

~~July 2000~~

ABSTRACT

AVAILABILITY AND DISSEMINATION OF RESEARCH IN SCHOOL BUSINESS AFFAIRS

by Austin Francis Bates

The Problem

The purposes of this study were to determine the extent to which doctoral research in school business affairs is read by school business personnel and to develop techniques for the greater utilization of research. As a part of the study a compilation was prepared of studies completed in American colleges and universities during the 1950-60 period.

Method and Procedures

The search for doctoral research in school business affairs produced a list of 721 doctoral studies. These were classified into twelve groups and from each was drawn a ten percent sample for inclusion in a questionnaire and the respondents were asked to indicate whether they had read the dissertation, the abstract, or an article about it; if not, they were asked whether they desired the findings to be made available. The respondents were also asked to rate certain techniques for increasing the utilization of research and finally to indicate their reading pattern in respect to certain school business publications.

The questionnaire was mailed to 2165 members on the 1960 roster of the Association of School Business Officials of the United States and Canada. The 576 anonymous replies were tabulated to permit a

Austin Francis Bates

determination of the extent of research reading and desired availability of research. Findings relative to the techniques were tabulated according to the geographical areas. The summary of reading patterns was made according to geographical areas and educational levels.

Findings and Recommendations

On an average, the dissertations included in the questionnaire were read by less than three-fourths of one percent of the respondents; abstracts by approximately one percent, and articles pertaining to the studies by less than three percent. Approximately twenty-five percent desired that study findings be made available. Most extensive reading was reported in the following areas: Insurance, Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters, Personnel Management, and Purchasing and Supply Management.

Two of the school business publications listed were reported as being read regularly by over seventy percent of the respondents; the one with least reader attention by thirty-three percent of the group.

Based on the study findings the following recommendations were made:

1. The development of a closer affiliation between the A.S.B.O. and the universities and colleges to the end there may be a coordination of research programs in school business affairs.

2. The establishment of university contacts committees within state associations of school business officials to parallel the work of the A.S.B.O. University Contacts Committee.

3. The development of direct channels of communication between microfilming agencies and the A.S.B.O. office to insure that abstracts of completed studies will be made available.

4. The publication of abstracts of doctoral studies in school business affairs on a specially marked page in School Business Affairs, the monthly publication of A.S.B.O.

5. The periodic summarization and distribution by A.S.B.O. of doctoral research findings in respect to specific research topics in school business affairs.

6. The distribution of abstracts of doctoral studies by A.S.B.O. on a nominal charge basis with lists of available abstracts distributed periodically.

7. The publication by the A.S.B.O. of a greater number of doctoral studies in school business affairs in monograph form.

8. The allowance of increased time at the annual meetings of state associations of school business officials for the consideration of research matters.

9. The development of research exhibits at association meetings, both at the state and national levels.

10. The promotion by A.S.B.O. and the universities and colleges of research workshops or seminars designed to attract school business officials into participation in the research field.

11. The distribution by the A.S.B.O. of the bibliography of doctoral studies compiled as a part of this study.

12. The development of a closer affiliation between the practitioner in school business management and the business manager preparation programs to the end that the practical problems in the field become incorporated into the training and research programs.

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1963

**AVAILABILITY AND DISSEMINATION OF RESEARCH
IN SCHOOL BUSINESS AFFAIRS**

BY

AUSTIN FRANCIS BATES

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CHAPTER 1

ANALYSIS OF THE PROBLEM

Introduction

During the years since the midpoint of this century, educators have expressed increasing concern about the inadequate utilization of research findings. This concern arises from the belief, often expressed by educational leaders, that many doctoral studies are completed and filed away unnoticed. In spite of efforts made to publicize completed studies the feeling still remains that only limited use is made of dissertations or abstracts.

The Association of School Business Officials of the United States and Canada has been particularly concerned about the limited use made of research, giving support to the belief that only limited perusal is made of dissertations once they are catalogued in the university or college library. In addition to the claim that limited use is made of completed studies, some Association members feel that doctoral research has been, and continues to be, limited in scope and that voids in research exist in many areas of school business management. The expressed desire on the part of educational leaders--particularly those in A.S.B.O.--that steps be taken to determine the extent to which the above problems exist and to provide techniques or channels of communication for the greater dissemination of research findings was the genesis of this study.

Statement of the Problem

The Study Plan

The study plan consisted of the following parts:

First: The preparation of a bibliography of doctoral studies in school business affairs completed in American universities and colleges during the years 1950 to 1960, both inclusive, categorized according to the areas of school business responsibility.¹

Second: The determination of the extent to which research findings are read by A.S.B.O. members and the extent of desire on the part of members to have findings made available to them.

Third: The identification of certain techniques to provide for greater dissemination of research findings.

Fourth: The determination of the reading patterns of A.S.B.O. members in respect to publications carrying school business articles.

Questions to Which Answers were Sought

The specific questions to which answers were sought in the study are as follows:

1. To what extent has research in school business management been performed during the past eleven year period: 1950-1960, inclusive?
2. To what extent are doctoral dissertations dealing with school business affairs read by A.S.B.O. members?
3. To what extent are abstracts of doctoral dissertations dealing with school business affairs read by A.S.B.O. members?
4. To what extent are published articles on doctoral study findings dealing with school business affairs read by A.S.B.O. members?

¹Frederick W. Hill, The School Business Administrator, A Special Committee Report Sponsored by the Association of School Business Officials Board of Directors, Prepared by the Special Committee of the Association of School Business Officials of the United States and Canada (Evanston, Illinois: Association of School Business Officials of the United States and Canada, 1960), pp. 18-21.

5. To what extent do A.S.B.O. members desire to have research findings made available?

6. What differences exist between school business responsibility areas in regard to the extent to which dissertations, abstracts of dissertations, or articles pertaining to dissertations are read by A.S.B.O. members?

7. What differences exist between the school business responsibility areas in regard to the extent to which A.S.B.O. members desire to have study findings made available?

8. What techniques might be effectively employed to provide greater dissemination of research findings?

9. What are the frequency reading patterns of A.S.B.O. members in respect to certain publications which commonly carry information pertaining to school business affairs?

The Methodology

Preparing the Basic Bibliography

The first step in the study involved a search to locate doctoral research projects in school business management completed in American colleges and universities during the years 1950 to 1960, both inclusive. The following reference sources were consulted and produced a total of 721 studies:

Doctoral Dissertations Accepted by American Universities. Vols. 18-22. New York: H.W. Wilson Co., 1950-1955.

Microfilm Abstracts. Vols. 10-11. Ann Arbor, Michigan: University Microfilms Inc., 1950-1951.

Dissertation Abstracts. Vols. 12-21. Ann Arbor, Michigan: University Microfilms Inc., 1952-1960.

Research Studies in Education. Vols. 20-30. Bloomington, Indiana: Phi Delta Kappan Inc., 1950-1960.

Encyclopedia of Educational Research. New York: Macmillan Co., 1960.

Review of Educational Research. Vols. 20-30. Washington, D.C.: American Educational Research Association, 1950-1960.

In addition to the above cited references, a review was made of the brochures or listings of the various universities and colleges relative to completed doctoral studies.

The above listed reference sources were selected, after consultation with library personnel, as those which would provide the most comprehensive coverage of completed doctoral studies. The fact that the studies were included in several of the listings reviewed reduced the danger of oversight. The search conducted provided a total listing of 721 studies which was termed the basic bibliography and constituted the list from which the sample was drawn for the questionnaire, the preparation of which is described on page 9.

Subsequent to the preparation of the questionnaire a few additional studies were identified through scattered sources. These were combined with the basic list to form the final bibliography which, in the opinion of the writer, represents a comprehensive compilation of doctoral studies in school business management completed since 1950 and reported in the references cited on page 3 of this study prior to January 1, 1961.

The Study Classification Plan

Having completed the basic list of studies the next step involved the selection of a classification plan. This grouping was necessary in order that samples from each of the groups could be drawn for inclusion in the questionnaire and to properly organize the bibliography for easy reader reference in the final form. Bulletin 21 published by the Association provided the answer to the classification problem.¹ This

¹Ibid.

publication developed by an A.S.B.O. committee under the leadership of Dr. Frederick W. Hill established nineteen areas in which the school business manager must assume responsibility. Sixteen of these defined areas were selected as the basis for a classification of the studies with one additional area designated as Educational Finance. In order to relate specifically to Bulletin 21 the areas into which the studies were grouped were assigned the same numbers as in the Bulletin with the added area, Educational Finance, designated as number twenty.

Assignment of Studies to Classification Groups

The assignment of the studies to the respective classification groups was based on consideration of the title, and/or abstract or, in some cases, the dissertation itself. This operation was greatly facilitated by the many studies that have been microfilmed and the abstracts that are available through Dissertation Abstracts.¹ A classification based upon an examination of the title alone is sometimes difficult and in some cases impossible. In fact, some studies may well have been overlooked simply because the title was misleading or did not give sufficient clue to prompt identification. In some instances studies related to more than one group and, in such cases, assignment was made to the group which, in the opinion of the writer, the study was most pertinent. After the studies were grouped, punch cards were prepared to include the following information: dissertation title, degree granting institution,

¹A compilation of abstracts of microfilmed dissertations published monthly by University Microfilms, Inc., Ann Arbor, Michigan.

degree, year degree was granted, pages in dissertation, and school business responsibility group to which study was assigned.

Background of the Questionnaire

As delineated in chapter i-ii, the past twenty years bear witness to the continued effort on the part of A.S.B.O. leaders, both to extend research and to publicize the fruits of research. A growing awareness of the need to communicate information motivated the organization to publish the bibliography of plant and business references produced by Levin in 1953.¹ The success of this project may well have played a part in the growing concern over "Hidden Research"--research completed in the past but filed away unnoticed and unused. In 1958 this feeling culminated in an expressed desire on the part of Association leaders to sponsor a study referred to as a "Hidden Research" project to compile a comprehensive bibliography of doctoral studies in school business affairs completed over a period of ten to fifteen years. Upon invitation the writer discussed the several aspects of the project with Dr. Rayburn J. Fisher, Chairman, University Contacts Committee and Dr. Charles W. Foster, Executive Secretary of the Association. As finally developed, the plan involved not only the compilation of the "Hidden Research" studies but also a questionnaire study to determine the extent of use presently being made of completed works and to identify techniques which might assist in the greater dissemination of findings. The national office agreed to give financial support to the study

¹Sol Levin, A Selected Bibliography of Business and Plant References for the Administrator (Kalamazoo, Michigan: The Association of School Business Officials of the United States and Canada, 1953).

to the extent of \$100.00 and to mail the questionnaire to its membership with a covering letter of endorsement. Although definite assurance could not be made at that time, the hope was expressed that the final array of studies could be published in monograph form by the Association.

Groups from Which Samples were Drawn for Inclusion in the Questionnaire

The seventeen groupings according to school business responsibility areas are shown in Table 1, page 8, together with the number of studies in the basic bibliography assigned to each group. The original intention was to draw a sample of studies from each of the seventeen groups for inclusion in a questionnaire. However, since several of the groups contained a relatively small number of studies, it was decided that some groups should be combined. It will be noted in Table 1, that groups 2 and 4 were combined to form one group, Accounting and Auditing; 7, 8, and 9 to form Buildings and Grounds Operation, Maintenance, and Management; 12 and 13 to form Auxiliary Services - Transportation and Food Services, and groups 19 and 20 were combined to form Educational Finance - Financial Support of Education. Table 1 indicates the number of studies in each of the seventeen groups and in each of the twelve after the above indicated consolidation.

Drawing the Sample

Because of the impracticality of including the entire list of studies in the questionnaire it was decided to include a stratified random sample. A ten percent sample was considered to be adequate and yet to maintain the number of studies at a level that would encourage

No.	School business responsibility	No. of studies in basic bibliography	Sample used in questionnaire
1	Financial Planning.....	22	3
2	Accounting.....	23	3
4	Auditing.....	41	5
3	Debt Service and Capital Management..	11	2
5	Purchasing and Supply Management.....	180	18
6	School Plant Planning and Construction....		
7	Operation of Plant - Custodial and Engineering Services.....		
8	Maintenance of Plant.....	17	2
9	Real Estate Management.....		
10	Personnel Management.....	97	10
12	Transportation of Pupils.....		
13	Food Service Operations.....	64	7
14	Insurance.....	35	4
15	Cost Analysis.....	40	4
17	Board Policies and Administrative Procedures Related to Fiscal and Non-Fiscal.....	31	4
19	School Assessment Levy and Procedures.....		
20	Educational Finance - Financial Support (local, state and federal). Education (local, state and federal).	160	16
	Total.....	721	78

*As developed in Bulletin

the return of the questionnaire. The sample was drawn as follows: the cards bearing the author of each of the 721 dissertations were sorted according to the twelve groups shown in Table 1, page 8. In turn the cards in each group were shuffled and cards were drawn from the top of each, equivalent to ten percent of the number of studies in that group. In case of a fraction, the next highest whole number was used providing a total of seventy-eight studies in the completed sample.

Preparation of the Questionnaire

The first section of the questionnaire (see Appendix B) was designed to determine the extent to which doctoral study findings are utilized or the extent of the desire to have them made available. To this end the seventy-eight studies drawn in the sample were listed alphabetically according to author. In respect to each of the studies the respondent was asked to indicate if he had read the dissertation, an abstract of it, or an article about it. If his reply was negative in respect to these three questions he was asked to indicate whether he would like to have the findings made available.

A second section of the questionnaire (see Appendix B) was developed to identify techniques which might aid in the dissemination of research findings. Nine techniques were listed with an invitation to the respondent to rate them 0, 1, 2 or 3, with 0 as unimportant and 3 as maximum value. Space was provided for the insertion of any techniques which the respondent might care to suggest. Finally the questionnaire listed eight periodicals which commonly include articles dealing with school business topics. The respondent was asked to indicate which of the following described his reading pattern in regard to the publications: never, seldom, frequently, regularly.

Mailing the Questionnaire

The questionnaire was mailed to the 2165 members of A.S.B.O. residing in the United States. Mailings were not made to Canadian members because only studies completed in American colleges and universities were included and these would have been more readily available to state-side members than to those residing in Canada.

Response to the Questionnaire

The geographical distribution of the members to whom the questionnaire was mailed and of the 576 replies is shown in Table 2, below. Replies were returned anonymously; no follow-up was possible to increase returns.

TABLE 2

DISTRIBUTION OF A.S.B.O. MEMBERSHIP AND QUESTIONNAIRE REPLIES ACCORDING TO GEOGRAPHICAL AREAS

Geographical areas	A.S.B.O. members	Number responding to questionnaire
Area 1		
Connecticut	35	10
Maine	9	3
Massachusetts	30	9
New Hampshire	2	0
Rhode Island	12	3
Vermont	2	1
Total	90	26

TABLE 2--Continued

Geographical areas	A.S.B.O. Members	Number responding to questionnaire
Area 2		
New Jersey	157	37
New York	143	36
Pennsylvania	107	27
Total	407	100
Area 3		
Illinois	213	56
Indiana	59	19
Michigan	179	60
Ohio	167	42
Wisconsin	65	19
Total	683	196
Area 4		
Iowa	40	9
Kansas	19	3
Minnesota	50	15
Missouri	65	19
Nebraska	7	0
North Dakota	3	1
South Dakota	12	4
Total	196	51
Area 5		
Delaware	4	1
Florida	43	11
Georgia	16	3

TABLE 2--Continued

Geographical areas	A.S.B.O. members	Number responding to questionnaire
Maryland	41	12
North Carolina	11	0
South Carolina	11	4
Virginia	15	3
West Virginia	7	1
District of Columbia	14	3
Total	162	38
Area 6		
Alabama	7	2
Kentucky	19	5
Mississippi	12	0
Tennessee	13	1
Total	51	8
Area 7		
Arkansas	11	1
Louisiana	21	4
Oklahoma	23	4
Texas	109	24
Total	164	33
Area 8		
Arizona	22	10
Colorado	45	10
Idaho	7	1
Montana	4	1
Nevada	5	1

TABLE 2--Continued

Geographical areas	A.S.B.O. members	Number responding to questionnaire
New Mexico	26	7
Utah	25	9
Wyoming	7	2
Total	141	41
Area 9		
California	224	65
Oregon	8	3
Washington	39	15
Total	271	83
Summary		
Grand Total	2165	576

The above tabulated replies ranged from a low of fifteen percent of membership from Area 6 (Alabama, Kentucky, Mississippi, and Tennessee) to a high of thirty percent from Area 9 (California, Oregon, and Washington). Although a greater return was anticipated, the replies were accepted as sufficient to be representative of the membership in each of the nine geographical areas.

Organization of the Data

As returns were received the information was entered on punch cards to permit tabulation, to the extent desired, according to states,

nine geographical areas or the educational levels in which respondents were employed.¹

It was agreed that it would be of value to know the extent of use made of study findings in the different geographical locations as well as at the different educational levels. Accordingly, plans were made to summarize the first section of the questionnaire to provide information to that extent.

In respect to the second section of the questionnaire, concerned with the identification of techniques, decision was made to limit the summary to geographical areas. This decision was based on the premise that any implementation of techniques would be on a geographical basis.

The third section of the questionnaire concerned the reading patterns of respondents in respect to periodicals which carry articles pertaining to school business matters. It appeared that it would be of value to ascertain the existing reading pattern in respect to geographical sections as well as educational institutions or agencies in which the respondents were employed. The value attached to this extended analysis stemmed from the belief that a knowledge of the reading patterns of personnel would be of value to persons involved in communication of ideas to all sectors of the organization.

