A STUDY OF THE OPINIONS OF SELECTED STUDENTS IN THE COLLEGE OF EDUCATION, MICHIGAN STATE UNIVERSITY, CONCERNING SELECTED PUBLIC SCHOOL EDUCATIONAL ACTIVITIES

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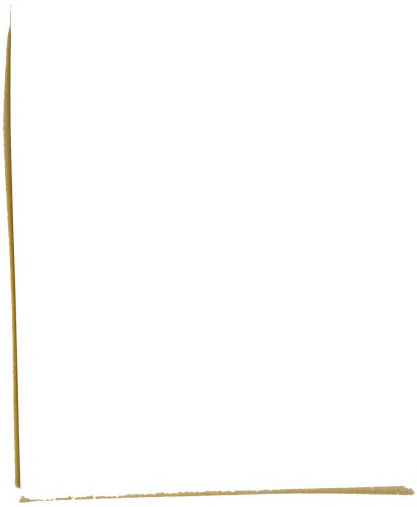

A STUDY OF THE OPINIONS OF SELECTED STUDENTS IN THE COLLEGE OF EDUCATION, MICHIGAN STATE UNIVERSITY, CONCERNING SELECTED PUBLIC SCHOOL EDUCATIONAL ACTIVITIES

by

Mitsugi Nakashima

AN ABSTRACT OF A THESIS

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ABSTRACT

A STUDY OF THE OPINIONS OF SELECTED STUDENTS IN THE COLLEGE OF EDUCATION, MICHIGAN STATE UNIVERSITY, CONCERNING SELECTED PUBLIC SCHOOL EDUCATIONAL ACTIVITIES

by Mitsugi Nakashima

Problem. The purpose of this study was to examine the opinions of selected students enrolled in the College of Education, Michigan State University, concerning the relative desirability of selected public school educational activities.

This study derived its importance from the fact that attitudes or opinions of individuals and groups may be more influential in determining behavior than cognitive knowledge alone.

Methodology. A modified Q-sort technique was used in structured individual interviews to obtain the data. The forty activities about which student opinions were sought were essentially in two categories: (1) nineteen were "imperatives" from the book Imperatives in Education[1] and (2) twenty-one were representative of certain areas of concern in public education today. The interviewees were instructed to judge the relative merits of the activities for American public schools in general or at large and at specified educational levels--elementary, secondary or both

levels--according to these response categories: (1) imperatime, (2) highly desirable, (3) desirable, (4) lowly desirable, (5) undesirable, and (6) can't judge.

The 142 students randomly selected for the study were among those enrolled in degree programs during the winter term of 1967 in the College of Education or dually with the College of Education and the College of Natural Sciences. In the latter classification were seniors majoring in secondary education, specifically, the biological sciences. Students in the College of Education were senior elementary education majors and master's degree and doctor's degree candidates specializing in elementary education, secondary education, or educational administration.

Conclusions. The students did not reach majority agreement (criterion ratings) that the nineteen educational activities designated as "imperatives" in Imperatives in Education were, in fact, imperatives for the conduct of the public schools today. Criterion ratings were reached on only four activities: "teaching natural sciences," "teaching reading skills," "providing kindergarten program," and "providing guidance and counseling services."

There was no linear relationship to the frequency with which each of the classes reached majority agreement in designating activities as absolutely necessary in the public schools. This conclusion was drawn because, although the doctoral candidates did achieve one more criterion rating

than the other two classes, this difference was considered negligible. Furthermore, the seniors and master's degree candidates both reached majority agreements on the same number of activities.

The opinions were more differentiated when analyzed according to the students' major fields of study. The elementary education majors most frequently reach majority agreement that the activities were "imperatives." The educational administration majors reached criterion ratings least often.

The expressed commitment to the necessity of compensatory activities for the disadvantaged fell short of the intensity expected in view of the current emphasis on equal opportunity in education. This held regardless of the class or curriculum by which students were classified.

In terms of the frequency with which criterion ratings were achieved, the master's degree educational administration majors' opinions were most divergent from those of the other groups of students, especially at the same class level. This was interpreted as having possible future administrator-teacher relationships and expectations, especially with regard to change and innovation in education.

The doctoral degree candidates expressed the most favorable overall opinions of the activities. The master's degree candidates' opinions were the least favorable.

The students in the elementary education curriculum expressed the most favorable overall opinions of the activities.

The educational administration majors held the least favorable overall opinions. This was the result of the combination of disparate opinions--of the depreciation of the relatively higher opinion ratings of the doctor's degree candidates by the considerably lower ratings of the master's degree candidates--rather than of congruent opinions.

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

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to analyze the opinions expressed by students in the College of Education, Michigan State University, concerning the relative desirability of selected public school activities. More specifically, the aim of this survey was to examine the configurations of the differential opinions which obtained when seniors, master's degree and doctor's degree candidates judged the relative merits of educational activities that were either specified as hypothetical imperatives in the book, Imperatives in Education,[1] or were selected by the investigator as representative of certain specific areas of concern in public education today.

Importance of the Study

This study derives part of its importance from the fact that in part it is an extension of Lee's study[2] which

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

[2]William B. Lee, "A Study of the Educational Opinions of Selected Teachers and Administrators" (unpublished Ph.D. dissertation, College of Education, Michigan State University, 1967).

investigated the opinions of teachers and administrators in five Michigan school systems regarding the relative merits of certain school activities which had been posited as imperatives for the public schools in the publication, Imperatives in Education. The present study deals with the opinions of preservice elementary and secondary teachers as well as of preservice and experienced administrators currently engaged in graduate study. Although the data generated by the two surveys will not be compared in the present study, nevertheless, certain comparisons insofar as some of the so-called "imperatives" are concerned can be made because of similarities in study design and sample population.

This study is also viewed as contributing to the fund of information already available about seniors and graduate students in the College of Education. These are the students who will soon be employed as teachers, predominantly in public schools, are those who have temporarily left their professional work to resume full-time study or are those who are combining full-time work in local school systems with part-time graduate study. There can be value in finding out how students at different stages of their educational training view certain activities carried on in public schools. Their attitudes about the need for certain educational activities in the public schools have important implications, because as Remmers has stated,

> The realization is rapidly growing that attitudes, the way individuals and groups feel about the various aspects of their world, are probably more determinative of behavior than mere cognitive understanding of this world. When this is granted, the importance and value of attitude measurement becomes at once obvious.[3]

The importance of studying group opinions takes on added dimension in the light of certain assumptions which Griffiths has made in his theory of decision-making.

> The administrator works with groups or with a group referrent, not with individuals as such. An administrator interacts with others in the organization primarily in terms of the group to which others belong. . . . The same is true of his perception of other administrators in the organization.[4]

In the interaction between these distinct groups in education, opinions regarding aspects of the professional job would have especial significance. And, in view of the impact of collective negotiations on the process of education, information regarding the convergence and/or divergence of teachers' and administrators' opinions could be valuable.

It is apparent that our society is characterized by rapid change in all aspects of life. But Gow, Holzner, and Pendleton, in discussing the nature and impact of social change, remark:

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[3]H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper & Brothers, Publishers, 1954), p. 15.

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

> Just how fundamental the change in American social structures has been is rarely recognized in full. This unawareness is, in itself, an important fact which may become dangerous in the future. Social change is not merely still occurring but, in fact, is still accelerating even though the period of transition seems to have passed and the outlines of the new social structure have come clearly visible. Not to see this, or to interpret the present and the recent past in terms of ideas that were adequate only prior to the twentieth century, leads into serious error and possibly into grievous mistakes in political, economic, or <u>educational</u> terms.[5] (Italics mine.)

Furthermore, these writers are of the opinion that the schools "have been driven by political forces into the position of spearheading societal change as that change is embodied in politically formulated public policy."[6] They consider as being largely academic the question of whether the schools should reflect or should reshape society.

Stoke, in a discussion of the relationship of education to the national welfare, expressed the belief that

> . . . if national survival depends on education, it is easy to conclude that education must be consciously enlisted to serve the national needs. The swift developments of recent years begin to make such a direct relationship between education and national necessity appear not only natural and acceptable, but inevitable.[7]

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[5]J. Steele Gow, Jr., Burkart Holzner and William C. Pendleton, "Economic, Social, and Political Forces," <u>The Changing American School</u>, The Sixty-fifth Yearbook of the National Society for the Study of Education, Part II (Chicago, Ill.: The University of Chicago Press, 1966), p. 166.

[6]<u>Ibid</u>., p. 197.

[7]Harold W. Stoke, "National Necessity and Educational Policy," <u>Current Issues in Higher Education</u> (Washington, D.C.: The Association for Higher Education, 1959), p. 13.

Imperatives in Education identified problems of national scope and then explicated the areas in education which needed modifying, revising and reshaping in order that the public school system retain a significant role as a primary contributor to the continued viability of our society. The urgent need for meeting the challenges presented by certain cultural forces is reflected in the number of educational activities--innovations, new approaches, and new emphases--which were designated as imperatives in education.

This study examines the extent to which students and the special commission of the American Association of School Administrators (AASA) share similar reactions to the social forces affecting education. That is, do the students also regard the activities endorsed as "absolutely necessary" by the AASA commission as "imperatives" in education? In addition to getting student reactions to these hypothetical imperatives, reactions to other educational activities which reflect areas of strong concern in public education today will be sought.

Hypotheses

The following hypotheses will be examined in this study:

1. Students will reach consensus in designating as imperatives those activities selected from Imperatives in Education.

2. Doctor's degree candidates will reach consensus most often in their designations of activities as "imperatives."

3. Seniors will reach consensus least often in their designations of activities as "imperatives."

4. Educational administration majors will reach consensus most often in their designations of activities as "imperatives."

5. Secondary education majors will reach consensus least often in their designations of activities as "imperatives."

6. Doctor's degree candidates will express the highest overall opinion ratings of the activities.

7. Seniors will express the lowest overall opinion ratings of the activities.

8. Educational administration majors will express the highest overall opinion ratings of the activities.

9. Secondary education majors will express the lowest overall opinion ratings of the activities.

Definition of Terms

Opinion--"a view, judgment, or appraisal formed in the mind about a particular matter or matters. [It] implies a conclusion concerning something on which ideas may differ, not however, excluding careful consideration or weighing of evidence, . . . but usually stressing the

subjectivity and disputability of the conclusion."[8]

Imperative--"an unavoidable fact compelling or insistently calling for action."[9]

Hypothetical imperative--"an imperative of conduct that springs from expediency or practical necessity rather than from moral law."[10]

Educational activity--an instructional or noninstructional service or offering generally found in or suggested for the public schools.

Type of Study

This is a descriptive research or normative-survey research which "is a structured attempt to obtain data--facts and opinions--about the current condition or status of things. It seeks to ascertain the prevailing condition at the time of the study."[11]

Good, Barr and Scates, in discussing the characteristics of the normative-survey research, use the term

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[8]Philip Babcock Gove (ed.), Webster's Third New International Dictionary (Springfield, Mass.: G. C. Merriam Co., Publishers, 1967), p. 1582.

[9]Ibid., p. 1113.

[10]Ibid., p. 1117.

[11]John B. Barnes, The Dynamics of Educational Research (Tempe, Arizona: Arizona State College, 1958, p. 161.

"normative" in the sense that the data regarding the current conditions are gathered to determine "what is the normal or typical condition, or practice."[12]

The usefulness of this type of study, especially to education, is described by VanDalen.

> Before much progress can be made in solving problems, men must possess accurate descriptions of the phenomenon with which they work. Hence, the early developments in educational research, as in other fields, have been made in the area of descriptions. . . . Determining the nature of prevailing conditions, practices, and attitudes--seeking accurate descriptions of activities, objects, processes, and persons--is their objective. They depict current status and sometimes identify relationships that exist among phenomena or trends that appear to be developing.[13]

The aim of the present study was to survey the opinions expressed by a selected sample of students enrolled in the College of Education at Michigan State University. Remmers, in discussing opinion and attitude measurement, states that opinions are being measured whenever attempts are made to measure attitudes.[14]

Sells and Trites write that the responses obtained through questionnaires, interviews, etc., have often been

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[12]Carter V. Good, A. S. Barr and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton-Century Co., Inc., 1936), p. 289.

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

[14]Remmers, op. cit., p. 7.

assumed to possess "face validity" for attitude studies "by virtue of the intrinsic content of the questions asked or behavior observed."[15] And, "If we are interested only in knowing what the present attitudes of a given group are," states Remmers, "we can equate validity with reliability."[16]

Limitations of the Study

Methodology. This study is subject to all of the limitations commonly associated with descriptive surveys. A basic limitation is that the findings usually indicate norms, not standards. Also, this approach to the study of problems is essentially static; the situations being studied may well be dynamic.[17]

The instrument developed and used for this study was not standardized. Thus, it has inherent weaknesses of non-standardized instruments sometimes developed for specific and limited purposes such as this study.

Sampling. This study was limited to students enrolled during the winter term of 1967 in the College of

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[15]Saul B. Sells and David K. Trites, "Attitudes," Encyclopedia of Educational Research, ed. Chester W. Harris, 3rd ed., (New York: The Macmillan Co., 1960), p. 103.

[16]Quoted in Sells and Tribes, ibid.

[17]Leighton H. Johnson, "Limitations of the Descriptive Method," Phi Delta Kappan, 34 (March, 1953), p. 241.

Education or dually with the College of Education and the College of Natural Sciences at Michigan State University.

The students in the College of Education were seniors majoring in elementary education, and master's degree and doctor's degree candidates majoring in elementary education, secondary education or educational administration.

The students dually enrolled were seniors majoring in secondary education, specifically limited to the biological sciences.

Summary

This study was intended to survey and analyze the opinions held by students enrolled in the College of Education, Michigan State University, about the relative desirability of selected public school activities. These activities were differentiated into two basic groups: (1) those designated as "imperatives" in the book Imperatives in Education, and (2) those selected by the investigator as reflecting current areas of concern in public education.

The study of opinions or attitudes is important because they give indications of possible future action or behavior. The relative divergence and/or convergence of opinions about the relative merits of school activities has special significance to teacher-administrator interaction because of the impact of collective negotiations on professional conduct and behavior.

Nine hypotheses were formulated to be examined in this descriptive survey study. The limitations of methodology and sampling were discussed in this introductory chapter.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Two categories of related literature are presented in this chapter. The first deals with research studies relevant to the present study. The second briefly reviews the context from which the educational activities categorized as "imperatives" were derived.

Related Research

There have been many studies dating back to the 1920's which have investigated college students' attitudes and values. These studies have focused on specific problems such as attitudes toward political, economic, social and religious issues. None, except one which will be discussed shortly, is directly relevant to the present study which deals with students' attitudes or opinions concerning public school educational activities, per se.

A number of general findings seem to have implications for this study. College attendance has generally been found to be one critical factor which produces changes in attitudes and values.[1] Jacob, after conducting an extensive

[1]Irvin J. Lehmann and Paul L. Dressel, Changes in Critical Thinking Ability, Attitudes, and Values Associated with College Attendance, Cooperative Research Project No. 1646, Office of Education, U. S. Department of Health, Education and Welfare (East Lansing, Mich.: Michigan State University, 1963), p. 7.

review of studies which dealt with the attitudes and values of college students noted "more homogeneity and greater consistency of values among students at the end of their four years than when they begin."[2] However, there is very little evidence that changes in values and attitudes can be attributed to any one factor among the many college experiences which students encounter.

A study related directly to the present one was conducted by Lee.[3] He interviewed 149 elementary and secondary school teachers and administrators in five selected school systems of comparable size in Michigan to determine the importance which they attached to educational activities described in Imperatives in Education. He was interested specifically in examining the relationship between expressed opinions and factors such as educational degree, professional position, and years of experience in public school education.

