26	17	27(6)	14	16	27(3)	22(5)	17	27(3)	19(3)	22
Interest in children and similar statements	14(3)	13(2)	7	8(1)	11	20	27(6)	*21(4)	12	24	13	21	27(6)	3	10	18(2)	*22(5)	7	0	*19(3)	18
Likes children	18(4)	19(3)	4	8(1)	5	17	0	16(3)	8	8	2	3	18(4)	10	6	18(2)	13(3)	24	9(1)	19(3)	19
Understands children	0	13(2)	7	0	3	23	0	11(2)	17	16	11	7	5(1)	7	12	45(5)	30(6)	32	18(2)	19(3)	29
Personality and other statements	23(5)	19(3)	11	23(3)	16	20	23(5)	21(4)	17	8	9	10	36(8)	14	20	18(2)	9(2)	12	0	0	1
Disposition	5(1)	13(2)	7	15(2)	8	13	5(1)	5(1)	0	4	2	10	5(1)	7	14	45(5)	39(3)	32	36(4)	38(6)	49
Appearance	9(2)	0	4	8(1)	3	7	14(3)	9(2)	8	24	11	7	5(1)	24	18	0	13(3)	2	9(1)	25(4)	7
Good personality	9(2)	39(6)	19	15(2)	14	13	14(3)	32(6)	4	16	17	14	14(3)	21	12	64(7)	39(9)	39	55(6)	50(8)	29

TABLE 9--Continued

Community Class	1 u	1 m	1 l	2 u	2 m	2 l	3 u	3 m	3 l	4 u	4 m	4 l	5 u	5 m	5 l	6 u	6 m	6 l	7 u	7 m	7 l
Responsible	18(4)	44(7)	19	23(3)	19	10	27(6)	26(5)	17	32	7	7	18(4)	14	16	18(2)	26(6)	12	9(1)	31(5)	4
"Do not know"	0	0	7	8(1)	3	7	9(2)	0	8	0	2	7	0	0	6	0	4(1)	2	0	0	4
Other Factors																					
Individual needs to relate to the community	9(2)	0	0	8(1)	11	10	5(1)	0	4	12	0	0	14(3)	0	2	9(1)	0	0	18(2)	0	1
Age and marital status	14(3)	6(1)	4	0	8	27	9(2)	0	12	12	9	17	9(2)	7	2	0	4(1)	7	0	0	3
Education	46(10)	19(3)	30	23(3)	32	27	36(8)	37(7)	21	56	22	41	27(6)	21	29	64(7)	43(10)	32	64(7)	50(8)	38
Knowledge	9(2)	13(2)	0	31(4)	5	10	14(3)	11(2)	8	24	13	7	5(1)	7	6	18(2)	9(2)	22	18(2)	6(1)	18
Experience	0	13(2)	15	0	11	33	5(1)	5(1)	8	12	7	7	5(1)	7	4	0	4(1)	5	18(2)	13(2)	16
Fairness to all students	0	6(1)	7	0	5	7	0	5(1)	0	0	2	7	9(2)	3	10	27(3)	17(4)	15	18(2)	44(7)	32

TABLE 9--Continued

Community Class	1 u	1 m	1 l	2 u	2 m	2 l	3 u	3 m	3 l	4 u	4 m	4 l	5 u	5 m	5 l	6 u	6 m	6 l	7 u	7 m	7 l
Teaching ability	14(3)	6(1)	4	15(2)	11	3	5(1)	11(2)	8	8	15	10	23(5)	10	8	18(2)	39(9)	32	55(6)	19(3)	19
Strict	0	6(1)	0	15(2)	19	13	5(1)	11(2)	0	8	15	7	23(5)	21	2	18(2)	4(1)	15	18(2)	6(1)	7
"Do not know"	0	0	7	8(1)	3	7	9(2)	0	8	4	2	7	0	3	6	0	4(1)	2	0	0	4
Other responses	18(4)	19(3)	26	38(5)	35	23	23(5)	*16(3)	50	44	28	17	27(6)	28	37	18(2)	*13(3)	5	0	*0	4

answers given by the "studied" and "unstudied" communities.[13] The lower classes of the "studied" communities reported that they felt teachers should be allowed to teach until they reach an older age than did similar classes in the "unstudied" communities. They were, however, slighly harder on the teacher when fewer indicated that the teacher should vacation in the summer.

The middle classes of the "studied" communities stressed that during the summer months teachers should travel, vacation, and attend college for further study more than similar class members in the "unstudied" communities.

The upper classes of the "studied" communities gave more freedom to the teachers than did similar class members in "unstudied" communities when they reported that the teacher should be allowed to do what they want to do during the summer months. They also felt better qualified to speak on the quality of the instruction given in their schools than did similar class members in the "unstudied" communities.

Opinions Concerning the Total School

The final question which was open-end attempted to discover the ways in which individuals came in contact with schools.[14] It is interesting to note here that from the respondent's viewpoint, in communities six and seven school contact was not perceived through children or grandchildren.

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[13]See Tables 10, 11, and 12.

[14]See Table 13.

TABLE 10

Question: 8.3 "At about what age do you think that most teachers should plan to retire from teaching?"

Community Class	1 u	1 m	1 l	2 u	2 m	2 l	3 u	3 m	3 l	4 u	4 m	4 l	5 u	5 m	5 l	6 u	6 m	6 l	7 u	7 m	7 l
Responses in percentages*																					
Depends on their disposition	5(1)	13(2)	7	8(1)	11	7	5(1)	5(1)	8	4	4	14	9(2)	3	6	0	4(1)	10	Information not collected		
Health	5(1)	6(1)	0	0	3	10	5(1)	0	4	4	4	7	14(3)	7	6	0	4(1)	0			
Individual	36(8)	25(4)	26	23(3)	22	27	32(7)	26(5)	12	32	20	14	32(7)	17	12	45(5)	30(7)	39			
50 years of age or less	23(5)	32(5)	26	23(3)	12	40	0	26(5)	*16	24	30	34	18(4)	20	32	27(3)	22(5)	*17			
50 to 60 years of age	23(5)	38(6)	19	39(5)	41	22	27(6)	16(2)	*29	20	26	17	32(7)	20	22	9(1)	30(7)	*34			
65 or older	9(2)	25(4)	37	46(6)	19	20	47(10)	21(4)	33	8	22	28	14(3)	26	24	27(3)	17(4)	7			
"Do not know"	0	0	4	0	0	0	0	11(2)	8	8	7	3	5(1)	10	4	0	0	2			

*Small "n's" follow the percentage in parenthesis.

TABLE 10--Continued

Community Class	1 u	1 m	1 l	2 u	2 m	2 l	3 u	3 m	3 l	4 u	4 m	4 l	5 u	5 m	5 l	6 u	6 m	6 l	7 u	7 m	7 l
When qualified for a pension	9(2)	0	7	8(1)	5	7	14(3)	5(1)	8	12	7	3	0	7	4	0	0	0			
Other responses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2			

TABLE 11

Question: 8.5 "What do you think high school teachers 'should' do during the summer?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
Responses in percentages*																					
Other responses	18(4)	6(1)	15	0	0	13	14(3)	5(1)	4	8	4	3	14(3)	14	4	0	4(1)	2	Data not Collected		
They should do what they want to	18(4)	0	4	23(3)	11	20	*23(8)	11(2)	17	16	17	21	27(6)	10	18	*36(4)	13(3)	32			
Travel	27(6)	6(1)	7	15(2)	5	3	0	*16(3)	8	8	2	7	0	3	4	0	*9(2)	5			
Work for additional income	5(1)	0	4	15(2)	3	7	0	5(1)	4	8	11	3	0	10	2	0	13(3)	7			
Work for new experiences	14(3)	0	0	8(1)	0	3	5(1)	0	0	8	4	0	5(1)	3	0	18(2)	13(3)	7			
Just work	0	0	19	8(1)	11	7	9(2)	26(5)	4	4	4	3	5(1)	7	6	18(2)	9(2)	22			
Go to school or study	64(14)	30(8)	48	77(10)	35	30	41(9)	*53(10)	50	52	37	48	46(10)	34	37	55(6)	*78(18)	39			

*Small "n's" follow the percentages in parenthesis.

TABLE 11--Continued

Community Class	1 u	1 m	1 l	2 u	2 m	2 l	3 u	3 m	3 l	4 u	4 m	4 l	5 u	5 m	5 l	6 u	6 m	6 l	7 u	7 m	7 l
Vacation, rest, or relax	36(8)	88(14)	44	23(3)	57	50	32(7)	*26(5)	*42	44	50	45	41(9)	45	53	55(6)	*39(9)	*41			
"Do not know"	0	0	0	0	5	3	0	5(1)	0	0	2	3	0	3	0	0	0	0			

TABLE 12

Question: 9.9 "In general, what do you *think about* the way they teach in high school?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
Responses in percentages*																					
Other comments	9(2)	6(1)	11	0	3	0	18(4)	0	29	8	7	10	18(4)	10	2	9(1)	4(1)	7	0	6(10)	4
Comment on qualifications to speak on subject	9(2)	0	11	15(2)	8	10	*0	5(1)	0	4	4	3	14(3)	3	4	*0	4(1)	2	9(1)	0	3
Comment on a comparison of trends	5(1)	6(1)	11	8(1)	8	10	5(1)	0	8	4	2	7	0	7	4	9(1)	13(3)	10	9(1)	6(1)	3
Comment on discipline	0	6(1)	11	8(1)	0	3	5(1)	0	0	0	2	0	5(1)	3	0	0	9(2)	7	0	0	0
Not satisfied	14(3)	19(3)	7	15(2)	14	7	0	0	8	8	11	10	9(2)	10	2	9(1)	13(3)	29	9(1)	6(1)	7
Fairly well satisfied	36(8)	19(3)	33	23(3)	8	3	23(5)	11(2)	8	20	11	10	14(3)	17	12	45(5)	26(6)	27	27(3)	25(4)	24
Well satisfied	27(6)	62(10)	41	39(5)	43	60	*59(13)	68(13)	50	44	45	38	41(9)	52	61	*45(5)	39(9)	27	*45(5)	56(9)	48

*Small "n's" follow percentages in parenthesis.

TABLE 12--Continued

Community Class	1 u	1 m	1 l	2 u	2 m	2 l	3 u	3 m	3 l	4 u	4 m	4 l	5 u	5 m	5 l	6 u	6 m	6 l	7 u	7 m	7 l
"Do not know"	9(2)	0	11	8(1)	22	17	5(1)	11(2)	21	4	17	20	9(2)	10	16	0	13(3)	15	9(1)	13(2)	15
Depends on the teacher and the subject	5(1)	0	0	0	0	0	0	0	0	4	0	0	0	0	0	9(1)	0	0	0	6(1)	1
Irrelevant comments	5	0	4	8(1)	8	20	14(3)	11(2)	12	16	15	14	5(1)	7	6	0	0	2	0	0	1

TABLE 13

Question: 13.11 "Do you have any close personal friends who are school teachers or are closely connected with the schools in some other way?"

Community	1			2			3			4			5			6			7		
Class	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l	u	m	l
Responses in percentages*																					
Friends of school board or administration	41(9)	13(2)	0	54(7)	22	3	27(6)	22	25	28	15	3	27(6)	10	12	0	0	12	18(2)	12(2)	1
Friends of teachers	82(18)	56(9)	44	62(8)	36	53	64(14)	*68	67	76	50	52	55(12)	41	39	64(7)	*61(14)	32	73(8)	44(7)	35
A former teacher	0	0	0	0	3	0	*9(2)	11	8	0	0	0	5(1)	0	4	*9(1)	0	0	*9(1)	6(1)	6
Grand-children in school	9(1)	6(1)	11	0	8	20	14(3)	5	12	4	13	28	5(1)	10	23	--	--	--	--	--	--
Had or have children in school	86(19)	94(15)	81	62(8)	92	73	100(22)	79	67	76	85	73	95(21)	90	86	--	--	--	--	--	--
School employees other than teachers	0	0	4	0	0	3	0	0	4	0	0	0	0	0	2	9(1)	0	5	0	6(1)	4
A teacher or administrator (or spouse)	14(3)	0	0	15(2)	0	0	5(1)	11	0	18	0	3	5(1)	0	4	18(2)	0	0	27(3)	6(1)	0

*Small "n's" follow percentages in parenthesis.

TABLE 13--Continued

Community Class	1 u	1 m	1 l	2 u	2 m	2 l	3 u	3 m	3 l	4 u	4 m	4 l	5 u	5 m	5 l	6 u	6 m	6 l	7 u	7 m	7 l
Friends of other school employees	5(1)	6(1)	4	15(2)	5	13	*0	5	12	8	0	3	9(2)	0	0	*0	9(2)	5	*0	13(2)	1
No school contact	5	6(1)	11	15(2)	8	20	5(1)	5	8	4	17	20	5(1)	10	14	9(1)	35(8)	51	9(1)	44(7)	54

In the original five communities of the Michigan Communications Study this contact was perceived by respondents in all class categories.

The upper classes of the "studied" communities reported more school contacts through the respondent's position as former school teachers than did the classes in "unstudied" communities. This same group had no school contact with other than academic school personnel while the "unstudied" community's upper classes did report some contact in this manner.

The middle classes of the "studied" communities reported a higher contact with the schools through teaching friends than did like classes in the "unstudied" communities.

Facts Known About the Local School

This area will be examined for significant differences by the use of the Chi Square Test.

Summary

In summarizing the differences which have been brought to the surface by the open-end questions used in this study one finds that the upper socio-economic classes of the "studied" communities differ from the same classes in the "unstudied" communities in that:

1. The former group has, to some degree, a more definite opinion of how many students should proceed on to college after high school.

2. They stressed the importance of including material on the lives and customs of different peoples of the world in world history classes.
3. They stressed the importance of the character of an individual who was a prospective teacher in their school.
4. They gave more freedom to the local teacher when they verbally expressed the opinion that a teacher should be able to do what they want to do in the summer months.
5. They felt slightly better qualified to speak on the over-all general quality of instruction given in their schools.
6. They had more school contact through more of them being "former" school teachers.
7. They had less school contact through other than academic school personnel.

The middle socio-economic class members of the "studied" communities differed from like class members in the "unstudied" communities in that:

1. The former group stressed the importance of including the history of the development of our country in American history classes.
2. They had a slightly better opinion of what should be included in government classes offered in their schools.

3. They felt a student must acquire some knowledge of the mechanics of the United States and local government.
4. They felt, slightly more than like class members in the "unstudied" communities, that all student activities were of some value in the development of citizenship.
5. They felt that buildings, maintenance, and supplies should be cut from the present day school programs if a shortage of money forced a curtailment of present day educational activities.
6. They placed stress on the educational knowledge of an individual and the interest they had in children as desirable traits of prospective teachers for their school system.
7. They felt that during the summer months teachers should travel, vacation, and attend colleges or do further study in their area.
8. They had more school contact through teaching friends.

The lower socio-economic class members of the "studied" communities varied from similar class members in the "unstudied" communities in that:

1. The former group stressed the importance of the teaching of understanding and tolerance for others.

2. They have a slightly better formulated opinion of the value of student activities, preferring especially athletics and student clubs and organizations.
3. They felt, if it became financially necessary, that buildings, maintenance, supplies, and student extra-curricular activities could be cut from the present day school program.
4. They stressed the importance of the character of the prospective teacher for their school system.
5. They felt that teachers should be allowed to teach until they had reached an older age.
6. Fewer felt that the teacher should vacation in the summer.

CHAPTER V

THE CLOSED-END QUESTIONS

Introduction

The purpose of this chapter will be to present the significant data obtained in this study through the use of the closed-end questions. These questions were part of the instrument used in the personal interviews conducted in the seven communities involved in this study.

Significance of the data was determined by the use of the Chi Square test.[1] Data were determined significant if $X^2 \leq$ .05% level of significance, providing all-cell expected were $\geq$ 5 cases.[2] With these limits 5.7% of the Chi Square tests that were computed proved to be significant in this study.