Preparing the Final Bibliography

As pointed out earlier in this chapter, the original list included a total of 721 studies. Following the preparation and mailing of the questionnaire, the punch cards were utilized to print complete

¹The term "educational levels" is used to denote the type of educational institution or agency in which the respondent was employed (see Table 9.)

listings of all studies and related information which were then mailed to the Education Librarians of the eighty-two universities and colleges involved. A brief explanation of the study was made and the assistance of the librarians sought in checking the bibliographical lists. This was done in order that all information might be correct when finally entered in the bibliography. All librarians responded and a considerable number of corrections were made; a few additional studies were suggested for inclusion. As a result of these suggestions and other studies secured through scattered sources, subsequent to the first tabulation, a final bibliography of 760 studies was prepared and is to be found in Appendix C. All studies are grouped according to the seventeen areas of school business responsibility as developed in Bulletin 21 of the Association and as presented in Table 1. The information in Figure 1, page 16, shows the distribution of the studies according to study completion years.

Definition of Terms

The comprehensive reading of any manuscript cannot be accomplished without reader understanding of the terms employed by the author. Furthermore, the interests of both reader and author can best be served by the abbreviation of longer terms appearing repeatedly in the manuscript. With these purposes in mind, the following definition of terms is presented:

A.S.B.O. This is an abbreviation of the name of the Association of School Business Officials of the United States and Canada.

Association This refers to A.S.B.O. or, as indicated above, the Association of School Business Officials of the United States and Canada.

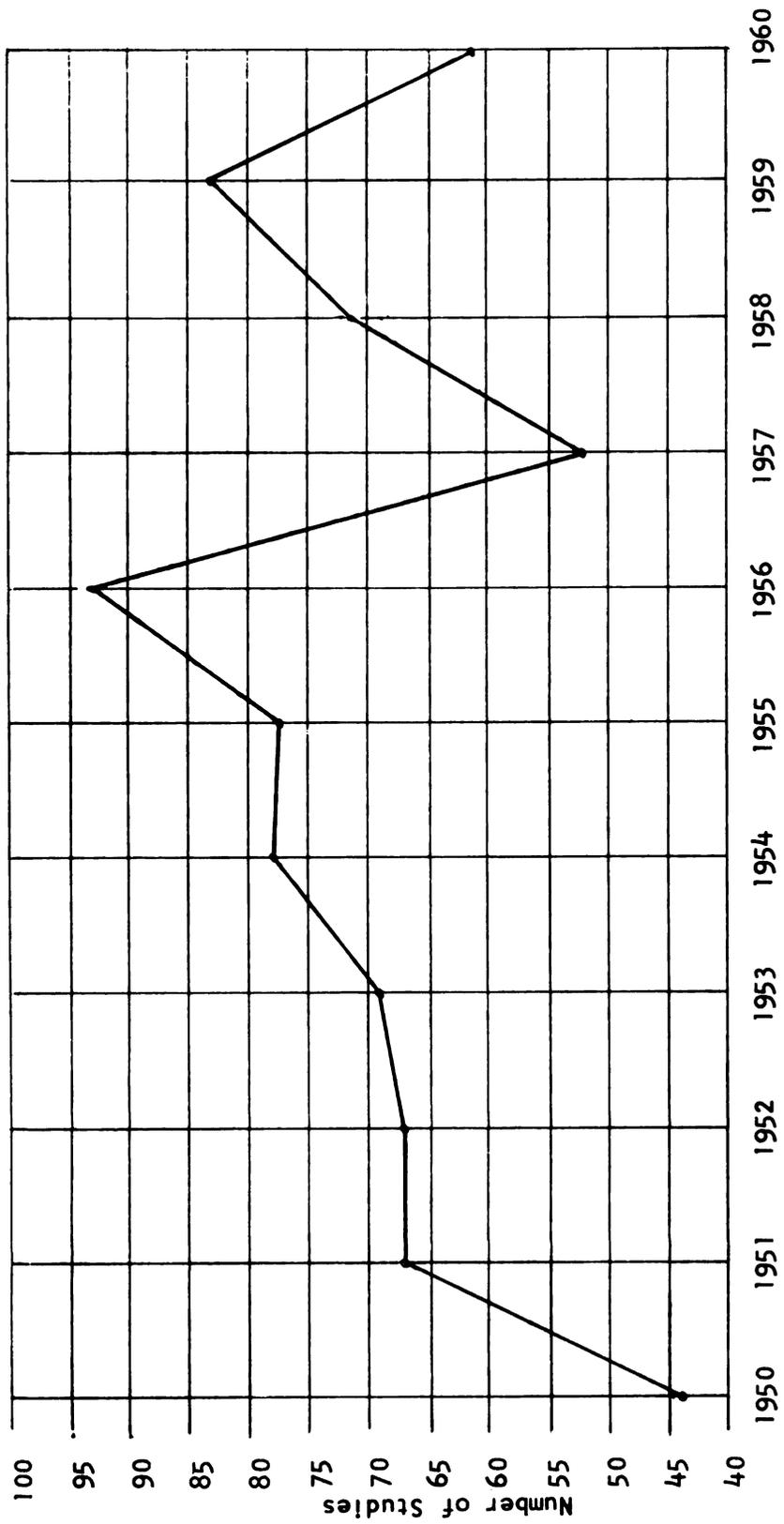


Fig. 1 Distribution of Doctoral Studies in Final Bibliography According to Study Completion Year

U.C.C. This refers to the committee of the A.S.B.O. appointed in 1954 and continued since that date designated as the University Contacts Committee.

Basic Bibliography The original list of 721 studies from which a sampling of 78 studies was drawn for inclusion in the questionnaire.

Final Bibliography The bibliography of doctoral studies including the basic list as verified by degree-granting institutions and studies added subsequent to the preparation of the questionnaire.

Elementary Level A school system having a combination of grades below the seventh grade level.

Secondary Level A school system having a combination of grades above the sixth grade and below the college level.

Unclassified Sources A few questionnaires were returned by persons employed in educational agencies or institutions which could not properly be classified in any of the defined levels. These were placed in a classification denoted as "unclassified sources" (For all levels, see Table 9, p. 81).

School Business Responsibility Groups The areas of school business responsibility as defined in Bulletin 21 published by the Association were used in this study for the classification of studies into seventeen groups. The groups thus formed are designated as School Business Responsibility Groups (see Table 1, p. 8).

Hidden Research Terminology used by A.S.B.O. officials to designate completed research studies filed in college and university libraries.

Limitations of the Study

In any study early definition of the limiting factors becomes an essential primary step. The following limitations are offered as an aid to proper definition of the scope of this study:

The bibliography of doctoral studies (Appendix C) was compiled by means of a search of reference sources available through the library facilities at Michigan State University for the years 1950 through 1960.

The grouping of doctoral studies in the school responsibility areas was performed on the basis of the judgment of the writer as to the area to which the study was most pertinent.

Studies included were limited to those dealing with school business affairs. Those relating to district reorganization, child accounting, census or other areas more directly related to over-all administration were not included.

Studies included were limited to those relating to school business management below the college level.

As there are school business officials functioning in schools in the United States who are not members of A.S.B.O. the title "school business official" used in this study should be understood to refer to persons holding membership in A.S.B.O.

Attention is called to the fact that a number of superintendents are members of A.S.B.O. and doubtless returned questionnaires. Based on membership in the organization, all respondents were considered as persons having either direct or indirect responsibility for the management of school business affairs; hence were classified as school business officials.

Questionnaire reply solicitations were limited to persons residing within the continental United States whose names appeared on the 1960 roster of A.S.B.O.

Value of the Study

Introduction

Before consideration is given to the values to be derived from this project, the reader should be reminded of the motivating concerns responsible for its inception. As stated in an earlier section of this chapter, these concerns stem from (1) the belief that only a limited amount of doctoral work has been and is being performed, and (2)

inadequate use is being made of the results obtained through research. The value of this study is to be found in the analysis to be made of the extent and the use of school business research and the techniques developed for the communication of research to school personnel.

Extent of Research

At the time of first consideration of this project the writer was asked to venture an estimate of the number of doctoral studies completed during the last ten years. Influenced by the general belief that research has been limited in the school business field, the inquirer was told that probably no more than two hundred would have been completed. However, the bibliography presented in Appendix C shows that 189 studies were completed in the area of School Plant Planning and Construction alone. An accurate determination of the status quo being an essential first-step in any improvement program, the bibliography being prepared as a part of this study should prove to be important as a measure of the extent of research and a guide for future study.

Extent of Research Utilization

As pointed out earlier in this chapter the claim is often made that only limited use is made of study findings. Realizing the importance of the findings to personnel on the job it becomes important that the problem be analyzed and, if the fears are well grounded, that steps be taken to remove the communication blocks. A part of this study is designed to determine the extent to which studies are used as an aid in the development of a research improvement program.

The Bibliography of Doctoral Studies

The bibliography produced as a part of this study should constitute an effective tool for the communication of research. This classified reference source will provide a view of the total research accomplished or of studies pertaining to specific areas of school management.

The extended list of studies should be a valued help to the administrator in search of ready answers to his problems and to the counselor of doctoral candidates desiring to survey work accomplished.

Techniques for Research Dissemination

Probably the most important value of the study rests with the techniques developed for the improvement of communication between the research center and the school business office. A perusal of these techniques should indicate the latitude of the proposed action program. To be specific in respect to one area, it should be pointed out that the A.S.B.O. has, in the past, had limited affiliation with the universities and colleges. Inherent in the program proposed is a closer relationship and united action in the implementation of the needed corrective measures. Only through this cooperative effort can research findings be effectively utilized. Of paramount importance is the fact that all techniques, to be effective, involve a combination of effort between the universities and colleges, state school business officials organizations, and A.S.B.O. The implementation of the techniques developed may well be the cementing influence needed to unite all forces into an action-oriented research program. If so, the efforts expended in this study will have been fruitful.

CHAPTER II

BACKGROUND OF THE STUDY AND REVIEW OF THE LITERATURE

Introduction

The compilation of the bibliography included in this study stemmed from a recommendation of the University Contacts Committee of the A.S.B.O. that such a guide be prepared. To fully understand the background for the committee recommendation it is important that one be familiar with the early interest in research on the part of the Association and the moving forces which gave continued impetus, not only to the expansion of research activities within the Association, but to efforts to assure that persons in the field might benefit from the results obtained.

The Role of A.S.B.O. in the Promotion and Utilization of Research

A historical review of the research programs of the Association of School Business Officials of the United States and Canada bears evidence of the importance attached to research and to the dissemination of the information provided through research. Evidence of extended research horizons in school business affairs became visible in 1936. George W. Grill, A.S.B.O. Historian, in reviewing the 1936 annual meeting of that organization said:

There was a strong undercurrent of feeling that more and better research should be conducted and more services should be made available to small and medium sized school districts.¹

In reporting on the 1940 A.S.B.O. convention in Detroit, President John C. Cate had this to say:

An innovation this year was an exhibit of literature relating to the business administration of schools. Mr. George F. Smith, Jr., Director of Educational Supplies and Equipment, Baltimore, Maryland, spent a great deal of time in assembling this exhibit and it proved to be one of the most interesting places at the convention.²

The value of the service rendered was further evidenced by the fact that the exhibit was again successfully employed at the 1941 convention.

With the value established of having such services available, it naturally followed that concern should arise as to the best ways of obtaining the wide range of information needed. The case for research was stated by President Cate in his 1941 report when he said:

In these rapidly changing times it behooves us to continue our research work in all departments of school administration so that we may be able to disseminate up-to-date information to all of our membership.³

A statement of difficulties faced in accomplishing President Cate's stated objectives appeared in an article in the May, 1943 issue of School Business Affairs as follows:

¹George W. Grill, "School Business Finds a Voice," The Nation's Schools, (October, 1955), p. 61.

²John C. Cate, "Highlights of the 1940 Association of School Business Officials Convention in Detroit," School Business Affairs, (November, 1940), p. 4.

³Association of School Business Officials of the United States and Canada, Proceedings of the Thirtieth Annual Convention, (Atlantic City, New Jersey, 1941), p. 46.

Experience has shown, however, that school business officials are so busy with the extremely heavy load of daily duties that they do not have the time for necessary research or the collection of adequate data bearing on these problems....similarly, vast quantities of research information are available if an agency could be created to collect, evaluate, and disseminate this information for the benefit of school building divisions.¹

With the war effort demands and post-war scarcities of materials, little attention was given to building construction during the World War II period and the years immediately following, a fact which caused the late A. D. Brainard, writing editorially for the A.S.B.O. to comment:

Our association has produced valuable research studies on supplies, equipment, accounting, playground surfacing, and insurance, but there has been far too little research in the school building field.²

By the end of the 1940 decade not only was interest high in the non-building areas of school management, but the post-war building program was beginning to take shape. A realization of the arising need prompted the A.S.B.O. Research Committee on School Business Literature to take the following step, as reported by Committee Chairman George Smith in the 1950 Proceedings of the Association:

Plans are being made to revise the bibliography issued in 1940, evaluate the listing and add new material. Sources of new material will be explored and some expression given to their possible contribution to our field. An attempt will be made to devise an index system and assign codes that will be practicable and convenient for use.³

¹John W. Studebaker, "Federal Leadership in School Business Administration," School Business Affairs, (May, 1943), p. 4.

²A. D. Brainard, "Editorial," School Business Affairs, (June, 1947), p. 1.

³Association of School Business Officials of the United States And Canada, Proceedings of the Thirty-Sixth Annual Convention, (Chicago, Illinois, 1950), p. 195.

In 1953 the desire of the committee was fulfilled with the publishing of the previously cited bibliography by Levin which contained 1250 references grouped under eight major headings, with more than 200 descriptive sub-headings. This excellent reference source filled a great need and has been widely used in the field.

During the 1950-60 decade there has been a considerable volume of research on the doctoral level focused on school business affairs subjects. With the increase in research in the early 1950's leaders in the school business field became concerned about the matter of liaison between the field and the university and college research centers. Accordingly, in 1954 a step was taken to break the gap when A.S.B.O. President S.C. Joyner recommended, and the Executive Committee approved, the appointment of a twenty-one member committee to be known as the University Contacts Committee. As stated by A.C. Hutson, University Contacts Committee Chairman for 1954:

The University Contacts Committee, appointed by President S.C. Joyner has been assigned the responsibility of constructing a two way avenue of mutual service between our Association and its associated state and regional groups and the various universities and colleges in the respective states and provinces of the United States and Canada.

One of the first actions of this committee, as reported in the 1954 Proceedings, was the compilation of brief outlines of what were deemed to be important research topics to be passed on to the universities for possible inclusion in research programs.² As a further highlight of the

¹A.C. Hutson, "Report of the University Contacts Committee," School Business Affairs, (March, 1954), p. 1.

²Association of School Business Officials of the United States and Canada, Proceedings of the Fortieth Annual Convention, (Los Angeles, California, 1954), p. 377.

year in the area of research, the Nation's Schools presented an amount of \$1,000 to the Association to encourage and finance Association research in school business management.¹

In a further move to broaden and strengthen the program throughout the various states and provinces, one of the objectives of the committee for 1956-57 as reported in the 1956 Proceedings, was:

To encourage the officials of all state and regional associations of school business officials to appoint University Contacts Committees of the Association.²

With the acceleration of the research program there has been increasing fear on the part of professional educators that research findings are not used to greatest advantage. In his 1957 report, Dr. Charles W. Foster, Executive Secretary, A.S.B.O., had this to say in that connection:

I am determined that in 1958 A.S.B.O. will have increased and greater emphasis upon research. We are concerned with the problem of lost research, research in the field of school business which has been accomplished on college and university level throughout the United States and Canada and of which we know nothing. We are concerned with accumulating this research and letting the members know about it. Rayburn J. Fisher has assured me they will cooperate with us in this endeavor.³

and again in the same report, Dr. Foster adds:

How can we stimulate better research in our field: quality, depth, dissemination and coordination?⁴

¹Schuyler C. Joyner, "President's Column," School Business Affairs (February, 1954), p. 3.

²Association of School Business Officials of the United States and Canada, Proceedings of the Forty-Second Annual Convention, (Washington, D.C., 1956), p. 181.

³Association of School Business Officials of the United States and Canada, Proceedings of the Forty-Third Annual Convention, (New Orleans, Louisiana, 1957), p. 164.

⁴ibid., p. 402.

After consideration of the problem, the University Contacts Committee adopted the following project as reported in the proceedings of the 1957 meeting held in New Orleans:

To work with certain colleges and universities in an effort to bring to light or to publicize research projects accomplished by graduate students in school business administration. It is believed that often graduate students complete excellent research projects in school business administration, but for various reasons this research is buried in the university archives or is lost somewhere in the university files. At least, the results are not made readily available to school business officials in general.¹

The concern of the Association was re-emphasized by A.S.B.O. President J. Harold Husband in his January, 1958 message when he stated that:

The Association of a profession must assure its reliance on research. The professional bibliography must be complete, continuing and significantly annotated.²

At the time of the 1958 meeting of the Association in New York City, the writer discussed the proposed "Hidden Research" project with Dr. Rayburn J. Fisher, Executive Secretary Foster and others close to the problem and indicated an interest in considering the project in connection with a doctoral program at Michigan State University. In October, 1958, Dr. Fisher addressed a letter to Dr. William H. Roe, Professor of Education, Michigan State University, asking that consideration be given to the granting of approval to the writer to complete a "Hidden Research" project as a part of a doctoral program at Michigan State University.³ A study plan involving basically the "Hidden Research" project was developed and presented for doctoral committee

¹ ibid., p. 25.

² J. Harold Husband, "President's Message," School Business Affairs, (January, 1958), p. 3.

³ Text of letter, see Appendix B.

consideration. An alternate plan was subsequently presented and approved which was designed not only to complete the study desired by the U.C.C. but to determine the extent to which research findings are read and to develop techniques for the greater implementation of research findings.

Review of the Literature

Early Bibliographical Publications

Bibliographies on School Finance. Many of the bibliographical reference guides in school business affairs which were produced during the twenty year period following World War I related to the school plant, although significant reference guides appeared that were related to school finance. In 1924, Alexander¹ produced a bibliography of publications on educational finance which Levin², in the introduction to his bibliography on business and plant references, credits as being the first published work dealing with the financial phases of school administration. The work of Alexander, produced under the auspices of the American Council on Education, presented a compilation of the important books and articles published to that date, classified according to headings and sub-headings, with brief annotations.