Lee reported that only in two activities, both related to reading, was there consensus about their being imperatives in education.[4]

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[2]Philip E. Jacob, Changing Values in College (New Haven, Conn.: The Edward W. Hazen Foundation, 1957), p. 6.

[3]William B. Lee, "A Study of the Educational Opinions of Selected Teachers and Administrators" (unpublished Ph.D. dissertation, College of Education, Michigan State University, 1967).

[4]Ibid., p. 143.

Educators with advanced degrees were more apt to regard the educational activities as imperatives. This phenomenon was not clearly manifested; although the relationship held true in nine of the 22 activities which were examined, it did not in five of the 22 items.[5]

The opinions of elementary and secondary teachers were undifferentiated when the number of activities designated as imperative were examined.[6]

Administrators tended to see the educational activities as more imperative than did classroom teachers. They reacted in this manner on thirteen of the 22 items examined; only in two items was this trend not established.[7]

Lee also noted a tendency for educators with greater experience to regard the activities as imperatives. The exception to this pattern occurred among those in the six-to-fifteen years of professional experience category.[8]

This study justifies the tentative conclusion that there is lack of consensus as to the absolute necessity of most educational activities, even those which are nearly

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[5] Ibid., p. 144.

[6] Ibid.

[7] Ibid., p. 147.

[8] Ibid., p. 148.

universal components of public school programs. On the other hand, there was no consensus that any educational activity is undesirable. That is, there was no activity which was seen as undesirable by a majority of the educators surveyed in Lee's study.

Imperatives in Education: An Overview

From time to time, different sets of goals have been formulated and promulgated for the purpose of guiding public school education in America. One of the most recent is that of the American Association of School Administrators (AASA) which, in 1966, published its Imperatives in Education. This book is actually the report of a special commission appointed in the spring of 1964 to discharge the

> . . . responsibility for identifying and stating in clear and concise fashion major educational imperatives that must be at the forefront as curriculums are modified, instructional methods revised, and organizational patterns reshaped to meet the needs of this country in one of its most dynamic periods.[9]

The schools are challenged by certain very powerful cultural phenomena, for instance: technological advances, fear of unemployment, changing occupational patterns and needs, urbanization, global ideological conflicts, and others.

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[9]American Association of School Administrators, Imperatives in Education (Washington, D. C.: American Association of School Administrators, 1966), p. i.

With due consideration of these circumstances the AASA commission identified nine imperatives in education to enhance the viability of the educational system. The nine imperatives in education are:

To make urban life rewarding and satisfying.
To prepare people for the world of work.
To discover and nurture creative talent.
To strengthen the moral fabric of society.
To deal constructively with psychological tensions.
To keep democracy working.
To make intelligent use of natural resources.
To make the best use of leisure time.
To work with the peoples of the world for human betterment.[10]

The publication noted that these imperatives were not goals but, rather, "points" at which the school's program should be examined for possible revisions and modifications to make it more capable of meeting the exigencies of our times. However, if these are urgent needs--hypothetical imperatives--which have universal implications for our schools, then perhaps they are functionally, as Cunningham described, "goals for the schools, national in scope."[11]

For each of the nine imperatives the AASA commission designated many school activities which would assist in implementing the goals. Those activities selected for inclusion in the present study are reviewed in the following

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[10] Ibid.

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

section as they were specifically identified with the "goals" or "points" of concern in Imperatives in Education.

TO MAKE URBAN LIFE REWARDING AND SATISFYING:[12]

> The instructional program must be extended downward to include kindergarten and prekindergarten-age children. (Italics mine.)
>
> Inservice education programs for teachers must be greatly expanded. (Italics mine.)

TO PREPARE PEOPLE FOR THE WORLD OF WORK:[13]

> Opportunities for . . . vocational training must be greatly extended. (Italics mine.)
>
> The schools must take leadership in maintaining training and retraining programs for adults. (Italics mine.)
>
> Programs of vocational guidance must be extended and improved. (Italics mine.)
>
> . . . Distributive education [and] cooperative office practice . . . must be accelerated to keep pace with the rapidity of change in business operation.[14] (Italics mine.)
>
> Vocational teachers must be continuously retrained; otherwise, they will become obsolete, and their obsolescence will be transmitted to young people.[15] (Italics mine.)

TO DISCOVER AND NURTURE CREATIVE TALENT:[16]

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[12] AASA, Imperatives in Education, p. 165.

[13] Ibid., p. 166.

[14] Ibid., p. 27.

[15] Ibid., p. 40.

[16] Ibid., p. 167.

Instruction in science [and] mathematics . . . must begin in the elementary school and be continued and extended to the fullest degree student capacities will permit. (Italics mine.)

Greater emphasis must be given to the . . . arts in the instructional program as a way to further develop the creative capacities of all students. (Italics mine.)

It is imperative that schools direct attention to the superior students in whatever area of superiority his undeveloped talent may exist. . . .[17] (Italics mine.)

TO DEAL CONSTRUCTIVELY WITH PSYCHOLOGICAL TENSIONS:[18]

Counseling and other supporting services must be provided to meet the needs of each student. (Italics mine.)

TO KEEP DEMOCRACY WORKING:[19]

Every child must have proficiency in reading . . . and the use of number. (Italics mine.)

The instructional program . . . will be a comprehensive community-school program that involves the home, churches, the neighborhood, business and industry, and the school all working together to provide an effective learning environment. . . .[20] (Italics mine.)

TO MAKE BETTER USE OF LEISURE TIME:[21]

The schools must remain open until the late hours of the evening throughout the summer months.

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[17] Ibid., p. 46.

[18] Ibid., p. 169.

[19] Ibid., p. 170.

[20] Ibid., p. 95.

[21] Ibid., p. 172.

. . . Modern dance must be emphasized throughout the elementary and secondary grades. (Italics mine.)

Community choruses . . . must be encouraged and supported. (Italics mine.)

TO WORK WITH OTHER PEOPLES OF THE WORLD FOR HUMAN BETTERMENT:[22]

Instruction in foreign languages must be strengthened and extended. (Italics mine.)

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[22] Ibid., p. 173.

CHAPTER III

DESIGN OF THE STUDY

This chapter describes the methodology used in the study: the development of the instrument, the population and the sample drawn, and the structure of the interview.

Development of the Instrument

The basic methodology used to collect data for this study was a modified "Q-sort."[1] With this process the items to be reacted to or differentiated by a subject are put on cards. These cards are shuffled into random order and presented to the subject who then proceeds to sort them in accordance with prescribed instructions. After the sorting is completed, the choices are scored by whatever standards were established.

In this study the items, i.e., the educational activities, to which student responses were sought were typed on standard 3" by 5" canary yellow index cards. The following criteria were established to guide the selection of the activities which were to be included in the instrument.

---

[1]William Stephenson, The Study of Behavior, Q-Technique and Its Methodology (Chicago, Ill.: The University of Chicago Press, 1953), p. 17.

1. The so-called "imperatives," taken from Imperatives in Education, must explicitly be identified as "imperative" or "must" activities by the authors of the book.

The AASA special commission (see Appendix A) which wrote the book was established as the panel of experts.

2. The "other" activities must be representative of specific areas of concern in public education today.

These "other" activities were any which were not specifically designated as "imperatives" by the panel of experts--the authors of Imperatives in Education. These additional activities were needed for the instrument because of the limited number of "imperatives."

3. All the activities must be described as precisely as possible in order to minimize the elicitation of a variety of interpretations.

In the preparation of the cards for the Q-sort the description of the activity was centered on the index card. On each card also there was written a number ranging from 1 to 40 in the upper right corner and the words "Elementary," "Secondary" or "All levels," indicating the vertical organizational level at which each activity was to be considered by the respondent, in the upper left corner.

Twenty trial interviews with students--primarily seniors and graduate students--were conducted to test and refine the pilot instrument. These trial runs helped to

refine the instructions to the interviewee; to eliminate ambiguous items, words or phrases; to reword activities; to try out new items; etc. Through the process of many revisions, deletions and substitutions forty items were derived. Nineteen of these were "imperatives"; the other twenty-one were taken from various sources. Some had come from Imperatives in Education; these had not received the "imperative" endorsement but had been given lesser recommendations by the authors. Others were selected from different books. Three items were included because they were prejudged as most likely to be designated by the respondents as less desirable activities for inclusion in the public schools. The investigator subjectively decided that these three more-patently less desirable activities were necessary to prepare for the possibility that there would be respondents who approached the task with a set for rating at least one or more activity toward the lower end of the scale of choices.

After the final forty activities were derived, the cards on which they were typed were shuffled. Taking each card in the order in which it then appeared the cards were numbered consecutively from one to forty to designate the order in which they were to be presented to every one of the respondents in the sample. This method of presenting the cards in a predetermined order after randomization was

followed to control the effect that the order of presentation might have on the opinion rating of the cards. The numbers were also to be used in the scoring of the responses.

Table 1 shows the list of the activities included in the instrument.

Table 1.--The forty educational activities used in the Q-sort

Level	Activity
All	*1. Teach natural science
Elementary	2. Provide prekindergarten program for the culturally disadvantaged; e.g., Operation Head Start
All	3. Sponsor scout troop(s)
All	4. Provide medical examinations with effective follow-ups.
All	*5. Provide educational and recreational opportunities for persons of all ages after-school and evenings the year-round
Secondary	*6. Provide vocational education
All	*7. Encourage and support community musical choral groups
All	*8. Teach art
Elementary	*9. Provide prekindergarten program
Elementary	10. Provide classes for trainable mentally retarded students
Elementary	*11. Provide kindergarten program

*Imperatives from Imperatives in Education; all others by investigator.

Table 1--Continued

Level	Activity
All	12. Group students flexibly for instruction; i.e., group students homogeneously or heterogeneously depending on the nature of the learning task
All	*13. Teach reading skills
All	*14. Provide inservice education program for teachers
All	*15. Provide guidance and counseling services
Secondary	16. Sponsor drum majors and/or drum majorettes
All	17. Work towards achieving racial balance in the student population; i.e., reducing de facto segregation
All	18. Provide field trips for the culturally disadvantaged to cultural centers, theaters, concerts, etc.
Secondary	19. Provide in-school, after-school, evening-school and Saturday programs to help lower the dropout rate
Elementary	20. Provide psychoeducational diagnostic services with prescription and remediation in schools located in culturally disadvantaged areas
All	*21. Teach modern mathematics
Secondary	22. Provide work-study program to lower the dropout rate
All	*23. Provide vocational guidance
Elementary	24. Provide free breakfasts for disadvantaged students who cannot get them at home
Elementary	25. Provide classes for emotionally-disturbed students

*Imperatives from Imperatives in Education; all others by investigator.

Table 1--Continued

Level	Activity
Elementary	26. Provide mental health program for under-achieving students
All	*27. Provide special educational opportunities for the gifted and talented
Secondary	*28. Provide for continuous retraining of teachers of vocational subjects
Secondary	*29. Provide distributive education program; i.e., retailing, marketing, etc.
Elementary	30. Provide home counselors (home-school agents) in schools located in culturally disadvantaged areas
Secondary	*31. Provide cooperative office practice program
All	*32. Teach modern dancing
All	33. Participate in nationally-sponsored Spelling Bees
All	*34. Teach foreign language(s)
Secondary	*35. Provide, in cooperation with other agencies, training and retraining programs to meet new manpower needs.
All	36. Provide medical examinations with effective follow-ups in schools located in culturally disadvantaged areas
Secondary	37. Provide work-study program for educable mentally retarded students; e.g., restaurant practice
Secondary	38. Provide interscholastic athletic program with a number of teams in each major sport
Elementary	39. Provide group therapy for parents of handicapped children
All	40. Provide guidance counselors in all schools located in culturally disadvantaged areas

Since this study intended to compare and analyze the opinions of the respondents by class and major field, the number of activities in each of the three vertical organizational levels were controlled. That is, there were 20 activities for "All levels," and 10 each activities for the "Elementary" and "Secondary" levels included in the Q-sort. No attempt was made to equate the activities otherwise.

Six response categories were utilized in the Q-sort. These were: (1) Imperative, (2) Highly Desirable, (3) Desirable, (4) Lowly Desirable, (5) Undesirable, and (6) Can't Judge. The sixth category was not included in the pilot instrument at the start of the trial run interviews but was put in about midway through the trials because a number of the subjects could not make judgments even after clarification by the interviewer. The inclusion of this sixth category eliminated the forced choice element from the instrument. Each of the six categories was typed on white 3" by 5" white index cards. When set out in front of the respondent they would guide the sorting of the activities.

Selection of the Study Sample

The population for this study was comprised of students enrolled in the College of Education or dually in the College of Education and the College of Natural Sciences at Michigan State University during the winter term of 1967. The students were listed in the Registrar's report as being

enrolled in degree programs. The report listing the students enrolled in the College of Education was obtained from the Graduate Student Affairs Office. The list of dually enrolled senior secondary education (biological sciences) majors was secured from the office of the Dean, the College of Natural Sciences.

The strata selected for study were seniors, master's dwgree candidates and doctor's degree candidates. Within the senior stratum the clusters chosen were elementary education and secondary education majors, limited solely to the biological science majors. Within the master's degree and doctor's degree strata the clusters were elementary education, secondary education, and educational administration majors.

The random sample from the stratified cluster population was drawn with the use of the Rand Table of Random Numbers. Table 2 provides a detailed description of the sample.

The sample included: P_1 seniors: (a) elementary education--49 or 10%, (b) secondary education--12 or 24%; P_2 master's degree candidates: (a) elementary education--22 or 20%, (b) secondary education--12 or 24%, (c) educational administration--17 or 23%; and P_3 doctor's degree candidates: (a) elementary education--8 or 22%, (b) secondary education--6 or 46%, and (c) educational administration --16 or 20%.

Table 2.--Description of population and sample

Population	Cluster	N	Proportion of Cluster (in per cent)
1 Seniors	a Elementary education	49	10
	b Secondary education	12	24
2 Master's degree candidates	a Elementary education	22	20
	b Secondary education	12	24
	c Educational administration	17	23
3 Doctor's degree candidates	a Elementary education	8	22
	b Secondary education	6	46
	c Educational administration	16	20
	Total sample	142	

Table 3 shows the classification of students according to the classes in which they were enrolled.

Table 3.--Classification of students by class

Class	N
Seniors	61
Master's degree candidates	51
Doctor's degree candidates	30

Table 4 classifies these students by the major fields in which they were studying.

Table 4.--Classification of students by major field

Major Field	N
Elementary education	79
Secondary education	30
Educational administration	33

Nearly all of the participants were contacted by telephone to explain the nature of the study, to enlist their cooperation and to schedule an interview at some later date. A few were contacted in person.

Structure of the Interview

With each interview, the purpose of the study was briefly explained to the interviewee even though this had been mentioned during the first telephone or personal contact. Then certain gross data were obtained from the student. (See Appendix B for the scoring sheet which provides for the gross data.)

The majority of the interviews were conducted in the interviewer's office. The interviewee was seated at a table with the interviewer either in front or to the side of him. Approximately a dozen interviews took place in the home of

the student. A few others were conducted in lobbies of classroom buildings and dormitories.

The following instructions which were standardized during the trial interviews were given verbally to each interviewee. (The portions enclosed in parentheses were directions for the interviewer.)