In this chapter three manners of grouping were used to compare the socio-economic classes of the seven communities. In all cases significant differences were determined by the Chi Square test.

Group 1. Each socio-economic class in each of the "unstudied" communities was compared to each similar

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[1]Data tables from which the significant Chi Square tests were computed will be found in the Appendix. All raw data are available and on file with the author.

[2]Sidney Siegel, Non Parametric Statistics (New York: McGraw-Hill Book Co., Inc., 1956), Chi Square formula p. 104, Appendix Table C, "Table of Critical Values of Chi Square," p. 249.

socio-economic class in each of the "studied" communities.

Group 2. Similar socio-economic classes of the "unstudied" communities were grouped together and compared to a like group of similar socio-economic classes in the "studied" communities.

Group 3. The socio-economic classes of community seven were pulled from the groups described above in point two. A three way comparison was then made between the similar socio-economic classes in the "studied" communities, "unstudied" communities, and the similar classes in community seven.

Because of the multitude of Chi Square tests involved in the comparisons listed above, the investigator relied on Michigan State University's MISTIC computer for all computations.[3] In addition to the original tape prepared by an experienced operator, the K6-M MISTIC Library Program was used in computing the Chi Square tests. The Computer Laboratory assigned the number 333t to this problem.

Presentation of the Areas of Investigation

The significant data obtained from the closed-end questions will be presented in the following areas of investigation:

1. Opinions concerning school curriculum;

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[3]A total of 1,539 Chi Square tests were computed on this data.

2. Opinions concerning school personnel;

3. Opinions concerning the total school;

4. Facts known about the local school.

As each question is discussed in relation to significant differences obtained from the data, mention will be made only of the level of significance. If the reader desires the original data he should refer to Appendix B of this dissertation or contact the author.

Opinions Concerning the School Curriculum

When socio-economic class members of the seven selected communities were asked questions which pertained to the content of their schools' curriculum, only a few significant differences were encountered in their answers.[4] It is interesting to note that this difference of opinion often occurred between the like socio-economic classes of the "studied" communities.

A significant difference occurred at the .05 level between the middle class respondents of "studied" communities three and six when they were asked how important they felt it was to teach students about the generals of the Revolutionary and Civil Wars in American history. The middle class respondents of community three stressed this area as important while their contemporaries in community six felt that it was not very important.[5]

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[4]Questions used in the personal interview may be found in Appendix A.

[5]The reader should remember that communities three and six are "studied."

Another series of questions concerned opinions the different socio-economic class members held towards the amount of time that the school spent on various extra curricular activities. The respondents were asked how they felt about the amount of time their school spent on athletics, drama, band, and student clubs and organizations.

A significant difference occurred between the upper socio-economic classes at the .05 level of significance when they responded to the amount of time spend on drama. The upper classes of communities three and six differed from similar respondents in communities four and five by reporting more favorably towards the amount of time spent on drama. At the .01 level of significance the "studied" communities reacted more favorably to the amount of time spent on drama than their contemporaries in the "unstudied" communities. At the .01 level a significant difference also occurred in the three way comparison of the upper socio-economic classes of the "studied" communities, the "unstudied" communities, and community seven. The lower socio-economic class of community seven reacted the most favorably to the amount of time their schools spent on drama with similar classes in the "studied" and "unstudied" communities following in a decreasing order of favorableness.

The opinion various groups held towards the amount of time the school spent on student clubs and organizations produced a significant difference at the lower socio-economic

class level. This difference is due primarily to the respondents who did not know how to answer the question asked about this area. Respondents from the lower socio-economic classes of communities six and seven have a more positive opinion concerning the amount of time spent on student clubs and organizations than other class members of the remaining five communities. Because of this, a significant difference at the .05 level existed between members of the lower socio-economic classes of the "studied" communities.

Opinions Concerning School Personnel

No significant differences appeared in this area between the various upper socio-economic classes of the seven communities.

A significant difference appeared at the .05 level between the middle socio-economic classes of the "studied" communities when they were asked what percentage of the local teachers came close to the type of person they would employ as a teacher. The middle class of community three felt that most teachers would meet their perception of the "desirable teacher" while the middle class of community six felt that few teachers would meet their criterion of employment.

A second significant difference occurred when middle socio-economic class members responded to a series of questions which asked if the person had a subject matter--teacher sex stereotype. When they were asked if a male or female should teach their children's English classes a significant

difference appeared at the .05 level between the middle classes of communities three and five. The latter preferred a female teacher for English classes while the former indicated that either sex would be satisfactory.

Two questions concerning school personnel proved significant both at the .05 and .01 levels in the lower socio-economic classes of the seven communities. When these people were asked what per cent of the local teachers came close to the type of person they would employ as a teacher the lower class of community six differed from the similar classes in the other communities. A majority of the lower socio-economic class of community six report that most of the teachers came close to their perception of the "desirable teacher." Only a few did not know how to answer this question. In the lower socio-economic classes of the other communities, only about one-third of the people felt that a majority of the local teachers came close to their perception of the "ideal teacher." Most of the people in these classes preferred the "don't know" answer to this question. It is interesting to note here that a .01 level of significance occurs between the "studied" communities.

A final significant difference in opinion occurred in this area when the lower socio-economic respondents were asked if a teacher should be expected to move after teaching a few years in their community. The difference appeared at both the .05 and .01 level between community six and communities two and three, respectively. Again the greatest difference of opinion occurred between "studied" communities.

Opinions Concerning the Total School

In the responses gathered from the upper socio-economic classes of the seven communities involved in this study only one question produced a significant difference at the .05 level in this area. This question pertained to the teaching methods employed in the local schools. A description was given of two teaching methods, one being subject matter orientated, the other orientated to the needs of the individual student. The respondent was asked which description most clearly fit the teaching methods used in the local school's history and government classes. The significant difference occurred at the .05 level between the upper socio-economic classes of communities three and four. The upper class of community four indicated that the subject orientated teaching method was most like that used in their schools. The same class in community three divided almost equally between answering that they did not know the answer and that the teaching method in their schools was orientated to the needs of the individual student.

A significant difference appeared between middle socio-economic class members when they responded to a question which pertained to the teaching methods used in their schools. This question, like the one discussed in the preceding paragraph, followed the description of the two different methods of teaching. Respondents were asked which method was most like the one used in their high school. The

significant difference appeared at the .05 level between the middle socio-economic classes of communities five and six. One-third of the respondents of the middle class in community five answered in each of the possible categories: "don't know," the subject matter oriented teaching method, and the student oriented teaching method. The middle socio-economic class of community six answered that few of their high school teachers were student oriented in method of teaching. Most people felt that their teachers were subject matter oriented.

A second significant difference appeared in the responses given by middle socio-economic class members to the question of how many students a teacher could teach successfully in a history or government class. At the .05 level of significance the middle class of community three differed from similar classes in communities two, four, and five. The majority of the middle socio-economic class of community three felt history and government classes could be successfully taught if they contained more than twenty-five pupils. Similar respondents in the other communities felt that classes could only be successfully taught if they contained twenty-five students or less. This difference was significant at the .05 level.

When middle socio-economic class respondents of the seven communities were asked how they felt about the amount of money that was being spent on their schools a significant difference appeared at the .05 level between the "studied" and "unstudied" communities. About one-half of the middle class respondents in each of the seven communities responded favorably to this question. In the "studied" communities more negative replies were encountered from the remaining respondents than from the similar group in the "unstudied" communities. The other half of the middle socio-economic class of community six responded the most negatively as significant differences at the .05 level were found between this class and the similar classes in communities one and four.

Comparisons made among the lower socio-economic classes of the seven communities produced more significant differences.

When asked how many students could be successfully taught in history or government classes, lower socio-economic class respondents of community six differed significantly at the .05 level from the similar classes in communities four and five. The difference occurred, however, in the number of people in these classes who used the "don't know" response as an answer. Very few people in the lower class of community six used this response while almost one out of three used it in the lower classes of communities four and five.

At the .05 level of significance school homework produced a difference between the lower socio-economic classes of the "studied" and "unstudied" communities. In general the "studied" communities' lower classes were satisfied with the amount of homework pupils in their schools were assigned while the lower classes of the "unstudied" communities felt that students in their schools should be assigned more homework.

The lower socio-economic respondents, like the middle and upper class members, were asked a series of questions pertaining to the methods of teaching used in their schools. This series, the reader will recall, was proceeded by a description of two methods of teaching. A significant difference occurred at the .01 level between the lower socio-economic classes of communities four and six. Almost one-half of the respondents of community four indicated that they did not know which method was most like the one used in the present history and government classes of their schools. The majority of the remaining respondents felt that the method used was oriented towards the individual student's needs. The lower socio-economic class of community six, however, felt that teachers of history and government in their schools used the subject oriented method. At the .001 level a similar difference occurred between the lower classes of communities five and six.

All respondents were asked how many students they thought could be taught successfully in one of their history or government classes. This question was followed by one

asking if the respondent thought there were more or less than this number in history and government classes of their school. At the .001 level of significance a majority of the lower socio-economic class of community seven felt that their schools were overcrowded A slight majority of the members of the lower classes of the "studied" communities felt that their schools were overcrowded, while similar class members in the "unstudied" communities preferred to use the "don't know" response. Few people of the lower classes in all of the communities felt that the number of students in history or government classes was desirable for successful teaching.

Lower socio-economic class respondents from the seven communities were also asked, like middle and upper class members, how they felt about the amount of money being spent on education by their local school. At the .05 level of significance a difference appeared between the "studied" and "unstudied" communities. One-half of the lower class respondents in the seven communities gave a favorable answer to this question. The differences occurred in how the remaining portion of the respondents answered this question. In general, the remaining respondents in the "studied" communities were less favorable than their contemporaries in the "unstudied" communities. The latter group relied on the "don't know" answer for this question. At the .01 level of significance a difference also appeared in the three way comparison. The difference occurred in how the remaining portion of each

community's lower socio-economic class responded to the question. Again one finds the remaining lower class respondents in the "studied" communities being the least favorable to the amount of money spent on education in the local area. Closely behind this group follows the remaining respondents from the lower class of community seven. They are also unfavorable to the amount of money spent locally on education. The lower classes of the "unstudied" communities again rely on the "don't know" answer. The reader should be reminded that over one-half of the lower class respondents in each community gave a favorable answer to the question of school costs and that the significant differences occurred only between the remaining class members.

Near the end of the personal interview all respondents were asked to evaluate their school in terms of personal satisfaction with the entire operation. The lower socio-economic classes of communities six and seven expressed the greatest objection to the operation of their total school program when one-third of the respondents gave negative answers. A significant difference occurred at the .05 level between the lower socio-economic classes of the "unstudied" communities, the "studied" communities, and the similar class in community seven. The lower classes of the "unstudied" communities were the most favorable to their schools. Similar classes in "studied" communities and community seven following in a decreasing order of favorableness. One should note that

in the least favorable community two-thirds of the lower socio-economic class are favorable towards the total operation of their schools.

Facts Known About the Local School

No significant differences appeared in this area for the upper socio-economic class respondents.

All respondents except those in community seven were asked if there had ever been a citizens committee organized for the purpose of studying their local schools in their community. Only two communities, the "studied" communities, had such an organization formed to study their local schools previous to the date of interviewing for this study. Significant differences occurred at the .01 level between the middle socio-economic classes of communities three and six, two and six, and four and six. One-half of the respondents in community six said that no school and citizens committee had ever been formed in their community. Two-thirds of the similar class respondents in communities two, three, and four used the "don't know" answer.

Questions about school facts also produced significant differences in the lower socio-economic classes of the seven communities. At the .05 level of significance the lower class of community five differed from the same class in community six when they responded to the question of how many students were in attendance at their local schools. Slightly over one-half of the lower class respondents in

community five gave incorrect answers while less than one-third did so in community six. The latter group gave the correct answer four times as often as the former group.

When lower socio-economic class members were asked for the name of the local school superintendent significant differences appeared at both the .05 and .001 levels. Differences at the .05 level appeared when the lower class of community three was compared with the similar classes in communities five, six, and seven. The .05 level of significance also appeared when the lower socio-economic class of community six was compared with similar classes in communities one, four, and five. The lower classes of communities six and seven gave the fewest number of correct responses when asked the name of the local school superintendent. Hence, the appearance of a significant difference at the .05 level between the "studied" communities.

In the three way comparison of the lower socio-economic classes of the "studied" communities, the "unstudied" communities, and community seven a significant difference appeared at the .001 level. The lower classes of the "unstudied" communities were able to furnish the correct name of the local school superintendent more often than either the lower classes of the "studied" communities or community seven. Very few members of the lower socio-economic class in the latter community were able to give the name of the superintendent of schools.

When respondents were asked what governmental unit contributed the major portion of the money required to operate the local schools a variety of answers were received. However, significant differences appeared only when the lower socio-economic classes were compared with one another. At the .05 level of significance, differences appeared in the comparison of the lower classes of "studied" communities three and six. The .05 level of significance also appeared in the comparison of the lower classes of community six with those in communities one, two, and seven. The lower class of community seven gave the correct answer most often followed by the same class in community six. "Studied" community three gave the least number of correct answer to this question.

In the three way comparison of the lower class of community seven with similar classes in the "studied" and "unstudied" communities a significant difference occurred at the .001 level. The lower socio-economic class of community seven appeared with the greatest frequency of correct answers followed by the lower classes of the "studied" and "unstudied" communities.

Significant differences were discovered when lower socio-economic class respondents answered the question of whether or not there had ever been a citizens committee formed in their community. At the .01 level of significance the "studied" communities disagreed. Almost two-thirds of the lower class of "studied" community six said no such

committee had been formed to their knowledge. Two-thirds of the lower class of community three relied on the "don't know" answer. Other differences occurred at this level of significance between the lower class of community six and similar classes in the other communities because the former respondents used the "no" answer three times more often than any other community. At the .001 level a difference appeared in the frequency of the use of the "don't know" answer when the lower classes of the "studied" communities were compared with similar classes in the "unstudied" communities.

Summary

This chapter has presented the data obtained in this study from the closed-end questions. Comparisons were made in the following manners of the data obtained from the different socio-economic class members of the "studied" and "unstudied" communities:

1. Each socio-economic class in each of the "studied" communities was compared individually with the similar class in each of the "unstudied" communities.
2. The socio-economic classes of the "studied" communities were grouped into similar class groups. The same process was followed in the "unstudied" communities. Groups of like socio-economic class status in the "studied" and "unstudied" communities were then compared for significant differences.

3. The socio-economic classes of community seven were extracted from step two outlined above. A three way comparison was then done between the similar socio-economic classes of the "studied" communities, "unstudied" communities, and community seven.

Significant differences were determined by the use of the Chi Square test of significance. Differences were accepted as significant if Chi Square $=$ .05 level of significance.

In summarizing the significant differences which occurred between the upper socio-economic classes one finds:

1. The upper socio-economic classes of the "studied" communities reacted more favorably to the amount of time their schools spent on drama than did similar class members in "unstudied" communities.
2. When the upper socio-economic class from community seven was compared with similar classes in the "studied" and "unstudied" communities, it was found that the upper classes of the "studied" communities were the most favorable regarding the amount of time the local school spends on drama. The upper class of community seven and similar classes in the "unstudied" communities followed in a decreasing order of favorableness towards the time spend on drama.
3. The upper socio-economic class of community three felt that its teachers were more oriented

to the needs of the student than did similar class members of community four who reported that they felt that their teachers were more subject matter oriented.

The significant differences which were encountered in the comparison that were made between the middle socio-economic classes of the seven communities were:

1. The middle socio-economic classes of "studied" communities three and six significantly disagreed on the importance of teaching about the generals of the Revolutionary and Civil Wars in American history.
2. The middle socio-economic classes of the "studied" communities disagreed on the proportion of the local teachers that they felt would meet their perception of a desirable teacher.
3. A significant difference was encountered between the middle socio-economic classes of communities three and five in their respective responses to questions concerning subject matter--teacher sex stereotypes. The middle class of community five prefers a woman English teacher while the similar class in community three has no sex stereotype attached to the subject.
4. The middle socio-economic classes of communities five and six disagree significantly on the method of teaching employed in their local schools. While

the middle class of community five answers equally in all possible categories, the same class in community six feels that most of their teachers are subject orientated in methodology.