In 1932 Alexander and Covert produced a bibliography covering school finance publications during the 1923-1931 period.³ Although this

¹Carter Alexander, Bibliography on Educational Finance (New York: The MacMillan Company, 1924).

²Levin, op. cit., p. 15.

³Carter Alexander and Timon Covert, Bibliography on School Finance, 1923-31, U. S. Office of Education, Bulletin 1932, No. 15 (Washington, D. C., U. S. Government Printing Office, 1932).

listing, produced for The National Survey of School Finance and published by the U. S. Office of Education, was not represented as exhaustive it included an extensive array of publications, including mimeographed and unpublished materials. The principal aim of the publication was "to stimulate school executives and research workers to progress in financing education".¹ In 1949 the U. S. Office of Education published a bibliography by Covert including the earlier coverage to include the 1933-1948 years.²

Bibliographies on School Plant

In the area of school plant planning and construction the work by Fowlkes and Carlile, published by the Bureau of Educational Research, University of Wisconsin, represents the first notable bibliography.³ This bibliography, gathered from the Reader's Guide, International Index, Poole's Index and from the reading lists of various books on the subject, contained 408 references to magazine articles and sixty-nine to books, bulletins, pamphlets and score cards. As stated in the forward:

This bibliography attempts to reflect the growth, the present status and the future trend of most of the phases of schoolhouse planning and construction. Although not exhaustive, it covers a large part of the literature that has been written on school buildings during the past twenty years.⁴

¹ibid., p. viii.

²Timon Covert, Selected Bibliography on School Finance, U. S. Office of Education, Bulletin 1949, No. 14, (Washington, D.C., U. S. Government Printing Office, 1949).

³John Guy Fowlkes and A. B. Carlile, Bibliography on School Buildings, Bureau of Educational Research, (University of Wisconsin, 1925).

⁴ibid., p. 4.

In 1928 the Bureau of Cooperative Research, Indiana University, became interested in the field of school building construction and during the years 1928 to 1945 published a series of six bibliographies on school buildings, grounds, and equipment. These were produced in six parts by Smith, Chamberlain, and others and were published by the Bureau of Cooperative Research and Field Service, School of Education, Indiana University.¹ The listings covering the 1906 - 1937 period, although not intended as exhaustive, provided sufficient references for adequate consideration of the subject areas involved and included 7,090 briefly annotated references. Entries were grouped under the following classification titles:

1. General References.
2. Historical Development and Modern Characteristics of American School Architecture.
3. Architectural Styles and Building Types.
4. The Building Shortage and the Status of Building Operations.
5. Preliminary Consideration and the Development of the Building Program.
6. Individual Relationships and Responsibilities.
7. School Codes and Other Legal Provisions Affecting the Building Program.
8. Building, Materials, Specifications and Structural Design.
9. Acoustics.
10. The School Grounds.
11. Space Provisions and their Layout and Equipment.
12. Mechanical Equipment.
13. Interior Decoration.
14. Standardization of School Buildings and Equipment.
15. Remodeled Buildings and Additions.
16. The Maintenance of Buildings and Equipment.
17. Insurance and Depreciation.
18. The Teacher's Home.
19. Open-air Schools.

¹H. L. Smith, L. M. Chamberlain, and Others, A Bibliography of School Buildings, Grounds and Equipment, Vol. IV, No. 3; Vol. IX, Nos. 2 and 3; Vol. XI, No. 2; Vol. XXI, Nos. 2 and 5 (Bloomington, Indiana: Bureau of Cooperative Research and Field Service, School of Education, Indiana University, 1928-1945).

20. The Portable Schoolhouse.
21. Schoolhouses of Other Countries.
22. Plans, Illustrations, and Descriptions of Existing, Proposed, and Model School Buildings, Classified by States.

Summarization

The significance of the aforementioned reference guides rests, not alone upon their value as communication instruments, but upon the role which they undoubtedly have played in the development of an awareness on the part of school business officials as to the extreme importance of the dissemination of educational information through ready reference aids. During the years since World War II a considerable number of publication sources have been developed and maintained to publicize information available in books and articles. The United States Office of Education has periodically published reference listings such as the one by Munse and Booker in 1956 citing selected references in school finance.¹ Several publications have been developed to publicize doctoral research projects completed, or underway in American colleges and universities.² In this study we are concerned with the extent to which the publication of studies has been effective in respect to the utilization of research and in the development of techniques which might aid in the utilization of research findings. At this point it is of interest to turn our attention to completed bibliographical studies in school business affairs on the doctoral level.

¹Albert R. Munse and Edna D. Booker, Selected References on School Finance, U. S. Office of Education, Circular No. 462 (Washington, D.C., U. S. Government Printing Office, 1956).

²See sources listed on page 3 of this study.

Bibliographical Studies on the Doctoral Level

No bibliographical studies on the doctoral level were found until the study by Levin in 1953.¹ The scope of this study was broad, including 1,239 references aimed at providing the business administrator with easy reference to information dealing with plant and business matters. Although the bibliography contains a large number of references, the author states that coverage was sought, not in terms of numbers of references, but rather on the location of a few good references on as many topics as possible.

As a first step, Levin studied the school business manager's job and made an analysis of the business functions. On the basis of this he developed the organization for the bibliography which included as major categories:

1. The Administration of Schools and Their Business Affairs
2. School Finance
3. Purchasing and Supply Management
4. School Plant Planning and Design
5. Educational Facilities, Equipment, Supplies and Materials
6. Building Materials and Construction
7. Plant Operation and Maintenance
8. Auxiliary Services

From the many sources, over 1,200 references were selected on the basis of the following criteria:

1. Authoritativeness
2. Comprehensiveness
3. Recency
4. Accessibility
5. Particular recommendation by other references, bibliographies, or persons consulted

¹Levin, op. cit.

These references were listed under headings and sub-headings of the eight major divisions. A cross-referencing and subject index system was employed to facilitate the use of the guide.

The study by Levin has presented school business administrators with an excellent guide to information relating to the various problem areas. The cross-reference and subject index system employed has greatly facilitated its use. As stated by the author, the object of the study was not to accumulate large numbers of references but to present a wide coverage of information in respect to the many problem areas in school business administration.

The study by Taylor had as its objective the establishment of perceived research needs of professors of school administration and professional school administrators and the comparison of perceived research needs with an analysis of problem areas investigated in doctoral dissertations in the field of school administration from 1945 through 1952.¹

The study by Taylor is pertinent to the present study in two respects: the use of an accumulated bibliography of research studies as a tool in the study and the effort to determine the adequacy of research in respect to the various problem areas in educational administration. The following selected problem areas were defined by a frequency count of research topics concerned with educational administration:

¹Harris Albert Taylor, "An Analysis of Doctoral Research Problems in School Administration" (unpublished Ed.D. dissertation, Stanford University, 1954).

1. Financial support of education
2. The administration of public school business affairs
3. Maintenance and operation of the school plant
4. Planning the school plant
5. Teacher personnel
6. Administrative staff
7. Non-certified personnel
8. Reorganization of school districts
9. The legal basis of education
10. The school board
11. Public relations
12. Internal administration
13. Role of the chief administrator

Each of 763 doctoral dissertations or its abstract, written in the field of educational administration from 1945 to 1952, was examined and classified in one or another of the thirteen problem areas listed above. A paired comparison instrument was constructed to determine the relative research priority assigned by the reference groups to each of the thirteen selected problem areas in school administration. This was sent to two reference groups: every one of the 842 professors of school administration in the roster of The National Conference of Professors of School Administration and every tenth one of the 6,890 practicing school administrators listed on the 1952 membership roll of the American Association of School Administrators. Spearman's Rank Difference correlation method was used to determine the correlation between the perceived needs of school administrators and those of professors of school administration and to determine the correlation between the perceived research needs of the two reference groups and the topical frequency of doctoral research. Scale values, along with rank order, were utilized in making the final analysis. The following findings were reported by Taylor:

1. In general, the relative research priorities of the thirteen selected problem areas as established by the professors of school administration agree with those of the school administrators.

2. On a national basis, the relative research priorities of the problem areas as established by the summary judgments of both reference groups agree highly with the topical frequency of recent doctoral research in school administration.

3. On the basis of the seven geographical sub-divisions, the relative research priorities of the problem areas as estimated by the summary judgments of both reference groups did not agree, in many instances, with the topical frequency of recent research.

4. In general, greater agreement was found to exist between the relative research priorities of the problem areas as estimated by the summary judgments of the administrator information groups and the topical frequency of recent doctoral research in school administration than was found to exist between the topical frequency of doctoral research and the relative research priorities of the problem areas as established by the summary judgments of the professor group.

5. Greater research emphasis on the problem areas dealing with personal relationships by the school administrators would eliminate many of the differences found to exist between the relative research priorities of the problem areas as established by the summary judgments of both reference groups and the topical frequencies of recent doctoral research in school administration.

The doctoral study completed by Collins in 1958 relates in certain respects to the present study.¹ The purposes as stated by the author were threefold:²

1. To bring together in one publication a list of American doctoral theses completed in the area of school plant planning from 1912 to 1957.

2. To point out the pattern of the completed doctoral theses as they relate to school plant planning and design.

3. To recommend promising areas for future writers of doctoral theses in the field of school plant planning and design.

¹George Joseph Collins, "An Analytical Review of Selected Doctoral Dissertations and Projects Undertaken in American Colleges and Universities from 1912-1957 on School Plant Planning and Design with Proposal for Future Research" (unpublished Ed.D. dissertation, Teachers College, Columbia University)

²ibid., p. 160.

As a basis for the selection of doctoral studies to be included in his study, Collins selected three criteria. To meet the requirements of the first criterion the study must have been reported on educational subjects in the following publications:

1. U. S. Library of Congress, Catalog Division, A List of Dissertations, Printed in 1912-38. Washington, D. C. Government Printing Office, 1913-1940.
2. Doctoral Dissertations accepted by American Universities New York, N. W. Wilson Company, 1934-1955.
3. Teachers College, Columbia University. Register of Doctor of Education Reports, V. I, 1935-45, V. II, 1945-51. New York, Bureau of Publications, Teachers College, Columbia University.
4. Dissertation Abstracts. (Formerly Microfilms Abstracts) Ann Arbor, Michigan, University Microfilm, 1938-1957.

To meet the second criterion the study had to be directed toward, or have implication for, school plant planning.

To meet the third criterion the study had to be directly concerned with, or have implications for, the construction and financing of new school buildings. Collins found 15,981 studies which satisfied the first criterion, of these, 957 satisfied the second and of the 957 there were 911 which satisfied the third.

In order to classify the 911 dissertations, Collins developed "A Pattern for Classifying Doctoral Theses Pertaining to School Plant" with fourteen major categories and a total of ninety-eight categories in the total pattern. On the basis of the pattern the 911 dissertations were divided into three groups. Group I contained 209 studies devoted to the pattern; this listing is included in the main body of the dissertation with annotations covering 175 of the studies. Group II contained 377 dissertations, a part of each devoted to the pattern. Group III contained 325 dissertations with a part of each having

implications for a category of the pattern. Groups II and III are included in Collin's dissertation in Appendixes A and B, respectively.

Eliminating studies completed prior to World War II, categories with only a limited number of dissertations, and those dissertations relating to problems in a particular state or local school district, Collins prepared a list of code descriptions where research is needed which included eighty-three categories in the pattern.¹ This list of code descriptions constitutes a valuable guide to be used in the selection of research projects.

Summary

This chapter has been concerned with the historical development of research in A.S.B.O. and the steps taken by that organization both to promote the growth of research and to increase the utilization of findings.

The review of the literature reveals an early interest among educators in the preparation of reference guides to books and articles dealing with educational problems. While a paucity of bibliographical studies on the doctoral level was found, the fact was revealed that the Association took an early interest in promoting such studies as evidenced by the sponsorship of the work by Levin in 1953 as well as the present project.

¹Ibid., pp. 149-150.

CHAPTER III

SUMMARY AND ANALYSIS OF DATA

Introduction

The degree of utilization of research is a matter of prime importance both to the educational program in need of the answers to professional problems and to research itself which constantly needs the vitalization which can only come from productive effort. In this chapter attention is given to an analysis of the questionnaire findings to determine, not only the adequacy of use made of research, but also the techniques and procedures which, if implemented, might aid in the dissemination of research findings.

Extent of Research

During the planning stages of the present study several of the writer's colleagues offered conjectures relative to the number of dissertations in school business affairs completed during the 1950-60 year period. The general feeling as expressed was that not more than two hundred would be found and that much of the research would relate to school plant construction.

The final bibliography includes a total of 760 dissertations distributed among the seventeen areas of school business responsibility as indicated in the Guide to Bibliography (see p. 115). As will be noted there was a concentration of research in three sectors of school business management: School Plant Planning and Construction, Educational

Finance, and Personnel Management. The greatest concentration of research related to School Plant Planning and Construction, a reasonable fact when we consider the emphasis placed on plant construction during the last fifteen years to meet the needs of increased population and to replace obsolete buildings. Likewise it is not surprising to find that a great research effort has been expended on Finance and Personnel in consideration of the basic importance of such matters to successful school operation. In the other areas a lesser, but still considerable, number of studies had been carried out. Limited research was found relating to Auditing, Maintenance of Plant, Operation of Plant, Real Estate Management and School Assessment Levy and Tax Collection Procedures. Included in Bulletin 21¹ are two additional areas of responsibility relative to which no research was found namely, Property Records - Custody of Legal Papers and Reporting. Dissertations dealing with Elections and Bond Referenda were included either under Debt Service and Capital Fund Management, Educational Finance, or Taxation as the nature of the study dictated.

Extent to Which Doctoral Research is Read
by School Business Personnel

Extent to Which Dissertations are Read

As stated earlier in this dissertation, the concern has been shared by many that inadequate use is made of doctoral research. If the essential purpose of research is to provide better answers to professional problems, then this concern, if proven to be valid, has serious implications. One of the basic objectives of this study

¹Hill, op. cit., page 21.

involves an evaluation of the validity of this concern by a determination of the extent to which doctoral studies are read by school business personnel.

Even a full realization of the concern of others failed to prepare the writer for the seriousness of the problem as revealed by the findings. On an average dissertations were reported as having been read by less than three-fourths of one percent of the 576 persons replying. Furthermore, the dissertation read by the greatest number of respondents (Egly's) had been read by only six percent of the total group. Only fifteen of the seventy-eight dissertations had been read by more than one percent of the total group replying. Within the limits of this study the point must be conceded that an extremely high percentage of dissertations are filed away unused. Columns 2 and 3 of Table 3, below, show the limited extent of the reading of the dissertations listed in the questionnaire.

TABLE 3

EXTENT OF STUDY READINGS AND DESIRED AVAILABILITY
EXPRESSED AS PERCENT OF 576 REPLIES

Author (1)	No. who read dissertation		No. who read abstract		No. who read article		No. desiring study available	
	(2)	% ^a (3)	(4)	% (5)	(6)	% (7)	(8)	% (9)
Anderson	3	0.52%	12	2.08%	32	5.56%	276	47.92%
Barnes	3	.52	3	.52	28	4.86	185	32.12
Benton	3	.52	6	1.04	9	1.56	182	31.60
Boerrigter	4	.69	6	1.04	13	2.26	213	36.98
Boicourt	3	.52	8	1.39	35	6.08	172	29.86

^aPercent of total number replying who had read dissertation

TABLE 3--Continued

Author (1)	No. who read dissertation		No. who read abstract		No. who read article		No. desir- ing study avail- able	
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Bottomly	3	0.52	7	1.22	8	1.39	164	28.47
Bowler	1	.17	5	.87	25	4.34	221	38.37
Burch	8	1.39	13	2.26	41	7.12	182	31.60
Bush	2	.35	6	1.04	15	2.60	118	20.49
Carlson	3	.52	3	.52	23	3.99	166	28.82
Castaldi	10	1.74	11	1.91	36	6.25	197	34.20
Conrad	7	1.22	8	1.39	24	4.17	203	35.24
Diel	2	.35	9	1.56	18	3.12	209	36.28
Downing	1	.17	6	1.04	17	2.95	105	18.23
Egly	35	6.08	43	7.47	74	12.85	144	25.00
Emerson	6	1.04	18	3.12	27	4.69	108	18.75
Esvelt	2	.35	2	.35	6	1.04	92	15.97
Evans	0	.00	1	.17	9	1.56	183	31.77
Flint	3	.52	3	.52	5	.87	78	13.54
Ford	0	.00	5	.87	15	2.60	132	22.92
Foreman	0	.00	2	.35	9	1.56	115	19.97
Frailey	2	.35	4	.69	13	2.26	123	21.35
Gaffney	8	1.39	11	1.91	43	7.47	218	37.85
Gates	1	.17	1	.17	5	.87	104	18.06
Gentry	1	.17	3	.52	5	.87	91	15.80
Gupton	2	.35	3	.52	28	4.86	109	18.92
Hagen	19	3.30	18	3.12	60	10.42	160	27.78
Hanks	3	.52	8	1.39	10	1.74	89	15.45
Hanson	3	.52	7	1.22	9	1.56	78	13.54
Herman	3	.52	5	.87	23	3.99	133	23.09
Hicks	3	.52	6	1.04	19	3.30	238	41.32
Hindle	4	.69	8	1.39	29	5.03	220	38.19
Hogue	1	.17	1	.17	8	1.39	85	14.76
Holden	2	.35	4	.69	7	1.22	105	18.23
Hughes	1	.17	6	1.04	17	2.95	201	34.90
Isenberg	7	1.22	9	1.56	33	5.73	205	35.59
Jacobs	1	.17	1	.17	4	.69	82	14.24
Jacques	2	.35	8	1.39	24	4.17	212	36.81
Kennedy	4	.69	5	.87	12	2.08	146	25.35
Kent	13	2.26	17	2.95	48	8.33	257	44.62
Konvolinka	1	.17	6	1.04	18	3.12	216	37.50
Koolen	3	.52	4	.69	10	1.74	110	19.10
Kraig	1	.17	3	.52	7	1.22	87	15.10
Kudrna	0	.00	1	.17	5	.87	68	11.81
Kuklenski	1	0.17	4	0.69	5	0.87	98	17.01