> Educators and even laymen generally have differing opinions about what the American public schools should be providing in the way of educational activities. Some say that too much is being done while others state that there is too much of one thing and not enough of another or other things.
>
> On each of these cards [hand the student the stack of 40 cards] is written an educational activity which is being provided in the public schools today. As you read each card, decide whether you as __*__ judge that particular activity to be (1) imperative, (2) highly desirable, (3) desirable, (4) lowly desirable, or (5) undesirable as a function of the public school. [Set out the categories in a horizontal row in front of the respondent as each is mentioned.] The level, i.e., elementary, secondary or all levels, at which you are to consider each activity appears in the upper left corner of each card. The larger frame of reference for judging these activies is public schools in general, not a particular school in a particular town, city or state, but American public schools at large.
>
> If you cannot form an opinion about the merits of any activity, categorize it under (6) can't judge. [Set out this category along side the other five.] However, please try to make a judgment in each case, if possible. Since I am interested only in your opinions, there are no right or wrong answers as such in any case.
>
> Please do not hesitate to ask for clarification of an activity or further information as you are making your decisions.
>
> *Insert, as appropriate: "a prospective elementary teacher," etc.

As described earlier, the cards were in a predetermined order set after randomization; therefore, each interviewee

received the stack of cards in the same order. The respondent was permitted to sort the cards in a manner to his liking as long as he observed the instructions. A few read through all of the items before beginning the actual categorization process but most categorized from the beginning as they proceeded through the stack.

After each respondent had completed his sorting he was asked to assist in the recording of the responses by reading the numbers which appeared in the upper right corner of each card to the interviewer, beginning with the sorts in the "imperative" category.

The student was permitted to make changes in his responses as he went through the cards during the recording phase, but rarely did this occur. In some cases where the respondent had to leave immediately after completing the task or where another interviewee was scheduled to follow very closely, the interviewer did the entire recording without assistance.

Summary

The methodology used to collect the data was described in this chapter. The basic technique around which the intrument was developed was the Q-sort. The forty educational activities to which student opinion ratings were sought were typed on standard 3" by 5" index cards. Each card was also numbered to indicate the order of presentation and was

identified by the vertical organizational level at which it was to be considered by the respondent. The rating scale used six response categories: (1) imperative, (2) highly desirable, (3) desirable, (4) lowly desirable, (5) undesirable, and (6) can't judge.

The study sample included 142 students from the following categories: seniors: elementary education, 49; and, secondary education, 12; master's degree candidates: elementary education, 22; secondary education, 12; and educational administration, 17; doctor's degree candidates: elementary education, 8; secondary education, 6; and educational administration, 16.

Each participant was interviewed individually. The instructions to the interviewee were included in this chapter.

CHAPTER IV

ANALYSIS OF THE DATA

Classification of the Activities

The forty educational activities about which the students expressed opinions were arbitrarily classified into two categories and seven sub-categories in order to facilitate the analysis of the data. These functional classifications are presented in Table 5.

Table 5.--Classification of the educational activities into categories and subcategories for the purpose of analyzing the data

Categories and Subcategories of Activities	Item Numbers[a]
Imperatives:	
Instructional	1, 8, 9, 11, 13, 21, 27, 32, 34
Noninstructional	5, 7, 14, 15
Vocational Education	6, 23, 28, 29, 31, 35
Others:	
Re the Disadvantaged	2, 12, 17, 18, 20, 24, 30, 36,.40
Re the MR and Emotionally Disturbed	10, 25, 37, 39
Re the School Dropout	19, 22, 26
Miscellaneous	3, 4, 16, 33, 38

[a]See Table 1, pp. 23-25, for description of activities.

The activities, it will be recalled, were categorized by their sources: the "imperatives" from the book Imperatives in Education, and those selected by the investigator as representative of various areas of concern in education today.

The "imperatives" are grouped into three areas: instructional, noninstructional, and vocational education. The "others" are classified in this way: activities concerning the disadvantaged, activities pertaining to the mentally retarded and emotionally disturbed or maladjusted, activities concerning the reduction of the dropout rate, and miscellaneous activities, i.e., those not amenable to the foregoing classifications.

Other schemes of classification are possible; the present one was selected because it readily accommodated the categorization of the activities according to function.

Methods of Testing the Hypotheses

The data will be presented and analyzed as percentage or proportion scores. Statistical tests of significance will not be utilized.

The hypotheses are restated in order to describe the methods by which they will be tested.

Hypothesis 1. Students will reach consensus in designating as imperatives those activities selected from Imperatives in Education.

This hypothesis will be considered as supported when 50% or more of the students rate as imperative those

activities in the "imperative" category.

Hypothesis 2. Doctor's degree candidates will reach consensus most often in their designations of activities as "imperatives."

This hypothesis will be regarded as supported when there is superiority in the number of times that 50% or more of the doctor's degree candidates designate the activities as "imperatives."

Hypothesis 3. Seniors will reach consensus least often in their designations of activities as "imperatives."

This hypothesis will be considered as supported when the number of times in which 50% or more of the seniors designate the activities as "imperatives" occurs least often.

Hypothesis 4. Educational administration majors will reach consensus most often in their designations of activities as "imperatives."

This hypothesis will be regarded as confirmed when the number of times that 50% or more of the educational administration majors designate activities as "imperatives" occurs most often.

Hypothesis 5. Secondary education majors will reach consensus least often in their designations of activities as "imperatives."

This hypothesis will be accepted when the number of times in which 50% or more of the secondary education majors designate activities as "imperatives" occurs least often.

Hypothesis 6. Doctor's degree candidates will express the highest overall opinion ratings of the activities.

This hypothesis will be considered as confirmed when

the doctor's degree candidates achieve the highest composite opinion ratio scores which will be computed as follows:

$$\text{Composite Opinion Ratio Score} = \frac{\text{Raw Scores X Assigned Values}^{a}}{\text{Raw Scores X 5}}$$

or

$$\text{CORS} = \frac{\text{Actual Score}}{\text{Potential Score}}$$

[a]According to category of responses:
imperative - 5 desirable - 3 undesirable - 1
highly desirable - 4 lowly desirable - 2 can't judge - 0

The intergroup comparisons of the composite opinion ratio scores (CORSs) obtained by the students in the various classifications will be done by item analysis. Thus, the groups--either classes and/or curricula--will be ranked according to their CORSs for each and every activity. These ranks, in turn, will be summed on the basis of subcategories of activities, e.g., "instructional activities," to derive the overall rank orders obtained by the students for particular sets of activities. Finally, rank placements based on subcategories of activities will be computed to determine the relative magnitude of the opinion ratings on all of the forty activities.

Hypothesis 7. Seniors will express the lowest overall opinion ratings of the activities.

This hypothesis will be considered as supported when seniors, in comparison to the other two classes, obtain the lowest rankings which are based on the CORSs.

Hypothesis 8. Educational administration majors will express the highest overall opinion ratings of the activities.

This hypothesis will be accepted when the educational administration majors, in comparison to the other two curricula, obtain the highest rankings which are based on the CORSs.

Hypothesis 9. Secondary education majors will express the lowest overall opinion ratings of the activities.

This hypothesis will be regarded as supported when secondary education majors, in comparison to the other two curricula, obtain the lowest rankings which are based on the CORSs.

Findings About the Imperatives

Instructional Activities. There are nine items in this category. The proportions, expressed in per cent units, of the class and major field members which designated these activities in the imperative category of the response scale are presented in Table 6.

This table shows the similarities and differences among the eight subgroups of students. The two subsequent tables were generated from the data contained herein. The similarities and differences can be more meaningfully discussed in relationship to the two subsequent tables.

On item 1, teaching natural science, all of the classes and major fields except the master's degree (MA) educational administration majors and doctor's degree (DOC) elementary

Table 6.--Imperative category opinion ratings of instructional activities by students grouped according to their classes and major fields (figures in per cent)

Activities[a]	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
1. Natural science	.64	1.00	.54	.75	.41	.25	.50	.75
8. Art	.29	.08	.32	.17	.12	.38	.50	.19
9. Prekindergarten	.12	.00	.18	.08	.06	.25	.17	.31
11. Kindergarten	.73	.42	.68	.58	.06	.63	.67	.63
13. Reading	.95	.50	.86	.92	.88	1.00	.50	.81
21. Modern math	.41	.33	.50	.42	.06	.25	.33	.25
27. Program for gifted	.43	.50	.55	.42	.29	.63	.00	.32
32. Modern dancing	.00	.00	.00	.00	.00	.00	.00	.06
34. Foreign languages	.25	.12	.23	.67	.29	.25	.00	.38

[a]Refer to Table 1, pp. 23-25, for exact description.

education majors achieved consensus (.50 or higher) ratings that this was an imperative. The senior secondary education majors whose field was the biological sciences show the highest agreement (1.00).

The only group to achieve agreement that item 8, art education, was an imperative activity was the DOC secondary education majors. The imperative category ratings of the other groups were very low; the second highest rating was achieved by the DOC elementary education majors (38%).

No group reached consensus on item 9, prekindergarten education. In fact, the percentage ratings were low. None among the senior secondary education majors considered this to be an imperative activity. The DOC educational administration students' rating of 31% was the highest among the eight groups.

On item 11, kindergarten education, all but two of the groups--senior secondary education (47%) and MA educational administration (6%) majors--achieved consensus that this was absolutely necessary in the public schools.

All of the groups showed consensus that item 13, teaching reading skills, was an imperative. The ratings were all very high except those by the senior secondary education and DOC secondary education majors, both with the minimum .50 rate.

On item 21, teaching modern mathematics, only the MA elementary education majors (50%) reached consensus.

Three groups--senior secondary education, MA elementary education, and DOC elementary education majors--showed consensus that item 27, program for gifted students, was absolutely necessary for the public schools to provide. None of the DOC secondary education majors designated this as an imperative.

Item 32, teaching modern dancing, was distinguished by the fact that it did not get selected at all as an imperative, except by 6% of the DOC educational administration majors.

One group, the MA secondary education majors, showed consensus in selecting item 34, teaching foreign languages, as an imperative. In contrast, none of the DOC secondary education majors selected this item as an imperative for the public schools.

In recapitulation, the respondent groups showed consensus that the nine activities were imperatives for the public schools the following number of items: MA elementary education (5); MA secondary education (4); DOC secondary education (4); senior elementary education (3); senior secondary education (3); DOC elementary education (3); DOC educational administration (3); and, MA educational administration (1).

Table 7 analyzes the way in which the respondents grouped as class members rated the nine instructional activities in the imperative response category.

Table 7.--Imperative category opinion ratings of instructional activities by students grouped according to their classes (figures in per cent)

Activities[a]	Seniors	MA Candidates	DOC Candidates
1. Natural science	.72	.55	.57
8. Art	.28	.22	.30
9. Prekindergarten	.10	.12	.27
11. Kindergarten	.67	.45	.63
13. Reading	.87	.88	.80
21. Modern mathematics	.39	.33	.27
27. Program for gifted	.44	.43	.33
32. Modern dancing	.00	.00	.03
34. Foreign languages	.23	.35	.27

[a]See Table 1, pp. 23-25, for exact description of activities.

All three classes achieved consensus in rating item 1, teaching natural science, in the imperative category. The DOC candidates reached this level largely because the 75% rating of the educational administration majors substantially made up for the 25% response rate of the elementary education majors.

On item 8, art education, and item 9, prekindergarten program, none of the classes reached consensus. The ratings were no higher than the 30% level reached by the DOC candidates.

Seniors and DOC candidates achieved consensus on item 11, kindergarten program. The MA candidates fell short of this mark by five percentage points, primarily because of the sharply lowering effect exerted by the 6% response rate of the educational administration majors on the ratings of the elementary education majors (68%) and secondary education majors (58%).

On item 13, teaching reading skills, all of the classes achieved high level consensus ratings. At least 80% or more of the respondents in each class regarded the teaching of reading skills as absolutely necessary.

None of the classes achieved consensus on item 21, teaching modern mathematics. The 39% level of the seniors was the highest among the three groups. Although the MA candidates' rating would not have reached the 50% standard, their rating would have been much higher but for the effect of the educational administration majors' rating of 6%.

There were no consensus ratings on the other three items in the instructional category of activities: item 27, program for gifted students; item 32, teaching modern dancing; and, item 34, teaching foreign languages. The DOC candidate's response level on item 27 was depreciated by the zero percentage rating of the secondary education majors counter balancing the 63% response of the elementary education majors and the 32% rating of the educational administration majors. The MA candidates' rating of item

34 was raised appreciably by the 67% rating of the secondary education majors. Note that the elementary education and educational administration majors' ratings were below 30% on this item.

In summary, consensus "imperative" category ratings were achieved on instructional activities by the classes in the following frequencies: seniors (3); DOC candidates (3); and MA candidates (2).

The way in which the respondents grouped by their major fields rated the instructional activities as imperatives is presented in Table 8.

Table 8.--Imperative category opinion ratings of instructional activities by students grouped according to their major fields (figures in per cent)

Activities[a]	Elementary Education	Secondary Education	Educational Administration
1. Natural science	.58	.80	.58
8. Art	.30	.20	.14
9. Prekindergarten	.15	.07	.18
11. Kindergarten	.71	.53	.33
13. Reading	.92	.67	.85
21. Modern mathematics	.42	.37	.15
27. Program for gifted	.48	.37	.30
32. Modern dancing	.00	.00	.03
34. Foreign languages	.24	.33	.33

[a]See Table 1, pp. 23-25, for exact description of activities.

The respondents in the three major fields showed criterion ratings in selecting item 1, teaching natural science, as an imperative activity.

None of the groups reached consensus on item 8, art education, and item 9, prekindergarten education. The rating on item 8 of the secondary education majors would have been higher than the 20% level but for the especially low (8%) response of the seniors. On item 9, the 6% rating of the MA educational administration majors offset the 31% level of the DOC educational administration majors.

On item 11, kindergarten program, the elementary and secondary education majors achieved consensus. The educational administration majors' rating was lowered by the 6% rating of the MA candidates; the DOC candidates had given this activity a 63% rating in the imperative response category.

Item 13, teaching reading skills, was selected by a clear majority of the respondents in all three groups as being an imperative activity.

On none of the remaining items--21, teaching modern mathematics; 27, program for gifted students; 32, teaching modern dancing; and 34, teaching foreign languages--was consensus reached by the respondents. On item 27, the elementary education majors were two percentage points short of the criterion mark which would have been reached

but for the 43% response of the seniors diminishing the ratings of the MA candidates (55%) and the DOC candidates (63%).

The secondary education majors' imperative category response on item 34 reflects highly disparate ratings by classes: seniors (12%), MA candidates (67%), and DOC candidates (0%).

In recapitulation, the respondents grouped into the three major fields achieved criterion ratings in their imperative category responses as follows: elementary education majors (3); secondary education majors (3); and, educational administration majors (2).

Table 9 presents a summation of all the ratings, by group and activity, expressed as the composite opinion ratio scores (CORSs). This score, it will be recalled, is derived by summing up the total responses to which variable values had been assigned and then dividing that sum by the highest possible score that the respondents might have achieved on any given item. Such a table allows gross analysis of the consistency of the intragroup rankings (based on the CORSs) of all the items in a given category, e.g., instructional activities. That is, some analysis can be made of the convergence and/or divergence of the ratings of activities made by a particular group of students.