5. The middle classes of the "studied" communities differed from the similar classes in the "unstudied" communities in the number of students they felt a teacher could teach successfully in history or government classes. The socio-economic classes of the "studied" communities preferred larger classes than similar class members of the "unstudied" communities.
6. A significant difference was encountered between the middle socio-economic classes of the "studied" and "unstudied" communities with regards to the matter of the cost of local education. More negative answers were given by middle class respondents in "studied" communities than similar respondents in the "unstudied" communities.
7. The middle socio-economic classes of communities two, three, and four differed significantly from the similar class in community six in answering the question which asked if a school-community study had ever been conducted in their community. A large majority of the middle class of community six answered in the negative. This overcame the significant difference between the middle classes

of "studied" communities three and six and caused a significant difference to appear between the "studied" and "unstudied" middle classes. Again the former reported in a negative vein.

The significant differences which occurred at the lower socio-economic level were:

1. A significant difference occurred between the lower socio-economic class of community six and similar classes in communities one, two, and three when the respondents indicated how they felt about the amount of time their school spends on drama. A similar significance occurred when the lower classes of the "studied" and "unstudied" communities were compared with the similar class in community seven. The latter is the most favorable with the lower classes from the "studied" and "unstudied" communities following in a decreasing order of favorableness.
2. Significant differences were encountered at this class level concerning the matter of time spent on student clubs and organizations. For the most part the significance is due to the use of the "don't know" response. However, the lower classes of communities six and seven have the most positive opinion concerning student clubs and organizations.
3. The lower socio-economic class of community six differed significantly from similar classes in the other communities with regards to the number of

teachers in their school system who came close to their perception of a desirable teacher. A .01 level of significance exists between the lower classes of the "studied" communities.

4. A significant difference occurred between the lower class of community six and the similar classes in communities two and three when the respondents were asked if a teacher should move on after a few years in one community. The lower class of community six answered negatively while the other two lower classes answered in a positive vein.
5. Lower class respondents from community six differed significantly from similar classes in communities four and five with regards to the question concerning the number of students which could be successfully taught in a classroom. The difference occurred, however, in the number of respondents who used the "don't know" response. Few lower class people of community six used this response while many from similar classes in communities four and five relied on it for their answer.
6. The lower classes of the "studied" communities differed from the similar classes in the "unstudied" communities on the matter of the amount of homework that was assigned the local students. In general the lower classes from the "studied" communities

were satisfied with the amount of homework presently assigned while the lower classes of the "unstudied" communities felt students should have more assigned them.

7. The lower class of community six differed from similar classes in communities four and five in that the former indicated the method of teaching used in their schools was subject matter oriented while the latter indicated their teachers were oriented to the needs of the individual student.

8. Lower classes in the "studied" communities felt more often than similar classes in the "unstudied" communities that individual classrooms contained more students than they felt desirable for successful teaching.

9. Lower classes in the "studied" communities reacted less favorably when asked questions concerning school costs than did similar class members in the "unstudied" communities.

10. In the three way comparison of lower socio-economic classes the classes in the "unstudied" communities reacted most favorably to questions concerning school finances. Similar classes in community seven and the "studied" communities followed in a decreasing order of favorableness.

11. The three way comparison of the lower socio-economic classes of the "studied" communities, "unstudied"

communities, and community seven produced another significant difference in evaluating the total school. The lower class of the "unstudied" communities responded the most favorable about the school with similar classes in the "studied" communities and community seven following in a decreasing order of favorableness. However, in the least favorable community two-thirds of the respondents gave favorable answers to this question.

12. The lower socio-economic class of community five gave incorrect answers four times as often as the similar class in community six when asked the question about the present local school enrollment.

13. Significant differences were encountered between various communities including the "studied" communities when lower class respondents were asked for the name of the school superintendent. The lower classes of communities six and seven were incorrect more often than similar groups in the "unstudied" communities.

14. The lower class of community seven differed significantly from similar classes in the "studied" and "unstudied" communities as they answered correctly most often what governmental unit provides the major portion of the money

to operate the schools. The lower classes of the "studied" and "unstudied" communities followed in a decreasing frequency of correct answer.

15. A significant difference appeared between the lower classes of the "studied" communities con- concerning the matter of the formation of a local citizens committee. The difference appeared because two-thirds of the lower class of "studied" community six responded negatively when asked if a citizens committee had ever been formed in their community.

CHAPTER VI

THE STEERING COMMITTEE AND THE DIFFERENT SOCIO-ECONOMIC CLASSES OF COMMUNITY SIX

Introduction

The purpose of this chapter will be to compare the data obtained from the steering committee with that gathered from the different socio-economic classes of community six.[1] All data used were gathered by means of a personal interview with a schedule of questions.[2]

In this chapter data will be presented and compared in an attempt to answer the following questions:

1. What is the socio-economic class structure of the steering committee?
2. Do the opinions expressed by the steering committee closely match those expressed by any one of the socio-economic classes of community six?
3. Do steering committee members agree on solutions to educational problems?
4. What are the reasons behind the hostility and suspicion encountered in community six?

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[1]Community six will be singled out in this chapter because it is the only "studied" community where comparable data are available from both the steering committee and the different socio-economic classes.

[2]See Appendix A.

The Comparisons

The Socio-Economic Class Structure of the Steering Committee

Eleven personal interviews were obtained with members of the steering committee for the school-community study that was conducted in community six.[3] The socio-economic class structure of the members of the steering committee was as follows:

Upper socio-economic class--4 people

Middle socio-economic class--7 people

Lower socio-economic class--0 people

One can note the absence of lower socio-economic class members. In the interviewing process a member of the lower socio-economic class was interviewed who was a participant on one of the active study sub-groups.

A Comparison of the Opinions Held by the Different Socio-Economic Classes of Community Six with Those of the Steering Committee--The Open-End Question

Both the open-and closed-end questions were asked the eleven steering committee members from community six. Only those questions on which great differences of responses occurred will be reported here. The open-end questions will be reported as in Chapter IV and the closed-end questions will be determined significant as in Chapter V.

The first open-end question which gives the impression that differences occur between the socio-economic classes of

[3]The school board selected all steering committee members.

community six and the steering committee from that community concerns non-readers at the high school level. The question asked the respondent what they thought should be done with the student who was about to enter high school but could not read. The steering committee veered from a pattern the socio-economic classes of community six established. The percentages reported below in Table 14 indicate that while most of the people in the different socio-economic class of the community want the cause of the non-reading found and treated most of the steering committee members believed that these students should be separated into special classes and given a special kind of education. The latter was the second choice of the different classes. The steering committee thought the second best solution to this problem was finding and treating the cause of the non-reading.

TABLE 14

SOLUTION TO NON-READING HIGH SCHOOL ENTRANT

Solution	Upper Class	Middle Class	Lower Class	Steering Committee
Punish child	0*	17*	24*	18*
Find cause and treat	73	61	63	27
Separate and give special education	64	35	58	82

*Percentage figures.

In responding to the question of what percentage of high school graduates should go on to college a difference appeared between the steering committee members and the socio-economic classes of community six. The steering committee expressed the opinion that at most no more than 75 per cent of the graduating seniors should go on to college. The majority stated that less than 50 per cent should plan to go on in their education after high school. No steering committee member stated that college entrance depended upon a student's interests, needs, finances, or ability. Of the four groups of respondents compared the steering committee used the "don't know" response most often.

The socio-economic class which the responses of the steering committee parallel to any degree is the upper class. One can see from Table 15 that many upper class respondents felt that at least half of the high school graduates should plan on more education. No respondent of the upper class used the "don't know" answer while a large percentage use the "depends on ability, finances, and interests" answer. The lower socio-economic class followed the upper class with the middle class reporting the greatest favorability to college attendance for the majority.

If one were to arrange these four groups of respondents in order of the amount of favorableness to the majority of high school graduates attending college one finds, upon excluding the "depends" answer:

1. The Steering Committee--least favorable
2. The Upper Socio-Economic Class
3. The Lower Socio-Economic Class
4. The Middle Socio-Economic Class--most favorable

TABLE 15

HIGH SCHOOL GRADUATES SHOULD ATTEND COLLEGE

Attend College	Upper Class	Middle Class	Lower Class	Steering Committee
0 - 1/2	45%*	17%	39%	54%
0 - 3/4	4[illegible]	21	46	30
3/4 - all	18	52	20	0
Depends on ability, finances, interest, etc.	36	26	29	0

*Percentage figures.

Respondents were asked in an open-end question what they thought should be taught in World history, American history, and government classes. It is interesting to note here that the committee which led and directed the study of their school and community used the "don't know" answer almost as often as the lower socio-economic class and more often than the middle or upper classes. (See Table 16.)

Another open-end question asked the respondents what they felt should be dropped from the present school program if a financial crisis curtailed the operation of the total program. No major differences appeared. However, the

TABLE 16

THE USE OF THE "DON'T KNOW" RESPONSE IN ANSWERING CONTENT QUESTIONS PERTAINING TO WORLD HISTORY, AMERICAN HISTORY, AND GOVERNMENT CLASSES

Subject	Upper Class	Middle Class	Lower Class	Steering Committee
World history	18*	35	49	45
American history	18	39	51	45
Government	9	27	48	29

*Percentage figures

middle socio-economic class saw the possibility of curtailing the amount of money the school spends on buildings, maintenance, and supplies more than any other group. The steering committee foresaw the possibility of cutting expenditures in the area of school transportation.

TABLE 17

WHAT SHOULD BE CUT FROM THE SCHOOL PROGRAM IF IT IS FINANCIALLY NECESSARY

Should Be Cut	Upper Class	Middle Class	Lower Class	Steering Committee
Transportation	0*	0	0	18
Building, maintenance, and Supplies	0	22	7	0

*Percentage figures

The steering committee vacillated in their agreement with any one particular socio-economic class when they were asked questions which dealt with the teacher as a person. The majority opinions emerging from the steering committee on this subject are an eclectic collection from all of the socio-economic classes in the community.

TABLE 18

THE ELECTICISM OF THE OPINIONS THE STEERING COMMITTEE HOLDS TOWARDS TEACHERS

Importance of Teacher's	Upper Class	Middle Class	Lower Class	Steering Committee
Educational knowledge	64*	35	32	54
Personality	82	70	68	91
Like for children	18	13	24	9
Understanding of children	45	30	32	9
Interest in children	18	22	7	0
Appearance	0	13	2	18

*Percentage figures

Table 19 indicates that the majority of the members of the socio-ecomomic classes are satisfied with their schools. The upper class is overwhelmingly satisfied while the lower class has a simple majority. The steering committee, which had studied the school and community over a year's time, appearednot quite sure of how to answer this question. One will note though, that no one on the steering committee indicated total dissatisfaction with the school. A small

percentage in each of the socio-economic classes did respond in this manner. The lower class appears to be the most dissatisfied.

TABLE 19

GENERAL EVALUATION OF TEACHING

Evaluation	Upper Class	Middle Class	Lower Class	Steering Committee
Well satisfied	45*	39	27	18
Fairly well satisfied	45	26	27	18
"Don't know"	0	13	15	36
Depends on the teacher and subject	9	0	0	18
Not satisfied	9	13	29	0
Commented on their qualification to speak on this subject	0	4	2	9

* Percentage figures

One again sees in Table 20 that the majority of the members of the different socio-economic classes are satisfied with the results of their school's success in teaching citizenship. Table 20 indicates that the steering committee, while not completely satisfied with the success in citizenship training, was not dissatisfied with the results obtained from the school's program. Only a small portion of each of the socio-economic classes expressed a similar dissatisfiction with the results of the school's citizenship training.

TABLE 20

EVALUATION OF LOCAL SCHOOL'S SUCCESS IN CITIZENSHIP TRAINING

Evaluation	Upper Class	Middle Class	Lower Class	Steering Committee
Dissatisfied with results	9*	4	10	0
Fairly well satisfied	9	4	15	36
Well satisfied	73	74	64	45
"Don't know"	9	17	7	18
Depends on the particular student	0	0	2	0

* Percentage figures

The different socio-economic classes of community six were given an opportunity to describe the type of person they thought would be an active participant in a school-community study.[4] In the responses obtained and presented in Table 21 one can note both negative and positive answers with a large portion of the respondents indicating that they did not know what kind of people would participate.

[4]The reader should be reminded at this point of some of the significant differences that were found and reported in Chapter V. Significant differences were found when the people of community six were asked if there had ever been a citizens committee formed in their area for the purpose of studying their schools. At the .05 level of significance the major portion of the middle and lower socio-economic class members of community six answered that no such committee had been formed to their knowledge. However, a similar portion of the upper class answered in the affirmative. The reader should also be made aware of the fact that the steering committee viewed communication with the general public as their greatest operational difficulty. See Chapter II of this study for further discussion of communication and school-community study success.

TABLE 21

WHAT TYPE OF PERSON WOULD WORK IN A SCHOOL-COMMUNITY STUDY

Type of Person	Upper Class	Middle Class	Lower Class
Those who run the town	0*	4	10
Rich people, businessmen	18	17	10
The snobs of the town	0	17	0
Important people of the town	18	22	12
People who have no children	0	4	15
Interested people	18	9	24
Parents	18	26	24
Old people	9	4	2
"Don't know"	45	34	36

*Percentage figures

It is interesting to compare the perceptions local people held towards prospective citizen committee members with some of the data from the actual members of the steering committee.

Occupations of Steering Committee Members.--

A magazine editor
A president of a corporation
A school administrator
A company manager's wife
Three farmers
An engineer
A foreman
A county health official's wife
The head of sales and service for a local company

Their education.--All steering committee members have completed high school. Five members have completed at least two years of college, two members have completed four years of college work and have a degree. Only one member has an advanced college degree.

Their age and length of residence in community.--The steering committee members are all over thirty-five years of age, the majority being between forty and fifty-five.

Only three members of the steering committee have lived in community six for less than five years. The remaining members have all lived there more than eleven years.

Their children.--All steering committee members have children, some having grandchildren. Most of their children are at present in the public schools.

Their income.--

$ 0 - $3,499	1 (retired)
6,500 - 8,000	4
8,000 - 9,999	4
Over 10,000	2

Their reported contact with school.--

	Upper Class	Middle Class	Lower Class	Steering Committee
Friends of school board or administration	0*	0	12	27
Friends of teachers	64	61	32	73
Former teacher	9	0	0	9
Friends of non-professional school employees	0	0	5	9
Teacher or administrator (spouse)	18	0	0	9

Their reported contact with school.--Continued

	Upper Class	Middle Class	Lower Class	Steering Committee
Non-professional employee	0*	0	5	0
No school contact	9	35	51	0

* Percentage figures

The above data may give some hints as to whether or not steering committee members fit perceptions held of such people by community members. To answer the question fully, however, one must gather additional data.

A Comparison of the Opinions Held by the Different Socio-Economic Classes of Community Six With Those of the Steering Committee--The Closed-End Questions[5]

When one compares the responses given by members of the different socio-economic classes with those of the steering committee of community six, significant differences appear in all areas of inquiry. However, no significant differences appeared between the upper socio-economic class and the steering committee. Several appeared when the middle and lower socio-economic classes are compared with the steering committee.

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[5]For this section the steering committee will be compared separately with each of the different socio-economic classes of community six. Differences will be determined significant by the use of the Chi Square test. Significant differences reported here are $\leq$ .05 level of significance.

In answering the question about the importance of including facts of the United Nations in world history classes a significant difference appeared between the middle socio-economic class and the steering committee of community six. Middle class respondents felt that teaching facts about the United Nations is very important. A few from the steering committee gave a negative reply, however. The lower socio-economic class also responded here with negative answers.