TABLE 3--Continued

Author (1)	No. who read dissertation		No. who read abstract		No. who read article		No. desir- ing study avail- able	
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Leonard	0	0.00	3	0.52	3	0.52	74	12.85
Leu	8	1.39	11	1.91	16	2.78	216	37.50
Lundquist	2	.35	6	1.04	10	1.74	104	18.06
Manning	0	.00	2	.35	3	.52	99	17.19
Matsler	2	.35	3	.52	2	.35	110	19.10
McDaniel	1	.17	3	.52	7	1.22	109	18.92
McDonald, G.	0	.00	1	.17	7	1.22	83	14.41
McDonald, W.	14	2.43	10	1.74	17	2.95	282	48.96
McLoughlin	0	.00	1	.17	5	.87	91	15.80
Menefee	1	.17	2	.35	12	2.08	135	23.44
Monell	0	.00	0	.00	3	.52	91	15.80
Mulford	3	.52	3	.52	11	1.91	108	18.75
Parker	1	.17	2	.35	7	1.22	69	11.98
Parrish	12	2.08	9	1.56	24	4.17	188	32.64
Picco	1	.17	5	.87	4	.69	195	33.85
Scott	2	.35	6	1.04	5	.87	87	15.10
Shortt	0	.00	2	.35	5	.87	73	12.67
Smith	3	.52	3	.52	4	.69	77	13.37
Sorenson	1	.17	9	1.56	14	2.43	171	29.69
Steinberger	1	.17	3	.52	11	1.91	91	15.80
Stewart	0	.00	4	.69	3	.52	155	26.91
Stokes	1	.17	2	.35	2	.35	79	13.72
Tallman	10	1.74	16	2.78	28	4.86	247	42.88
Tate	6	1.04	2	.35	11	1.91	90	15.63
Taylor	14	2.43	14	2.43	26	4.51	125	21.70
Teets	0	.00	2	.35	11	1.91	147	25.52
Turck	2	.35	9	1.56	13	2.26	107	18.58
Turner	0	.00	7	1.22	11	1.91	216	37.50
Tyler	1	.17	6	1.04	17	2.95	160	27.78
Werner	1	.17	2	.35	14	2.43	136	23.61
Whaley	2	.35	3	.52	6	1.04	82	14.24
Winkle	0	.00	1	.17	6	1.04	65	11.28
Yates	3	0.52	4	0.69	16	2.78	161	27.95
Total	277	. .	476	. .	1245	. .	11,103	. .
Average		0.62		1.06		2.77		24.71

Extent to Which Abstracts are Read

Less concern has been exhibited by educators relative to the extent of use made of abstracts. The fact that an abstract--a study brief--can be quickly scanned might lead to the assumption that many would be sought out and read. Furthermore, the fact that an increasingly greater number of abstracts are available in libraries, due to expanded microfilming operation, might likewise lead to the belief that many are read. An analysis of the findings shows the contrary fact to be true. Based on the total replies, an average of slightly more than one percent of the group replying read abstracts of completed studies. The one read by the greatest number (Egly's) had been read by only a little more than seven percent of those replying. Two others had been read by as much as three percent of the group. Any complacency which may have existed in this quarter should now have disappeared. The findings reveal that abstracts of dissertations are nearly as far removed from personnel in the field as are the dissertations. Columns 4 and 5 of Table 3 present the complete findings for all of the studies in the questionnaire.

Extent to Which Articles are Read

The fact that articles relating to specific research investigations appear frequently might tend to substantiate the belief that a large amount of research information finds its way to the school business administrator. The facts as ascertained do not support that premise. On an average, less than three percent of those replying had read articles pertaining to the studies. As in both dissertation and abstract reading, the study by Egly received the greatest attention from

the respondents. However, less than thirteen percent indicated a knowledge of this study of Fringe Benefits in spite of the fact that the study was produced in monograph form by A.S.B.O. Only four of the studies, in addition to the one by Egly, had been reviewed in articles by as much as seven percent of the group. In spite of any theories to the contrary the findings indicate that only a limited number of persons acquaint themselves with research by means of printed articles. Columns 6 and 7 of Table 3 present the complete findings for all of the studies included in the questionnaire.

Supplementary Information

The information obtained from the respondents and entered on punch cards provided for tabulation according to geographical areas and educational levels.¹ Tables 8 and 9 to be found in Appendix A are included as supplemental information relative to the extent to which research is read or desired available according to the geographical areas and educational levels respectively.

Summarization

In the light of the foregoing findings, the allegations that inadequate use is made of research appear to be well founded. Not only are dissertations unused but abstracts--condensations of findings--are consulted by only one percent of school personnel. While the volume of articles produced which relate to research studies might give cause for satisfaction, little can be taken from the disclosure that less than

¹The term "educational levels" is used to denote the type of educational institution or agency in which the respondent was employed.

three percent of a group representing one-fourth of those on the A.S.B.O. membership indicated that they had read articles pertaining to dissertations. We can only conclude that much remains to be done in the area of communication of research information.

Extent to Which Doctoral Research Findings Are Read in Respect to the Areas of School Business Responsibility

As explained in an earlier section (see page 8) the studies included in the basic bibliography were classified into seventeen groups representing areas of school business responsibility. For purpose of the questionnaire these were consolidated into twelve groups and from each a sample was drawn for inclusion in the questionnaire. The drawing of a sample from each group was done in order to permit a determination of the differences in research reading which might exist in respect to the several responsibility areas.

Extent to Which Dissertations are Read

Dissertations relating to Insurance were reported as having been read by the greatest number of respondents. The readings as reported, however, were extremely limited; dissertations in this group were reported as having been read by slightly less than one and one-half percent of the respondents. The group entitled, Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters, claimed second position with nearly one and one-fourth percent of the group having read the dissertations. Least interest--less than one-fourth of one percent of the group--was exhibited in respect to Financial Planning - Budgeting. Little reading was indicated in respect to Cost Analysis, Educational Finance, or Debt Service with

dissertations reported as read by less than one-third of one percent of the respondents. Although differences in respect to the reading of dissertations do exist in respect to the different areas of responsibility the point should be re-emphasized that the reading contacts with dissertations relating to any group were extremely limited. Column 3 of Table 4, below, shows the extent to which each of the dissertations in the respective groups had been read as well as the average for each group. Table 5 (p. 52) presents a recapitulation of the findings in Table 4.

TABLE 4
EXTENT OF STUDY READINGS AND DESIRED AVAILABILITY
ACCORDING TO AREAS OF SCHOOL BUSINESS
RESPONSIBILITY EXPRESSED AS
PERCENT OF 576 REPLIES

Author (1)	No. who read dissertation (2)	% ^a (3)	No. who read abstract (4)	% (5)	No. who read article (6)	% (7)	No. desir- ing study avail- able (8)	% (9)
Responsibility Area 1 Financial Planning - Budgeting								
Bowler	1	0.17%	5	0.87%	25	4.34%	221	38.37%
Manning	0	.00	2	.35	3	.52	99	17.19
Mulford	3	.52	3	.52	11	1.91	108	18.75
Av. per study	.	0.23	.	0.58	..	2.26	. .	24.77

^aPercent of total group replying having read dissertation.

TABLE 4--Continued

Author (1)	No. who read dissertation		No. who read abstract		No. who read article		No. desiring study available	
	(2)	% ^a (3)	(4)	% (5)	(6)	% (7)	(8)	% (9)

Responsibility Area 2
Accounting and Auditing

Burch	8	1.39%	13	2.26%	41	7.12%	182	31.60%
Flint	3	.52	3	.52	5	.87	78	13.54
Kraig	1	.17	3	.52	7	1.22	87	15.10
Av. per study	.	0.69	..	1.10	..	3.07	..	20.08

Responsibility Area 3
Debt Service and Capital Fund Management

Herman	3	0.52%	5	0.87%	23	3.99%	133	23.09%
Jacobs	1	.17	1	.17	4	.69	82	14.24
Matsler	2	.35	3	.52	2	.35	110	19.10
McLoughlin	0	.00	1	.17	5	.87	91	15.80
Smith	3	.52	3	.52	4	.69	77	13.37
Av. per study	.	0.31	.	0.45	..	1.32	..	17.12

Responsibility Area 4
Purchasing and Supply Management

Barnes	3	0.52%	3	0.52%	28	4.86%	185	32.12%
Gaffney	8	1.39	11	1.91	43	7.47	218	37.85
Av. per study	.	0.95	..	1.22	..	6.16	..	34.98

^aPercent of total group replying having read dissertation.

TABLE 4--Continued

Author (1)	No. who read dissertation		No. who read abstract		No. who read article		No. desiring study available	
	(2)	% ^a (3)	(4)	% (5)	(6)	% (7)	(8)	% (9)

Responsibility Area 5
School Plant Planning and Construction

Bottomly	3	0.52%	7	1.22%	8	1.39%	164	28.47%
Bush	2	.35	6	1.04	15	2.60	118	20.49
Castaldi	10	1.74	11	1.91	36	6.25	197	34.20
Conrad	7	1.22	8	1.39	24	4.17	203	35.24
Diel	2	.35	9	1.56	18	3.12	209	36.28
Ford	0	.00	5	.87	15	2.60	132	22.92
Foreman	0	.00	2	.35	9	1.56	115	19.97
Hansen	3	.52	7	1.22	9	1.56	78	13.54
Houge	1	.17	1	.17	8	1.39	85	14.76
Kennedy	4	.69	5	.87	12	2.08	146	25.35
Kudrna	0	.00	1	.17	5	.87	68	11.81
Leu	8	1.39	11	1.91	16	2.78	216	37.50
Picco	1	.17	5	.87	4	.69	195	33.85
Stewart	0	.00	4	.69	3	.52	155	26.91
Stokes	1	.17	2	.35	2	.35	79	13.72
Teets	0	.00	2	.35	11	1.91	147	25.52
Tyler	1	.17	6	1.04	17	2.95	160	27.78
Winkle	0	.00	1	.17	6	1.04	65	11.28
Av. per study	..	0.41	..	0.90	..	2.10	..	24.42

Responsibility Area 6
Buildings and Grounds, Operation, Maintenance
and Management

Boerrigter	4	0.69%	6	1.04%	13	2.26%	213	36.98%
Boicourt	3	.52	8	1.39	35	6.08	172	29.86
Av. per study	.	0.61	.	1.22	..	4.17	..	33.42

^aPercent of total group replying having read dissertation.

TABLE 4--Continued

Author (1)	No. who read disser- tation (2)	% ^a (3)	No. who read abstract (4)	% (5)	No. who read article (6)	% (7)	No. desir- ing study avail- able (8)	% (9)
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Responsibility Area 7
Personnel Management

Benton	3	0.52%	6	1.04%	9	1.56%	182	31.60%
Egly	35	6.08	43	7.47	74	12.85	144	25.00
Evans	0	.00	1	.17	9	1.56	183	31.77
Gupton	2	.35	3	.52	28	4.86	109	18.92
Hagen	19	3.30	18	3.12	60	10.42	160	27.78
Hicks	3	.52	6	1.04	19	3.30	238	41.32
Jacques	2	.35	8	1.39	24	4.17	212	36.81
Konvolinka	1	.17	6	1.04	18	3.12	216	37.50
Steinberger	1	.17	3	.52	11	1.91	91	15.80
Yates	3	.52	4	.69	16	2.78	161	27.95
Av. per study	..	1.20	..	1.70	..	4.65	..	29.44

Responsibility Area 8
Auxiliary Services - Transportation and Food Services

Hughes	1	0.17%	6	1.04%	17	2.95%	201	34.90%
Isenberg	7	1.22	9	1.56	33	5.73	205	35.59
Kuklenski	1	.17	4	.69	5	.87	98	17.01
McDaniel	1	.17	3	.52	7	1.22	109	18.92
Parrish	12	2.08	9	1.56	24	4.17	188	32.64
Scott	2	.35	6	1.04	5	.87	87	15.10
Tate	6	1.04	2	.35	11	1.91	90	15.63
Av. per study	..	0.74	..	0.97	..	2.53	..	24.26

^aPercent of total group replying having read dissertation.

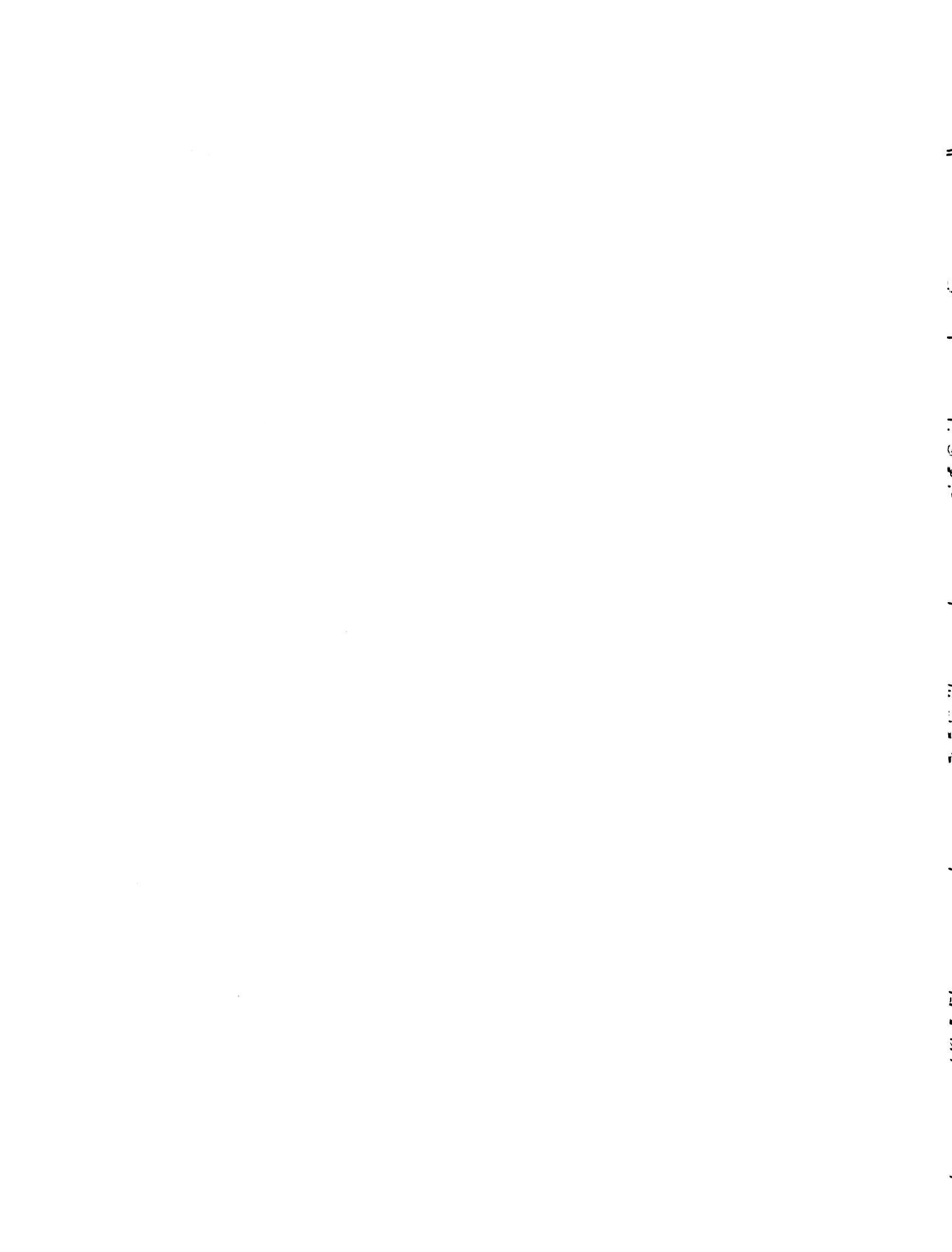


TABLE 4--Continued

Author (1)	No. who read dissertation (2)	% ^a (3)	No. who read abstract (4)	% (5)	No. who read article (6)	% (7)	No. desir- ing study avail- able (8)	% (9)
Responsibility Area 9 Insurance								
Hindle	4	0.69%	8	1.39%	29	5.03%	220	38.19%
Kent	13	2.26	17	2.95	48	8.33	257	44.62
Menefee	1	.17	2	.35	12	2.08	135	23.44
Taylor	14	2.43	14	2.43	26	4.51	125	21.70
Av. per study	..	1.39	..	1.78	..	4.99	..	31.99
Responsibility Area 10 Cost Analysis								
Frailey	2	0.35%	4	0.69%	13	2.26%	123	21.35%
Lundquist	2	.35	6	1.04	10	1.74	104	18.06
Monell	0	.00	0	.00	3	.52	91	15.80
Whaley	2	.35	3	.52	6	1.04	82	14.24
Av. per study	.	0.26	.	0.56	..	1.39	..	17.36
Responsibility Area 11 Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters								
Anderson	3	0.52%	12	2.08%	32	5.56%	276	47.92%
McDonald	14	2.43	10	1.74	17	2.95	282	48.96
Sorenson	1	.17	9	1.56	14	2.43	171	29.69
Tallman	10	1.74	16	2.78	28	4.86	247	42.88
Av. per study	..	1.22	..	2.04	..	3.95	..	42.36

^aPercent of total group replying having read dissertation.