Examination of the intragroup range in ranks indicates that the least range of four places occurred within the

Table 9.--*Composite opinion ratio scores and rank order on instructional activities achieved by students grouped according to their classes and major fields (figures in parentheses signify CORSs, figures above parentheses signify rank order)*

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
1. Natural science	4 (.91)	1 (1.00)	5.5 (.90)	2.5 (.93)	7 (.87)	8 (.78)	5.5 (.90)	2.5 (.93)
8. Art	2 (.81)	8 (.67)	4 (.78)	5 (.77)	6.5 (.71)	1 (.83)	3 (.80)	6.5 (.71)
9. Prekindergarten	4.5 (.68)	8 (.45)	4.5 (.68)	7 (.47)	6 (.52)	2.5 (.73)	2.5 (.73)	1 (.78)
11. Kindergarten	1 (.94)	8 (.77)	2.5 (.93)	7 (.78)	6 (.86)	5 (.88)	2.5 (.93)	4 (.91)
13. Reading	2 (.99)	8 (.83)	5.5 (.96)	3.5 (.98)	3.5 (.98)	1 (1.00)	7 (.90)	5.5 (.96)
21. Modern math	4 (.82)	7 (.72)	3 (.83)	2 (.87)	8 (.67)	1 (1.00)	6 (.77)	5 (.78)
27. Program for gifted	5 (.84)	3.5 (.87)	2 (.89)	3.5 (.87)	6 (.82)	1 (.93)	7.5 (.80)	7.5 (.80)
32. Modern dancing	2.5 (.51)	8 (.40)	6 (.43)	1 (.53)	7 (.41)	4 (.48)	5 (.47)	2.5 (.51)
34. Foreign languages	3 (.77)	5.5 (.75)	7 (.72)	1 (.87)	2 (.78)	5.5 (.75)	8 (.67)	4 (.76)
Sum of rank orders	28	57	40	31.5	54	29	47	38.5
Rank by sum	1	8	5	3	7	2	6	4

senior elementary majors. The next lowest range of five places in rank comes in the MA elementary and DOC administration groups. The MA secondary and administration and the DOC secondary groups ranged six places in the ranking of their CORSs. Ranging the maximum of seven places were the senior secondary and DOC elementary groups.

The overall ranking of the respondent groups which is based on the sums of the rank orders is evident in Table 8. The groups ranked as follows in their overall ratings of the activities: (1) senior elementary majors, (2) DOC elementary majors, (3) MA secondary majors, (4) DOC administration majors, (5) MA elementary majors, (6) DOC secondary majors, (7) MA administration majors, and (8) senior secondary majors.

In Table 10 the ranking by classes of the respondents' composite opinion ratio scores is presented.

Seniors gave the highest ratings to two items--1, natural science, and 8, art education--and were tied in giving the highest ratings to three other activities--item 34, foreign languages, with the MA candidates; item 11, kindergarten program and item 32, modern dancing, with the DOC candidates. This group ranked second in the magnitudes of its ratings on item 9, prekindergarten program; item 21, modern mathematics; item 27, program for the gifted; and tied for second with the DOC candidates in rating item 13, teaching reading. Thus, the seniors ranked first in giving the highest ratings to the nine items in the instructional activities.

Table 10.--Composite opinion ratio scores and rank order on instructional activities achieved by students grouped according to their classes (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Seniors	MA Candidates	DOC Candidates
1. Natural science	1 (.93)	2 (.90)	3 (.88)
8. Art	1 (.78)	3 (.75)	2 (.77)
9. Prekindergarten	2 (.63)	3 (.58)	1 (.75)
11. Kindergarten	1.5 (.91)	3 (.87)	1.5 (.91)
13. Reading	2.5 (.96)	1 (.97)	2.5 (.96)
21. Modern mathematics	2 (.80)	3 (.78)	1 (.83)
27. Program for the gifted	2 (.85)	1 (.86)	3 (.83)
32. Modern dancing	1.5 (.49)	3 (.45)	1.5 (.49)
34. Foreign languages	1.5 (.77)	1.5 (.77)	3 (.73)
Sum of rank orders	15	20.5	17.5
Rank by sum	1	3	2

The DOC candidates ranked second overall in the magnitude of their ratings. They ranked first in rating two items--9, prekindergarten program, and 21, modern mathematics; they were tied with the seniors for top ranking with

the seniors on two items--11, kindergarten program and 32, modern dancing. These students ranked second in rating item 8, art education and tied for second with the seniors in rating item 13, reading.

The MA candidates were third among the three classes of respondents. These respondents ranked first in their ratings of item 13, reading, and item 27, program for gifted students; they were tied for first with the seniors in rating item 34, foreign language instruction. Their one second place ranking came on item 1, natural science. They were third on the other five activities.

The composite opinion ratio scores were extremely close on eight of the items. That is, .05 units or less separated the highest and lowest composite opinion ratio scores. Only on item 9, prekindergarten program, did the difference exceed this. There were .17 units between the highest and lowest scores.

Table 11 presents the composite opinion ratio scores attained by the members of the major fields. Again the groups are ranked by their CORSs.

The elementary education majors rated the nine instructional activities the highest. They gave the highest overall ratings on seven of the items. They ranked third in their total categories of ratings on two activities: item 1, natural science and item 34, foreign languages.

Table 11.--Composite opinion ratio scores and rank order on instructional activities achieved by students grouped according to their major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Elementary Education	Secondary Education	Educational Administration
1. Natural science	3 (.89)	1 (.95)	2 (.90)
8. Art	1 (.80)	2 (.73)	3 (.72)
9. Prekindergarten	1 (.68)	3 (.51)	2 (.64)
11. Kindergarten	1 (.93)	3 (.81)	2 (.88)
13. Reading	1 (.98)	3 (.91)	2 (.97)
21. Modern mathematics	1 (.84)	2 (.79)	3 (.72)
27. Program for the gifted	1 (.87)	2 (.85)	3 (.81)
32. Modern dancing	1 (.48)	2 (.47)	3 (.46)
34. Foreign languages	3 (.75)	1 (.78)	2 (.77)
Sum of rank orders	13	19	22
Rank by sum	1	2	3

On the nine instructional activities the secondary education majors gave the second highest overall ratings. Their ratings of two activities were the highest: item 1,

natural science, and item 34, foreign language instruction. This group ranked second in rating four of the activities and third on three items.

The lowest group in overall rating of the activities was the educational administration majors. These respondents did not rank first in their ratings of any of the items. The second and third rankings were distributed among four activities each.

The CORSs were not as close together as had been when the comparison was made of the respondents grouped as classes. On three items--9, prekindergarten program; 11, kindergarten program; and 21, modern mathematics--the difference between the highest and lowest CORSs exceeded .12 or more units.

Examination of the Hypotheses. The hypotheses are examined in the light of the findings about the instructional activities.

Hypothesis 1. This hypothesis was not confirmed as only three activities were selected by 50% or more of the students as being imperative. These were: teaching natural sciences, providing a kindergarten program, and teaching reading skills.

Hypotheses 2 and 3. These hypotheses were not confirmed because both the DOC candidates and the seniors reached criterion ratings on three activities each and not the former group alone as hypothesized. Thus, also, the seniors did not reach criterion ratings on the least number

of activities as hypothesized.

Hypothesis 4. This hypothesis was refuted by the results. Both the elementary education majors and secondary education majors rather than the educational administration majors achieved criterion ratings in more activities--three each--as compared to two for the administration group.

Hypothesis 5. This hypothesis was disproven. The data indicated that the educational administration majors rather than the secondary education majors reached consensus least often on the activities in the present category.

Hypotheses 6 and 7. The data also refuted these hypotheses. The DOC candidates did not give the highest overall ratings to the activities. Instead, the seniors' opinions of the activities were at the highest level among the three classes, thereby, disproving the hypothesis that the students at the lowest class level would hold the lowest opinions about the desirability of the activities in the present category.

Hypotheses 8 and 9. Both hypotheses were disproven. The elementary education majors rather than the educational administration majors gave the highest opinion ratings to the nine activities. Furthermore, the administration group were lowest in their opinions rather than the secondary majors as had been hypothesized.

Noninstructional Activities. There are four activities in this category. Table 12 shows how the respondents as

Table 12.--Imperative category opinion ratings of noninstructional activities by students grouped according to their classes and major fields (figures in per cent)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
5. Community school education	.10	.17	.14	.00	.00	.00	.00	.06
7. Community choruses	.02	.08	.05	.00	.00	.00	.00	.00
14. In-service education for teachers	.39	.08	.59	.34	.29	.63	.33	.63
15. Guidance and counseling services	.61	.50	.64	.50	.35	.75	.33	.50

members of classes and major fields rated these activities in the imperative response category.

On two of the activities--item 5, community education and item 7, community chorus--none of the groups of respondents achieved consensus. In fact, only the respondents from four groups gave any consideration to item 5 in the imperative category rating: senior elementary education (10%); senior secondary education (17%); MA elementary education (14%); and DOC educational administration (6%). Portions of three groups rated item 7 as an imperative as follows: senior elementary education (2%); senior secondary education (8%); and, MA elementary education (5%).

On item 14, in-service education for teachers, consensus was achieved by three of the eight groups: MA elementary education (59%), DOC elementary education (63%), and DOC educational administration (63%).

All but two of the eight groups reached consensus in designating item 15, guidance and counseling services, as absolutely necessary in the public schools. The six groups to achieve consensus were: senior elementary (61%) and secondary (50%) education; MA elementary (64%) and secondary (50%) education; and, DOC elementary education (75%) and educational administration (50%). The respondents who did not were the MA educational administration majors (35%) and the DOC secondary education majors (33%).

To recapitulate, the frequencies of consensus ratings by the classes and major fields of the noninstructional activities were distributed as follows: senior elementary education (1); senior secondary education (1); MA elementary education (2); MA secondary education (1); MA educational administration (0); DOC elementary education (2); DOC secondary education (0); and DOC educational administration (2).

In Table 13 the ratings in the "imperative category are presented according to the classes in which the respondents were enrolled.

Both item 5, providing community school education, and item 7, sponsoring and encouraging community choruses, were rated low as imperatives. Eleven per cent of the seniors, 6% of the MA candidates and 3% of the DOC candidates designated item 5 as an imperative. For item 7 the ratings in this single response category were: seniors (3%); MA candidates (2%); and, DOC candidates (0%).

Only the DOC candidates achieved consensus on item 14, in-service education for teachers.

On item 15, guidance and counseling services, all three groups achieved consensus in their designations for the imperative category.

In summary, the classes achieved consensus ratings on the noninstructional activities as follows: seniors (1); MA candidates (1); and DOC candidates (2).

Table 13.--Imperative category opinion ratings of noninstructional activities by students grouped according to their classes (figures in per cent)

Activities	Seniors	MA Candidates	DOC Candidates
5. Community school education	.11	.06	.03
7. Community choruses	.03	.02	.00
14. In-service education for teachers	.33	.43	.57
15. Guidance and counseling services	.59	.51	.53

Table 14 presents the "imperative" category rating of the noninstructional activities by the respondents grouped according to their major fields.

Table 14.--Imperative category opinion ratings of noninstructional activities by students grouped according to their major fields (figures in per cent)

Activities	Elementary Education	Secondary Education	Educational Administration
5. Community school education	.10	.07	.03
7. Community choruses	.03	.03	.00
14. In-service education for teachers	.47	.23	.45
15. Guidance and counseling services	.63	.47	.42

None of the three groups--elementary education, secondary education, and educational administration--reached consensus on items 5, 7, and 14; respectively; community school education, community choruses, and in-service education. Items 5 and 7 were rated especially low as activities in the imperative category. On item 14, elementary education and educational administration majors were close to achieving consensus as 47% and 45% of them, respectively, rated it in the imperative category. The response rate (39%) of the seniors offset the criterion rating achieved by both the MA candidates (59%) and DOC candidates (63%). The educational administration group could have achieved consensus rating but for the 29% response rate of the MA candidates nullifying the 63% rating of the DOC candidates.

Only the elementary education majors showed consensus in designating item 15, guidance and counseling services, as an imperative. The secondary education and educational administration majors were short of reaching agreement at the 50% level by three and eight percentage points, respectively.

In recapitulation, the respondents grouped into their major fields achieved frequencies of consensus ratings in the imperative category on noninstructional activities as follows: elementary education (1); secondary education (0); and educational administration (0). Additional agreement, of sorts,

was reached on two activities in that they were given uniformly low ratings of the imperative category of response. That is, there was, in effect, agreement that items 5 and 7 were not imperative.

Table 15 shows the way in which the respondents, by classes and major fields, ranked according to the composite opinion ratio scores attained on the noninstructional activities. Again, the details develop a perspective for the two tables which follow.

The intragroup consistency as guaged by rank placements was much higher for these noninstructional activities than for the instructional. The rank placements of four groups ranged between two places: senior elementary education, MA educational administration, DOC secondary education, and DOC educational administration. The DOC elementary majors' rank placements ranged between five places and the MA secondary education majors' between six. Ranging the maximum seven places in rank were the senior secondary majors and the MA elementary majors.

On the basis of the magnitude of the composite opinion ratio scores on the noninstructional activities the groups were ordered as follows: (1) DOC administration majors, (2) DOC elementary education majors, (3) senior elementary education majors, (4) senior secondary education majors, (5) MA elementary education majors, (6) MA secondary

Table 15.--Composite opinion ratio scores and rank order on noninstructional activities by students grouped according to their classes and major fields (figures in parentheses signify CORSs; figures above parentheses signify rank order)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
5. Community school education	3.5 (.71)	1 (.73)	5 (.70)	2 (.65)	6.5 (.65)	6.5 (.65)	8 (.63)	3.5 (.71)
7. Community choruses	3 (.61)	1 (.67)	8 (.49)	7 (.53)	6 (.54)	5 (.58)	2 (.63)	4 (.60)
14. In-service education	5 (.82)	8 (.60)	3 (.90)	4 (.85)	6.5 (.80)	1 (.93)	6.5 (.80)	2 (.91)
15. Guidance and counseling services	3 (.91)	5 (.88)	1.5 (.93)	6.5 (.87)	8 (.82)	1.5 (.93)	6.5 (.87)	4 (.89)
Sum of rank orders	14.5	15	17.5	19.5	27	14	23	13.5
Rank by sum	3	4	5	6	8	2	7	1

education majors, (7) DOC secondary education majors, and (8) MA administration majors. Note that the two classes of educational administration majors are most dissimilar in their ratings of the activities as compared under the present method.

Table 15 presents the rank order of the classes based on the composite opinion ratio scores computed for the non-instructional activities.

Table 16.--Composite opinion ratio scores and rank order on noninstructional activities achieved by students grouped according to their classes (figures in parentheses signify CORSs; figures above parentheses signify rank order)

Activities	Seniors	MA Candidates	DOC Candidates
5. Community school education	1 (.71)	2 (.69)	3 (.61)
7. Community choruses	1 (.61)	3 (.52)	2 (.60)
14. In-service education for teachers	3 (.78)	2 (.85)	1 (.89)
15. Guidance and counseling services	1 (.90)	2.5 (.89)	2.5 (.89)
Sum of rank orders	6	9.5	8.5
Rank by sum	1	3	2

Seniors gave the highest opinion ratings to three of the four activities in this category. These were in item 5,

community school education; item 7, community choruses; and, item 15, guidance and counseling services. The only activity for which their overall opinion was the lowest was item 14, in-service education for teachers. Note that Table 14 on page 56 shows that while the elementary education majors attained a CORS of .82 the secondary education majors' CORS was .60, the lowest among the eight subgroups of students. This depressed the seniors' score. However, the seniors still held the highest opinions on the noninstructional activities.

Doctor's degree candidates ranked second in their overall ratings of these activities. The one activity on which they ranked first was item 14, in-service education for teachers. Master's degree candidates were third in their overall ratings of these activities.

The magnitude of the CORSs were, on the whole, relatively close together. In fact, the widest difference between the highest and lowest CORSs on any given item was .11 units on item 14.

Table 17 analyzes the opinions of the respondents grouped into their major fields.