A second significant difference occurred between the steering committee and the middle class when respondents were asked how important they felt it was to teach about famous generals of the Revolutionary and Civil Wars in American history classes. The majority of the steering committee felt that this was an important part in the teaching of American history. However, most of the middle class members felt that this was not an important part of American history. A similar difference occurred between the steering committee and the lower socio-economic class. In this case, however, the lower class was not as decisive in rejecting the importance of the teaching about the important generals of the Revolutionary and Civil Wars. Only one-half of the members of this class responded in a negative manner.

The lower socio-economic class also disagreed significantly with the steering committee on the amount of time the school spent on athletics. All members of the steering committee were in favor of the amount of time spent on athletics

while one-third of the lower class respondents felt that too much time was devoted to this activity.

Only one significant difference was found between the middle and lower socio-economic classes and the steering committee of community six in the area of school personnel. The respondents were asked what percentage of the local teachers come close to the description of a teacher that they would employ. The significant difference appeared between the answers given by the middle socio-economic class and the steering committee. Two-thirds of the latter group felt that most all of the local teachers came close to their description while only one-fifth of the middle class felt this way.

When respondents were asked items which concerned a total evaluation of their schools one significant difference appeared between the steering committee and the middle socio-economic class. Respondents were first asked to indicate the number of students they felt one teacher could successfully teach history or government in a classroom. They were then asked if they thought there were more or less than this desired number in current history or government classes. About one-half of the middle class respondents indicated that they did not know the answer to this. The remaining half felt that there were more students in history and government classes than was desirable. One-fourth of the steering committee members agreed with the latter group.

However, one-half of the steering committee indicated that the desired and actual number of students in history and government classes was about the same. One should be made aware here that there is a close agreement between these two groups on the desirable size of history and government classes for successful teaching.

In the final area, knowledge of facts concerning the local school, significant differences were encountered between the steering committee and the middle and lower socio-economic classes. The significant differences occurred when steering committee members gave the correct factual answers, while the lower and middle classes tended to give incorrect answers or they would rely on the "don't know" as a response to the following questions:

1. How many students attend your schools?
2. What is the name of the superintendent of schools?
3. Has there ever been a citizens committee in your community that worked with your schools?

From these last two sections, where opinions expressed by the different socio-economic classes of community six have been compared with those expressed by the members of the steering committee, one could conclude that the steering committee expressed opinions which do not entirely agree with any one particular socio-economic class of that community. However, they do not disagree with those expressed by upper socio-economic class members.

The Steering Committee and Their Opinions Concerning the Solution to Educational Problems

Many and varied are the solutions to educational problems. The particular solution one deems desirable will to a great extent depend upon their philosophy of education.

Relying upon the scientific findings in the field of social psychology, especially those which concern social norms and the reference group theory, one could assume that a group such as the steering committee for the school-community study of community six would tend to develop group norms on matters concerning education.[6] This would be especially true when consideration is given information from the Autokinetic Effect study and to the fact that the steering committee has studied educational problems for more than a year with outside experts.[7]

Throughout the personal interview several educational problems were presented at varying intervals of time in the form of open-end questions. Table 22 presents the responses given by the steering committee.

One will note in this table that many times there appears a consensus of opinion concerning the solution to

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[6]Swanson, Newcomb, and Hartley, Readings in Social Psychology (New York: Henry Holt and Company, 1952, second edition). See especially: A. E. Asch, "Effects of Group Pressure Upon the Modification and Distortion of Judgment," pp. 2-11; Muzafer Sherif, "Group Influences Upon the Formation of Norms and Attitudes," pp. 249-263; "Attitudes and Judgments as Influenced by Reference Groups," Part IV, Section B, pp. 410-445.

[7]"Group Influences Upon the Formation of Norms and Attitudes," op. cit., pp. 249-263.

TABLE 22

SOLUTIONS TO EDUCATIONAL PROBLEMS OFFERED BY THE STEERING COMMITTEE

	Question	Responses	Number of
a.	What should be done with a student who can not read well when he enters high school?	He should not be passed on to the high school.	1
		There should be a special program with the parents.	1
		He should receive special training and assistance	10
b.	How many high school graduates should go on to college?	75% or more	1
		50 - 75%	4
		25 - 50%	4
		less than 25%	1
		"Don't know"	1
c.	What should be taught in world history classes besides world wars and UN facts?	Basic laws	1
		Political, social and economic development.	1
		Conditions leading to conflicts.	3
		Political thinking	1
		"Don't know"	5
d.	What should be taught in American history classes besides facts concerning generals of the Revolutionare and Civil Wars and the history of labor unions?	Formation of our government and what it stands for	3
		Reasons for wars	2
		Movement of population	1
		Social trends	1
		Development of industry	1
		Facts concerning home states	1
		Facts concerning non-military or political men	1
e.	What should be taught in government classes?	The structure of our total governmental system	4
		Basic laws of our nation	1
		Responsibilities of the different levels of government	1
		Rights of citizens	1
		Importance of voting	1

TABLE 22--Continued

	Question	Responses	Number of
f.	What would you look for in a person you were interviewing for a teaching position in your schools?	Good moral character	5
		Pleasing personality	8
		Personal attitude	5
		Qualifications	4
		Knowledge of subject matter	2
		College grades	2
		Dedication to teaching	1
		Likes children	1
		Appearance	2
		Has mature judgments	2
		Uses good English	4
		Has a good teaching ability	2
g.	Are teachers paid high enough salaries?	Too high	1
		About right	5
		Too low	5
h.	How many pupils can a teacher teach successfully in a history or government class?	25 - 30 students	7
		31 - 35 students	3
		36 - 40 students	1
i.	If a shortage of money forced the school to cut their present program what should be dropped?	Dramatics	4
		Athletics	5
		Transportation	2
		Clubs and organizations	6
		Hot lunch	2
		Home economics	2
		Shop	3
		Driver training	1
		Typing	1
		Art	1
		Music	3

an educational problem. This is especially true in questions a, g, and h. However, one might expect a higher degree of group norm answers to appear when consideration is given to the work of Muzafer Sherif and the Autokinetic Effect.[8] Since group norms did not apparently develop to any extent then one must turn to other sources for possible explanations of the group action which transpired in the steering committee.

Reference Group Theory indicates that one may refer to a variety of groups for the establishment of their personal norms and attitudes.[9] One need not belong to a group in order to have the group serve as a point of reference. One of the significant findings of the study, Community Involvement,[10] was that the members of the health council did not have a feeling of belonging to the group.[11] In many respects this was the case with steering committee members. Evidence of this may be found in the written comments that were made

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[8] Ibid., pp. 249-263.

[9] "Attitudes and Judgments as Influenced by Reference Groups," op. cit., pp. 410-445.

[10] C. Sower, J. Holland, K. Tiedke, and W. Freeman, Community Involvement (Glencoe, Illinois: The Free Press, 1957).

[11] See Chapter II, of this study for a further discussion of Community Involvement study.

at the end of the formal interview. Some of these comments were:

"The study was a publicity stunt."

"The study helped publicize the (bond issue) vote."

"Each school should solve its own problems without help from outsiders."

"I wanted information about the schools."

A close parallel may be drawn between the steering committee and the health council of the Community Involvement study.[12] The steering committee, like the health council, "died" at the end of the school and community study. However, when steering committee members were asked if they would ever be willing to work on a similar project for the schools again only one person answered in a negative manner. This was labeled "The Fund of Good Will" in Community Involvement, and was determined a significant finding. Perhaps this is a significant residue from a school-community study.

One can conclude from the discussion presented in the first part of this chapter that:

1. Even though the majority of the members of the steering committee are from the middle socio-economic class their opinions do not entirely represent any particular class of community six. There may exist, however, a slight tendency for them to disagree least with upper socio-economic class respondents and most often with middle class respondents of community six.

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[12]Sower, et al., op. cit.

2. The steering committee did not develop as a reference group for its members. This was evidenced by the disagreement on solutions to educational problems and comments made at the end of the interview.

The Residents of Community Six

Mention was made in Chapter I that in community six the researcher encountered thirteen refusals and was unable to obtain sixty-three of the interviews designated as part of the sample. The question of why this occurred concerned the researcher, hence, some further investigation was done into the area of interviewing and the people of community six. The following items were discovered which may help one understand what transpired in community six:

I. In informal visits with community six residents:
   A. Interviewers were suspected of being one of the numerous salesmen which frequent this area.
   B. A murder had recently been committed in the community.

II. Examination of the data obtained with regards to individuals' ages and length of residence in the community.[13]
   A. Community six is a relatively new, rapidly expanding suburban area.
   B. The number of upper and lower socio-economic classes of community six are on the whole

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[13]See Appendix B.

younger than their contemporaries in the other six communities of this study. The ages of the middle socio-economic class respondents of community six were similar to those of the other communities.

C. All socio-economic classes of community six contained twice as many "less than five year residents" than the other classes of the other communities involved in the study.

III. Empirical evidence supplied by another researcher.[14] The empirical evidence that was supplied concerned an attempt to interview the families of new personnel in an established organization. The researcher encountered a great deal of hostility and suspicion even though trained and experienced interviewers were doing the interviewing. Eventually the research project had to be discarded.

Due to local circumstances and the "newness" of the population of community six one may draw a parallel case then between point three above and the activity encountered in community six by this researcher.

Summary

This chapter has presented the data obtained from the different socio-economic classes and the steering committee of community six in an attempt to answer certain questions.

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[14]This information was supplied by Dr. Wilbur Brookover, Head of the Bureau of Education Research, Michigan State University.

These questions primarily concern the relationship of the opinions held by the different socio-economic classes to the opinions held by the steering committee.

In summarizing the data presented with respect to the questions that were asked at the beginning of this chapter one finds:

1. What is the socio-economic structure of the steering committee?

   Four upper socio-economic class members

   Seven socio-economic middle class members

2. Do the opinions expressed by the steering committee of community six closely match those of any one of the socio-economic classes of that community?

   The opinions expressed by the steering committee in answering the same questions as those given to the different socio-economic class members did not closely match those of any particular class. There may be a tendency, especially on closed-end questions for the steering committee to answer in a manner which does not differ significantly from that of the upper socio-economic class.

3. Do steering committee members agree on solutions to educational problems?

   At certain times on certain questions there is a concensus of opinion. However, it appears that

the steering committee did not serve as a reference group for its members.

4. Why were the residents of community six suspicious of interviews?

   From different sources came different answers:

   a. Number of door to door salesmen in the area.
   b. A recent murder in the community.
   c. "Newness" to community producing insecurity.
   d. Empirical evidence of the difficulty of conducting personal interviews with recent community arrivals.

CHAPTER VII

CONCLUSIONS DRAWN FROM THIS STUDY

Introduction

This chapter will present a summary of the significant findings of this study and make conclusions which are based upon these findings. Mention will also be made of the implications and areas of further research that were discovered during this study.

Data were collected for this study from the different socio-economic classes of seven selected Michigan communities by means of a personal interview with a schedule of questions. In addition, data were obtained in the same manner from members of the steering committee of a school-community study that was conducted in one "studied" community.

The purpose of gathering data was to test the hypothesis that members of the different socio-economic classes in the "studied" communities would be more favorable to education and know more facts about their local school than similar socio-economic class members in the "unstudied" communities. One will remember that the hypothesis grew out of the popular assumption that school-community studies serve as "cure-alls" for educational problems.

The hypothesis was tested in two ways:

1. Percentage differences encountered in comparing the answers given to open-end questions by the "studied" and "unstudied" communities were used as a basis for impressionistic conclusions.
2. Significant differences were determined in the data by using the Chi Square Test of Significance on the responses given to the closed-end questions by respondents in the "studied" and "unstudied" communities. For the Chi Square test the socio-economic classes were compared in three different manners:
   a. Each socio-economic class in each "studied" community was compared to the similar class in each of the "unstudied" communities.
   b. The socio-economic classes of the "studied" communities were grouped together into like class groups. These were then compared with similar socio-economic class groups which were formed in the same manner from the "unstudied" communities.
   c. The socio-economic classes of community seven were extracted from step "b" outlined above. A three way comparison was then made between the similar socio-economic classes of the "studied" communities, "unstudied" communities, and community seven.

A brief inquiry was also made into the possibilities of a relationship existing between the opinions expressed by the steering committee of community six and those expressed by one of the three socio-economic classes of that community. In this case the responses given by each socio-economic class of community six were individually compared with those given by members of the steering committee.

The Findings of This Study

Open-End Questions

When the socio-economic classes of the seven selected Michigan communities are compared in various manners one finds in the data received from the open-end questions that:

1. The different socio-economic classes of the "studied" communities had better defined opinions of certain items they felt should be included in their school's curriculum than their contemporaries in the "unstudied" communities. Evidence of this is that:
   a. The upper socio-economic classes of the "studied" communities had a better formulated idea of the number of high school graduates who should proceed on to college than similar class members in the "unstudied" communities. The former group also stressed the importance of including material on the customs of different people of the world in world history classes more than the latter group.

b. The middle socio-economic classes of the "studied" communities had a better formulated idea or tended to answer in one way the following items than did similar class members of the "unstudied" communities:
   (1) The inclusion of the history of the development of our country in American history.
   (2) The content of government classes.
   (3) The importance of knowing the mechanics of local and national government.
   (4) All student activities were of some value in the curriculum.
   (5) Buildings, maintenance, and supplies should be cut first in a financial crisis.

c. The lower socio-economic classes of the "studied" communities varied from their contemporaries in the "unstudied" communities in that they had a better formulated opinion concerning:
   (1) The importance of teaching understanding and tolerance for others.
   (2) The value of student activities.
   (3) The cutbacks in a financial crisis should occur first with the supplies, maintenance, and school buildings.

2. The different socio-economic classes of the "studied" communities have a better formulated opinion of the following items concerning school personnel than do

similar class members of the "unstudied" communities. Evidence of this is that:

a. The upper socio-economic classes of the "studied" communities gave the teachers more personal freedom, but stressed the importance of the individual's character more than did similar class members in the "unstudied" communities.

b. The middle socio-economic classes of the "studied" communities stressed the importance of a teacher's educational knowledge and the interest they had in children more than similar class members in the "unstudied" communities. The former also felt that teachers should travel or study during the summer more than the latter.

c. The lower socio-economic classes of the "studied" communities stressed the importance of the character of a teacher. They felt that teachers should be allowed to teach until they were around sixty-five years of age more than their contemporaries in the "unstudied" communities. However, fewer of the former felt that teachers should vacation in the summer.

3. The different socio-economic classes of the "studied" communities held certain opinions concerning the total school which differed from those of similar class members of the "unstudied" communities. These are:

a. The upper socio-economic classes of the "studied" communities felt that they were better qualified to speak on the quality of instruction given in their schools than did similar classes members of the "unstudied" communities. The former group also had more school contact since several were former teachers, but less with non-professional employees than did the latter group.

b. The middle socio-economic classes of the "studied" communities had more school contact than similar class members in the "unstudied" communities.

Closed-End Questions

In comparing the data obtained from the different socio-economic classes by means of the closed-end questions significant differences were found existing between similar classes in the "studied" and "unstudied" communities. This is evidenced by:

1. The upper socio-economic classes of the "studied" communities differed significantly from similar class members of the "unstudied" communities in that they were more favorable to the amount of time the local school spends on drama.
2. Significant differences were discovered between the different socio-economic classes of the "studied" and "unstudied" communities on certain items which pertained to the total local school. Evidence of this is that:

a. The middle socio-economic classes of the "studied" communities differed significantly from the similar class in the "unstudied" communities on the number of students they felt a teacher could teach successfully in history or government classes. The former preferred larger classes while the latter desired smaller classes. Another significant difference which existed between these two groups concerned the matter of the cost of local education. The members of the middle classes of the "studied" communities were more negative in their answers than similar class members in the "unstudied" communities.

b. Significant differences existed between the lower socio-economic classes of "studied" and "unstudied" communities in the following areas which pertain to the total school.

(1) The lower classes of the "studied" communities were satisfied with the amount of homework assigned students while similar class members of the "unstudied" communities wanted more homework assigned.

(2) The lower classes of the "studied" communities felt that their schools were too crowded for successful teaching more than similar class members in the "unstudied" communities.