TABLE 4--Continued

Author (1)	No. who read dissertation		No. who read abstract		No. who read article		No. desiring study available	
	(2)	% ^a (3)	(4)	% (5)	(6)	% (7)	(8)	% (9)
Responsibility Area 12 Educational Finance - Financial Support of Education (local, state and federal)								
Carlson	3	0.52%	3	0.52%	23	3.99%	166	28.82%
Downing	1	.17	6	1.04	17	2.95	105	18.23
Emerson	6	1.04	18	3.12	27	4.69	108	18.75
Esvelt	2	.35	2	.35	6	1.04	92	15.97
Gates	1	.17	1	.17	5	.87	104	18.06
Gentry	1	.17	3	.52	5	.87	91	15.80
Hanks	3	.52	8	1.39	10	1.74	89	15.45
Holden	2	.35	4	.69	7	1.22	105	18.23
Koolen	3	.52	4	.69	10	1.74	110	19.10
Leonard	0	.00	3	.52	3	.52	74	12.85
McDonald	0	.00	1	.17	7	1.22	83	14.41
Parker	1	.17	2	.35	7	1.22	69	11.98
Shortt	0	.00	2	.35	5	.87	73	12.67
Turck	2	.35	9	1.56	13	2.26	107	18.58
Turner	0	.00	7	1.22	11	1.91	216	37.50
Werner	1	.17	2	.35	14	2.43	136	23.61
Av. per study	.	0.28	..	0.81	..	1.84	..	18.75

^aPercent of total group replying having read dissertation.

Extent to Which Abstracts are Read

In respect to the extent of abstract readings the group Board Policies and Administrative Procedures as Related to Fiscal and Non-Instructional Matters lead all others with readings by slightly more than two percent of the respondents. Studies dealing with Insurance ranked second with approximately one and three-fourths percent of those

replying having read the abstracts. Less than one-half of one percent indicated that they had read abstracts dealing with dissertations in Debt Service and Capital Fund Management, and in so indicating relegated this group to the "least interest" position. The impact of abstract reading can only be considered low when we realize that, even in the case of the group toward which the greatest interest was shown, abstracts were reported as having been read by only two percent of the respondents. Column 3 of Table 5 presents a recapitulation of the findings in Table 4 relative to abstract readings.

Extent to Which Articles are Read

Most extensive article reading was reported in the area of Purchasing and Supply Management with articles reported as having been read by slightly more than six percent of the respondents. Insurance articles received second place attention having been read by approximately five percent of the group. Again in position of least attention we find Debt Service and Capital Fund Management with articles read by less than one and one-third percent of the respondents. Column 4 of Table 5 presents a recapitulation of the findings in Table 4 relative to article reading.

Summarization

As shown in Table 5, the most extensive reading had been done in the following areas: Insurance, Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters, Personnel Management, and Purchasing and Supply Management. Least reading was reported relative to Debt Service and Capital Fund Management.

TABLE 5

RECAPITULATION OF FINDINGS PRESENTED IN TABLE 4

Business responsibility area (1)	Average dis- ser- tion readings per study (2)	Average abstract readings per study (3)	Average article readings per study (4)	Average No. desiring study available (5)	Rank according to percent desiring study available (6)
Financial Planning - Budgeting.....	0.23 ^a	0.58%	2.26%	24.77%	6
Accounting and Auditing.....	.69	1.10	3.07	20.08	9
Debt Service and Capital Fund Management.....	.31	.45	1.32	17.12	12
Purchasing and Supply Management.....	.95	1.22	6.16	34.98	2
School Plant Planning and Construction.....	.41	.90	2.10	24.42	7
Buildings and Grounds Operation, Maintenance, and Management.....	.61	1.22	4.17	33.42	3
Personnel Management.....	1.20	1.70	4.65	29.44	5
Auxiliary Services - Transportation and Food Services.....	.74	.97	2.53	24.26	8
Insurance.....	1.39	1.78	4.99	31.99	4
Cost Analysis.....	.26	.56	1.39	17.36	11
Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters.....	1.22	2.04	3.95	42.36	1
Educational Finance - Financial Support of Education (local, state and federal).....	0.28	0.81	1.84	18.75	10

^aPercent of total group replying

Extent to Which Respondents Desired Study
Findings to be Made Available

Extent of Desire Based on Total Replies

The conclusions presented in the foregoing sections clearly indicate that the reading of research is extremely limited. Although differences exist in respect to the reading of studies in specific areas of school business responsibility no considerable amount of reading was indicated relative to any one group. Before we can begin to identify ways of increasing the utilization of research, one basic question must be answered namely, the extent to which school personnel desire to know about research. Realizing the importance of this question an opportunity was provided in the questionnaire for respondents who had no reading knowledge of a study to indicate their desire to have the findings made available.

The results showed a definite interest on the part of school business personnel to learn about research. An examination of Column 9 of Table 3 (p. 41) will reveal that, based on an average of the responses to the entire sample in the questionnaire, study results were desired by twenty-five percent of the respondents. At first glance this might appear to be low. However, it should be pointed out that a considerable number of the studies referred to local problems and consequently held little interest for some respondents. Important to consider is the fact that the study by Winkle toward which the least interest was expressed was desired by sixty-five persons. Five of the studies were desired by over forty percent of the respondents while an additional nineteen of the studies were desired by over thirty percent of the group. As a matter of re-emphasis the point should be reiterated

that--considering the entire sample--studies were desired by twenty-five percent of the respondents. In view of this finding the fact becomes apparent that a lack of interest in research is not the basic factor blocking communication.

Extent of Desire in Respect to Areas of School Business Responsibility

A determination of the focal points of interest in respect to the areas of school business responsibility was considered to be of prime importance. A knowledge of the areas in which school personnel have more immediate interest should be of value in establishing priorities in connection with the implementation of some of the dissemination techniques. With this in mind the questionnaire included a section designed to obtain this information.

A study of the findings presented in Table 5 reveals that studies pertaining to Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters were desired by the greater number of persons--forty-two percent of those replying. Studies in the following three areas ranked next, desired by nearly equivalent numbers of persons: Purchasing and Supply Management, Building and Grounds Operation, Maintenance, and Management, and Insurance. These groups should be considered as the ones to be given first consideration in the publication of findings. Least interest was expressed in studies relating to Debt Service and Capital Fund Management.

Table 4 (p.45) lists the studies according to responsibility areas and in column 9 may be found the percent of respondents who desired to have the studies made available. At the end of each

responsibility group an average for that group is shown. Columns 5 and 6 of Table 5 present a recapitulation of the findings in Table 4 together with a ranking of the school business responsibility areas according to the interest expressed by respondents in having studies made available.

Techniques for the Dissemination of Research Findings

Introduction

The findings presented in the preceding pages have revealed that (1) the results of doctoral research are read by an extremely small percentage of school business administrators and (2) there exists a considerable desire on the part of the administrators to have research findings made available to them.

The inquiring mind which accepts these two statements as being valid will immediately be concerned with the basic question: What techniques or procedures might be implemented to remove the obstacles which block the communication of research findings? The answer to this question was sought in the section of the questionnaire in which respondents were asked to rate certain techniques which might assist in the communication of research. Those replying were invited to comment or to suggest additional procedures which might be effective. In the pages which follow consideration is given to the techniques approved by school business administrators as effective methods of attacking the problem.

Ratings of Techniques Based on Total Replies

The questionnaire listed nine specific techniques conceived as direct answers to the problem at the state and/or national level. Two

of these were concerned with the amount of time to be devoted to research matters at state and national meetings; seven related directly to the communication of findings and, of these seven, five involved participation on the part of the A.S.B.O. office.

Respondents indicated their preference by rating the techniques 0, 1, 2 or 3, with 0 as unimportant and 3 as maximum value. The total score for each technique was calculated by adding the 1, 2 and 3 ratings weighted 1, 2 and 3, respectively. It should be mentioned at this point that all suggestions were considered to have value by the respondents. The suggestion that more time be spent on research at national meetings of the Association, although rated in last position, received an average rating of 1.62 indicating that those replying did not view it as highly important nor did they consider it to be unimportant. The complete findings are presented in Table 6, page 57.

Highest approval was given for the suggested plan to have abstracts of completed studies printed on a tear-out page in School Business Affairs¹. Several of those replying emphasized their strong approval by inserting comments testifying to the fact. The idea was also suggested that the abstracts presented should be topically coded to facilitate filing and reference. It should be of interest to the reader to know that this technique was discussed with the A.S.B.O. office during the early stages of the study and interest was exhibited in implementing the plan should the questionnaire findings indicate approval on the part of school business administrators. It is gratifying to realize that this highly approved innovation is one that can be inaugurated with minimum delay.

¹Monthly publication of A.S.B.O.

TABLE 6
 RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL
 RESEARCH FINDINGS BASED ON 576 REPLIES

No.	Techniques	Persons rating	% of group ^a	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at the A.S.B.O. office at a nominal charge.....	515	89.41	22	89	141	263	1160	2.25	3
2.	Abstracts printed on a specially marked page of School Business Affairs.....	525	91.15	27	45	112	341	1292	2.46	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	489	84.90	102	116	104	167	825	1.69	8
4.	More studies published in monograph form by A.S.B.O. office.....	495	85.94	41	119	147	188	977	1.97	4
5.	More time at state meetings for consideration of research topics.....	513	89.06	55	138	194	126	904	1.76	6
6.	More time at national meetings for consideration of research topics.....	505	87.67	67	157	180	101	820	1.62	9
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	500	86.81	24	72	136	268	1148	2.30	2
8.	More study findings published in professional publications.....	500	86.81	56	120	163	161	929	1.86	5
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	491	85.24	74	134	124	159	859	1.75	7

^apercent of total group replying

The periodic summarization of studies according to topic and the distribution of this information by A.S.B.O. was given second choice position by school business personnel. Here, also, many testified to the importance attached to it by including supplementary comments. The case for having summarizations made according to topic was supported by several inserted statements to the effect that school business officials who need help, need it by topic.

A high priority--third highest--was awarded to the plan to have abstracts of completed dissertations available through the A.S.B.O. office at a nominal charge. This would permit personnel in the field to review listings of completed studies and to order abstracts according to their interests. Several expressed the thought that an abstract clearing house should be organized on a much broader basis--possibly through the American Educational Research Association--with A.S.B.O. distributing those most pertinent to school business administration.

School business administrators are highly in favor of having more studies published either in monograph form or in professional magazines. Suggested plans to produce more monographs and to increase article publication were ranked fourth and fifth respectively based on the ratings by respondents. The desire to have more studies appear in monograph form is in accord with the feelings of A.S.B.O. leaders. However, limited funds have retarded expansion in this area. In view of the high priority placed on monographs as a communications device, it may be that ways can be found to resolve this financial problem. Realizing the important role played by professional publications in the transfer of information, a special part of the questionnaire was devoted

to the extent of use made of these reference sources. Consideration will be given to these findings in a subsequent section of this chapter.

The historical review of research activities in A.S.B.O., presented in chapter II should suffice to indicate the important role assigned to research in the program of the Association. The last position rating of the suggestion that increased time be spent on research at national meetings may only mean that, in the eyes of the respondents, sufficient time is presently being spent on research at national meetings. We should hasten to point out, however, that the suggestion of increased time for research at national meetings received an average rating of 1.62 which would indicate some interest--although not high--in having more time allotted. The suggestion that more time be allotted for the consideration of research topics at state meetings was given a higher priority--sixth position. Apparently there is a feeling that the state pattern in respect to research should be improved. What appears to be a very valuable suggestion was that a "Research and Education Exhibit" be maintained at every national meeting. The idea was further expanded to recommend that an "Unusual Research Award" be presented by the Association for outstanding research work.

Although the technique was rated seventh, the weight attached to it indicated that those replying considered it important to have lists of studies, underway or completed, distributed periodically by state school business officials associations. This would supplement the plan to have abstracts available at the A.S.B.O. office--a plan highly favored by administrators. In this connection it should be stated that several called attention to the reference publications which currently

list studies completed or underway but indicated that a separate listing devoted to studies in school business affairs would be helpful.

School business personnel were not greatly concerned about the suggestion that degree-granting institutions furnish abstracts of completed studies for A.S.B.O. use. The fact that this technique ranked eighth is not surprising when we consider that the acquisition of abstracts may well have been considered an administrative detail in connection with the plan rated third providing for abstracts to be available at the A.S.B.O. office at a nominal charge. If abstracts are to be made available through the Association, then a plan must be developed either to secure the abstracts from the degree granting institution or from the microfilming agencies.

Supplementary Information

Leaders in state associations should find it helpful in their planning to know the attitude of school business personnel in their respective geographical areas relative to the techniques which relate to state programs. Although no analytical consideration is included here, Tables 10 through 18 (pp.82-90) are included as supplemental information relative to the ratings of the techniques by respondents in the nine geographical areas. Table 19 summarizes the ratings as presented in Tables 10 through 18.

Professional Publications as Instruments for the Dissemination of Research

Extent to Which Publications are Read. Recognizing the importance of published articles in the communication of ideas, the extent to which school business periodicals are read by professionals in the field

becomes a matter of prime importance. In view of this a section of the questionnaire was devoted to a determination of the reading patterns of respondents. The periodicals listed, although not exhaustive, were considered to be sufficiently inclusive to meet the study purposes. The point should be made that the study was not concerned with a comparison of the several publications but rather a determination of their over-all effectiveness in communicating with school business officials.

Of particular significance was the finding that School Business Affairs--the official publication of the Association--is read regularly by seventy-four percent of those responding to the questionnaire and an additional twelve percent read it frequently. This Association organ is devoted entirely to school business affairs matters with considerable emphasis upon research, and the fact that it is read extensively is of paramount importance in the implementation of certain of the techniques previously discussed.

A second study disclosure of prime importance is the fact that the publication receiving the least reading attention was read by thirty-three percent of the respondents. A study of Table 7 will show that, with the exception of the two which rated highest, the percentage of persons replying who regularly read the remaining six publications varied from thirty-three percent to forty-six percent with an additional eighteen to thirty-four percent indicating a reading pattern on a "frequent" basis. The foregoing should provide sufficient documentation for the statement that professional publications in school business affairs are read extensively by school business officials.

The number of persons indicating that they "never" or "seldom" read certain publications should be a matter of concern for editorial

TABLE 7

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 576 REPLIES

Publications	Persons checking	Never	% ^a	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	542	37	6.4	138	24.0	176	30.6	191	33.2	1063
Overview	541	37	6.4	78	13.5	175	30.4	251	43.6	1181
The Nation's Schools	538	15	2.6	103	17.9	199	34.5	221	38.4	1164
School Management	556	2	0.3	22	3.8	116	20.1	416	72.2	1502
School Business Affairs	531	16	2.8	20	3.5	69	12.0	426	74.0	1436
State School Board Journal	484	63	10.9	81	14.1	106	18.4	234	40.6	995
State Education Association Journal	514	40	6.9	83	14.4	126	21.9	265	46.0	1130
National Education Association Journal	509	50	8.7	132	22.9	121	21.0	206	35.8	1092

^aPercent of total group replying

personnel. In respect to School Business Affairs six percent of the respondents by their own admission either never or seldom read their own professional magazine. An interesting follow-up to this study might be conducted on an anonymous basis to determine why this fact exists.

The information received on the questionnaire permitted tabulation according to geographical areas¹ and educational levels². Tables 20 through 25 (see Appendix A, pp. 92-97) present tabulations of information according to the educational levels and are included as supplementary information. These tables will be of interest to those desiring to examine the differences in reading patterns pertaining to the six different levels. Tables 26 through 34 (see Appendix A, pp. 98-106) present tabulations to show the reading patterns of school business officials according to the nine geographical areas. These are included as supplemental information for those desiring to examine the results from a regional viewpoint.

Value of Increased Publication of Articles. The reader will recall that the technique calling for an increase in the number of articles to be printed dealing with research studies was rated fifth by those replying. Some indication of the success to be anticipated from such action might be gleaned from the reader attention currently captured by magazines which now carry articles pertinent to the field of school business affairs.

¹See Table 2, page 10.

²Educational institution or agency in which respondent was employed.

Those who must assume the responsibility for editing and publishing an increased volume of articles can find encouragement in the fact that reader attention has already been established to an extent that should assure effective communication.

Summary

This chapter has been concerned with the extent to which research findings are read by professional educators in the field and the development of techniques or procedures which might increase the utilization of research.

In regard to the extent of research read and the desire to have results available, findings may be summarized as follows:

1. Extensive research relating to school business administration has been carried on during the 1950-60 period. The compilation prepared as a part of this study lists a total of 760 dissertations with greatest concentration in the following areas: School Plant Planning and Construction, Educational Finance, and Personnel Management. Areas in which limited research was found are: Auditing, Maintenance of Plant, Operation of Plant, Real Estate Management, School Assessment Levy and Tax Collection Procedures, Permanent Property Records and Custody of Legal Papers, and Reporting.
2. Dissertations were reported as having been read by less than three-fourths of one percent of the school business officials responding to the questionnaire.
3. Abstracts of dissertations were reported as having been read by slightly more than one percent of the respondents.
4. Articles pertaining to doctoral studies were reported as having been read by less than three percent of the respondents.
5. Dissertations relating to Insurance were reported as being read by the greatest number of respondents; least interest was exhibited in dissertations on Financial Planning-Budgeting.
6. Abstracts of dissertations related to Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters were read by the greatest number of respondents; least reading was reported of abstracts on Debt Service and Capital Fund Management.

7. Articles on studies pertaining to Purchasing and Supply Management received the greatest reading attention; articles on Debt Service and Capital Fund Management received the least.

8. Considering all studies listed in the questionnaire, twenty-five percent of the respondents desired that studies be made available.

9. Studies pertaining to Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters were desired available by the greatest number of those replying; least interest was expressed in having studies available dealing with Debt Service and Capital Fund Management.

In the opinion of those replying to the questionnaire, all nine of the suggested techniques were important with top three priority awarded as follows:

1. The printing of abstracts of completed doctoral dissertations on a specially marked page in School Business Affairs.

2. The periodic summarization of studies according to topic and distribution by the A.S.B.O. office.

3. Abstracts of completed studies to be made available through the A.S.B.O. office at a nominal charge.

The publications listed in the questionnaire which normally carry articles on school business affairs were found to be read extensively by school business officials: School Business Affairs was reported as being read regularly by seventy-four percent of the respondents, a second publication by seventy-two percent and the one read the least being read regularly by thirty-three percent of the group.