The three major fields of respondents differed very little in their overall opinion ratings of item 5, community school education, and item 7, community choruses. The difference between the highest and lowest CORSs was .03

.--Composite opinion ratio scores and rank order on noninstructional activities achieved by students grouped according to their major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders

ivities	Elementary Education	Secondary Education	Educational Administration
unity school ucation	2 (.70)	2 (.71)	3 (.68)
unity choruses	2.5 (.57)	1 (.59)	2.5 (.57)
ervice education r teachers	1.5 (.85)	3 (.74)	1.5 (.85)
ance and counsel- g services	1 (.92)	2 (.87)	3 (.85)
ank orders	7	7	10
sum	1.5	1.5	3

lower indicative of very convergent opinions.

n item 7, the overall rating of the elementary edu-
ajors was noticeably depressed by the low (.49)
he MA candidates.

n item 14, in-service education for teachers, the
rating of the secondary education majors was dimin-
the .60 CORS of the seniors; the MA candidates and
.dates had considerably higher CORSs, .85 and .80
ely.

The groups ranked overall on the four activities as
: (1 & 2) elementary education and secondary educa-
jors, tied; and (3) educational administration majors.

Examination of the Hypotheses. The hypotheses will
ed with the results obtained from analysis of student
s about noninstructional activities.

Hypothesis 1. This hypothesis was refuted as the
y of the students selected only one of the four
ies as being imperative for the public schools.

Hypothesis 2. This hypothesis was confirmed by the
didates' achieving consensus ratings on two of the
ies as compared to one each by the other two classes.

Hypothesis 3. This hypothesis was not confirmed be-
he seniors and the MA candidates both were equally
achieving criterion ratings least often--once..

Hypotheses 4 and 5. These hypotheses were refuted as
ucational administration majors did not achieve any
ion ratings on the activities in the present group.
e seniors, rather than being lowest in this factor
ghest with their criterion rating in one activity.

Hypotheses 6 and 7. Both hypotheses were disproven.
iors, rather than the DOC candidates give the highest
s to the activities in the present category. And the
didates instead of the seniors held the lowest opinions
the activities under discussion.

Hypotheses 8 and 9. Both hypotheses were refuted.
ucational administration majors did not give the highest
s to the activities as had been hypothesized. This
ne by both the elementary and secondary education
. In fact, the educational administration majors
ne lowest opinions about these activities.

Vocational Education Activities. There are six ac-
es in this category of imperatives. Note that two
se--item 29, distributive education and item 31, co-
ive office practice--are actually component programs
item 6, vocational education.

Table 18 presents an analysis by class and curricula
"imperative" category ratings of vocational education
ies.

Among the six activities, criterion ratings occurred
ten on item 6, vocational education. The groups that
red this activity to be an imperative were: senior
cy education majors; MA secondary education majors
:ational administration majors; and DOC educational
.ration majors. In contrast, the opinion ratings
d for item 29, distributive education and item 31,
ive office practice, were the lowest in this entire
. No respondent among three groups--senior secondary,
entary and secondary--regarded item 29 as an impera-
ivity. None of the DOC elementary and secondary

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
6. Vocational education	.46	.50	.50	.67	.41	.38	.33	.56
23. Vocational guidance	.46	.25	.59	.33	.24	.63	.17	.38
28. Retraining teachers	.37	.17	.36	.42	.29	.38	.33	.13
29. Distributive education	.10	.00	.09	.09	.12	.00	.00	.06
31. Cooperative office practice	.08	.17	.05	.17	.06	.00	.00	.06
35. Manpower training and retraining	.12	.17	.36	.42	.24	.25	.17	.13

elieved that item 31 was absolutely necessary for
ic schools to provide.

Only two groups, the MA elementary education majors
DOC elementary education majors, reached consensus
on item 23, vocational guidance.

On both item 28, retraining vocational education
s, and item 35, providing manpower training and re-
g programs, none of the respondent groups achieved
us. This activity is closely related to item 14,
ice education for teachers, which was analyzed in the
ructional group. It is recalled that three groups
d criterion ratings on that item. Thus, it appears
e students consider in-service education specifically
chers of vocational education subjects to be much less
nt.

To summarize, the following frequencies of consensus
ratings in the imperative response category were
on vocational education activities: senior elementary
on (0), secondary education (1); MA elementary educa-
), secondary education (1), educational administra-
); DOC elementary education (1), secondary education
d educational administration (1).

Table 19 analyzes the imperative opinion ratings of
nal education activities as expressed by students
s members.

9.--Imperative category opinion ratings of vocational education activities by students grouped according to their classes (figures in per cent)

ivities	Seniors	MA Candidates	DOC Candidates
ational education	.48	.51	.47
ational guidance	.43	.41	.40
raining teachers	.33	.35	.20
ributive education	.08	.10	.03
erative office ractice	.10	.08	.03
ower training and training	.13	.33	.17

Among the six activities only one, providing voca-
education, was selected by 50% or more of the respond-
the MA degree class. Both the seniors and DOC can-
were close to minimal criterion ratings being, respec-
2% and 3% short.

While item 23, vocational guidance, did not receive
is level rating as an imperative, the attitudes of
is members toward this activity was relatively pos-
The ratings were all in the low 40's.

On item 28, retraining teachers of vocational edu-
subjects, the ratings were no higher than the 35% mark
MA candidates.

t was evident in the preceding Table 18 that the
of item 29, distributive education program, and item
erative office practice program, were so low that
under reclassified groupings of the respondents
appreciably alter the distribution of ratings.
clearly shows that the highest ratings by classes
exceed 10% in both activities.
tem 35, concerning manpower training and retraining
, was not rated high by any of the three groups.
e out of three of the MA candidates felt that this
mperative activity, only about one out of seven of
ors and one out of six of the DOC candidates ex-
like opinions.
o recapitulate, criterion ratings were achieved by
ondents as follows: seniors (0), MA candidates (1),
candidates (0).
he imperative category response designations made
ional education activities by the students in the
jor fields are presented in Table 20.
em 6, vocational education, was designated by 53%
econdary education majors as an imperative activity.
rating by the MA educational administration majors
igh enough to complement the 56% rating of the DOC
ration majors. Thus, the administration majors fell
criterion rating by two percentage points.

.--Imperative category opinion ratings of vocational education activities by students grouped according to their major fields (figures in per cent)

tivities	Elementary Education	Secondary Education	Educational Administration
tional education	.47	.53	.48
tional guidance	.52	.27	.30
aining teachers	.37	.30	.21
ributive education	.09	.03	.09
erative office actice	.06	.13	.06
ower training and training	.20	.27	.18

nly the elementary majors with a 52% rating showed
s that item 23, vocational guidance, was an impera-

he 37% rating of the elementary majors was the highest
item 28, retraining teachers of vocational education
. Again, it is apparent that the respondents saw a
ce between this item and number 14, in-service edu-
or teachers.
n item 29, distributive education, and item 31, co-
e office practice, there was strong agreement, in
that these were not absolutely necessary for the
chools to provide.

To summarize, the respondents grouped into the three fields showed consensus ratings on the following number of activities: elementary education (1), secondary ion (1), and educational administration (0).

Table 21 shows the composite opinion ratio scores on cational education activities obtained by the classes jor fields.

An examination of the intragroup place rankings shows he least range, three places, occurred within the MA dary education majors. With a difference of four s in rank were: senior elementary and secondary majors, ministration majors and DOC elementary majors. The MA ntary majors and the DOC secondary and administration s had a difference of six places within their rank ments.

The groups ranked as follows on the basis of the sum nk orders: (1) MA secondary majors, (2) DOC elementary rs, (3) DOC administration majors, (4) MA administration rs, (5) DOC secondary majors, (6 & 7) senior elementary rs and MA elementary majors, and (8) senior secondary rs. The two most divergent groups, thus, were the MA ndary majors and the senior secondary majors.

Table 22 shows the compositive opinion ratio scores he classes' overall ratings of the vocational education vities.

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
6. Vocational education	7 (.79)	4 (.85)	8 (.75)	1 (.93)	3 (.87)	5.5 (.83)	5.5 (.83)	2 (.88)
23. Vocational guidance	3 (.84)	5 (.78)	2 (.86)	4 (.82)	6 (.66)	1 (.93)	8 (.63)	7 (.65)
28. Retraining teachers	5 (.72)	8 (.58)	4 (.73)	1 (.88)	6 (.71)	2 (.83)	3 (.81)	7 (.68)
29. Distributive education	6 (.58)	8 (.52)	7 (.57)	2 (.75)	5 (.59)	3 (.68)	4 (.67)	1 (.71)
31. Cooperative office practice	7 (.57)	6 (.65)	8 (.52)	1 (.77)	2 (.72)	3.3 (.70)	3.3 (.70)	3.3 (.70)
35. Manpower training and retraining	8 (.57)	6 (.70)	7 (.67)	1 (.82)	3.5 (.76)	5 (.73)	2 (.80)	3.5 (.76)
Sum of rank orders	36	37	36	10	25.5	19.8	25.8	23.8
Rank by sum	6.5	8	6.5	1	4	2	5	3

--Composite opinion ratio scores and rank order on vocational education activities achieved by students grouped according to their classes (figures in parentheses signify CORSs; figures above the parentheses signify rank orders)

ities	Seniors	MA Candidates	DOC Candidates
ional cation	3 (.80)	2 (.83)	1 (.85)
ional guidance	1.5 (.83)	3 (.78)	1.5 (.83)
ining teachers	3 (.69)	1 (.75)	2 (.73)
ributive ucation	3 (.57)	2 (.62)	1 (.69)
erative office actice	3 (.59)	2 (.64)	1 (.70)
wer training d retraining	3 (.59)	2 (.74)	1 (.76)
ank orders	16.5	12	7.5
sum	3	2	1

he DOC candidates give the highest overall opinion to the six activities. These respondents ranked giving higher overall ratings to these items: 6, al education; 29, distributive education; 31, cooperative office practice; and 35, manpower training and re- programs. They were tied with the seniors for rating on item 23, vocational guidance. They were

n rating item 28, retraining teachers of vocational
n subjects. On item 23, this group's rating was
by the .93 CORS of the elementary majors. The CORS
28 reflects the effect of the .68 CORS of the edu-
administrators on the .83 CORS of the elementary
nd the .81 CORS of the secondary majors.
anking second overall were the MA candidates. These
ranked highest on one item, 28, retraining teachers.
ked second on four activities (6, 29, 31, and 35)
d on one (23). The CORS on item 6 was diminished
extent by the .75 level of the elementary majors'
rating. On item 31, the .52 CORS of the elementary
ffset the levels reached by the other two subgroups:
y education (.77) and educational administration

he seniors, who ranked third overall, tied with the
idates in giving the highest rating to item 23, vo-
education. They ranked third on the other five
this category. The only items in which the differ-
the CORSs of the elementary and secondary majors
.10 units were numbers 28 and 35.
able 23 shows the distribution of the composite
ratio scores attained by the students grouped into
jor fields.
he secondary education majors gave the highest
ratings to the six activities. Their CORSs were

3.--Composite opinion ratio scores and rank order on vocational education activities achieved by students grouped according to their major fields (figures in parentheses signify CORSs; figures above the parentheses signify rank orders)

ivities	Elementary Education	Secondary Education	Educational Administration
ational ducation	3 (.78)	1.5 (.87)	1.5 (.87)
ational uidance	1 (.86)	2 (.77)	3 (.75)
raining eachers	2 (.73)	1 (.75)	3 (.68)
stributive ducation	3 (.59)	2 (.64)	1 (.65)
perative office ractice	3 (.59)	1 (.71)	2 (.65)
npower training nd retraining	3 (.61)	1 (.77)	2 (.76)
rank orders	15	8.5	12.5
y sum	3	1	2

t on three activities (items 28, 31, and 35) and were h as the CORS of the administration majors on item 6, onal education. This group ranked second highest on 23 and 29. On item 23, the magnitude of the CORS re- the depressing effect of the .63 CORS of the DOC lary education majors on the .78 CORS of the seniors ie .82 CORS of the MA candidates. On item 28, the same

condition is noted; the seniors' CORS was .58 as contrasted with the MA candidates' .88 and the DOC candidates' .81 CORSs. And on item 29, the .52 CORS of the seniors depressed the .75 CORS of the MA candidates and the .67 CORS of the DOC candidates.

The educational administration majors ranked second in their overall rating of these activities. They ranked first on item 29, distributive education, and tied for first on item 6, vocational education. This group was second on items 31 and 35, and third on items 23 and 28. The MA candidates' CORS of .59 on item 29 depressed the CORS of .71 of the DOC candidates.

The elementary education majors were third in rank. These students were first in their rating of item 23, vocational guidance. They ranked second on item 28 and third on items 6, 29, 31 and 35. The seniors' rating in this group of students lowered the combined CORSs on two items, 31 and 35.

Examination of the Hypotheses. The findings pertaining to student opinions about vocational education activities will be used to examine the hypotheses.

Hypothesis 1. This hypothesis was refuted in that in none of the activities did the students come to majority agreement in their opinion responses in the imperative category.

Hypotheses 2 and 3. There was no support for either of the hypotheses. The MA candidates by reaching criterion rating in one activity ranked above the DOC candidates of whom it had been hypothesized would reach criterion ratings most often. The seniors were thus, also, not the group to reach criterion rating least often as hypothesized.

Hypotheses 4 and 5. Both hypotheses again were refuted. The administration majors instead of reaching consensus most often did not reach this status even once on these activities. Furthermore, the secondary education majors, rather than achieving criterion ratings least often, were tied with the elementary education majors in achieving majority agreement most often, in this case once.

Hypotheses 6 and 7. Both hypotheses were confirmed. The DOC candidates gave the highest overall ratings to the vocational education activities. And the seniors' opinion ratings of these activities were the lowest among the three groups.

Hypotheses 8 and 9. Both hypotheses were refuted. The secondary education majors rather than the educational administration majors gave the highest overall ratings to the activities. Thus, also, the elementary majors and not the secondary majors held the lowest opinion ratings of the activities in the present group.

Findings About the "Other" Activities

Activities Concerning the Disadvantaged. In this category there were nine activities. Table 24 shows the percentage distribution of the imperative category of opinion ratings made by the students grouped according to their classes and majors.

On item 2, prekindergarten program, criterion ratings were achieved by senior secondary majors (67%), DOC elementary majors (50%), and DOC administration majors (56%). The other group ratings did not fall below the 32% level except that of the MA educational administration majors of whom only 6% felt that a prekindergarten program was absolutely necessary for disadvantaged children.

The MA and DOC elementary education groups both achieved consensus ratings on item 12, grouping students flexibly for instruction. None of the DOC secondary majors thought that this was an imperative.

On item 17, reducing de facto segregation, 63% of the DOC administration majors thought that this activity was absolutely necessary. Other than the 45% rating made by the MA elementary majors the other groups' ratings were much lower, the lowest being the zero percentage rating made by the DOC secondary majors.

None of the groups achieved criterion ratings on item 18, providing field trips for students. Once again,

Table 24.--Imperative category opinion ratings of activities concerning the disadvantaged by students grouped according to their classes and major fields (figures in per cent)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
2. Prekindergarten	.36	.67	.32	.42	.06	.50	.33	.56
12. Group students flexibly	.36	.33	.59	.25	.12	.50	.00	.31
17. Reduce de facto segregation	.33	.25	.45	.08	.24	.13	.00	.63
18. Field trips	.31	.17	.41	.42	.06	.38	.00	.19
20. Psychoeducational diagnosis	.21	.08	.59	.17	.12	.50	.33	.50
24. Free breakfasts	.31	.17	.23	.33	.18	.25	.33	.13
30. Home counselors	.27	.00	.23	.33	.06	.38	.17	.32
36. Medical exams	.35	.00	.45	.33	.12	.38	.17	.25
40. Guidance counselors	.53	.25	.64	.58	.24	.50	.17	.38

not one student among the DOC secondary majors felt that this was an imperative activity for disadvantaged students.