(3) The lower classes of the "studied" communities were less favorable to their school costs than similar class members of "unstudied" communities.

Significant differences were also discovered when similar classes of the "studied" and "unstudied" communities were compared with the same class in community seven. The differences discovered were:

1. The upper socio-economic classes of the "studied" communities were most favorable to the amount of time their school spent on drama. The upper class of community seven and the similar classes in the "unstudied" communities followed in a decreasing amount of favorableness.
2. The lower socio-economic classes of the "studied" communities were least favorable to the cost of their local school. The similar class in community seven and the classes in the "unstudied" communities followed in an increasing amount of favorableness towards the cost of their schools.
3. The lower socio-economic class of community seven were least favorable towards their school in a total evaluation. Similar classes in the "studied" and "unstudied" communities followed in an increasing order of favorableness.
4. The lower class of community seven knew the correct source of the majority of school monies most often. Similar classes in the "studied" and "unstudied" communities followed in a decreasing order of correct answers.
5. The lower class of community seven was most favorable to the amount of time their schools spent on drama. The

similar classes in the "studied" and "unstudied" communities followed in a decreasing amount of favorableness.

6. The lower classes of the "unstudied" communities knew the name of the school superintendent more often than similar class members of the "studied" communities or community seven. The latter two followed in a decreasing frequency of correct responses.

Significant differences appeared between similar socio-economic classes in certain "unstudied" and "studied" communities. These differences were:

1. The socio-economic classes of one "studied" community differed significantly from similar class members in "unstudied" communities in matters which pertained to the school personnel.
   a. The upper socio-economic class of "studied" community three felt that their teachers were more student oriented than the similar class in "unstudied" community four. The latter group reported that their teachers were more subject oriented.
   b. The middle socio-economic class of "studied" community three differed from the similar class in "unstudied" community five in that the latter indicated a subject matter--teacher sex stereotype. The former indicated that teacher sex was not important in relation to subject matter. The middle class of "studied" community

six also differed significantly with this same class in community five. Here the former indicated that their teachers were subject matter oriented while the latter answered equally in all possible categories.

c. The lower class of "studied" community six differed significantly from similar class members in "unstudied" communities four and five in the orientation of the teaching methods employed by their teachers. The former indicated their teachers were subject matter oriented while the latter indicated that their teachers were oriented to the student's needs.

(1) The lower class of community six had a better defined opinion of the number of students in one classroom which can be successfully taught history and government than similar class members of communities four and five.

One must be made aware of the fact that significant differences exist between the different socio-economic classes of the "studied" communities in the following areas.

The middle socio-economic classes of the "studied" communities differed significantly in:

1. The importance of teaching about generals of the Revolutionary and Civil Wars in American history.
2. The proportion of their teachers who met the respondents' perception of an ideal teacher.

3. The knowledge of the formation of a local citizens committee to study their schools.

The lower socio-economic classes of the "studied" communities differ significantly in:

1. The favorableness towards the amount of time their school spends on drama.
2. The favorableness towards student clubs and organizations.
3. The number of teachers in their schools who come close to their perceived ideal teacher.
4. Whether or not a teacher should move from their community after teaching for a few years.
5. The knowledge of the name of the local school superintendent.
6. The knowledge of the formation of a local citizens committee to study their schools.

The Steering Committee and Community Six

The primary findings of the brief investigation conducted concerning one steering committee which was involved in the school-community study of one of the "studied" communities are:

1. The socio-economic class structure is predominantly middle class. The upper socio-economic class is also represented.
2. The opinions expressed by the steering committee members do not closely match those of any particular socio-economic class of that community. There may be a tendency

for the steering committee members to answer in a manner which does not differ significantly from answers given by the upper socio-economic class.

3. Steering committee members, even after a period of studying educational problems together, do not agree on solutions to these problems. However, it should be pointed out, professional educators do not always agree on solutions to educational problems either.

Conclusions

In drawing conclusions from the data gathered one must first return and answer the original problem outlined in the hypothesis and the questions which were formulated with regards to the hypothesis.

The basic hypothesis which was to be tested in this study stated that:

> "Socio-economic classes within communities which have undergone the school-community study process will be more favorable to education and know more facts about their local school than similar socio-economic classes in communities which have not undergone this process."

From the data gathered by use of the closed-end questions one can conclude that the basic hypothesis should be rejected with respect to the socio-economic classes in these seven selected Michigan communities because:

1. School costs and finances are important in developing good educational systems. The middle and lower socio-economic

classes of the "studied" communities, however, reacted more negatively to their school costs than similar class members in "unstudied" communities.

2. The middle and lower classes of the "studied" communities also indicated that supplies, maintenance, and school buildings should be the first items cut in a financial crisis.
3. The middle classes of the "studied" communities preferred larger classes and hence more possible work for the teachers.
4. The lower classes of the "studied" communities feel their schools are overcrowded and about one-third of these respondents reacted negatively to an evaluation of their total school.[1]
5. Certain socio-economic classes in certain communities know certain facts about their schools, however, there is no pattern that developed between "studied" and "unstudied" communities.
6. The socio-economic classes of the "studied" communities significantly disagreed with one another at times.

One must recall at this time the discussion in Chapters I and IV which concerned the use of open- and closed-end questions. As stated there, open-end questions, even though they are difficult to handle, often provide a broader picture

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[1]One conclusion of the Michigan Communications Study was that school information campaigns often failed because those who became informed tended to become negative towards the school.

of the total situation than closed-end questions. If consideration is given to the results of the open-end questions of this study, even though the actual number is at times small, then one must add to the conclusion based on closed-end questions that the basic hypothesis cannot be entirely rejected. However, the extent to which it can be rejected demonstrates that school-community studies were not educational "cure-alls" in these seven selected Michigan communities.

One might hypothesize from the conclusion drawn that present and previous experiences with education play such a large role in determining an individuals' opinion toward education that unless they are directly involved in the school-community study process little or no change will be experienced from such a study.

One is further convinced of the necessity to reject the hypothesis and the assumption which led to the hypothesis when one views a presentation of:

1. Significant findings with areas of no significance (Tables 23, 24, and 25).
2. Significant findings between individual "studied" and "unstudied" communities (Table 26).
3. Significant findings between "studied" communities (Table 27).
4. Significant findings between the "studied" and "unstudied" communities with the similar socio-economic class in community seven (Table 28).

One will note in these tables that significant findings between similar classes in "studied" and "unstudied" communities more clearly define social class lines. They do not "cure" educational ills.

TABLE 23

A COMPARISON OF THE AREAS WHERE SIGNIFICANT DIFFERENCES OCCURRED BETWEEN LIKE SOCIO-ECONOMIC CLASSES IN "STUDIED" AND "UNSTUDIED" COMMUNITIES WITH THE AREAS IN WHICH NO SIGNIFICANT DIFFERENCES OCCURRED*

Areas of Significant Differences	Areas of No Significant Differences
1. The lower socio-economic classes in "studied" communities are satisfied with the amount of homework while similar class members in "unstudied" communities desire more homework for their students.	1. What should be taught in World history classes?
2. The lower socio-economic classes of the "studied" communities feel their classrooms are more crowded than similar class members in "unstudied" communities.	2. What should be taught in American history classes?
3. The lower socio-economic classes of the "studied" communities are less favorable to school costs than are similar class members in "unstudied" communities.	3. What should be taught in government classes?
	4. Opinion concerning the amount of time their school spent on band and athletics.
	5. Requirement that all children memorize certain patriotic writings.
	6. Requirement that all children read newspapers for current events.
	7. Teacher-sex stereotype or preference in English, math, history, and government.
	8. Opinions concerning what teachers do with their evenings.
	9. Questions concerning teachers' pay.
	10. Questions concerning the best method of teaching.
	11. A question concerning which method of teaching is used in their schools.
	12. A question concerning the method of teaching used when they were in school.

* Lower socio-economic class "studied" compared with "unstudied" by the X^2 test. See Chapter V for determination of significance.

TABLE 24

MIDDLE SOCIO-ECONOMIC CLASS "STUDIED" COMPARED TO "UNSTUDIED"

Areas of Significant Differences	Areas of No Significant Differences
1. The ideal number of students in a classroom teaching situation. Middle socio-economic class members from "studied" communities desired larger school classesmore than similar class members in "unstudied" communities.	1. What should be taught in World history classes? 2. Should the development of labor unions be included in the American history classes? 3. What should be taught in government classes? 4. Opinions concerning the amount of time their school spends on drama, student clubs and organizations, band, and athletics. 5. Requirement that all children read newspapers for current events. 6. Requirement that all children memorize certain patriotic writings. 7. Teacher-sex stereotype or preference in history, math, and government. 8. Opinions concerning what teachers do with their evenings. 9. Opinions concerning whether or not a teacher should move on from their community after a few years. 10. Opinions concerning teachers' pay. 11. Opinions concerning the best method of teaching. 12. Opinions concerning the method used when they were in school. 13. Opinions concerning the method used not. 14. Opinions concerning the amount of homework that should be given students. 15. Knowledge of the number of students in school. 16. Opinions concerning the extent of crowded conditions at their school from an ideal situation. 17. Knowledge of the school superintendent's name. 18. Knowledge of which governmental unit provides the major portion of school money. 19. Opinions concerning the general evaluation of the school.
2. Opinions concerning the general cost of education were more negative in the "studied" communities' middle socio-economic classes than in similar classes of the "unstudied" communities.	

TABLE 25

COMPARISON OF UPPER SOCIO-ECONOMIC CLASS "STUDIED" COMPARED TO "UNSTUDIED"

Significant Differences	Areas of No Significant Differences
1. The upper socio-economic classes of the "studied" communities were more favorable to the amount of time their school system spent on drama than were similar class members in "unstudied" communities.	1. What should be taught in World history? 2. What should be taught in American history? 3. What should be taught in government? 4. Opinions concerning the amount of time their school spends on band, athletic, and student clubs and organizations. 5. Requirement that all children memorize certain patriotic writings. 6. Requirement that all children read newspapers for current events. 7. Per cent of local teachers who were close to the self-described ideal teacher. 8. Teacher-sex stereotype or preference in history, English, math, or government. 9. Opinions concerning what teachers do with their evenings. 10. Opinions concerning whether or not a teacher should move on from their community after a few years. 11. Opinions concerning teacher pay. 12. Opinions concerning the best method of teaching. 13. Opinions concerning the method used now. 14. Opinions concerning the method used when they were in school. 15. Opinions concerning the ideal number of children in a classroom teaching situation. 16. Opinions concerning the amount of homework. 17. Knowledge of the number of children in school. 18. Opinions concerning the extent of crowded conditions in their school from an ideal situation. 19. Knowledge of school superintendent's name. 20. Knowledge of which governmental unit provides the major portion of school money. 21. Knowledge of existance of school-community study. 22. Opinions concerning general school cost. 23. General evaluation of school.

SIGNIFICANT DIFFERENCES DISCOVERED BETWEEN SOCIO-ECONOMIC CLASS IN ONE "STUDIED" COMMUNITY AND SIMILAR CLASSES IN ONE OR TWO "UNSTUDIED" COMMUNITIES

Significant Differences	Between Communities
Upper Socio-Economic Class	Between "Studied" and "Unstudied" Communities
1. Teachers are more oriented to the needs of students.	Community three felt that their teachers were more oriented to the needs of students than community four.
Middle Socio-Economic Class	
1. Teacher-sex stereotype in subject matter area.	Community three had no preference while community five preferred a woman as an English teacher.
2. Method of teaching currently used in their schools.	Community six reported teachers are subject-matter oriented while community five answered equally in all categories.
*3. Knowledge of a school-community study.	Community six lacked the correct knowledge while communities two, three, and four reported the correct answer.
Lower Socio-Economic Class	
*1. Amount of time local school spends on drama and student clubs and organizations.	Community six is more favorable to the amount of time spent on drama than communities one, two, and three.
*2. A number of teachers who come close to a self-perceived ideal teacher.	Community six reported most all teachers came close while the other communities are not as favorable to their teachers.
*3. Should a teacher move on after a few years in a community.	Community six answered negatively while communities two and three reported positive answers.
4. Number of students which can be taught successfully in a classroom situation.	Community six had a better formulated idea than communities four and five which relied on the "don't know" response.

*Indicates significant differences between "studied" communities.

TABLE 26--Continued

Significant Differences	Between Communities
5. Method of teaching	Community six responded that their teachers were subject matter oriented while communities four and five felt that their teachers were student oriented.
6. Present school enrollment.	Community six answered correctly four times as often as community five.

TABLE 27

SIGNIFICANT DIFFERENCES DISCOVERED BETWEEN SIMILAR SOCIO-ECONOMIC CLASSES IN "STUDIED" COMMUNITIES

Middle Socio-Economic Classes

1. The importance of teaching about the generals of the Revolutionary and Civil Wars in American history classes.

2. The number of local teachers who would come close to the respondents' perception of an ideal teacher.

3. The knowledge of whether or not a school-community study had ever been conducted in their community.

Lower Socio-Economic Classes

4. The amount of time spent on drama and student clubs and organizations.

5. The number of local teachers who came close to the respondents' perception of an ideal teacher.

6. Should a teacher move on to another community after teaching in one community for a few years?

7. The name of the local superintendent of schools.

8. The knowledge of the formation or activity of a citizens committee in their community.

TABLE 28

SIGNIFICANT DIFFERENCES BETWEEN SIMILAR SOCIO-ECONOMIC CLASSES IN "STUDIED," "UNSTUDIED" COMMUNITIES AND COMMUNITY SEVEN

Significant Differences	Direction of Significance
Upper Socio-Economic Classes	
1. The amount of time the local school spends on drama.	The "studied" communities were most favorable with community seven and the "unstudied" communities following in a decreasing order of favorableness.
Lower Socio-Economic Classes	
2. The amount of time the local school spends on drama.	Community seven was most favorable with "studied" and "unstudied" communities following in a decreasing order of favorableness.
3. School costs.	The "unstudied" communities were most favorable to their school costs with community seven and the "studied" communities following in a decreasing order of favorableness.
4. Total school evaluation.	The "unstudied" communities rated their schools the highest and were most favorable in their general evaluation with "studied" communities and community seven following in a decreasing order of favorableness. (Note: In the lower socio-economic class of of community seven, the least favorable, about two-thirds of the respondents gave favorable answers.)
5. Which governmental unit provides the major portion of school money?	Community seven answered correctly most often followed in a decreasing frequency of correct answers by "studied" and "unstudied" communities.

In answer to the questions presented in Chapter I of this dissertation one finds:

1. Do citizen study groups consider adequately all aspects of broad educational problems so that possible solutions or goals equally meet the needs of all members of our society?

   Only a tentative hypothesis can be supplied to answer this question from the data gathered. Since there exists a slight tendency for the steering committee members to answer within an area which does not differ significantly from answers given by the upper socio-economic class members of community six one might venture to hypothesize that a bias towards the upper socio-economic classes is in operation within the steering committee. If this is true, then one might expect this group to exert or extend their bias to the total school-community study participants. This same hypothesis may also be arrived at by viewing the socio-economic status of the steering committee. Assuming that some power is attached to the upper socio-economic status groups, then the steering committee, being in this case composed of upper status people, would present a natural bias towards their status values.

2. Do lay and professional people arrive at equally satisfactory solutions for all community members?

   If one bases an answer to this question on the data available from community six one must respond that the

answer is no. The opinions of the steering committee disagreed most often with those expressed by the middle socio-economic class of that community. Agreement of opinions was the closest with those expressed by the upper socio-economic class. One can also note that often the lower class will more nearly agree with the upper class than the middle class. However, one must keep in mind that upper and lower respondents in community six were the "newcomers" to the community. The middle class respondents were equally divided between the "new" and the "old." One might tentatively guess on the basis of limited evidence, that the battle of the "new" versus the "old" for control of at least the educational system has transpired in suburban community six. However, this guess is questionable when one considers the age and length of residence of the majority of the steering committee members.