Interpretative Statement

At this point, the conclusion of the summary and analysis of findings, a brief statement is appended presenting the writer's personal views concerning the findings. It is hoped that the opinions here expressed may, in some measure, serve as a background for the consideration of the recommendations presented in chapter iv.

Why are Research Findings Read by so Few School Business Officials?

Dissertations. The reading time involved may well discourage the reading of dissertations except by persons who are sufficiently aware of the value of complete perusal. A further deterrent may be the fact that dissertations are not readily available, filed away as they are in college and university libraries. Furthermore, securing them has been made more difficult in recent years due to restricted library loan policies. The disturbing thought persists that dissertation reading would not be substantially increased even though the documents were made easily available. Recognizing that the foregoing statement may well be true the steps to be taken must involve more than the providing of easy access to dissertations and must be based on a deeper probe of the factors involved.

Abstracts. The abstract of a dissertation is an objective statement of the problem, study methods, and findings. Because of the conciseness of the document, the required reading time should not constitute a negative factor of any magnitude. Furthermore, the availability of abstracts in university libraries has been greatly increased during recent years due to the increased number of studies being micro-filmed. How then can one explain the limited extent to which abstracts are read? The answer may be three-fold: It may be that (1) school business administrators are not sufficiently aware of completed studies, (2) lacking information about the studies their interest may not have been aroused (3) there may be interest in studies but insufficient time to locate and read abstracts in the library and (4) research topics may, in some instances, have limited scope. It would seem that any

techniques developed to increase the utilization of research would need to resolve the four problems stated above.

Articles. In the light of the number of articles carried in the several publications, especially School Business Affairs, it is somewhat difficult to understand why less than three percent of those replying to the questionnaire indicated that they had read articles pertaining to the studies included. The reasons which come to mind are (1) the number of articles published is too limited, (2) the articles published are not pertinent to the immediate need of the administrator and hence are not read, or (3) the respondent had read articles but was unable to associate them with dissertations in the questionnaire.

The fact should be pointed out that Egly's study on Fringe Benefits, published by the Association in monograph form, attracted much greater attention than the average dissertation included in the questionnaire. This fact lends support to arguments in favor of the publishing of an increased number of monographs. The relatively extensive reading of periodicals by school business officials should serve to encourage positive action relative to the expressed desire to have an increased number of research articles published. The key to success would seem to be an expanded publication program with studies to be published, either in monographs or periodicals, selected to meet the more urgent needs of personnel in the field.

The Desire to Have Research Available. Although at first glance the fact that twenty-five percent of the respondents desired studies to be available may seem low, further analysis will reveal this to be a very encouraging finding. The fact should be held in mind that a

considerable number of the dissertations included in the questionnaire held only local interest; those which were checked must have been pertinent to the particular needs of the respective individuals. Of basic importance is the fact that the dissertation in which least interest was expressed was still desired by sixty-five persons. The directive to be gained from this fact is that information relative to all studies should be arrayed before the administrator who may then select the findings to meet his needs.

Areas of Greatest Interest

It is not surprising to find greatest interest expressed in studies relating to Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters. The past fifteen years have witnessed a tremendous growth in the school business management phase of public education and a resulting high interest in operating policies and procedures. Great advancement has been made in the professionalization of school business office functions and business managers have become alert to any aids that will improve the management function.

A very great interest was expressed in studies dealing with purchasing and the operation and maintenance of the school plant. Here again we recognize these areas as being those in which many problems exist. Purchasing has been expanded to include a greatly widened range of instructional materials and equipment. School plants have been greatly expanded with improved types of building equipment and newly developed materials and procedures for plant operation and maintenance. One can readily understand the reason for the priorities given to studies relating to these problem areas.

It is interesting to note that least interest was expressed in respect to studies dealing with Debt Service and Capital Fund Management. A very logical answer may be that building programs in most school districts have now been under way for several years. This means that bond programs had to be developed as a first step and that once developed, the need for information in this area declined. The lack of interest is not reflected in the number of studies completed in this area, however, as the bibliography included in this study lists forty-one dissertations which relate to Debt Service and Capital Fund Management.

The foregoing represent some of the personal opinions formed by the writer relative to the study findings. In chapter iv attention will be directed to certain techniques or procedures recommended for use in the solution of the existing communication problems and thus providing for more adequate utilization of research.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The extent to which educational research is utilized has been the subject of primary concern in this study. The findings presented in chapter III testify to the fact that research is, indeed, utilized only to a very limited degree. In view of this fact the development of techniques or procedures which might aid in more adequate utilization of the products of research becomes a final, all-important, responsibility of the study. In the pages which follow, consideration is given to possible ways of accomplishing this objective guided by the study findings.

Brief of the Study

The study reviewed in this dissertation involved the following basic procedures:

1. The compilation of a basic bibliography of doctoral studies in school business affairs completed in American colleges and universities during the years 1950 to 1960, both inclusive, categorized according to the areas of school business responsibility as defined in Bulletin 21, published by the Association. This listing was termed the basic bibliography and included 721 studies.

2. The preparation of a three section questionnaire as follows:

- a. A section listing a ten percent sampling of the basic bibliography, designed to determine the extent to which doctoral dissertations, abstracts, or articles pertaining to studies are read by school business officials and the desire on the part of school business officials to have study findings made available.

b. A section listing techniques which might aid in the greater dissemination of doctoral research in school business administration to be rated by school business officials.

c. A section listing publications which regularly include articles dealing with school business matters to determine the frequency with which these publications are read by school business officials.

3. The mailing of the questionnaire to the 2165 persons residing in the United States whose names appear on the 1960 roster of A.S.B.O.

4. The summarization and analysis of findings based on total replies and the preparation of supplementary summary tables according to geographical areas¹ and educational levels².

5. The identification of techniques or procedures to provide for more adequate utilization of research findings.

Conclusions

Extent of Doctoral Research in School Business Affairs

The study revealed extensive research in school business affairs during the 1950-60 period as evidenced by the bibliography of 760 studies compiled as a part of this study. Most extensive research was found to have been completed in the following areas:

1. School Plant Planning and Construction
2. Educational Finance - Financial Support of Education (local, state and federal)
3. Personnel Management

Limited research was found relating to the following areas:

1. Auditing
2. Maintenance of Plant
3. Operation of Plant

¹See Table 2, page 10

²Educational institution or agency in which respondent was employed.

4. Real Estate Management
5. School Assessment Levy and Tax Collection Procedures
6. Permanent Property Records and Custody of Legal Papers.
7. Reporting (financial and statistical reports, required legal advertising, relationship with public information media, and miscellaneous reports).

Extent to Which Doctoral Study Findings
Are Read

The findings of this study as reported in chapter iii support the following conclusions:

1. Dissertations in school business affairs are read by a very limited number of school business officials.
2. Abstracts of dissertations in school business affairs, although receiving slightly greater reading attention than dissertations, are read by a very limited number of school business officials.
3. Articles relating to dissertations in school business affairs, although receiving slightly greater reading attention than the dissertation or abstract, are read by a very limited number of school business officials.
4. Dissertations relating to Insurance are read by the greatest number of A.S.B.O. members; those dealing with Financial-Planning-Budgeting are read by the least.
5. Abstracts of dissertations relating to Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional matters are read by the greatest number of A.S.B.O. members; those dealing with Debt Service and Capital Fund Management are read by the least.
6. Articles concerning dissertations relating to Purchasing and Supply Management are read by the greatest number of A.S.B.O. members; those concerning dissertations relating to Debt Service and Capital Fund Management are read by the least.

Extent to Which Doctoral Study Findings
are Desired

The findings support the following conclusions in regard to the desire which exists on the part of school business officials to have the

results of research made more readily available to them:

1. A substantial proportion of school business officials--one out of four--desire to have research findings made available to them.

2. Interest in having research findings made available is greatest in respect to the area Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters; least interest exists in respect to Debt Service and Capital Fund Management.

Reading Frequency of A.S.B.O. Members in Respect to Certain Publications

The findings support the following conclusions in respect to the reading patterns of A.S.B.O. members relative to publications dealing with school business affairs matters:

1. A substantially large number of A.S.B.O. members are regular readers of periodicals which commonly carry articles pertaining to school business affairs.

2. The official publication of A.S.B.O.--School Business Affairs--is extensively read by school business officials as evidenced by the fact that 74 percent of the responding A.S.B.O. members read the publication regularly and another 12 percent read it frequently.

Preferred Techniques for the Dissemination of Research

Based upon the judgment of the responding A.S.B.O. members the following techniques should be most effective in providing for more adequate utilization of research:

1. Abstracts of completed doctoral studies in school business affairs to be printed on a specially marked page or pages in School Business Affairs, published monthly by A.S.B.O.

2. Findings as reported in abstracts periodically summarized in respect to specific research topics and distributed by the A.S.B.O. office.

3. Abstracts of completed doctoral studies in school business affairs made available through the A.S.B.O. office on a nominal charge basis with lists of available abstracts distributed periodically by A.S.B.O.

4. An increased number of doctoral studies in school business affairs published in monograph form by the A.S.B.O.

Recommendations

The information presented in the foregoing pages provides ample evidence that (1) the results of doctoral research studies in school business affairs are desired by professional personnel in the field, and (2) the A.S.B.O. state school business officials organizations, and colleges or universities maintaining research programs, have important roles to play both in respect to the advancement of research and to the utilization of findings. It follows, therefore, that the development of a close affiliation between these educational divisions is a factor of prime importance.

Based on the findings presented in this study, the following techniques or procedures are recommended for the advancement of doctoral research in school business affairs and the dissemination of findings:

1. The development of a closer affiliation between the A.S.B.O. and the universities and colleges to the end there may be a coordination of research programs in school business affairs.

2. The establishment of university contacts committees within state associations of school business officials to parallel the work of the A.S.B.O. University Contacts Committee.

3. The development of direct channels of communication between microfilming agencies and the A.S.B.O. office to insure that abstracts of completed studies will be made available.

4. The publication of abstracts of doctoral studies in school business affairs on a specially marked page in School Business Affairs, the monthly publication of A.S.B.O.

5. The periodic summarization and distribution by A.S.B.O. of doctoral research findings in respect to specific research topics in school business affairs.

6. The distribution of abstracts of doctoral studies by A.S.B.O. on a nominal charge basis with lists of available abstracts distributed periodically.

7. The publication by the A.S.B.O. of a greater number of doctoral studies in school business affairs in monograph form.

8. The allowance of increased time at the annual meetings of state associations of school business officials for the consideration of research matters.

9. The development of research exhibits at association meetings both at the state and national levels.

10. The promotion by A.S.B.O. and the universities and colleges of research workshops or seminars designed to attract school business officials into participation in the research field.

11. The distribution by the A.S.B.O. of the bibliography of doctoral studies compiled as a part of this study.

12. The development of a closer affiliation between the practitioner in school business management and the business manager preparation programs to the end that the practical problems in the field become incorporated into the training and research programs.

It is not within the scope of this study to develop the mechanics involved in setting the above procedures into action. It should be repeated, however, that a basic first step involves cooperative effort between A.S.B.O. and the universities and colleges. The various state associations of school business officials, whose rosters carry leaders in A.S.B.O. might well provide the initiative for the scheduling of meetings of A.S.B.O. and university and college representatives to discuss the implementation of the foregoing recommendations. With the high degree of interest in research presently exhibited and the preferred procedures defined, it would appear that their implementation should be achieved with reasonable facility.

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APPENDIX A

TABLE 8

EXTENT OF STUDY READINGS AND DESIRED AVAILABILITY ACCORDING TO
GEOGRAPHICAL AREAS^a, EXPRESSED AS PERCENT
OF GROUP REPLYING

Geog. Area	A.S.B.O. members	Replies	% replying	Average dissertation readings per study	Average abstract readings per study	Average article readings per study	Average number desiring study available
Total	2165	576	26.61%	0.62%	1.06%	2.77%	24.71%
1	90	26	28.89	.30	.20	.99	36.74
2	407	100	24.57	.86	.95	2.56	24.31
3	683	196	28.70	.52	1.24	3.52	22.96
4	196	51	26.02	.75	.85	1.71	26.65
5	162	38	23.46	.17	.57	.67	18.76
6	51	8	15.69	.64	.32	2.56	34.29
7	164	33	20.12	.19	1.32	6.80	28.67
8	141	41	29.08	.78	1.25	2.16	26.39
9	271	83	30.63	0.88	1.16	2.08	23.79

^aSee Table 2, page 10

TABLE 9

EXTENT OF STUDY READINGS AND DESIRED AVAILABILITY ACCORDING TO EDUCATIONAL LEVELS^a, EXPRESSED AS PERCENT OF GROUP REPLYING

Levels	Replies	Average dissertation readings per study	Average abstract readings per study	Average article readings per study	Average number desiring study available
All	576	0.62%	1.06%	2.77%	24.71%
K - 12	458	.54	.80	3.04	24.07
Secondary	28	.78	.92	1.92	21.02
Elementary	39	1.05	1.08	1.77	31.26
College	23	1.00	5.85	1.28	31.16
State Education Department	19	.81	.61	.94	24.63
Other	9	0.71	3.42	3.99	24.22

^aEducational institution or agency in which the respondent was employed

TABLE 10

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 26 REPLIES FROM GEOGRAPHICAL AREA 1^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	24	92.31%	0	3	5	16	61	2.54	1
2.	Abstracts printed on a specially marked page of School Business Affairs.....	25	96.15	2	3	5	15	58	2.32	2
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	21	80.77	5	8	3	5	29	1.38	9
4.	More studies published in monograph form by A.S.B.O. office.....	23	88.46	1	6	5	11	49	2.13	4
5.	More time at state meetings for consideration of research topics.....	23	88.46	1	9	7	6	41	1.78	6
6.	More time at national meetings for consideration of research topics.....	22	84.62	1	8	10	3	37	1.68	7
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	22	84.62	0	6	5	11	49	2.23	3
8.	More study findings published in professional publications.....	23	88.46	1	5	9	8	47	2.04	5
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	22	84.62	5	6	8	3	31	1.41	8

^aSee Table 2, page 10

^bpercent of group replying

TABLE 11

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 100 REPLIES FROM GEOGRAPHICAL AREA 2^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	93	93.00%	6	16	22	49	207	2.23	3
2.	Abstracts printed on a specially marked page of School Business Affairs.....	96	96.00	3	5	19	69	250	2.60	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	87	87.00	16	24	17	30	148	1.70	9
4.	More studies published in monograph form by A.S.B.O. office.....	86	86.00	7	14	31	34	178	2.07	4
5.	More time at state meetings for consideration of research topics.....	93	93.00	9	23	35	26	171	1.84	6&7
6.	More time at national meetings for consideration of research topics.....	92	92.00	11	21	36	24	165	1.79	8
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	91	91.00	8	10	21	52	208	2.29	2
8.	More study findings published in professional publications.....	85	85.00	10	17	23	35	168	1.98	5
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	85	85.00	13	19	22	31	156	1.84	6&7

^aSee Table 2, page 10

^bPercent of group replying

TABLE 12

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 196 REPLIES FROM GEOGRAPHICAL AREA 3^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	172	87.76%	2	30	54	86	396	2.30	3
2.	Abstracts printed on a specially marked page of School Business Affairs.....	174	88.78	7	15	38	114	433	2.49	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	162	82.65	28	32	36	66	302	1.86	6
4.	More studies published in monograph form by A.S.B.O. office.....	168	85.71	14	48	43	63	323	1.92	4
5.	More time at state meetings for consideration of research topics.....	171	87.24	17	42	73	39	305	1.78	7
6.	More time at national meetings for consideration of research topics.....	168	85.71	22	54	58	34	272	1.62	9
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	169	86.22	4	29	41	95	396	2.34	2
8.	More study findings published in professional publications.....	172	87.76	18	41	54	59	326	1.90	5
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	166	84.69	23	48	46	49	287	1.73	8

^aSee Table 2, page 10

^bpercent of group replying

TABLE 13

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 51 REPLIES FROM GEOGRAPHICAL AREA 4^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	43	84.31	2	6	11	24	100	2.33	3
2.	Abstracts printed on a specially marked page of School Business Affairs.....	43	84.31	2	3	8	30	109	2.53	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	43	84.31	12	8	10	13	67	1.56	8
4.	More studies published in monograph form by A.S.B.O. office.....	42	82.35	2	11	16	13	82	1.95	4
5.	More time at state meetings for consideration of research topics.....	43	84.31	5	14	13	11	73	1.70	6
6.	More time at national meetings for consideration of research topics.....	41	80.39	6	17	9	9	62	1.51	9
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	41	80.39	1	5	10	25	100	2.44	2
8.	More study findings published in professional publications.....	41	80.39	7	7	18	9	70	1.71	5
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	39	76.47	5	13	12	9	64	1.64	7

^aSee Table 2, page 10

^bpercent of group replying

TABLE 14

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 38 REPLIES FROM GEOGRAPHICAL AREA 5^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	32	84.21%	1	6	7	18	74	2.31	3
2.	Abstracts printed on a specially marked page of School Business Affairs.....	32	84.21	0	3	8	21	82	2.56	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	29	76.32	3	9	4	13	56	1.93	6
4.	More studies published in monograph form by A.S.B.O. office.....	30	78.95	0	11	6	13	62	2.07	4
5.	More time at state meetings for consideration of research topics.....	32	84.21	3	11	11	7	54	1.69	9
6.	More time at national meetings for consideration of research topics.....	33	86.84	2	12	13	6	56	1.70	8
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	33	86.84	1	2	9	21	83	2.52	2
8.	More study findings published in professional publications.....	31	81.58	3	6	12	10	60	1.94	5
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	31	81.58	7	6	5	13	55	1.77	7