On item 20, providing psychoeducational diagnosis, the MA elementary majors (59%), DOC elementary majors (50%), and DOC administration majors (50%), reached consensus.

None of the groups achieved consensus on item 24, providing free breakfasts; item 30, providing home counselors; and item 36, providing medical examinations. None among the senior secondary majors considered items 30 and 36 to be absolutely necessary for disadvantaged children.

Criterion ratings were achieved on item 40, providing guidance counselors, by these groups: senior elementary majors (53%), MA elementary majors (64%) and secondary majors (58%), and DOC elementary majors (50%).

It is very evident that the ratings of all of the items were very disparate. The effect of this condition on the scores as they are regrouped by the classes and the curricula of the respondents will be analyzed in the discussion of the two tables to follow.

To summarize, the groups achieved consensus ratings on the compensatory activities as follows: senior elementary majors (1), senior secondary majors (1), MA elementary majors (3), MA secondary majors (1), MA administration majors (0), DOC elementary majors (4), DOC secondary majors (0), and DOC administration majors (3).

The analysis of activities for the disadvantaged rated as imperatives by the respondents grouped as class members is presented in Table 25.

The DOC candidates achieved the minimum criterion rating on item 2, prekindergarten program for the disadvantaged child. This occurred despite the fact that only 33% of the secondary majors felt that this was an imperative activity. The seniors' ratings were seven percentage points short of the minimum standard because, although 67% of the secondary majors regarded this as an imperative, only 36% of the elementary majors shared like opinions. The MA candidates' 26% level reflected the lowering effect of the rating of the administration majors--only 6% felt that this item was absolutely necessary.

By referring to Table 6 on page 38, it is possible to compare the classes' opinions regarding the provision of prekindergarten program in the public schools, in one case, exclusively for the disadvantaged, and in the other, for all children. In the case where prekindergarten was proposed for all children, the imperative category ratings were: seniors--10%, MA candidates--12%, and DOC candidates--27%. In the present case where prekindergarten is established for disadvantaged children only, the ratings were: seniors--43%, MA candidates--26%, and DOC candidates--50%.

On both items 12, grouping students flexibly for instruction, and 17, reducing de facto segregation, the class

Table 25.--Imperative category opinion ratings of activities concerning the disadvantaged by students grouped according to their classes (figures in per cent)

Activities	Seniors	MA Candidates	DOC Candidates
2. Prekindergarten	.43	.26	.50
12. Group students flexibly	.36	.35	.30
17. Reduce de facto segregation	.30	.29	.37
18. Field trips	.28	.29	.20
20. Psychoeducational diagnosis	.26	.33	.47
24. Free breakfasts	.28	.24	.30
30. Home counselors	.21	.21	.30
36. Medical examinations	.28	.31	.27
40. Guidance counselors	.48	.49	.37

Opinion ratings were close. On item 12, six percentage points separated any two classes; on item 17, the difference was eight points. On item 12, the DOC candidates' rating level was reduced by the fact that none of the secondary majors had rated this as an imperative. Also on this item, the MA candidates' rating could not be significantly altered even though 59% of the elementary majors had considered it an imperative. On item 17, the DOC candidates' score primarily reflects the uplifting effect of the 63% rating of the

administration majors on 13% mark of the elementary majors and the 0% score of the secondary majors.

Both the MA candidates' and the DOC candidates' ratings of item 18, providing field trips, were depreciated by one of their component subgroups. Among the MA candidates the 6% level of the administration majors negatively affected the 41% score of the elementary majors and the 42% ratio of the secondary majors. The DOC elementary majors' 38% opinion rating and the administration majors' 19% score were depressed by the fact that none of the secondary majors regarded this activity as absolutely necessary.

None of the classes achieved criterion ratings on item 20, providing psychoeducational diagnosis; item 24, providing free breakfasts; item 30, providing home counselors; and item 36, providing medical examinations for the disadvantaged.

The seniors and MA candidates just missed reaching consensus on item 40, providing guidance counselors in schools located in disadvantaged areas. Among the seniors the rating of the secondary majors (25%) offset that of the elementary majors (53%). The administration majors among the MA candidates, in rating this activity at the 24% level, lowered the 64% rating of the elementary majors and the 58% score of the secondary majors.

To recapitulate, consensus ratings were achieved on the compensatory education activities as follows: seniors (0),

MA candidates (0) and DOC candidates (1).

The activities concerning the disadvantaged, rated as imperatives by the students grouped in their major fields, are analyzed in Table 26.

Table 26.--Imperative category opinion ratings of activities concerning the disadvantaged by students grouped according to their major fields (figures in per cent)

Activities	Elementary Education	Secondary Education	Educational Administration
2. Prekindergarten program	.37	.50	.30
12. Group students flexibly	.44	.23	.21
17. Reduce de facto segregation	.34	.13	.42
18. Field trips	.34	.23	.12
20. Psychoeducational diagnosis	.41	.17	.30
24. Free breakfasts	.32	.27	.14
30. Home counselors	.27	.17	.18
36. Medical examinations	.38	.17	.18
40. Guidance counselors	.56	.37	.30

Only two groups reached consensus on any of the nine activities: the secondary majors on item 2, prekindergarten education, and the elementary majors on item 40, guidance counselors.

Comparison of the rating of item 12, prekindergarten program, with an earlier item, prekindergarten (for all children), discussed as one of the "instructional imperatives" in Table 7, page 41, is in order. As a program for all, prekindergarten instruction was rated as follows: elementary majors--15%, secondary majors--7%, and administration majors--18%. In the present table prekindergarten instruction for the disadvantaged was rated as follows: elementary majors--37%, secondary majors--50% and administration majors--30%. The differences are readily apparent.

A number of the ratings were significantly affected by the ratings of the component classes which were represented among the major fields. These will be discussed in the following paragraphs.

The ratings in two items were affected among the elementary majors. In both cases the seniors depressed the ratings of the other two classes. On item 12, the seniors' 36% rating lowered the criterion ratings of the MA candidates (59%) and the DOC candidates (50%). On item 20, a 21% rating depressed the 59% mark of the MA candidates and the 50% score of the DOC candidates.

Among the secondary education majors two ratings were affected. This group achieved criterion rating on item 2 primarily because of the contribution of the seniors. These students' 67% rating level offset the rating of the MA

candidates (42%) and the DOC candidates (33%). On item 40, the 58% rating of the MA candidates was depressed by the marks of the seniors and the DOC candidates, 25% and 17%, respectively.

Three ratings were affected among the educational administration majors. In all of them the rating of the MA candidates greatly depressed the percentage scores. The 56% rating of the DOC candidates on item 2 was offset by the 6% rating of the MA candidates. On item 17, the MA candidates' 24% rating reduced the effect of the DOC candidates' 63% rating. And on item 20, the 12% rating offset the 50% rating.

To summarize, the only groups to reach criterion ratings were the secondary education majors on one activity and the elementary education majors on one activity also.

In Table 27 the composite opinion ratio scores arranged by classes and major fields are analyzed as they obtained for the activities concerning the disadvantaged.

The most consistent intragroup rank placements were shown by the DOC elementary majors with a range of two places between any two given rank placements. The next most consistent groups were the senior elementary majors and secondary majors with ranges in rank placement of three and four places, respectively. Then followed the MA elementary majors and the DOC secondary majors, each with ranges in rank placements of six places. The MA secondary majors and administration

Table 27.--Composite opinion ratio scores and rank order on activities concerning the disadvantaged achieved by students grouped according to their classes and major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
2. Prekindergarten	4 (.82)	7 (.68)	5 (.79)	6 (.78)	8 (.64)	2 (.85)	3 (.83)	1 (.89)
12. Group students flexibly	4 (.80)	5 (.77)	1 (.89)	6 (.72)	8 (.68)	2 (.88)	7 (.70)	3 (.86)
17. Reduce de facto segregation	4.3 (.67)	7 (.65)	2 (.74)	8 (.62)	4.3 (.67)	3 (.73)	4.3 (.67)	1 (.89)
18. Field trips	3 (.82)	7 (.70)	1.5 (.83)	1.5 (.83)	8 (.67)	4.5 (.80)	6 (.73)	4.5 (.80)
20. Psychoeducational diagnosis	4.5 (.79)	8 (.55)	1 (.92)	7 (.68)	4.5 (.79)	3 (.85)	2 (.87)	6 (.78)
24. Free breakfasts	2 (.77)	8 (.63)	5.5 (.71)	3 (.75)	5.5 (.71)	4 (.73)	1 (.80)	7 (.68)
30. Home counselors	4.3 (.73)	4.3 (.73)	7 (.71)	2 (.83)	8 (.60)	3 (.80)	4.3 (.73)	1 (.84)
36. Medical exams	3 (.81)	8 (.72)	6.5 (.79)	4.5 (.80)	1 (.85)	4.5 (.80)	2 (.83)	6.5 (.79)
40. Guidance counselors	3 (.87)	5.5 (.80)	1 (.92)	2 (.90)	5.5 (.80)	4 (.83)	7 (.77)	8 (.65)
Sum of rank orders	32.1	59.8	30.5	40	52.8	30	36.6	38
Rank by sum	3	8	2	6	7	1	4	5

majors and the DOC administration majors all ranged the maximum seven places within each of their group rankings. There was no consistent pattern in the comparative rank order placements of the groups.

The ranking according to the CORSs of the groups place them in this order: (1) DOC elementary majors, (2) MA elementary majors, (3) senior elementary majors, (4) DOC secondary majors, (5) DOC administration majors, (6) MA secondary majors, (7) MA administration majors, and (8) senior secondary majors.

In table 28 the composite opinion ratio scores are arranged according to the class in which each student was enrolled.

The doctoral candidates gave higher overall opinion ratings to the nine activities in this category. Their ratings were highest in comparison to the other two groups on five of the activities: item 2, prekindergarten instruction; item 12, grouping students flexibly for instruction; item 17, reducing de facto segregation; item 20, providing psychoeducational diagnostic services; and item 30, providing home counselors. They ranked second in rating item 36, providing medical examinations. On item 18, providing field trips, item 24, providing free breakfasts, and item 40, providing guidance counselors, these students ranked last. The rankings on each of the activities reflect the result of stability among the scores of the component groups which

Table 28.--Composite opinion ratio scores and rank order on activities concerning the disadvantaged achieved by students grouped according to their classes (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Seniors	MA Candidates	DOC Candidates
2. Prekindergarten	2 (.80)	3 (.74)	1 (.87)
12. Group students flexibly	2 (.80)	3 (.78)	1 (.83)
17. Reduce de facto segregation	3 (.66)	2 (.69)	1 (.80)
18. Field trips	1 (.80)	2 (.79)	3 (.77)
20. Psychoeducational diagnosis	3 (.74)	2 (.82)	1 (.87)
24. Free breakfasts	1 (.74)	2 (.72)	3 (.71)
30. Home counselors	2 (.73)	3 (.70)	1 (.81)
36. Medical examinations	2.5 (.80)	1 (.81)	2.5 (.81)
40. Guidance counselors	2 (.86)	1 (.87)	3 (.82)
Sum of rank orders	18.5	19	16.5
Rank by sum	2	3	1

comprise the DOC candidates group rather than the depreciating or appreciating effect of any of the subgroups.

The seniors were second in the magnitude of the overall ratings of these activities concerning the disadvantaged. They gave the highest ratings to item 18, providing field trips and item 24, providing free breakfasts. They ranked second in rating five activities: item 2, prekindergarten program; item 12, grouping students flexibly; item 30, providing home counselors; item 36, providing medical examinations; and item 40, providing guidance counselors. These students were third in rating item 17, reducing de facto segregation. One of the rankings shows the effect of one disparate score on the other. On item 20, the secondary majors' .55 CORS depreciated the .79 CORS of the elementary majors.

The MA candidates who ranked third overall gave the highest opinion ratings to items 36 and 40, providing medical examinations and providing guidance counselors, respectively. They ranked second on four activities: item 17, reducing de facto segregation; item 18, providing field trips; item 20, providing psychoeducational diagnostic services; and item 24, providing free breakfasts. On items 2, 12, and 30, these students ranked third. Two of the item rankings appear to have been affected by the CORS of one of the component groups among the MA candidates. On item 18, the .67 CORS which ranked last among the eight subgroups, depressed the .83 CORSs attained by both the elementary and secondary

majors. On item 20, the seventh ranking .68 CORS of the secondary majors had a similar effect.

The composite opinion ratio scores were regrouped and ranked according to the major fields of the respondents and presented in Table 29.

Table 29.--Composite opinion ratio scores and rank order on activities concerning the disadvantaged achieved by students grouped according to their major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Elementary Education	Secondary Education	Educational Administration
2. Prekindergarten	1 (.82)	3 (.75)	2 (.76)
12. Group students flexibly	1 (.83)	3 (.73)	2 (.77)
17. Reduce de facto segregation	2 (.69)	3 (.64)	1 (.78)
18. Field trips	1 (.82)	2.5 (.76)	2.5 (.76)
20. Psychoeducational diagnosis	1.5 (.83)	3 (.67)	1.5 (.83)
24. Free breakfasts	1 (.75)	2 (.71)	3 (.68)
30. Home counselors	2 (.73)	1 (.77)	3 (.72)
36. Medical exams	2 (.80)	3 (.77)	1 (.82)
40. Guidance counselors	1 (.88)	2 (.83)	3 (.82)
Sum of rank orders	12.5	22.5	18.5
Rank by sum	1	3	2

The elementary education majors gave the highest ratings to these compensatory activities. In comparison with the other two groups the students in this group rated six activities highest. These were: item 2, prekindergarten program; item 12, flexible grouping of students; item 30, providing home counselors; item 36, providing medical examinations; and item 40, providing guidance counselors. Examination of the CORSs of the component groups or classes show that the high ratings of the activities made by the elementary majors was the result of convergent ratings. That is, the group's rating of a given activity was not significantly elevated or depressed by the opinions of a component class.

Ranking second were the educational administration majors. The activities on which these students rated highest were: item 17, reducing de facto segregation; item 20, providing psychoeducational diagnostic services; and item 36, providing medical examinations. Their ratings of the second rank were: item 2, prekindergarten program; item 12, grouping students flexibly; and item 18, providing field trips. Their ratings of item 24, providing free breakfasts; item 30, providing home counselors; and item 40, providing guidance counselors were the lowest. Analysis by gross comparison of the magnitude of CORSs indicate that on four items the administration majors' rating was depressed by the CORS of the

MA candidates. The data can be found in Table 26. On item 2, the DOC candidates' CORS of .89, ranking highest, was depreciated by the .64 CORS, ranking eighth, of the MA candidates. On item 12, the MA candidates' eighth ranking CORS of .68 affected the DOC candidates' third ranking CORS of .86. On item 18, the .80 CORS contribution of the DOC candidates to the administration majors' score was reduced by the .67 CORS of the MA candidates. Finally, on item 30, the .60 CORS of the MA students affected the .84 CORS of the DOC candidates.

The secondary majors ranked lowest in their overall opinion ratings of the activities for the disadvantaged. The single highest rating was on item 30, providing home counselors. On two items, it appears that the rating of the seniors lowered the CORSs of the secondary majors. On item 24, the seniors' CORS of .63 was very dissimilar from the CORSs of the other two component classes: the MA candidates' .75 and the DOC candidates' .80. And on item 36, the seniors' .72 CORS, while not very disparate from the .80 CORS of the MA candidates and the .83 CORS of the DOC candidates, nevertheless significantly affected the collective rating because of the high convergence of the CORSs of all of the other groups.