3. Is the school-community study really a group process or is it a legitimizing process for preconceived ideas?

Only a partial answer can be supplied here for the first part of this question. It is questionable whether or not any group process or norm development transpired during the work of the steering committee. There appears to be a tendency for the members of the steering committee of this school-community study to look at outside groups and perhaps individuals for points of reference.

4. Do different socio-economic classes in communities which have undergone the school-community study process differ in opinions which concern education from similar class members in communities which have not undergone the school-community study process?

From the data presented one must answer yes, differences do exist. However, are these differences desirable and/or worth the effort expended in a school-community study? Here one must answer no, the total results do not compensate for the human and financial expense involved in a school-community study. One must also remember here that similar classes in the "studied" communities differed significantly on certain items.

5. Do members of the different socio-economic classes of the "studied" communities know more facts about their schools than similar class members in the "unstudied" communities?

In answer to this question one must say that certain socio-economic classes within certain communities tend to know more facts about their local school than other similar class members of the seven communities involved in this study. One might hypothesize that the facts known concern items which are of utmost interest locally at the time of the personal interview.

6. Do the members of the different socio-economic classes in the "studied" communities know more school personnel and generally have a more positive opinion towards the school

personnel than similar class members in "unstudied" communities?

One must answer the first part of this question by saying that only middle class respondents in the "studied" communities reported a higher contact with school personnel than did similar class members in the "unstudied" communities. No definite relationship between "studied" communities and positive opinion towards school personnel appeared to answer the second half of this question.

7. Do these same people have a more positive opinion of the school curriculum than similar class members in "unstudied" communities?

There is a lack of evidence to support either a positive or negative answer to this question.

8. Do "studied" classes generally rate their schools higher than people in similar socio-economic classes in the "unstudied" communities?

No significant differences were encountered to support a positive answer to this question. A negative answer is somewhat supported in the lower classes of the "studied" communities. One will remember this group rated their schools the lowest in the three way comparison of the lower classes in community seven with those in the "unstudied" and "studied" communities.

9. Do classes in "studied" communities object less to their local tax level?

From the data collected in this study one must answer no, the middle and lower socio-economic classes of the "studied" communities object more to their tax level than similar class members in "unstudied" communities. One must remember, however, that in all communities a majority of all class respondents reported favorably on school taxes. The difference occurred in how the minority reported. This is perhaps one indication that a school-community study might serve as a vehicle of communication for school information. One can hypothesize that some knowledge of the amount of tax money spent and budgeted for, could cause a local taxpayer to become quite negative, especially when a new school building is involved.

10. Do people of the different socio-economic classes in the "studied" communities report more often that nothing can be cut from their school curriculum than similar class members in the "unstudied" communities?

No significant difference occurred between the "studied" and "unstudied" communities in this area.

11. Do members of the different socio-economic classes of the "studied" communities know more often than those in the "unstudied" communities what governmental organization provides the greatest amount of money to operate the schools?

This is significantly true only when the lower socio-economic classes of the "studied" communities are compared

to the lower classes in the "unstudied" communities. Here, however, one may be viewing the effects of communications stemming from a school-community study. Most all financial emphasis of a school-community study revolves around what "we the local citizens" can afford with little or no mention made of the role that state funds play in present day Michigan schools.

12. Do the lower socio-economic class members in the "studied" communities have a more favorable opinion towards their school, its curriculum, personnel, and costs than similar class members in "unstudied" communities?

The evidence produced in this study, especially for the middle and lower classes of the "studied" communities, indicates that the answer to this question is no, the opinion held is often more negative.

As a final conclusion to this study of the different socio-economic classes of the seven selected Michigan communities one must say that the data presented and examined here demonstrates that:

1. A school-community study is not a public education "cure-all."
2. The different socio-economic classes in the "studied" communities are not more favorable to education than similar class members in "unstudied" communities on any significant number of items. Very few significant differences exist between similar socio-economic classes in

"studied" and "unstudied" communities. There may even be a tendency for a minority of the middle and lower socio-economic class respondents of the "studied" communities to be more negative towards local education than similar class members in "unstudied" communities.

3. The different socio-economic classes of the "studied" communities do not necessarily know more information about their school than similar class members in the "unstudied" communities.
4. Even though a few significant differences occurred in the comparisons between like classes in the "studied" communities, the "studied" and "unstudied" communities, and the comparison of community seven with the "studied" and "unstudied" communities, one can question the importance of the school-community study in these differences. Perhaps these differences are due more to chance and local circumstances than to any school-community study action or lack of action.
5. No evidence of substantial differences between like socio-economic classes of "studied" and "unstudied" communities has been uncovered in this study to substantiate the assumptions which are held with regards to school-community studies. Neither is there evidence to substantiate the tremendous amount of human effort and the finances involved in a school-community study as far as results obtained with different socio-economic class members of the

communities that were concerned and involved in this study.

Implications for Further Research

One must, in light of the variance between current assumptions held with regards to school-community studies and the results of this study, raise several questions which may eventually lead to a better understanding of the role and accomplishments of the school-community study in today's educational programs.

One must continue on with this research to determine if the results of this study will hold true in all possible cases.

Some additional questions which need further research are:

1. What does a school-community study accomplish? Both tangible and intangible results must be examined.
2. Would the same results be obtained in another study if the steering committee was selected in a different manner or if they were volunteers?
3. Would the same results be obtained if the communities involved were all similar in geographic locality, size, and nature?
4. How well informed should local citizens be and with what information? Should they be expected to be experts in all areas which may concern their lives?

5. Is there a correlation between amount of information one holds concerning schools or other public agencies and the degree of negativism or positivism they express towards it?

6. Is there a relationship between the opinions of the steering committee and the upper socio-economic class of the community in which the school-community study transpired? Does this indicate that the upper class controls the schools, and the study behind the scenes or is this control, if it exists, merely the local power structure directing local activities?

7. Do local citizens disassociate taxes and schools? Can they view the total educational picture in a positive manner yet give a negative response to a question concerning taxes?

8. What does the human energy accomplish that is expended on a school-community study? Is it spent keeping the group alive, building a power structure, fighting the power structure, or developing a "fund of good will"? Can a school-community study be legitimatized if the intangible results, if any, are evidenced only in the study group?

One must also consider the broad unanswered questions which this dissertation has uncovered. Perhaps the most important of these are:

A. What are the tangible and intangible results of a school-community study?

B. Is the total community effected in any intangible manner by a school-community study?

C. Is the school-community study a legitimizing tool for preconceived ideas?

Additional research in this area is a necessity before other assumptions develop concerning school-community studies which may be dangerous to the field of education.

Finally, one must mention certain hints that were encountered throughout this study. Mention will be made of a few which may possibly challenge current beliefs held in the fields of Sociology and Education.

At the present time most public school personnel do not view parochial schools as presenting many problems except possibly in enrollment plans and figures. However, to what extent does the presence of a parochial school in a community affect opinions people hold towards the public school? Will parochial schools become more of a challenge for public education in the future?

Does an extensive communications program pay in a community? What is a good communications program for public schools? To which public should the communications program be aimed? How much should people know about their schools?

Perhaps the most interesting speculations concern sociology. Has the present day American culture presented such a strong perception of education that different socio-economic class factors no longer influence opinions about education?

Is the organizational pattern of American society changing into one which neglects socio-economic class influences on opinions? Is the North-Hatt Scale still valid today?

The surface has barely been examined, further sociological investigations of education in today's societal matrix is a necessity and must be encouraged.

APPENDIX A

INSTRUMENT USED IN INTERVIEWING

INSTRUMENT USED IN INTERVIEWING

1. Sex: Male _____ Female_____

2. Would you mind giving us your age?_____
   We do not need to know your exact age, within 5 years will do.

3. How long have you lived in this school district?_____

4. To which newspapers do you subscribe or read?_____

5. About how many pupils go to your high school?_____
   Is this more than there were a few years ago? Yes__ No__

6. What do you think should be done with any pupil whose ability to read (in other words he can't read very well), is not all it should be when he enters high school? _____

6.1 About what proportion of the pupils who graduate from your high school do you think should go on to college? (Record verbatum response.)_____

Our schools teach many basic subjects. Three such subjects which are often taught are World History, government, and American History. We would like to ask you some questions now to see how you feel about these subjects. Remember your answers are confidential.

We would like to know what you think are the most important things to be taught in a World History Class--Should they teach:

7.1 Names and dates of important world battles? Yes__ Think so___ No ___ Think not___ DK___

7.2 Should they teach facts about the United Nations? Yes ___ Think so___ No ___ Think not ___ DK ___

7.3 What else should be taught?_____

What do you think are the most important things that pupils in American history classes be taught? Do you think they should teach:

7.4 About important generals of the Revolutionary and Civil Wars? Yes___ Think so___ No ___ Think not___ DK___

7.5 How about history of labor unions? Yes___ Think so___ No ___ Think Not___ Dk___

7.6 What else should they teach?_____

What do you think are the things that should be taught in a government class? Do you think they should teach:

7.7 The qualifications for candidates for state offices? Yes___ Think so___ No ___ Think not___ DK___

7.8 Should they teach how (the process) to cast a ballot when voting? Yes___ Think so__ No__ Think not__ DK__

7.9 What other things do you think they should teach?_____

7.10 What do you think about the time given to various activities that the school sponsors outside the classroom? That is, what do you think about the amount of time given to:

	Too Much	About Right	Too Little
Dramatics	____	_____	_____
Band	____	_____	_____
Club and Student Organizations	____	_____	_____
Athletics	____	_____	_____

7.11 Which of these activities do you think are of great value in helping the pupil to become a good citizes?____

Which of little value?_____

8. What kind of person would you hire if "you" were hiring a high school teacher?_____

8.1 About what proportion of the teachers in your high school come fairly close to this description?_____

8.2 In general, would you prefer your children (if you had any) to be taught by a man or a women in the following subjects in high school?

Name subject only:

History	Men___	Women___	Either ___
Mathematics	Men___	Women___	Either ___
Government	Men___	Women___	Either ___
English	Men___	Women___	Either ___

8.3 At about what age do you think that most teachers should plan to retire from teaching? (Record verbatum response.)

_____

8.4 In general, do you think most teachers spend part of their evenings and weekends grading papers and doing other things connected with their school work? Yes__ No__ Some don't ___ Some do___

8.5 What do you think high school teachers "should" do during the summer? _____

8.6 Do you think most high school teachers should plan to move on to another community after teaching in your community for a few years? Yes__ No___ It depends___ DK___

8.7 Why do you say that?_____

8.8 In general do you think most teachers salaries are too high____,about right ____, or too low?

8.9 If high school teachers get about $4,500 a years on the average, do you think that this is too low ___, about right___, or too high_____?

Methods of Teaching

Different ways of teaching are used in Michigan schools:

A. Some teachers teach about like Mrs. X. She makes assignments from the text and assigns time for the pupils to study. Then she marks each pupil on how he recites when called upon, and how he answers on written tests.

B. Others teach like Mrs. Y. She outlines the topic to be covered and then works out with the pupils, ways of getting information from various sources and experiences, as well as ways of reporting their findings.

9. Now, in general, which method is most like the method used in your high school? X___ Y ___

9.1 Which method was used when you were in school?X__Y___

9.2 Which method do you think is used most of the time in teaching history and government in your school? X____ Y _____

9.3 In general, which method do you believe is better in high school? X _____ Y _____

9.4 About how many pupils do you think a teacher can teach successfully in a history or government class?

9.5 Do you think there are more or less than this number in government classes now in your high school? More___ About the same___ Less ___ DK___

9.6 Do you believe more homework, about the same, or less homework should be required of high school pupils than is now required? More___ about the same__ Less__

9.7 Do you think pupils should be required to memorize such things as, the Preamble to the Declaration of Independence, parts of the Constitution, and Lincoln's Gettysburg Address? Yes___ No ___

9.8 Should pupils be required to read current newspapers and magazines in order to keep up with what is going on in the Government? Yes __ No __

9.9 In general, what do you think about the way they teach in high school?_____

THIS QUESTION MAY BE ASKED AT ANY TIME DURING THE COURSE OF THE INTERVIEW:

10. By the way what is the name of your superintendent? (record total verbatum response)

11. Which governmental unit provides "most" of the money to operate your schools? The Federal Government____ The State of Michigan___ The local School District__

11.1 If you have noticed recently the newspapers have been reporting that there appears to be a shortage of money for schools. Now, if something had to be cut out of your high school in the future to save money, what do you think should be dropped?

(Get verbatim answer including changes in statements, conflicts, and etc. DO NOT HURRY PERSON)

11.2 What do you think of the present costs of running your schools?_____

12. In general, are you satisfied or dissatisfied with your high school?_____

(Hand respondent card.) Which words more nearly express the way you feel? (Put emphasis on underlined words below as you read them.)

___ I have no criticisms of any kind.
___ I think there are a "<u>few</u>"improvements which could be made <u>in the future</u>.
___ I think they are doing "many" things well, but that there are "some" <u>important problems</u> that should be faced <u>now</u>.
___ I think "<u>major</u>" changes are needed <u>at once</u>.

12.1 On the basis of your observations of people who have been out of school a few years, how well would you say your schools are doing their part of citizenship training? (In other words, we're interested in people who are not "just out of school.") _____

Personal Data

(If a male, ask:)

13. What do you do for a living? _____
(Be very specific and get all jobs) _____
(If retired, get former occupation) _____

13.1 Does your wife work for pay? Yes__ No___ At what? _____

(If a female, ask:)

13.2 What does your husband do for a living? _____
(Be very specific and get all jobs) _____
(If husband retired or deceased, get former occupation anyway.) _____

13.3 Do you work for pay? Yes__ No __ At what? _____

13.4 When we return to Michigan State we will punch the information you give us on cards. We do this so that a machine can count and add up for us the different answers given by the different community representatives. One item that we have found to be most helpful in counting and understanding the answers given is the approximate income of the answering community representatives. Since you have been chosen as a community representative by the number system we would like to have you indicate your taxable income, the same as that found on your W2 income tax form or in other words, the amount you pay income tax on. (Hand respondent card.)

1.	0	-	$3,499	_____
2.	$3,500	-	6,999	_____
3.	5,500	-	6,499	_____
4.	6,500	-	8,000	_____
5.	8,000	-	9,999	_____
6	Over $10,000			_____

13.5 Do you have any children? Yes___ No ___

13.6 What is the age of each child? ___ ___ ___ ___ ___ ___
(For each child in School:)

13.7 In what grade is each child? ___ ___ ___ ___ ___ ___
(For each child out of school:)

13.8 What grade did each child complete? _____

13.9 At what point did you (your husband) end your schooling? (Get grade or year of male, head of house)_____

13.10 Have you ever been a school teacher? Yes___ No ___

13.11 Do you have close personal friends who are school teachers or closely connected with the schools in some other way? Yes___ No ___ (Probe for any connection)

13.12 (If "Yes" ask:) In what ways?_____

14. Have the people of the community ever worked with the teachers and school board to improve the schools?
Yes___ No ___
How?_____
When?_____

(If Yes to 14 continue; If No proceed to 14.4)

14.1 Did you recently vote money for school buildings?
Yes ___ No ___ DK___
How did you get your information about this election?
Organization _____
Person (Who) _____
(Boss, fellow worker, etc.)
Newspaper _____
Community meetings (Probe) _____
(Number attended,where)

14.2 Did any of your next door neighbors work on this?
Yes___ No ___ Do they usually work on things like this? Yes___ No ___.
If yes, who?_____

14.3 Did you take any part in this? Yes___ No ___

(If so, skip to 15)

(If NO to 14, Tell interviewee about study then:)

14.4 Did you recently vote money for school buildings?
Yes___ No ___

14.5 Do your neighbors usually work on things like this?
Yes___ No ___

14.6 Do you happen to know if any of your neighbors worked on this study? Yes___ No ___ Who?_____

14.7 What kind of people did take part in this study?_____

14.8 Would you please name some people who you feel are community leaders?_____

APPENDIX B
(Raw Data)

THE SIGNIFICANT RESULTS OBTAINED

UPPER SOCIO-ECONOMIC CLASS

Question 7.10 "Amount of Time Spent on Drama"

Community	Positive		Negative		Don't Know	
	%	N	%	N	%	N
1	86	19	9	2	5	1
2	77	10	8	1	16	2
3	91	20	5	1	5	1
4	56	14	24	6	20	5
5	54	12	18	4	27	6
6	100	11	0	0	0	0
7	64	7	27	3	9	1

Question 9.2 "Method Used in History and Government Classes Now"

Community	Method X		Method Y		Don't Know		Combination	
	%	N	%	N	%	N	%	N
1	46	10	32	7	23	5	0	0
2	31	4	23	3	38	5	8	1
3	46	10	14	3	41	9	0	0
4	28	7	48	12	24	6	0	0
5	36	8	32	7	32	7	0	0
6	45	5	36	4	9	1	9	1
7	9	1	27	3	45	5	18	2

MIDDLE SOCIO-ECONOMIC CLASS

Question 7.4 "Should Teachers Teach About Generals of the Revolutionary and Civil Wars?"