^aSee Table 2, page 10

^bPercent of group replying

TABLE 15

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 8 REPLIES FROM GEOGRAPHICAL AREA 6^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	8	100.00%	2	1	3	2	13	1.63	8
2.	Abstracts printed on a specially marked page of School Business Affairs.....	8	100.00	1	0	0	7	21	2.63	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	8	100.00	3	1	2	2	11	1.38	9
4.	More studies published in monograph form by A.S.B.O. office.....	8	100.00	2	1	2	3	14	1.75	5&6
5.	More time at state meetings for consideration of research topics.....	8	100.00	0	3	4	1	14	1.75	5&6
6.	More time at national meetings for consideration of research topics.....	7	87.50	0	1	6	0	13	1.86	4
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	8	100.00	1	0	5	2	16	2.00	3
8.	More study findings published in professional publications.....	8	100.00	0	2	3	3	17	2.13	2
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	7	87.50	0	3	3	1	12	1.71	7

^aSee Table 2, page 10

^bPercent of group replying

TABLE 16

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 33 REPLIES FROM GEOGRAPHICAL AREA 7^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	32	96.97%	1	9	10	12	65	2.03	2&3
2.	Abstracts printed on a specially marked page of School Business Affairs.....	32	96.97	3	3	9	17	72	2.25	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	31	93.94	7	10	6	8	46	1.48	9
4.	More studies published in monograph form by A.S.B.O. office.....	32	96.97	2	6	13	11	65	2.03	2&3
5.	More time at state meetings for consideration of research topics.....	32	96.97	3	6	13	10	62	1.94	5
6.	More time at national meetings for consideration of research topics.....	31	93.94	3	7	11	10	59	1.90	6
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	30	90.91	1	9	10	10	59	1.97	4
8.	More study findings published in professional publications.....	32	96.97	3	12	10	7	53	1.66	7
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	32	96.97	6	12	6	8	48	1.50	8

^aSee Table 2, page 10

^bPercent of group replying

TABLE 17

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 41 REPLIES FROM GEOGRAPHICAL AREA 8^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	38	92.68%	2	9	11	16	79	2.08	3
2.	Abstracts printed on a specially marked page of School Business Affairs.....	40	97.56	0	9	11	20	91	2.28	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	38	92.68	6	9	12	11	66	1.74	8
4.	More studies published in monograph form by A.S.B.O. office.....	36	87.80	6	6	12	12	66	1.83	5&6
5.	More time at state meetings for consideration of research topics.....	37	90.24	5	6	16	10	68	1.84	4
6.	More time at national meetings for consideration of research topics.....	38	92.68	7	7	19	5	60	1.58	9
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	37	90.24	3	5	12	17	80	2.16	2
8.	More study findings published in professional publications.....	38	92.68	3	12	13	10	68	1.79	7
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	36	87.80	7	6	9	14	66	1.83	5&6

^aSee Table 2, page 10

^bpercent of group replying

TABLE 18

RATINGS OF TECHNIQUES FOR THE DISSEMINATION OF DOCTORAL RESEARCH FINDINGS BASED ON 83 REPLIES FROM GEOGRAPHICAL AREA 9^a

No.	Techniques	Persons rating	% of group ^b	Ratings				Total Score	Av. Rating	Rank
				0	1	2	3			
1.	Abstracts available at A.S.B.O. office at a nominal charge.....	73	87.95%	6	9	18	40	165	2.26	3
2.	Abstracts printed on a specially marked page of School Business Affairs.....	75	90.36	9	4	14	48	176	2.35	1
3.	Abstracts prepared by degree-granting institution for A.S.B.O. office use....	70	84.34	22	15	14	19	100	1.43	8
4.	More studies published in monograph form by A.S.B.O. office.....	70	84.34	7	16	19	28	138	1.97	4
5.	More time at state meetings for consideration of research topics.....	74	89.16	12	24	22	16	116	1.57	7
6.	More time at national meetings for consideration of research topics.....	73	87.95	15	30	18	10	96	1.32	9
7.	Findings periodically summarized in respect to research topics and distributed by A.S.B.O. office.....	69	83.13	5	6	23	35	157	2.28	2
8.	More study findings published in professional publications.....	70	84.34	11	18	21	20	120	1.71	6
9.	Lists of studies, underway or completed, distributed periodically by state school business officials associations	73	87.95	8	21	13	31	140	1.92	5

^aSee Table 2, page 10

^bPercent of group replying

Technique	Area 1		Area 8		Area 9		All areas	
	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank
Abstracts available at A.S.B.O. office	2.54	1	2.08	3	2.26	3	2.25	3
Abstracts printed on special page in S.B.A.	2.32	2	2.28	1	2.35	1	2.46	1
Abstracts prepared by degree granting institutions for A.S.B.O. office	1.38	9	1.74	8	1.43	8	1.69	8
Increased monographs published	2.13	4	1.83	5&6	1.97	4	1.97	4
Increased time for research at state meetings	1.78	6	1.84	4	1.57	7	1.76	6
Increased time for research at national meetings	1.68	7	1.58	9	1.32	9	1.62	9
Periodic summarization of research according to topics	2.23	3	2.16	2	2.28	2	2.30	2
More articles published dealing with research	2.04	5	1.79	7	1.71	6	1.86	5
Lists of studies, in process or completed, distributed by state associations	1.41	8	1.83	5&6	1.92	5	1.75	7

^aBased on 3 as highest po

TABLE 20

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 458 REPLIES FROM K-12 SCHOOL SYSTEMS^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	431	26	5.68	110	24.02	143	31.22	152	33.19	852
Overview	431	26	5.68	64	13.97	140	30.57	201	43.89	947
The Nation's Schools	427	14	3.06	76	16.59	164	35.81	173	37.77	923
School Management	444	2	.44	18	3.93	97	21.18	327	71.40	1193
School Business Affairs	422	14	3.06	15	3.28	56	12.23	337	73.58	1138
State School Board Journal	382	48	10.48	68	14.85	75	16.38	191	41.70	791
State Education Association Journal	408	32	6.99	64	13.97	94	20.52	218	47.60	906
National Education Association Journal	404	41	8.95	104	22.71	89	19.43	170	37.12	792

^aEducational institution or agency in which the respondent was employed

^bPercent of group replying

TABLE 21

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 28 REPLIES FROM SECONDARY SCHOOL SYSTEMS^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	25	2	7.14	6	21.43	7	25.00	10	35.71	50
Overview	26	3	10.71	1	3.57	10	35.71	12	42.86	57
The Nation's Schools	27	0	.00	6	21.43	7	25.00	14	50.00	62
School Management	28	0	.00	0	.00	5	17.86	23	82.14	79
School Business Affairs	27	1	3.57	2	7.14	3	10.71	21	75.00	71
State School Board Journal	26	5	17.86	3	10.71	8	28.57	10	35.71	49
State Education Association Journal	27	4	14.29	5	17.86	7	25.00	11	39.29	52
National Education Association Journal	25	2	7.14	8	28.57	7	25.00	8	28.57	46

^aEducational institution or agency in which the respondent was employed

^bPercent of group replying

TABLE 22

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 39 REPLIES FROM ELEMENTARY SCHOOL SYSTEMS^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	39	5	12.82	11	28.21	10	25.64	13	33.33	70
Overview	36	2	5.13	8	20.51	10	25.64	16	41.03	76
The Nation's Schools	38	1	2.56	9	23.08	14	35.90	14	35.90	79
School Management	37	0	.00	1	2.56	7	17.95	29	74.36	102
School Business Affairs	36	1	2.56	1	2.56	8	20.51	26	66.67	95
State School Board Journal	37	5	12.82	3	7.69	10	25.64	19	48.72	80
State Education Association Journal	38	2	5.13	6	15.38	12	30.77	18	46.15	84
National Education Association Journal	36	5	12.82	11	28.21	8	20.51	12	30.77	63

^aEducational institution or agency in which the respondent was employed

^bPercent of group replying

TABLE 23

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 23 REPLIES FROM COLLEGES AND UNIVERSITIES^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	21	2	8.70	7	30.43	4	17.39	8	34.78	39
Overview	23	2	8.70	3	13.04	6	26.09	12	52.17	51
The Nation's Schools	21	0	.00	4	17.39	6	26.09	11	47.83	49
School Management	21	0	.00	2	8.70	2	8.70	17	73.91	57
School Business Affairs	20	0	.00	1	4.35	0	.00	19	82.61	58
State School Board Journal	18	3	13.04	3	13.04	6	26.09	6	26.09	33
State Education Association Journal	19	1	4.35	4	17.39	6	26.09	8	34.78	40
National Education Association Journal	20	2	8.70	4	17.39	6	26.09	8	34.78	40

^aEducational Institution or agency in which the respondent was employed

^bPercent of group replying

TABLE 24

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 19 REPLIES FROM STATE DEPARTMENTS^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	18	1	5.26	3	15.79	8	42.11	6	31.58	37
Overview	17	3	15.79	1	5.26	6	31.58	7	36.84	34
The Nation's Schools	17	0	.00	6	31.58	4	21.05	7	36.84	35
School Management	19	0	.00	1	5.26	5	26.32	13	68.42	50
School Business Affairs	18	0	.00	1	5.26	1	5.26	16	84.21	51
State School Board Journal	13	1	5.26	2	10.53	5	26.32	5	26.32	27
State Education Association Journal	15	1	5.26	2	10.53	6	31.58	6	31.58	32
National Education Association Journal	17	0	.00	3	15.79	8	42.11	6	31.58	37

^aEducational institution or agency in which the respondent was employed

^bPercent of group replying

TABLE 25

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 9 REPLIES FROM UNCLASSIFIED SOURCES^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	8	1	11.11	1	11.11	4	44.44	2	22.22	15
Overview	8	1	11.11	1	11.11	3	33.33	3	33.33	16
The Nation's Schools	8	0	.00	2	22.22	4	44.44	2	22.22	16
School Management	7	0	.00	0	.00	0	.00	7	77.78	21
School Business Affairs	8	0	.00	0	.00	1	11.11	7	77.78	23
State School Board Journal	8	1	11.11	2	22.22	2	22.22	3	33.33	15
State Education Association Journal	7	0	.00	2	22.22	1	11.11	4	44.44	16
National Education Association Journal	7	0	.00	2	22.22	3	33.33	2	22.22	14

^aEducational institution or agency in which the respondent was employed

^bPercent of group replying

TABLE 26

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 26 REPLIES FROM GEOGRAPHICAL AREA 1^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	23	2	7.69	7	26.92	5	19.23	9	34.62	44
Overview	24	1	3.85	2	7.69	6	23.08	15	57.69	59
The Nation's Schools	24	1	3.85	5	19.23	9	34.62	9	34.62	50
School Management	25	0	.00	1	3.85	5	19.23	19	73.08	68
School Business Affairs	22	1	3.85	0	.00	2	7.69	19	73.08	61
State School Board Journal	19	7	26.92	2	7.69	4	15.38	6	23.08	28
State Education Association Journal	20	5	19.23	5	19.23	6	23.08	4	15.38	29
National Education Association Journal	22	3	11.54	5	19.23	6	23.08	8	30.77	41

^aSee Table 2, page 10

^bPercent of group replying

TABLE 27

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 100 REPLIES FROM GEOGRAPHICAL AREA 2^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	94	10	10	26	26	25	25	33	33	175
Overview	93	4	4	17	17	29	29	43	43	204
The Nation's Schools	96	4	4	21	21	35	35	36	36	199
School Management	97	0	0	6	6	15	15	76	76	264
School Business Affairs	94	3	3	4	4	11	11	76	76	254
State School Board Journal	91	11	11	12	12	18	18	50	50	198
State Education Association Journal	93	9	9	18	18	19	19	47	47	197
National Education Association Journal	89	14	14	28	28	14	14	33	33	155

^aSee Table 2, page 10

^bpercent of group replying

TABLE 28

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 196 REPLIES FROM GEOGRAPHICAL AREA 3^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	185	7	3.57	47	23.98	64	32.65	67	34.18	376
Overview	184	14	7.14	29	14.80	55	28.06	86	43.88	397
The Nation's Schools	181	8	4.08	34	17.35	59	30.10	80	40.82	392
School Management	189	2	1.02	8	4.08	43	21.94	136	69.39	502
School Business Affairs	177	5	2.55	5	2.55	16	8.16	151	77.04	490
State School Board Journal	176	15	7.65	26	13.27	40	20.41	95	48.47	391
State Education Association Journal	174	14	7.14	25	12.76	47	23.98	88	44.90	383
National Education Association Journal	172	13	6.63	42	21.43	48	24.49	69	35.20	345

^aSee Table 2, page 10

^bPercent of group replying

TABLE 29

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 51 REPLIES FROM GEOGRAPHICAL AREA 4^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	48	1	1.96	14	27.45	11	21.57	22	43.14	102
Overview	50	3	5.88	11	21.57	14	27.45	22	43.14	105
The Nation's Schools	47	0	.00	11	21.57	15	29.41	21	41.18	104
School Management	49	0	.00	1	1.96	4	7.84	44	86.27	141
School Business Affairs	46	0	.00	1	1.96	5	9.80	40	78.43	131
State School Board Journal	40	4	7.84	11	21.57	7	13.73	18	35.29	79
State Education Association Journal	44	0	.00	10	19.61	8	15.69	26	50.98	104
National Education Association Journal	41	3	5.88	8	15.69	9	17.65	21	41.18	89

^aSee Table 2, page 10

^bPercent of group replying

TABLE 30

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 38 REPLIES FROM GEOGRAPHICAL AREA 5^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	31	4	10.53	8	21.05	12	31.58	7	18.42	53
Overview	32	3	7.89	0	.00	10	26.32	19	50.00	77
The Nation's Schools	33	0	.00	4	10.53	12	31.58	17	44.74	79
School Management	35	0	.00	0	.00	7	18.42	28	73.68	98
School Business Affairs	34	0	.00	3	7.89	4	10.53	27	71.05	92
State School Board Journal	21	6	15.79	6	15.79	4	10.53	5	13.16	29
State Education Association Journal	31	2	5.26	3	7.89	8	21.05	18	47.37	73
National Education Association Journal	33	0	.00	7	18.42	10	26.32	16	42.11	75

^aSee Table 2, page 10

^bPercent of group replying

TABLE 31

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 8 REPLIES FROM GEOGRAPHICAL AREA 6^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	8	1	12.50	1	12.50	5	62.50	1	12.50	14
Overview	8	0	.00	1	12.50	3	37.50	4	50.00	19
The Nation's Schools	8	0	.00	0	.00	5	62.50	3	37.50	19
School Management	8	0	.00	0	.00	3	37.50	5	62.50	21
School Business Affairs	8	0	.00	0	.00	2	25.00	6	75.00	22
State School Board Journal	7	0	.00	1	12.50	3	37.50	3	37.50	16
State Education Association Journal	8	0	.00	1	12.50	1	12.50	6	75.00	21
National Education Association Journal	8	0	.00	1	12.50	2	25.00	5	62.50	20

^aSee Table 2, page 10

^bPercent of group replying

TABLE 32

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 33 REPLIES FROM GEOGRAPHICAL AREA 7^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	30	5	15.15	6	18.18	10	30.30	9	27.27	53
Overview	31	5	15.15	7	21.21	7	21.21	12	36.36	57
The Nation's Schools	32	1	3.03	10	30.30	9	27.27	12	36.36	64
School Management	32	0	.00	2	6.06	4	12.12	26	78.79	88
School Business Affairs	33	1	3.03	1	3.03	7	21.21	24	72.73	87
State School Board Journal	29	6	18.18	6	18.18	8	24.24	9	27.27	49
State Education Association Journal	31	3	9.09	6	18.18	6	18.18	16	48.48	66
National Education Association Journal	28	4	12.12	11	33.33	6	18.18	7	21.21	44

^aSee Table 2, page 10

^bpercent of group replying

TABLE 33

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 41 REPLIES FROM GEOGRAPHICAL AREA 8^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	41	4	9.76	7	17.07	15	36.59	15	36.59	82
Overview	40	3	7.32	2	4.88	18	43.90	17	41.46	89
The Nation's Schools	38	1	2.44	3	7.32	20	48.78	14	34.15	85
School Management	40	0	.00	0	.00	14	34.15	26	63.41	106
School Business Affairs	37	1	2.44	1	2.44	5	12.20	30	73.17	101
State School Board Journal	29	4	9.76	4	9.76	8	19.51	13	31.71	59
State Education Association Journal	35	1	2.44	3	7.32	12	29.27	19	46.34	84
National Education Association Journal	38	3	7.32	8	19.51	11	26.83	16	39.02	78

^aSee Table 2, page 10

^bPercent of group replying

TABLE 34

EXTENT TO WHICH CERTAIN PUBLICATIONS DEALING WITH SCHOOL BUSINESS AFFAIRS ARE READ BY SCHOOL BUSINESS PERSONNEL, BASED ON 83 REPLIES FROM GEOGRAPHICAL AREA 9^a

Publications	Persons checking	Never	% ^b	Seldom	%	Freq.	%	Regular	%	Total weighted score
The American School Board Journal	82	3	3.61	22	26.51	29	34.94	28	33.73	164
Overview	79	4	4.82	9	10.84	33	39.76	33	39.76	174
The Nation's Schools	79	0	.00	15	18.07	35	42.17	29	34.94	172
School Management	81	0	.00	4	4.82	21	25.30	56	67.47	214
School Business Affairs	80	5	6.02	5	6.02	17	20.48	53	63.86	198
State School Board Journal	72	10	12.05	13	15.66	14	16.87	35	42.17	146
State Education Association Journal	78	6	7.23	12	14.46	19	22.89	41	49.40	173
National Education Association Journal	78	10	12.05	22	26.51	15	18.07	31	37.35	145

^aSee Table 2, page 10

^bPercent of group replying

APPENDIX B

October 22,
1958

Dr. William H. Roe
Professor of School Administration
Michigan State University
Lansing, Michigan

Dear Dr. Roe:

One of the projects adopted by the University Contacts Committee for 1958 was as follows:

"To work with certain colleges and universities in an effort to bring to light or to publicize research projects accomplished by graduate students in school business administration. It is believed that often graduate students complete excellent research projects in school business administration, but for various reasons this research is buried in the university archives or is lost somewhere in the university files. At least, the results of the research are not made readily available to school business officials in general."