Examination of the Hypotheses. The data regarding activities pertaining to the disadvantaged will be used to test the hypotheses.

Hypothesis 1. This hypothesis is not applicable because the activities under discussion were not in the "imperative" category selected from Imperatives in Education.

Hypothesis 2. This hypothesis is confirmed in that the DOC candidates with a criterion rating in one activity was the only group to do so.

Hypothesis 3. This hypothesis was not confirmed as both the seniors and MA candidates did not reach criterion ratings. It had been hypothesized that the seniors would be the lowest in this regard.

Hypothesis 4. This hypothesis was refuted because the educational administration majors did not achieve superiority in the number of criterion ratings which they made.

Hypothesis 5. This hypothesis was also disproven as the secondary education majors did not achieve consensus ratings least often but, in fact, tied for most cases of majority agreements with the elementary education majors.

Hypothesis 6. This hypothesis was confirmed as the DOC candidates did give the highest overall ratings to the activities pertaining to the disadvantaged.

Hypothesis 7. This hypothesis was refuted because the MA candidates rather than the seniors gave the lowest overall opinion ratings of the activities in this group.

Hypothesis 8. This hypothesis was not confirmed. Instead of the educational administration majors giving the

highest overall opinion ratings, this was done by the elementary education majors.

Hypothesis 9. This hypothesis was confirmed as the seniors did give the lowest opinion ratings to the activities in the present group.

Activities Concerning the Mentally Retarded and Emotionally Disturbed. In this category there were only four activities. Table 30 presents the percentage ratings of the "imperative" category made by the various groups of students.

Criterion ratings were achieved on item 10, providing classes for trainable mental retardates, by senior elementary majors (71%), and DOC secondary majors (67%) and administration majors (50%).

On item 25, providing classes for the emotionally disturbed, consensus opinion ratings were reached by senior elementary majors (61%) and MA elementary majors (77%).

Both item 37, providing work-study programs for educable mental retardates and item 39, providing group therapy for parents of handicapped children, received ratings which were below 30%. None of the DOC elementary majors considered item 37 as an imperative. The DOC elementary majors showed similar reactions on item 39.

The difference in the magnitude of the ratings between the first two activities and the latter two activities are

Table 30.--Imperative category opinion ratings of activities concerning the mentally retarded and emotionally disturbed by students grouped according to their classes and major fields (figures in per cent)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
10. Classes for MRT	.71	.33	.45	.42	.35	.38	.67	.50
25. Classes for emotionally disturbed students	.61	.33	.77	.42	.29	.25	.33	.44
37. Work-study program for MRE	.22	.08	.27	.25	.18	.13	.00	.13
39. Group therapy for parents	.20	.08	.23	.17	.24	.00	.17	.06

very obvious. While the reason for this phenomenon is not established it may well rest in the fact that the first two activities are much more well-established than the latter two.

To summarize, the criterion ratings achieved in this category of activities are tabulated as follows: senior elementary majors (2); MA elementary majors (1); DOC secondary majors (1); and DOC administration majors (1). None of the senior secondary majors, MA secondary majors, MA administration majors, and DOC elementary majors achieved consensus ratings.

Table 31 analyzes the distribution of the "imperative" category ratings made by the respondents grouped into their classes.

Table 31.--Imperative category opinion ratings of activities concerning the mentally retarded and emotionally disturbed by students grouped according to their classes (figures in per cent)

Activities	Seniors	MA Candidates	DOC Candidates
10. Classes for MRT	.64	.41	.50
25. Classes for emctionally disturbed students	.56	.53	.37
37. Work-study program for MRE	.20	.24	.10
39. Group therapy for parents	.18	.22	.07

The 64% rating of the seniors and the 50% rating of the DOC candidates gave these classes criterion ratings on item 10, providing classes for MRT students. The seniors' percentage score was achieved because the 33% ratio of the secondary majors did not seriously affect the elementary majors' ratio of 71%. The DOC candidates reached the minimum criterion score because the elementary majors' 38% rating was compensated by the 67% ratio of the secondary majors.

On item 25, providing classes for the emotionally disturbed, the seniors (56%) and MA candidates (53%) reached consensus. In the case of the seniors, again the elementary majors' rating (61%) offset the secondary majors' rating (33%).. The MA candidates reached the criterion level solely because of the elementary majors' 77% rate was sufficient to compensate for the secondary majors' 42% rate and the administration majors' 29% rate.

All of the ratings of items 37 and 39 fell below the 25% level.

To recapitulate, criterion ratings were achieved as follows: seniors (2), MA candidates (1) and DOC candidates (1).

The imperative category responses made by the students grouped into their major fields are analyzed in Table 32.

The elementary education majors were the only respondents to achieve consensus in this category of activities.

Table 32.--Imperative category opinion ratings of activities concerning the mentally retarded and emotionally disturbed by students grouped according to their major fields (figures in per cent)

Activities	Elementary Education	Secondary Education	Educational Administration
10. Classes for MRT	.61	.43	.42
25. Classes for emotionally disturbed students	.62	.37	.36
37. Work-study program for MRE	.23	.13	.14
39. Group therapy for parents	.19	.13	.14

These students considered item 10, providing classes for MRT, and item 25, providing classes for the emotionally disturbed, as imperative activities. By referring back to Table 30 it is possible to examine the interrelationships of the component group ratings. It is clear that on item 10, the elementary majors reached the criterion level solely because of the elevating effect of the seniors' rating on the rates of the other classes. On this same item, it appears that the 67% rate of the DOC secondary majors was not sufficient to compensate of the seniors 33% rate and the MA candidates' 42% rate.

On item 25, the elementary majors' criterion rating largely reflects the influence of the seniors' 61% rate

and the MA candidates' 77% rate because only 25% of the DOC candidates rated this activity as an imperative.

Table 33 presents the class and major field rankings based on the CORSs obtained on the activities concerning the mentally retarded and emotionally disturbed students.

The intragroup rank differences fluctuated from a low of two places to a high of six places. The differences occurred in this order: two places--senior secondary majors and DOC elementary majors; four places--MA administration majors; five places--MA elementary majors and DOC administration majors; and six places--senior elementary majors, MA secondary majors, and DOC secondary majors.

The table indicates the order in which the groups were ranked on an overall basis. This was: (1) MA elementary majors, (2) MA administration majors, (3) MA secondary majors, (4) senior elementary majors, (5) DOC secondary majors, (6) DOC administration majors, (7) DOC elementary majors, and (8) senior secondary majors.

Table 34 presents the composite opinion ratio scores attained by the students as class members when they rated these activities for the mentally retarded and emotionally disturbed.

The MA candidates gave higher overall ratings to the activities in this category than did the other two classes. These students gave highest ratings to three of the four

Table 33.--Composite opinion ratio scores and rank order on activities concerning the mentally retarded and emotionally disturbed achieved by students grouped according to their classes and major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Seniors		MA. Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
10. Classes for MRT	2 (.89)	8 (.70)	4 (.84)	7 (.72)	5 (.79)	6 (.78)	1 (.93)	3 (.86)
25. Classes for emotionally disturbed	2 (.87)	8 (.67)	1 (.95)	4 (.78)	5 (.74)	6 (.73)	7 (.70)	3 (.80)
37. Work-study program for MRE	8 (.61)	7 (.63)	6 (.70)	2.5 (.77)	1 (.80)	4.5 (.73)	2.5 (.77)	4.5 (.73)
39. Group therapy for parents	4 (.66)	6 (.58)	1 (.75)	2 (.72)	3 (.68)	5 (.60)	7 (.57)	8 (.56)
Sum of rank orders	16	29	12	15.5	14	21.5	17.5	18.5
Rank by sum	4	8	1	3	2	7	5	6

Table 34.--Composite opinion ratio scores and rank order on activities concerning the mentally retarded and emotionally disturbed achieved by students grouped according to their classes (figures in parentheses signify CORSs; figures above prentheses signify rank orders)

Activities	Seniors	MA Candidates	DOC Candidates
10. Classes for MRT	1.5 (.85)	3 (.82)	1.5 (.85)
25. Classes for emotionally disturbed students	2.5 (.83)	1 (.84)	2.5 (.83)
37. Work-study program for MRE	3 (.61)	1 (.75)	2 (.73)
39. Group therapy for parents	2 (.65)	1 (.72)	3 (.57)
Sum of rank orders	9	6	9
Rank by sum	2.5	1	2.5

activities: item 25, classes for the emotionally disturbed; item 37, work-study program for MRE students; and item 39, group therapy for parents of handicapped children. They ranked third in rating item 10, classes for MRT students.

There was no distinction between the seniors' and DOC candidates' ratings: they were tied in their overall rank order. The effect of the pivotal position that the senior elementary majors occupy is again apparent. On item 10, the fact that the seniors as a unit were able to achieve a tie for first in magnitude of rating is attributable to the

offsetting effect of the elementary major's .89 CORS on the .70 CORS of the secondary majors. The same phenomenon is manifested in item 25.

Table 35 shows how the respondents as members of major fields rated the activities in the present category.

Table 35.--Composite opinion ratio scores and rank order on activities concerning the mentally retarded and emotionally disturbed achieved by students grouped according to their major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Elementary Education	Secondary Education	Educational Administration
10. Classes for MRT	1 (.87)	3 (.74)	2 (.82)
25. Classes for emotionally disturbed students	1 (.88)	3 (.72)	2 (.77)
37. Work-study program for MRE	3 (.65)	2 (.71)	1 (.76)
39. Group therapy for parents	1 (.68)	3 (.63)	2 (.62)
Sum of rank orders	6	11	7
Rank by sum	1	3	2

The elementary education majors gave the highest overall ratings to these activities. Their ratings were highest in three activities: item 10, classes for MRT students; item 25, classes for emotionally disturbed students;

and item 39, group therapy for parents of handicapped children. The highest rating on item 10 resulted from the uplifting effect of the seniors' .89 CORS which ranked second among the eight groups shown in Table 32.

Second in overall rating were the educational administration majors. These students ranked first in rating item 37. This was achieved primarily because the .80 CORS of the MA candidates strengthened the .73 CORS of the DOC candidates. The same effect was apparent in the rating on item 39. Thus, the relationship wherein the ratings of the MA candidates had acted as a depressant on the ratings of the DOC candidates was reversed, for the first and second times only.

The secondary majors were third in rank. It is interesting to note that on each of the four activities in the present category the CORSs of some two component classes were very close and dissimilar from the CORS of a third component class. This lack of convergence among all three scores at the higher end of the ranks tended to keep the secondary majors' CORS lower.

Examination of the Hypotheses. Eight of the nine hypotheses are examined in the light of the data pertaining to the activities concerning the mentally retarded and the emotionally disturbed.

Hypothesis 1. Not applicable.

Hypotheses 2 and 3. Both hypotheses were refuted by the findings. The DOC candidates did not achieve majority agreement most often as hypothesized. And rather than achieving the least number of criterion ratings, the seniors achieved the most.

Hypothesis 4. This hypothesis was not supported as the elementary education majors rather than the educational administration majors achieved majority agreement most often.

Hypothesis 5. This hypothesis was not confirmed. The secondary education majors did not achieve any criterion ratings but neither did the administration majors.

Hypotheses 6 and 7. Both hypotheses were not confirmed. The MA candidates not the DOC candidates held the highest overall opinions of the activities. The seniors and DOC candidates were tied insofar as the lowest opinion ratings of the activities were concerned.

Hypothesis 8. This hypothesis was refuted. Instead of the administration majors expressing the highest opinions the elementary majors did.

Hypothesis 9. This hypothesis was confirmed as the secondary education majors did express lowest opinions about the desirability of the activities in the present group.

Activities Concerning the School Dropout. There were only three activities in this group. Table 36 summarizes the responses in the imperative category by the classes and major fields of respondents.

Table 36.--Imperative category opinion ratings of activities concerning the reduction of the dropout rate by students grouped according to their classes and major fields (figures in per cent)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
19. Special programs	.25	.00	.23	.08	.18	.25	.17	.19
22. Work-study program	.26	.33	.50	.25	.24	.38	.17	.13
26. Mental health program for underachievers	.36	.00	.77	.42	.29	.25	.33	.44

Only the MA elementary majors achieved criterion ratings on any of the activities. These students gave such a rating to item 22, providing work-study program to lower the dropout rate, and item 26, providing mental health program for underachievers.

The rest of the opinion ratings in the imperative category were otherwise fairly low. On item 19, special programs to reduce the dropout rate, the opinion ratings ranged from a low of zero by the senior secondary majors to a high of only 25% by the senior elementary majors and DOC elementary majors. The ratings ranged from the criterion level (50%) of the MA elementary majors to a low (13%) of the DOC administration majors on item 22, work-study program. On item 26, providing a mental health program for underachievers, the lowest (0%) rating was again made by the senior secondary majors; the next highest to the MA elementary majors' consensus rating was the 44% rate of the DOC administration majors.

Table 37 presents the imperative category ratings of the activities concerning the reduction of the dropout rate by the class members.

The only class of respondents to achieve consensus on one of the items was the MA candidates who accomplished this on item 26, providing a mental health program for underachievers. As the data in Table 36 showed, this resulted primarily because of the elementary majors' 77% rate compensated

Table 37.--Imperative category opinion ratings of activities concerning the reduction of the dropout rate by students grouped according to their classes (figures in per cent)

Activities	Seniors	MA Candidates	DOC Candidates
19. Special programs	.20	.18	.20
22. Work-study program	.28	.35	.20
26. Mental health program for underachievers	.30	.53	.37

for the secondary majors' 42% rate and the administration majors' 29% rate. On item 22, the minimum criterion rating of the elementary majors was not sufficiently high to compensate for the ratings of the other two component groups.

Table 38 presents the imperative category ratings by major field members of the activities pertaining to the reduction of the dropout rate.

Table 38.--Imperative category opinion ratings of activities concerning the reduction of the dropout rate by students grouped according to their major fields (figures in per cent)

Activities	Elementary Education	Secondary Education	Educational Administration
19. Special programs	.24	.07	.18
22. Work-study program	.34	.27	.18
26. Mental health program for underachievers	.47	.23	.36

None of the groups achieved consensus ratings on this classification of activities. The only near-criterion rating was that of the elementary majors (47%). This resulted from the uplifting effect of the MA candidates' 77% rate rather than the mutuality of opinions among the elementary majors.

The secondary majors' rating of item 26 reflected the depressing effect exerted by the zero rate of the seniors on the 42% rate of the MA candidates and the 33% rate of the DOC candidates.

Table 39 analyzes by class and major field the composite opinion ratio scores computed for the activities in the present classification.

Within the groups the differences in rank places ranged from one to six as follows: one place, MA elementary majors; two places--MA secondary majors; three places--DOC elementary majors and administration majors; four places--MA secondary majors; and six places--senior elementary majors, senior secondary majors, and DOC secondary majors. Therefore no consistent pattern was established.

The overall ratings of the activities by the groups follows this order: (1) DOC elementary majors, (2) MA elementary majors, (3) DOC administration majors, (4) MA secondary majors, (5) DOC secondary majors, (6) DOC administration majors, (7) senior elementary majors, and (8) senior secondary majors.