Community	Favorable		Unfavorable		Don't Know	
	%	N	%	N	%	N
1	51	8	38	6	13	2
2	57	21	33	12	10	4
3	74	14	26	5	0	0
4	55	25	43	20	2	1
5	41	12	55	16	3	1
6	39	9	61	14	0	0
7	69	11	19	3	13	2

MIDDLE SOCIO-ECONOMIC CLASS--Continued

Question 8.1 "What Per Cent of Your Teachers Come Close to the Teacher you Describe?"

Community	Majority Do		Few Do		Don't Know	
	%	N	%	N	%	N
1	45	7	19	3	37	6
2	46	17	17	6	38	14
3	54	10	5	1	42	8
4	39	18	17	8	43	20
5	44	13	17	5	38	11
6	21	5	39	9	39	9
7	57	9	13	2	31	5

Question 8.2 "Teacher Preference--Sex"

Community	Men		Women		Either	
	%	N	%	N	%	N
1	13	2	50	8	38	6
2	5	2	38	14	57	21
3	0	0	47	9	53	10
4	7	3	54	25	39	18
5	0	0	76	22	24	7
6	0	0	61	14	39	9
7	13	2	31	5	56	9

Question: 9.2 "What Method of Teaching is Used Now in History and Government?"

Community	Method Y		Method X		Don't Know		Combination	
	%	N	%	N	%	N	%	N
1	38	6	13	2	50	8	0	0
2	19	7	22	8	57	21	3	1
3	32	6	16	3	53	10	0	0
4	39	18	28	13	30	14	2	1
5	38	11	31	9	31	9	0	0
6	9	2	52	12	39	9	0	0
7	44	7	19	3	19	3	19	3

MIDDLE SOCIO-ECONOMIC CLASS--Continued

Question 9.4 "How Many Pupils Can be Taught Successfully?"

Community	0 - 25		26 - 34		Don't Know		35 +	
	%	N	%	N	%	N	%	N
1	38	6	31	5	13	2	18	3
2	33	12	22	8	19	7	26	10
3	14	3	56	11	5	1	25	4
4	48	22	22	10	17	8	13	6
5	48	14	27	8	14	4	11	3
6	34	8	39	9	13	3	13	3
7	51	8	31	5	12	2	6	1

Question 14. "Has there Ever Been a Citizen's Committee in your Community?"

Community	Correct		Incorrect		Don't Know	
	%	N	%	N	%	N
1	6	1	31	5	63	10
2	22	8	11	4	68	25
3	21	4	5	1	74	14
4	22	10	13	6	65	30
5	10	3	31	9	59	17
6	22	5	48	11	30	7
7	--	--	--	--	--	--

Question 11.2 "What Do You Think of the Costs of Your Educational Program?"

Community	Positive		Negative		Don't Know	
	%	N	%	N	%	N
1	82	13	0	0	19	3
2	71	26	16	6	14	5
3	52	10	26	5	21	4
4	69	32	7	3	24	11
5	48	14	17	5	34	10
6	61	14	30	7	9	2
7	63	10	19	3	19	3

LOWER SOCIO-ECONOMIC CLASS

Question 7.10 "Amount of Time Spent on Drama."

Community	Positive		Negative		Don't Know	
	%	N	%	N	%	N
1	52	14	22	6	26	7
2	43	13	30	9	27	8
3	37	9	37	9	25	6
4	62	18	24	7	14	4
5	47	23	20	10	33	16
6	59	24	37	15	5	2
7	65	44	24	16	12	8

Question 7.10 "Amount of Time Spent on Clubs and Student Activities."

Community	Positive		Negative		Don't Know	
	%	N	%	N	%	N
1	48	13	11	3	41	11
2	47	14	27	8	27	8
3	46	11	20	5	33	8
4	55	16	10	3	34	10
5	43	21	24	12	33	16
6	59	24	34	14	7	3
7	62	42	29	20	9	6

Question 8.1 "What Per Cent of Your Teachers Come Close to the Teacher you Described?"

Community	Majority Do		Few Do		Don't Know	
	%	N	%	N	%	N
1	34	9	19	5	48	13
2	27	8	17	5	57	17
3	32	8	8	2	60	14
4	35	10	13	4	51	15
5	36	18	12	6	51	25
6	54	22	27	11	20	8
7	40	27	25	17	35	24

Question 8.6 "Should a Teacher Move on After a Few Years?"

Community	Correct		Incorrect		Don't Know		It Depends	
	%	N	%	N	%	N	%	N
1	37	10	33	9	11	3	19	5
2	33	10	40	12	0	0	27	8
3	42	10	29	7	4	1	25	6
4	28	8	38	11	3	1	31	9
5	18	9	63	31	4	2	14	7
6	10	4	59	24	0	0	32	13
7	--	--	--	--	--	--	--	--

Question 9.4: "How Many Pupils Can Be Taught Successfully?"

Community	0 - 25		26 - 34		Don't Know		35 and Over	
	%	N	%	N	%	N	%	N
1	22	6	26	7	30	8	22	6
2	64	19	10	3	6	2	20	6
3	42	10	29	7	12	3	16	4
4	27	8	24	7	34	10	14	4
5	30	15	28	14	29	14	12	6
6	36	15	29	12	7	3	27	11
7	39	26	31	21	14	10	16	11

Question 9.6 "Should There be More Homework?"

Community	Same		More		Don't Know		Less	
	%	N	%	N	%	N	%	N
1	33	9	27	7	30	8	11	3
2	33	10	37	11	10	3	20	6
3	50	12	21	5	20	5	8	2
4	31	9	38	11	14	4	17	5
5	35	17	41	20	18	9	6	3
6	51	21	24	10	7	3	17	7
7	30	21	47	32	12	8	10	7

Question 5. "How Many Children Are in School Now?"

Community	Correct		Incorrect		Don't Know	
	%	N	%	N	%	N
1	11	3	30	8	59	16
2	20	6	37	11	43	13
3	4	1	41	10	54	13
4	10	3	34	10	55	16
5	4	2	51	25	45	22
6	17	7	29	12	54	22
7	6	4	35	24	59	40

Question 9.2 "What Method is Used in History and Government Classes Now?"

Community	Method Y		Method X		Don't Know		Combination	
	%	N	%	N	%	N	%	N
1	33	9	22	6	41	11	4	1
2	33	10	33	10	33	10	0	0
3	29	7	25	6	42	10	4	1
4	34	10	17	5	48	14	0	0
5	39	19	18	9	43	21	0	0
6	24	10	56	23	19	8	0	0
7	24	16	34	23	37	25	6	4

Question 9.5 "Are There More Than the Ideal Number in Classes?"

Community	Same		More		Don't Know		Less	
	%	N	%	N	%	N	%	N
1	15	4	26	7	51	14	7	2
2	13	4	40	12	27	8	20	6
3	8	2	54	13	37	9	0	0
4	7	2	21	6	55	16	17	5
5	14	8	31	15	47	23	6	3
6	15	6	61	25	19	8	5	2
7	12	8	71	48	16	11	1	1

Question 10. "What Is the Superintendent's Name?"

Community	Correct		Incorrect		Don't Know	
	%	N	%	N	%	N
1	74	20	4	1	23	6
2	83	25	3	1	13	4
3	75	18	0	0	25	6
4	62	18	10	3	28	8
5	45	22	2	1	53	26
6	31	13	17	7	51	21
7	10	7	13	9	76	52

Question 11. "What Government Unit Provides the Most Money for Schools?"

Community	Federal and/or Mott Found.		State		Local		Don't Know	
	%	N	%	N	%	N	%	N
1	4	1	11	3	48	13	37	10
2	0	0	13	4	57	17	30	9
3	4	1	8	2	46	11	42	10
4	3	1	14	4	52	15	31	9
5	2	1	33	16	43	21	22	11
6	10	4	37	15	37	15	17	7
7	17	12	56	38	15	10	12	8

Question 14. "Has There Ever Been a Citizens Committee?"

Community	Yes		No		Don't Know	
	%	N	%	N	%	N
1	19	5	22	6	59	16
2	23	7	17	5	60	18
3	17	4	21	5	62	15
4	31	9	21	6	48	14
5	22	11	14	7	63	31
6	17	7	64	26	20	8
7	--	--	--	--	--	--

Question 11.2 "What Do You Think of the Present Cost of Education?"

Community	Correct		Incorrect		Don't Know	
	%	N	%	N	%	N
1	56	15	19	5	26	7
2	64	19	13	4	23	7
3	58	14	25	6	17	4
4	55	16	10	3	33	10
5	61	30	8	4	31	15
6	61	25	29	12	10	4
7	64	43	24	16	13	9

Question 12 "What Is Your General Evaluation of Your School?"

Community	Positive		Negative	
	%	N	%	N
1	82	22	18	5
2	90	27	10	3
3	88	21	12	3
4	75	22	25	7
5	86	42	14	7
6	68	28	32	13
7	67	45	33	23

APPENDIX C

THE NORTH-HATT SCALE

TOTALS ON OCCUPATIONAL RATINGS[1]
Number of Interviews: 2,920*

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
I	U.S.Supreme Court Justice	83%	15%	2%	*%	*%=100%	3%	96	1
	mw	82	14	4	*	*	2	96	1
I	Physician	67	30	3	*	*	1	93	2
	mw	64	33	3	*	*	*	92	2
I	State Governor	71	25	4	*	*	1	93	2
	mw	65	29	6	*	*	1	92	2
I	Cabinet Member in Fed.Gov't.	66	28	5	1	*	6	92	4
	mw	64	30	5	1	*	4	91	4
I	Diplomat in U.S. Foreign Service	70	24	4	1	1	9	92	4
	mw	67	26	5	1	1	7	91	4
I	Mayor of a large city	57	36	6	1	*	1	90	6
	mw	51	40	8	1	*	1	88	7
I	College Professor	53	40	7	*	*	1	89	7
	mw	47	45	7	1	*	1	88	1
I	Scientist	53	38	8	1	*	7	89	7
	mw	49	42	8	1	*	5	88	7

[1]North-Hatt Study (unpublished manuscript). From pp. 15, 16, 17. mw from pp. 22, 32.
*Excluded for this total before percentaging were all instances in which interviewer failed to record an answer. For all but one occupation, excluding the "No Answers" leaves a minimum of 2,901 interviews. *Less than 1/2 of 1% (in Don't Know column).
**Prestige Rankings according to national opinion poll study used by Archie O. Haller, Jr., "Aspects of Class and Class Consciousness in An Urban Community" (unpublished Master's thesis, University of Minnesota, 1951).

TOTAL ON OCCUPATIONAL RATINGS--Continued

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
I	U.S.Represen-tative in Cong.	57	35	6	1	1	4	89	7
	mw	53	39	7	1	*	2	89	6
II	Banker	49	43	8	*	*	1	88	10
	mw	45	47	8	*	*	*	87	10
I	Gov't.Scientist	51	41	7	1	*	7	88	10
	mw	46	44	9	1	*	4	87	10
III	County Judge	47	43	9	1	*	1	87	12
	mw	41	45	13	1	*	1	85	18
II	Head of Dept. in State Gov't.	47	44	8	*	1	3	87	12
	mw	42	48	10	*	*	3	86	13
II	Minister	52	35	11	1	1	1	87	12
	mw	46	39	13	1	1	1	86	13
II	Architect	42	48	9	1	*	6	86	15
	mw	40	51	8	1	*	3	86	13
II	Chemist	42	48	9	1	*	7	86	15
	mw	36	55	8	1	*	4	85	18
II	Dentist	42	48	9	1	*	*	86	15
	mw	40	49	11	*	*	*	86	13
II	Lawyer	44	45	9	1	1	1	86	15
	mw	43	49	7	*	1	1	87	10
II	Member of Bd. of Dir.of Large Corp.	42	47	10	1	*	5	86	15
	mw	38	51	10	1	*	3	85	18
II	Nuclear Physicist	48	39	11	1	1	51	86	15
	mw	45	43	11	*	1	49	86	13

TOTAL ON OCCUPATIONAL RATINGS--Continued

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
II	Priest	51	34	11	2	2	6	86	15
	mw	45	39	12	1	3	3	84	21
II	Psychologist	38	49	12	1	*=110%	15	85	22
	mw	34	52	13	1	*	14	84	21
II	Civil Engineer	33	55	11	1	*	5	84	23
	mw	28	60	11	1	*	3	83	23
III	Airline Pilot	35	48	15	1	1	3	83	24
	mw	34	45	19	1	1	3	82	24
III	Artist who paints pictures that are exhibited in galleries	40	40	15	3	2	6	83	24
	mw	36	42	17	3	2	5	81	27
III	Owner of factory employing about 100 people	30	51	17	1	1	2	82	26
	mw	29	57	12	1	1	*	82	24
III	Sociologist	31	51	16	1	1	23	82	26
	mw	26	57	16	1	*	20	82	24
III	Accountant for a large business	25	57	17	1	*	3	81	28
	mw	22	61	17	1	*	2	81	27
III	Biologist	29	51	18	1	1	16	81	28
	mw	25	55	19	1	*	14	81	27
III	Musician in a symphony orchestra	31	46	19	3	1	5	81	28
	mw	28	45	22	3	2	3	79	30

TOTAL ON OCCUPATIONAL RATINGS--Continued

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
III	Author of novels	32	44	19	3	2	9	80	31
	mw	27	44	23	4	2	6	78	32
III	Captain in the regular army	28	49	19	2	2	2	80	31
	mw	26	48	22	2	2	2	79	30
III	Economist	25	48	24	2	1	22	79	33
	mw	19	53	25	2	1	18	77	35
III	Instructor in the Public Schools	28	45	24	2	1	1	79	33
	mw	25	45	27	2	1	*	78	32
III	Public school teacher	26	45	24	3	2	*	78	36
	mw	22	46	27	3	2	*	77	35
IV	County Agr.Agent	17	53	28	2	*	5	77	37
	mw	13	55	29	2	1	5	75	39
IV	Railroad Engineer	22	45	30	3	*	1	77	37
	mw	18	47	33	2	*	*	76	38
IV	Farm owner & Oper.	19	46	31	3	1	1	76	39
	mw	20	47	31	2	*	*	77	35
IV	Official of an international labor union	26	42	20	5	7	1	75	40
	mw	25	40	22	6	7	9	74	41
IV	Radio announcer	17	45	35	3	*	2	75	40
	mw	15	45	38	2	*	1	75	39
	Newspaper columnist	13	51	32	3	1	5	74	42
	mw	11	51	35	3	*	3	74	41