Representatives from several colleges and universities expressed a real interest in this project, but as yet no graduate student has been selected to work on it. The committee would not only be pleased for Mr. Austin Bates, superintendent in charge of business, Jackson Public Schools, Jackson, Michigan, to undertake this study but encourages him to do so. The members of the committee believe that it would be a good project for Mr. Bates and that not only he but our association would benefit from his work. We certainly trust that your institution will allow him to undertake this project as a part of his graduate work.

You will recall that our committee, at its meeting held on October 5 in New York, unanimously decided to request the University of Pennsylvania, Michigan State University, the University of Southern California, and Peabody College to conduct workshops for school business officials in 1959 and to cooperate in every way feasible with each workshop. We feel certain that the Michigan State Association will support such a workshop and we assure you that you can depend upon the complete cooperation of our committee. You will also be interested in knowing that the board of directors of the association voted unanimously to cooperate with our committee in sponsoring these workshops.

I enjoyed meeting and seeing you in New York. You made many fine contributions to our committee meeting.

Cordially,

S/
Rayburn J. Fisher, Chairman
University Contacts Committee
Association of School Business Officials

THE PUBLIC SCHOOLS OF JACKSON

JACKSON, MICHIGAN

June 5, 1961

Dear Fellow ASBO Member:

This study is designed to determine the extent to which the results of research in school business affairs have been made available to business officials like you and to develop techniques which will make them more readily available. As an active member of the A. S. B. O. we know that you can give the answers that we need. Your answers will, of course, remain anonymous.

The first part of the questionnaire asks you to indicate the extent to which a sampling of studies completed in American colleges and universities during the last ten years, has been accessible for your professional use and reading. These are listed alphabetically according to author.

In the second part we need the benefit of your judgment in rating certain techniques which have been suggested for making research findings more easily available to you. In this connection we would also like to have you indicate your reading familiarity with publications listed.

The completed study will contain a cross-indexed bibliography of studies completed in school business affairs during the past ten years and it is hoped will be made available to you by the Association. We believe that you will find it very helpful.

We are anxious to complete the study this summer and can do so only with your help. We would greatly appreciate receiving your reply as soon as it is conveniently possible. Thank you.

Sincerely,



Austin F. Bates,
Assistant Superintendent
Jackson Public Schools

Association of School Business Officials

of the United States and Canada

An International Professional Organization, Incorporated Not For Profit

OFFICE OF THE EXECUTIVE SECRETARY
CHARLES W. FOSTER
1010 CHURCH STREET
EVANSTON, ILLINOIS

June 5, 1961



This is to certify that this doctoral study is being conducted by Austin Bates, a long-time ASBO Member, at the request of the undersigned. This is a "lost research" project that ASBO Members have requested many times, because it is needed in the field today. Your cooperation, by filling out and returning the enclosed questionnaire, will be greatly appreciated by both Mr. Bates and by ASBO. Thank you.



Charles W. Foster
ASBO Director of Research

UTILIZATION OF RESEARCH FINDINGS QUESTIONNAIRE

Explanation: This part of the questionnaire is designed to determine the extent to which the results of research in school business affairs have been made available to you.

Directions: Please check (✓) in the appropriate boxes at the right of each study to indicate if you have read the dissertation, the dissertation abstract or an article on it. Please check in the box at the extreme right if you have not read about the study but think it should be made more easily available.

Please check if..... Author and Title of Study	you have read			Study should be made available
	the dissertation	the abstract	an article on it	
ANDERSON, Wilton T. - "A Survey of Selected Business Administrative Practices in City School Systems of Medium Size." Univ. of Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BARNES, Virginia C. - "The Organization and Administration of the Instructional Materials Center in Medium-sized School Districts" - Stanford Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BENTON, Chauncey F. - "The Duties and Contributions of the Elementary School Secretary" - New York Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOERRIGTER, Glen C. - "Techniques and Procedures by Which Community Utilization of School Buildings can be Achieved Without Interference with the Kindergarten Through Grade Twelve Day School Program" - Univ. of Nebraska Teachers College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOICOURT, Gerald W. - "The Construction and Analysis of a Guide for Evaluating Elementary School Buildings and Sites in Citizen School Surveys" - State Univ. of Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOTTOMLY, Forbes - "A Study of Methods for Identifying Adequate Professional Standards for Possible Application to School Plant Consulting Services" - State College of Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOWLER, John F. - "School Municipal Fiscal Relations and Their Effect on the Budget and Budgetary Process" - Harvard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BURCH, Richard B. - "A Proposed Program of Accounting for the Extra - Curricular Activity Funds in the Public Secondary Schools of Oklahoma" - Univ. of Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

you have
read

Please check if.....

Author and Title of Study

the disser- tation	the abstract	an article on it	Study should be made available
-----------------------	-----------------	---------------------	-----------------------------------

BUSH, Donald O. - "Nebraska State-Wide Plan for Determination of School Plant Needs" - Univ. of Nebraska Teachers College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARLSON, Gordon T. - The Financing of Inter-Scholastic Athletics in Selected High Schools of Calif." - Univ. of Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CASTALDI, Basil - "Sound Control in School Buildings" - Columbia Teachers College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONRAD, Marion J. - "A Technique for Determining the Operating Capacity of Secondary School Buildings" - Ohio State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIEL, Ferdinand - "Allocation of Floor Space in Plans of Modern School Buildings" - Univ. of Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOWNING, George M - "Financing Special Education in California" - Stanford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EGLY, Edgar C. - "Fringe Benefits for Classified Employees of Large City School Districts" - Univ. of Southern Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMERSON, William J. - "Financing Public Schools in Michigan: An Analysis and Criticism of the Effect of State Regulations on the Operation of Public Schools" - Wayne State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESVELT, Russell M. - "Trends in Assessed Valuations in the Columbia Basin Project Area and Their Effect on School Finance" - State College of Wash.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVANS, Milton D. - "A Study of the Professional Training Needed by Small School Superintendents in the Field of School Buildings and Maintenance" - Univ. of Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FLINT, Jack M. - "Some Suggestions for the Implementation of the Missouri Public School Audit Law of 1955" - Univ. of Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FORD, Kenneth E. - "Lay Advisory Committees in School Building Programs in New York State" - Penn State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FOREMAN, Charles M. - "A Procedure Guide for School Plant Construction for the State of Wyoming" - Univ. of Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check if.....	you have read				Study should be made available
	the dissertation	the abstract	an article on it		
Author and Title of Study					
FRAILEY, Charles U. - "Relation of Size of School and Valuation Per Pupil to Various Educational and Financial Aspects of Elementary Schools in Wisconsin" - Univ. of Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GAFFNEY, Matthew W. - "The Cooperative School Purchasers Inc: A Study of Cooperative Purchasing for Public Schools in New York State, 1940 - 1953" - Univ. of Buffalo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GATES, Robert D. - "A Study of the Relationship of Supervisory Staff Patterns to Legal Provisions and Financial Support of Special Education in Six States" - Syracuse Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GENTRY, Gilbert L. - "The Relationship of Certain Cultural Factors to Initiative in the Local Support of Education in Florida" Univ. of Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GUPTON, Fred W. - "Trends in Teachers' Salaries, Training, Numbers and Pupil-Teacher Ratio in Southern States" - Geo. Peabody College for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HAGEN, John J. - "The School Business Manager in New Jersey" Rutgers Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HANKS, Glen L. - "The Development of Public School Finance in the Kansas City School District" - Univ. of Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HANSON, Ernest M. - "Pueblo Public School Building Survey" Colorado State College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HERMAN, Jerry J. - "A Study of the Relationships Between Certain Selected Factors and the Success or Failure of Bond Issues in Fourth Class School Districts in Michigan" - Univ. of Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HICKS, William V. - "Utilization of Industrial Techniques in Establishment of Job Classifications and Determination of Salaries in the Public Schools" - Wayne State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HINDLE, Jr., John H. - "Financial Responsibility for Injuries of Pupils of Public Elementary and Secondary Schools" Columbia Univ. Teachers College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Author and Title of Study	you have read			Study should be made available
	the dissertation	the abstract	an article on it	
HOGUE, Oliver W. - "A Study of the Building Requirements of the Croton-Harmon High School, Croton-on-Hudson, N. Y., as related to the Future Educational Program" - N. Y. Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HOLDEN, John B. - "Factors Relating to the Financial Support of Continuing Education as Revealed by a Study of Selected Michigan Communities" - Ohio State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HUGHES, Hughie - "Selection of Policies for the Local Lunch Program in the Public Schools" - Univ. of Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISENBERG, Robert M. - "Evaluating the Pupil Transportation Program" - Cornell Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JACOBS, Samuel W. - "A Study of the Common Factors Influencing the Approval of Project Applications for Authority Financing in Pennsylvania" - Univ. of Pittsburg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JACQUES, Alfred E. - "Analysis of the Present Practices Used in the Selection of Public School Custodial Employees in the Large Cities of the United States" - Univ. of Pittsburg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KENNEDY, Curtis H. - "Criteria for Planning the Administrative Unit in the Elementary School" - Univ. of Southern Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KENT, John R. - "The Administration of Public School Insurance Affairs" - Stanford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KONVOLINKA, Harold S. - "Recommended Principles and Procedures for the Administration of Custodial Staffs in Large City School Systems" - Univ. of Pittsburg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KOOLEN, Hans W. - "Financing the Junior High School" - Univ. of Southern Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KRAIG, Paul G. - "A Proposed System of Accounting for the Revenue of the North Dakota School District Funds" - Univ. of North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KUDRNA, Jack R. - "A Proposed School Plant Expansion Plan for Rushville, Nebraska" - Colorado State College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check if..... Author and Title of Study	you have read			Study should be made available
	the disser- tation	the abstract	an article on it	
KUKLENSKI, Joe E. - "A Study of Public School Transportation in Arkansas" - Univ. of Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEONARD, Lawrence A. - "The Taxation of Property in Kansas, 1855-1955" - Cornell Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEU, Donald J. - "A Portfolio Presenting Plans of Selected School Administrative Office Suites, Pointing Out Accepted and Better Practices." - Columbia Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LUNDQUIST, Roger L. - "Factors Affecting Expenditures Per Pupil in Average Daily Attendance in Minnesota School Districts Maintaining Graded Elementary Schools and High Schools" Colorado State College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MANNING, John H. - "A Mathematical Analysis of the Degree of Concurrence Between Budgets and Financial Reports of Third Class School Districts in Pennsylvania" -Penn. State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MATSLER, Franklin G. - "State Controls in Provisions for Financing Public School Capital Outlay Support Programs in California and Florida" - Univ. of Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDANIEL, Lloyd W. - "A Study of Unit Costs of Public School Transportation in Wyoming" - Univ. of Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDONALD, Glenn D. - "Financial Assistance and Control of Public Educational Institutions by the Initiative and Referendum in the States of Washington, Oregon and California" Univ. of Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDONALD, William R. - "The Management of Equipment in Public Schools" - Univ. of Southern Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McLOUGHLIN, William P. - "A Study of the Characteristics of Voters on a Bond Issue in the Clarks Town Central School District No. 1" - Columbia Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENEFEE, Robert G. - "State Disability Insurance; A Study of Two Major Issues" - Univ. of Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MONELL, Ira H. - "A Normative Intra-District Cost-Quality Study of a Selected Group of Chicago Public Elementary Schools" - Loyola Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

you have read

Please check if.....

Author and Title of Study

the disser- tation	the abstract	an article on it	Study should be made available
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MULFORD, Rowland H. - "Budget Adoption in the School Districts of New Jersey" - Temple Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PARKER, Edith H. - "History of Land Grants for Education in Texas" - Univ. of Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PARRISH, Orville G. - "Comparison of District-owned and Contract Bus Costs in the Public Schools of New Jersey" Rutgers Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PICCO, Jr., John P. - "Identification of Factors Used in Selecting Mechanical Systems for School Buildings" - Stanford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCOTT, Robert N. - "Public School Transportation Insurance in Tennessee" - Univ. of Tenn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHORTT, Elster C. - "The Development of the Support of Public Education by the State of Virginia" - Harvard Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SMITH, Edgar B. - "Ability of Kentucky Public School Districts to Finance Needed Public School Building Facilities" - Ind. Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SORENSEN, Martin - "A Study of the Business Administration Practices, Procedures, and Policies of Seventeen Elementary Schools" - Columbia Univ., Teachers College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STEINBERGER, Samuel J. - "The Validity of Teacher Contracts in Pennsylvania" - Penn State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STEWART, Sterling E. - "Administrative Problems, Policies and Practices in Public School Stage and Auditorium Construction, Maintenance and Use" - Univ. of Nebraska, Teachers Col.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STOKES, Marsden B. - "Utilization of Classroom Facilities by Room Size in Fifth Grades of Ramsey Co." - Univ. of Minn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TALLMAN, Norman O. - "The Non-School Use of Public School Buildings, Grounds, and Equipment" - Univ. of Southern Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TATE, Norvell G. - "The Administration of Pupil Transportation in the Public Schools of New Mexico" - Univ. of So. Calif.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TAYLOR, George E. - "Fire Insurance on Public School Property in Pennsylvania" - Penn State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check if.....

Author and Title of Study

you have read			
the disser- tation	the abstract	an article on it	Study should be made available

TEETS, Louis E. - "Relationships in Elementary Schools between Size, Per Pupil Cost and Extent of Educational Opportunity" - Univ. of Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TURCK, Jr., Merton J. - "A Study of the Relationships Among the Factors of Financial Need, Effort, and Ability in 581 High School Districts in Michigan" - Michigan State Univ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TURNER, Charles J. - "An Index of Ability to Pay Property Taxes" - Columbia, Teachers College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TYLER, James W. - "Standard Contract Forms for the Construction of School Buildings" - Geo. Peabody College for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WERNER, Ray O. - "Federal Aid to Education: Some Economic Aspects of Major Legislative Proposals for Support of Primary and Secondary Schools in the U. S. " - Univ. of Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WHALEY, Robert F. - "A Study of School Expenditures of Pupils in Selected Missouri Public Secondary Schools" - Univ. of Mo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WINKLE, John F. - "Public School Housing in Brown Co., Ohio, with Recommendations for Improvements" - Univ. of Cincinnati	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YATES, Frank H. - "Per Capita Income and Mean Annual Salaries of Teachers in the United States" - Geo. Peabody Col. for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section is designed to secure a rating of techniques for increasing the utilization of research findings.

Directions: Please rate the following techniques from 0 (unimportant) to 3 (maximum value) by placing a check (✓) in the right hand column.

Techniques	0	1	2	3
1. Abstracts of completed studies made available at the A.S.B.O. Office at a nominal charge, with a list of available abstracts published and distributed periodically by A.S.B.O. _____				
2. Abstracts of completed studies printed on a specially marked page of the A.S.B.O. monthly bulletin, to be removed and placed in a file for easy reference. _____				
3. A copy of the abstract of each Dissertation prepared by degree-granting institution for the use of the A.S.B.O. Office. _____				

Techniques	0	1	2	3
4. Increased number of studies published in monograph form by the A.S.B.O. Office. _____				
5. Increased time allotted at state meetings of school business officials for the consideration of research topics and findings. _____				
6. Increased time allotted at national meetings of school business officials for the consideration of research topics and findings. _____				
7. Findings as reported in abstracts periodically summarized in respect to specific research topics and distributed by the A.S.B.O. office. _____				
8. Greater number of Doctoral study findings published in commonly read school business publications and other professional magazines. _____				
9. Lists of Doctoral studies in progress, or completed within a particular state, distributed periodically by the school business officials' association of that state. _____				

10. (Please add any techniques which you believe would be helpful)

This section is designed to determine the frequency with which school affairs publications are read by school business officials

Please check (M)	I read these publications.....			
	Never	Seldom	Frequently	Regularly
The American School Board Journal _____				
Overview _____				
The Nation's Schools _____				
School Management _____				
School Business Affairs _____				
Your State School Board Journal _____				
Your State Education Association Journal _____				
The National Education Association Journal _____				
(Add Others)				

Please indicate the type of educational system with which you are now associated:

K-12 _____ College _____ State Dept. _____ Other _____
(Specify)

In what state are you located? _____

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APPENDIX C

Guide to Bibliography

Appendix C presents a bibliography of doctoral studies according to the areas of school business responsibility as developed by the Association in Bulletin 21. Page references are given below, together with parenthetical notation of the number of studies included.

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Many of the studies included in the bibliography have been microfilmed by University Microfilms, Inc., Ann Arbor, Michigan. Abstracts of these dissertations appear in Dissertation Abstracts, published by the above firm and available in many university and college libraries. References to Dissertation Abstracts are included, as well as order numbers to be used in purchasing copies of dissertations from University Microfilms, Inc.

DOCTORAL DISSERTATIONS IN THE FIELD OF SCHOOL BUSINESS
AFFAIRS COMPLETED IN AMERICAN UNIVERSITIES
AND COLLEGES DURING THE YEARS
1950 TO 1960 INCLUSIVE

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Financial Planning - Budgeting

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- Copeland, Richard Watson. "Public School Indebtedness in Florida." Ed.D. dissertation, The University of Florida, 1952.
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School Plant Planning and Construction

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- Bittle, Raymond Earl.** "An Analysis of the Implementation of the Recommendations of the County School Building Surveys of Specified Counties of Florida." Ed.D. dissertation, The University of Florida, 1956, Dissertation Abstracts, XVI (1956), 2358, order No. 19,163.
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- Bolen, Virgil Albert.** "Science Teaching Facilities and Practices in Oregon Public Elementary Schools." Ed.D. dissertation, University of Oregon, 1953.
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