TOTAL ON OCCUPATIONAL RATINGS--Continued

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
IV	Owner-operator of a printing shop	13	48	36	3	*	2	74	42
	mw	12	50	36	2	*	2	74	41
	Building Contractor	21	55	23	1	*	1	79	33
	mw	19	55	25	1	*	1	78	32
IV	Electrician	15	38	43	4	*	1	73	44
	mw	13	36	48	3	*	-	72	46
IV	Trained machinist	14	43	38	5	*	2	73	44
	mw	11	43	42	4	*	2	72	46
IV	Welfare worker for a city gov't.	16	43	35	4	2	4	73	44
	mw	13	45	37	3	2	4	73	45
V	Undertaker	14	43	36	5	2	2	72	47
	mw	14	47	5	3	1	2	74	41
V	Reporter on a daily newspaper	9	43	43	4	1	2	71	48
	mw	7	41	49	3	*	1	70	48
V	Manager of a small store in a city	5	40	50	4	1	1	69	49
	mw	6	40	51	3	*	*	70	48
V	Bookkeeper	8	31	55	6	*	1	68	50
	mw	5	31	59	5	*	*	67	53
V	Insurance Agent	7	34	53	4	2	2	68	50
	mw	5	34	56	41	1	1	68	50
V	Tenant farmer--one who owns livestock and machinery and manages the farm	10	37	40	11	2	1	68	50
	mw	10	35	43	11	1	1	68	50

TOTAL ON OCCUPATIONAL RATINGS--Continued

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
V	Traveling salesman for a wholesale concern	6	35	53	5	1	2	68	50
	mw	5	35	54	5	1	2	68	50
V	Playground director	7	33	48	10	2	4	67	54
	mw	6	30	49	12	3	4	65	58
V	Policeman	11	30	46	10	2	1	67	54
	mw	9	32	47	10	2	1	67	53
V	Railroad Conductor	8	30	52	9	1	1	67	54
	mw	7	30	54	8	1	1	67	53
VI	Mail carrier	8	26	54	10	2	*	66	57
	mw	7	27	56	9	1	*	66	56
VI	Carpenter	5	28	56	10	1	*	65	58
	mw	5	28	58	9	*	-	66	56
VI	Automobile repairman	5	21	58	14	1	*	62	60
	mw	4	18	63	14	1	*	62	60
VI	Plumber	5	24	55	14	2	1	63	59
	mw	3	23	59	14	1	-	63	59
VI	Garage mechanic	4	21	57	17	1	*	62	61
	mw	3	19	58	18	2	*	61	62
VI	Labor official of a labor union	7	29	41	14	9	11	62	61
	mw	6	25	43	17	9	10	60	64
VI	Owner-operator of a lunch stand	4	24	55	14	3	1	62	61
	mw	3	23	59	13	2	2	62	60

** Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Scores	Rank

TOTAL ON OCCUPATIONAL RATINGS--Continued

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
VI	Corporal in the regular army	5	21	48	20	6	3	60	64
	mw	4	18	51	21	6	2	59	65
VI	Machine operator in a factory	4	20	53	20	3	2	60	64
	mw	3	18	60	17	2	1	61	62
VI	Barber	3	17	56	20	4	1	59	65
	mw	2	16	60	19	3	1	59	65
VII	Clerk in a store	2	14	61	20	3	*	58	67
	mw	1	13	63	21	2	*	58	67
VII	Fisherman who owns his own boat	3	20	48	21	9	7	58	67
	mw	2	18	47	24	9	6	56	69
VII	Streetcar motorman	3	16	55	21	5	2	58	67
	mw	3	15	56	23	3	*	58	67
VII	Milk route man	2	10	52	29	7	1	54	70
	mw	1	11	53	29	5	1	55	70
VII	Restaurant cook	3	13	44	29	11	1	54	70
	mw	2	12	43	33	10	1	53	72
VII	Truck driver	2	11	49	29	9	*	54	70
	mw	2	10	52	29	7	*	54	71
VII	Lumberjack	2	11	48	29	10	8	53	73
	mw	1	10	50	30	9	5	53	72
VII	Filling station attendant	1	9	48	34	8	1	52	74
	mw	1	88	48	36	7	1	52	74
VII	Singer in night club	3	13	43	28	18	6	52	74
	mw	2	11	41	26	20	6	50	76

TOTAL ON OCCUPATIONAL RATINGS--Continued

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
VII	Farm hand	3	12	35	31	19	1	50	76
	mw	2	12	38	31	17	1	50	76
VIII	Coal miner	4	11	33	31	21	2	49	77
	mw	3	9	31	34	23	1	47	80
VIII	Taxi driver	2	8	38	35	17	1	49	77
	mw	2	7	38	39	14	1	49	78
VIII	Railroad section hand	2	9	35	33	21	3	48	79
	mw	1	8	33	35	23	2	46	81
VIII	Restaurant waiter	2	8	37	36	17	1	48	79
	mw	1	7	35	40	17	*	52	74
VIII	Dock worker	2	7	34	37	20	8	47	81
	mw	1	6	35	38	20	5	46	81
VIII	Night watchman	3	8	33	35	21	1	47	81
	mw	2	8	36	38	16	*	48	79
VIII	Clothes presser in a laundry	2	6	35	36	21	2	46	83
	mw	1	5	35	40	19	2	46	81
VIII	Soda fountain clerk	1	5	34	40	20	2	45	84
	mw	*	3	36	40	21	1	44	85
IX	Bartender	1	6	32	32	29	4	44	85
	mw	1	4	31	33	31	2	42	86
IX	Janitor	1	7	30	37	25	1	44	85
	mw	1	6	35	40	18	1	46	81

TOTAL ON OCCUPATIONAL RATINGS--Continued

**	Occupation	Excellent	Good	Average	Somewhat Below Average	Poor	Don't Know	Score	Rank
IX	Share cropper-one who owns no live-stock or equipment and does not manage farm	1	6	24	28	41	3	40	87
	mw	1	3	25	29	42	2	38	87
IX	Garbage collector	1	4	16	26	53	2	35	88
	mw	1	3	14	26	56	1	33	89
IX	Street sweeper	1	3	14	29	53	1	34	88
	mw	1	3	13	31	52	1	34	88
IX	Shoe shiner	1	2	13	28	56	2	33	90
	mw	1	2	12	30	55	2	33	89
	AVERAGE	21.6	30.9	29.3	11.4	6.6	4.0	69.8	
		19.4	31.6	30.9	11.8	6.3	3.1	69.3	

mw -- Midwest equals east north central and west north central census division.
Number of interviews--918.

APPENDIX D

INTERVIEWING MATERIALS

Letter from Dr. Floyd Packer to Citizens of Community Six. The letter was written on Michigan State University stationery.

Dear Citizen:

This letter will introduce (Name of Interviewer) to you as a member of the Michigan State University Staff.

He will ask you some questions about your schools. We would appreciate your cooperation in obtaining answers to the various questions.

If you would like to check on this person's identity please call your high school.

Thank you.

Very truly yours,

Floyd Parker
College of Education
Michigan State University

Letter from Dr. Wilbur Brookover to the Citizens of Community Seven. The letter was written on Michigan State University stationery, and sent to all prospective respondents.

Dear Mr. Joe:

Michigan State University has for some years provided many services to the people and communities of Michigan. These services are viewed as a function and an objective of the University. We are happy to provide them to people and communities and feel that this is our role.

We are especially interested in the local problems of (Community Seven). We are at present developing a project in (Community Seven) that will have a significant value to you and your community. This project will deal with education which is presenting a problem to many communities. How you feel about education is important to (Community Seven) and education as a whole.

We, at Michigan State University, are trying to attain a better understanding of the relationship of the school and community. Your ideas will play a very important vital role in our understanding. What can be done for a community depends on what people think.

As a consequence, we feel the best way to attain the benefits of your ideas would be to speak to you personally. We would like to have this opportunity to talk to you by using local representatives of Michigan State University. These people will contact you and a limited number of other selected members of your community.

Starting Wednesday of next week (June 17, 1959, and going through Wednesday June 24, 1959) our local representatives will contact you and the other selected community members to discuss your ideas. These representatives are provided with identifying credentials from the University.

We very much appreciate your co-operation. The success of this project and our greater understanding depends on the co-operation and information we can obtain from you.

Thank you very much.

Sincerely,

Wilbur B. Brookover
Director

WBB:bb

ADDITIONAL IDENTIFICATION PROCEDURES

1. In community six the interviewers used their Michigan State University Identification Card.

2. In community seven a copy of the letter from Dr. Brookover was used as a means of identification.

APPENDIX E

SUMMARY OF ARTICLES ON EDUCATION

"Editorial," Scribner's Magazine, Vol. 80, 1896.

Interest in our educational problems has been stimulated of late by certain inquiries into the status, mental and economic, of the teachers in our public schools, and by some very plain statements made by the President of Harvard College concerning the average degree of attainment of the high school pupil in this country as compared with that of a boy of the same age in England, France, and Germany. President Eliot finds boys prepared for college here less fitted to enter at eighteen than most boys abroad, similarly prepared, would be at fifteen.

This is what many others must have observed before him. In what way less fitted? Leaving aside any particularized discussion of the relative mastery of specific studies, one answers: less fitted because of a more undeveloped perception of the humanities, because of a less mature feeling for what culture is and what it means, and finally because of an indefinable sense boys (and girls) here give that the first layers of the educational soil with them were deficient in solidity and had not that richness and integrity which come of a slow and leisurely, and one might almost say, organic fusion of the initial elements of knowledge at the bottom of a child's mind.

J. P. Munroe, "Certain Dangerous Tendencies in Education," Education Review, Vol. 3, 1892.

There are too many socialistic tendencies in the schools. The schools are being burdened with subjects that can best be taught in the home. Education is being carried on too late in life. Many children do not need to go to school beyond 14 or 15 years because they cannot profit by it.

School training needs to be direct and authoritative whereas the home can be indirect and persuasive. The school should teach by example and precent; the home by example.

Socialistic tendencies are making education too shallow and it is being made an end in itself rather than a means.

H. R. Bonner, "Waste in Education," American School Board Journal, July, 1921, p. 33.

No business firm would think of allowing an investment of two billion dollars in buildings and equipment to be idle for many days of the year. The financial loss is great due to the fact that our present school term is only seven-tenths as long as it would be if the schools were maintained for eleven months in the year.

A. J. Easton, "Is the Average Ability of Pupils Entering High School Decreasing?," Moderator Topics, June 14, 1906, p.487.

This problem not only concerns the elementary teacher but also the high school teacher and the administrator. The average ability of high school freshmen to do work that is expected of them is decreasing. There are many reasons for this. (1) Many poor students are encouraged to go on to high school that would have dropped out before. (2) The tendency to promote students too fast because of crowded conditions. (3) The rapid increase in the number of students has not been paralleled by the increase in the number of teachers. Teachers handle 50% more students now than they did a few years ago. (4) Many new subjects have been crowded into the first eight grades and we still try to cover the same ground in the old subjects.

The crowded conditions present quite a problem to the administration. If something is not done soon high school work will suffer greatly.

APPENDIX F

NOTES AND COMMUNICATIONS OF THE MICHIGAN COMMUNICATIONS STUDY

1. From the minutes of the Michigan Communications Study[1] meeting held Friday, August 15, 1952 at Kellogg Center in East Lansing:

Motion 6--Objectives of the Michigan Communications Study

*a. to asertain present state of public information and opinion regarding schools.
b. to reveal scope and quality of content of educational news carried in newspapers and other mass media.
c. to build a program of interpretation to correct weaknesses shown.
d. to test effectiveness of various means of increasing public information.
e. to discover how people may be lead to act upon basis of analysis of pertinent data.

2. The over-all commission membership consisted of:

4 newspaper editors
4 superintendents (one was president of MASA)
4 from Michigan State College representing Business and Public Service, Education, Journalism, and the College Administration (Assistant to the President--Dean of All College Division)
1 member at large (from the public schools)
1 member of the State Department of Instruction (State Superintendent)
1 member of the State Education Association (MEA)
1 coordinator from the Department of Journalism

The research team was composed of and advised primarily by sociologists.

3. News Release by the Department Information Services 9/22/52 (Quote from the second paragraph)

Beginning October 1, the Michigan State College Department of Journalism will coordinate an extensive study of education-press-radio cooperation. Working with M.S.C. will be the Michigan Communications Council, and organizations representing the Michigan Press Association, and the Michigan Association of School Administrators.

The Midwest Administrative Center, University of Chicago, will be collaborating with M.S.C. on the report. . . .

*Public opinion and research . . . will be the first step in the project. . . .

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[1]Leo A. Haak, "Michigan Communications Study" (unpublished manuscript, Michigan State University, 1954).

*Denotes areas of primary concern for this dissertation.

4. Michigan Communications Study News (newsletter) Christmas, 1952:

The preliminary work on the opinionnaire research phases of the Michigan Communications Study is moving forward under the supervision of Dr. Charles P. Loomis, Head of the Department of Sociology and Anthropology. Dr. Wilbur Brookover will direct the preparation of the preliminary plans for the study. . . .He will be assisted by other nationally known research specialists, Dr. John Thaden, Professor Joel Smith, Dr. David J. Luck, Director of the Business Research Burea, Dr. Orden C. Smucker. . . and other top college personnel when needed.

5. A report to the Michigan Communications Study Council by the Social Science Research Service of the Department of Sociology and Anthropology, Michigan State College, October 16, 1953:

(point) 3. The Social Research Service has conceived of its task as more than developing a suitable poll or survey and therefore has collected data on social characteristics of respondents. . . .

This interpretation of our task was made because we were seeking answers to such questions as:

a. What is the relationship between knowledge and attitudes?
b. How does information spread through a community?
*c. What is the relationship between knowledge--attitudes and "place" in the community?
d. What is the relationship between past experiences and knowledge--attitudes?

4. We have proceeded as follows:

*a. A schedule was developed based on the experiences of other studies in this area and on techniques used in the Department of Sociology and Anthropology. This schedule was revised and pretested seven times, the eighth draft being acceptable for the Pilot Study.

*N.B. One question still unanswered is: What should citizens know and think about their schools? We sought one answer to this from school administrators but do not believe this question has been satisfactorily answered.

6. Distinctive Characterisitcs of the Michigan Communication Study, Leo A. Haak, September 22, 1954:

1. This research is more than a public opinion poll for it contains two types of questions frequently not found

on opinion polls. In addition to . . . evaluative questions and personal data questions we asked:

a. Fact questions--Thus we sought to find out how well people were informed.
b. Educational questions--Citizens were asked how they would solve certain educational problems. This was done to stimulate thinking about the same problems teachers and administrators have to answer in their day to day operation of the schools.

2. Adult residents of the whole community were interviewed. (Not just parents, board members, pupils, teachers or members of the power structure as is the case in many educational studies. We believe our practice is consistent with the concept of democracy, i.e. that all citizens have an interest in public schools, so should be informed and take an active part in running them. . .

3. This project has multiple sponsorship, i.e., MASA, Michigan Press Association, Midwest Administrative Center (University of Chicago) and Michigan State College. Representatives of the Department of Public Instruction and the M.E.A. were also involved.

4. . . . .

5. The project is interdisciplinary. (Representatives are from Journalism, Education, Business, and Sociology).

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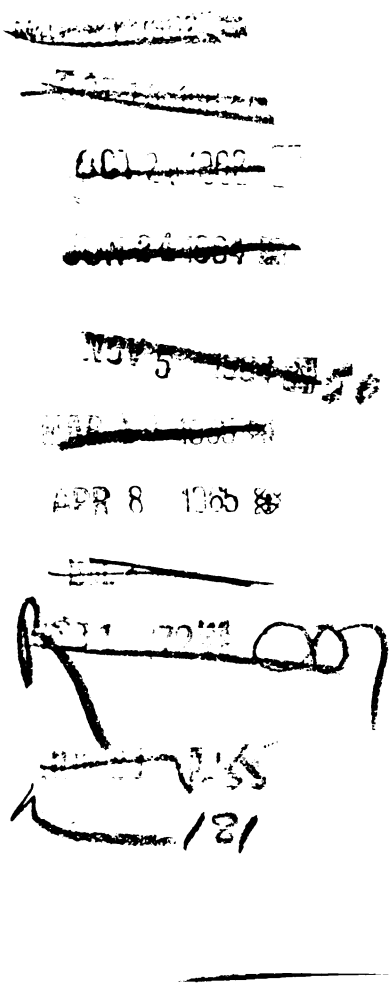
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