Table 39.--Composite opinion ratio scores and rank order on activities concerning the reduction of the dropout rate achieved by students grouped according to their classes and major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
19. Special programs	7 (.61)	8 (.58)	3 (.70)	6 (.66)	4.5 (.68)	4.5 (.68)	1 (.80)	2 (.79)
22. Work-study program	8 (.71)	2.5 (.82)	4 (.79)	2.5 (.82)	6 (.75)	1 (.83)	7 (.73)	5 (.76)
26. Mental health program for underachievers	2 (.79)	7.5 (.60)	3 (.78)	5.5 (.67)	5.5 (.67)	1 (.80)	7.5 (.60)	4 (.68)
Sum of rank orders	17	18	10	14	16	6.5	15.5	11
Rank by sum	7	8	2	4	6	1	5	3

Table 40 presents the CORSs computed on the basis of the class in which the respondents were enrolled.

Table 40.--Composite opinion ratio scores and rank order on activities concerning the reduction of the drop-out rate achieved by students grouped according to their classes (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Seniors	MA Candidates	DOC Candidates
19. Special programs	3 (.61)	2 (.69)	1 (.76)
22. Work-study program	3 (.73)	1 (.78)	2 (.77)
26. Mental health program for underachievers	1 (.75)	2 (.72)	3 (.69)
Sum of rank orders	7	5	6
Rank by sum	3	1	2

For two of the items the differences between any two CORSs were very small. On items 22 and 26, the CORSs did not vary more than .06 units. The difference was .15 units between the highest CORS of the DOC candidates and the lowest CORS of the seniors.

The classes ranked as follows: (1) MA candidates, (2) DOC candidates, and (3) seniors. However, there was very little to differentiate the groups.

In Table 41, the CORSs computed for the major fields is presented.

Table 41.--Composite opinion ratio scores and rank order on activities concerning the reduction of the drop-out rate achieved by students grouped according to their major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Elementary Education	Secondary Education	Educational Administration
19. Special programs	3 (.64)	2 (.65)	1 (.73)
22. Work-study program	3 (.64)	1 (.80)	2 (.76)
26. Mental health program for underachievers	1 (.79)	3 (.63)	2 (.67)
Sum of rank orders	7	6	5
Rank by sum	3	2	1

The distance between the highest ranking and lowest ranking CORSs among the groups as majors are similar to the students as class members. On item 19, the distance was .09 CORS units; on items 22 and 26, the distance was .16 CORS units.

The disparate contributions of the class groups to the total CORS had some notable effects in some cases. On item 19, although the DOC candidates' rating was the highest among the eight groups (see Table 39) this was nullified by

the sixth ranking of the MA candidates and the eighth ranking of the seniors. On the other hand, on item 22, the secondary majors made the highest rating despite the low rating that the DOC candidates had contributed to the total rating. Also, on item 22, the elementary majors' ranking was depressed by the eighth ranking CORS of .71 that the seniors contributed to the group rating.

As in Table 40, there was very little difference in the overall order of the groups which was: (1) administration majors, (2) secondary majors, and (3) elementary majors.

Examination of the Hypotheses. The findings relative to the opinions expressed about the activities concerning the reduction of the dropout rate will be used to examine the hypotheses.

Hypothesis 1. Not applicable.

Hypotheses 2 and 3. Both hypotheses were unconfirmed. The MA candidates by achieving majority agreement on one of the three activities reached consensus most often rather than the DOC candidates as had been hypothesized. Both the seniors and the DOC candidates were lowest with no criterion ratings.

Hypotheses 4 and 5. Both hypotheses were unsupported because none of the three groups achieved any criterion ratings, thus making comparisons impossible.

Hypothesis 6. This hypothesis was not confirmed as the MA candidates rather than the DOC candidates gave the

highest overall opinion ratings of the activities in the present group.

Hypothesis 7. This hypothesis was confirmed as the seniors' opinion ratings of the activities were the lowest among the three classes.

Hypothesis 8. This hypothesis was confirmed as the administration majors expressed the highest opinion ratings of the activities.

Hypothesis 9. This hypothesis was refuted as the elementary education majors rather than the secondary majors expressed the lowest opinions of the activities in this group.

Miscellaneous Activities. There were five activities in this classification. Of these, three--item 3, sponsoring scout troops, item 16, sponsoring drum majors and/or majorettes; and, item 33, participating in national spelling bees--had been included among the forty activities to provide patently less desirable activities.

Table 42 presents the imperative category ratings made by the classes and majors.

Only one senior elementary major rated item 3, sponsoring scout troop(s), in the imperative category. None of the students in the other groups saw this activity as absolutely necessary in the public schools.

Table 42.--Imperative category opinion ratings of miscellaneous activities by students grouped according to their classes and major fields (figures in per cent)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
3. Scout troop(s)	.02	.00	.00	.00	.00	.00	.00	.00
4. Medical exams	.21	.00	.23	.08	.02	.25	.00	.06
16. Drum majors and/or majorettes	.00	.00	.00	.00	.06	.00	.00	.00
33. Spelling bees	.04	.00	.00	.00	.00	.00	.00	.00
38. Interscholastic athletics	.18	.33	.00	.08	.24	.00	.00	.00

The elementary majors in the three classes gave item 4, providing medical examinations, the highest ratings. The other groups' ratings were extremely low--from 8% to 0%.

Except for a 6% rating by the MA administration majors, none of the students rated item 16, sponsoring drum majors and/or majorettes, in the top category.

There was nearly unanimous agreement that item 33, participating in national spelling bees, was not an imperative. The exception was 4% of the senior elementary majors.

Providing interscholastic athletics with a number of teams in each major sport, item 38, was rated highest by the senior secondary majors, followed by the MA administration majors and the senior elementary majors.

While it is apparent that the imperative category ratings are so low that reanalysis by reclassification of the respondents will not affect the overall distribution of ratings, nevertheless, Table 48 is presented to show the consolidated ratings by class.

Item 4, providing medical examinations, was the only activity in which all three classes registered imperative category ratings.

Among the activities for the disadvantaged which were discussed in another section was one on providing medical examinations. By referring back to Table 25 on page 81, comparisons can be made. Each of the three classes rated this

Table 43.--Imperative category opinion ratings of miscellaneous activities by students grouped according to their classes (figures in per cent)

Activities	Seniors	MA Candidates	DOC Candidates
3. Scout troop(s)	.02	.00	.00
4. Medical examinations	.16	.16	.10
16. Drum majors and/or majorettes	.00	.02	.00
33. Spelling bees	.03	.00	.00
38. Interscholastic athletics	.21	.10	.00

activity higher when it was prescribed for the disadvantaged; seniors, 28%; MA candidates, 31%; and DOC candidates, 27%. The differences would be: seniors, 12%; MA candidates, 15%; and DOC candidates, 17%.

The DOC candidates rated none of the activities in the imperative category except item 4. This rating primarily reflects the opinions of the elementary majors.

The MA candidates excluded two items, 3 and 33, while 16% rated item 4, 2% rated item 16 and 10% rated item 38 in the imperative category.

The seniors excluded one item, 16, and rated the others as follows: item 3, 2%; item 4, 16%; item 33, 3%; and item 38, 21%. The ratings on items 3 and 4 reflected exclusively the opinions of the elementary majors. The

opinions of the secondary majors were only slightly reflected on item 38 despite their higher rating because of the disparity in the sizes of the samples.

Table 44 presents the opinions of the students grouped into their major fields.

Table 44.--Imperative category opinion ratings of miscellaneous activities by students grouped according to their major fields (figures in per cent)

Activities	Elementary Education	Secondary Education	Educational Administration
3. Scout troop(s)	.01	.00	.00
4. Medical examinations	.22	.03	.09
16. Drum majors and/or majorettes	.00	.00	.03
33. Spelling bees	.03	.00	.00
38. Interscholastic athletics	.11	.17	.12

The elementary education majors' rating of 22% on item 4, providing medical examinations, was the highest among the groups on any activity. Reference is made to Table 26 on page 83 to compare the opinions of the students with different majors when they reacted to the provision of medical examinations for the disadvantaged only as contrasted with all students. Again, the present ratings were lower: by 16% among the elementary majors, by 14% among the secondary

majors, and by 9% among the administration majors.

The only other ratings to exceed the 10% level were those on item 38, interscholastic athletics, in which the elementary majors had an 11% rate and the administration majors a 12% rate. Each of the ratings reflected the influence of one component class within each of the groups rather than similarity of opinions. The elementary majors' rate primarily showed the 18% rating of the seniors; the secondary majors' rate the 33% rating of the seniors; and the administration majors' rate the 24% rating of the MA candidates.

Table 45 shows the composite opinion ratio scores computed for all of the students by subgroups.

The intragroup rank placements ranged from four to seven places. From the least to the greatest range, the groups were distributed as follows: four places--DOC elementary majors; five places--DOC administration majors and MA secondary majors; six places--DOC secondary majors, MA administration majors, MA elementary majors, and senior elementary majors; and, seven places--senior secondary majors.

The ranks based on the sum of the rank orders followed this order: (1) senior secondary majors; (2) MA secondary majors, (3) senior elementary majors, (4) MA administration majors, (5) DOC secondary majors, (6) MA elementary majors, (7) DOC administration majors, and (8) DOC elementary majors.

Table 46 shows the CORSs computed by class for the

Table 45.--Composite opinion ratio scores and rank order on miscellaneous activities achieved by students grouped according to their classes and major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
3. Scout troop(s)	1 (.57)	2.3 (.52)	2.3 (.52)	2.3 (.52)	7 (.47)	5 (.48)	8 (.33)	6 (.49)
4. Medical exams	4 (.71)	8 (.45)	7 (.62)	3 (.72)	5.5 (.65)	5.5 (.65)	2 (.73)	1 (.74)
16. Drum majors and/or majorettes	7 (.45)	1 (.57)	8 (.35)	2 (.53)	3 (.51)	4 (.48)	5 (.47)	6 (.46)
33. Spelling bees	2 (.44)	3 (.42)	5 (.37)	7.5 (.33)	1 (.45)	7.5 (.33)	4 (.40)	6 (.36)
38. Interscholastic athletics	5 (.64)	1 (.78)	7 (.51)	3 (.70)	2 (.73)	8 (.48)	6 (.57)	4 (.65)
Sum of rank orders	18	15.3	29.3	17.3	20.5	30	25	33
Rank by sum	3	1	6	2	4	8	5	7

miscellaneous activities.

Table 46.--Composite opinion ratio scores and rank order on miscellaneous activities achieved by students grouped according to their classes and major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Seniors	MA Candidates	DOC Candidates
3. Scout troop(s)	1 (.56)	2 (.50)	3 (.45)
4. Medical examinations	2 (.66)	3 (.65)	1 (.71)
16. Drum majors and/or majorettes	3 (.38)	2 (.44)	1 (.47)
33. Spelling bees	1 (.44)	2 (.39)	3 (.36)
38. Interscholastic athletics	1 (.67)	2 (.63)	3 (.59)
Sum of rank orders	8	11	11
Rank by sum	1	2.5	2.5

The seniors gave the highest overall ratings to the activities. The MA candidates and DOC candidates ended up with the same rank placements.

Referral to the component groups which made up the classes discloses some noteworthy phenomena. Among the seniors, the eighth ranking CORS of .45 of the secondary education majors did not significantly affect the fourth

ranking .71 CORS of the elementary majors on item 4. On item 16, the first ranking .57 CORS of the secondary majors had no effect again on the elementary majors' seventh ranking CORS of .45. The first ranking CORS of .78 of the secondary majors on item 38 was sufficiently higher than most of the other scores that it was able to significantly affect the senior class's CORS.

Table 47 presents the total ratings made on the miscellaneous activities by the respondents in the three major fields.

Table 47.--Composite opinion ratio scores and rank order on miscellaneous activities achieved by students grouped according to their major fields (figures in parentheses signify CORSs; figures above parentheses signify rank orders)

Activities	Elementary Education	Secondary Education	Educational Administration
3. Scout troop(s)	1 (.55)	2.5 (.48)	2.5 (.48)
4. Medical examinations	2 (.68)	3 (.60)	1 (.69)
16. Drum majors and/or majorettes	3 (.43)	1.5 (.53)	1.5 (.53)
33. Spelling bees	2 (.41)	3 (.38	1 (.45)
38. Interscholastic athletics	3 (.59)	1 (.71)	2 (.68)
Sum of rank orders	11	11	8
Rank by sum	2.5	2.5	1

The educational administration majors attained the highest ratings. The elementary majors and the secondary majors ended up with the same ranking when the ratings of each of the activities in this classification were considered.

When the CORSs of the component groups shown in Table 44 are re-examined it appears that the rankings in the present table reflect the result of similar opinion ratings rather than show instances where one group significantly influenced the position of combined score. That is, the scores were more similar than dissimilar.

Examination of the Hypotheses. The hypotheses will be examined using the findings about student opinions of the miscellaneous activities.

Hypothesis 1. Not applicable.

Hypotheses 2, 3, 4 and 5. There was no basis upon which to examine these hypotheses. None of the groups achieved any criterion ratings on the miscellaneous activities.

Hypotheses 6 and 7. By expressing the highest overall opinions about these activities the seniors refuted both hypotheses. The first had posited that the DOC candidates would express the highest opinion ratings and the second had stated that the seniors' opinion ratings would be the lowest among the three classes.

Hypothesis 8. This hypothesis was confirmed as the administration majors did express the highest opinion ratings

of these activities.

Hypothesis 9. This hypothesis was unconfirmed as both the elementary and secondary education majors were tied for lowest ratings of the activities.

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose of the Study

The aim of this study was to examine the opinions which selected students in the College of Education at Michigan State University held about the relative desirability of certain public school educational activities. These educational activities were selected in compliance with established criteria from among those designated as imperatives in Imperatives in Education or as those representative of selected areas of concern in public education today.

This study derived its significance from the belief that opinions or attitudes are determinative factors in human behavior. The opinions of individuals within the educational profession are important as they are components of group opinions which constitute the base upon which decisions are frequently made in education. The existence of the process of collective negotiations in education which governs much of the professional relations on dichotomized teacher vs. administator role descriptions, makes valuable a study of students preparing for such roles in public education.

Design and Methodology

The study sample was composed of 142 students enrolled

during the winter term of 1967 in three classes: seniors, master's degree candidates, and doctor's degree candidates. The seniors were majoring in elementary education or secondary education, specifically the biological sciences. The master's degree and doctor's degree candidates were studying in one of these curricula: elementary education, secondary education, or educational administration.

A modified Q-sort technique was used to gather the data. A total of forty discrete educational activities were included in the instrument. Nineteen of them were "imperatives" and twenty-one were "other" activities which the investigator derived from various sources.

Each activity was typed on a standard 3" by 5" index card. Placed in the upper right corner was a digit designating the order in which the card appeared in the stack presented to the student. The number was also useful for scoring the card sort. In the upper left corner was typed "Elementary," "Secondary," or "All levels," to indicate the school organizational level at which each activity was to be considered by the participant.

The Q-sort was administered in individual interview sessions. Each interviewee was given uniform directions before commencing with the sorting of the cards which were set in a predetermined order for all of the students after an initial randomization process. Six response categories of choices were possible for each of the activities:

(1) imperative, (2) highly desirable, (3) desirable, (4) lowly desirable, (5) undesirable, and (6) can't judge.

Summary Analysis of the Findings

In the preceding chapter the data were analyzed according to the subcategories of activities which had been established at the outset on the basis of commonality of items to facilitate the handling of the data. After the findings in each subcategory of activities were discussed, the hypotheses were examined. In this summary all of the findings from those analyses will be integrated and discussed.

Table 48 shows the number of criterion ratings achieved on all of the subcategories of activities by the students who are grouped according to their classes and majors.

As might be expected, the student groups did not conform unequivocably to any one pattern in their ratings. An incipient pattern is discernible, however, among the elementary majors and secondary majors. The master's degree (MA) candidates gave more criterion ratings than the seniors. In turn, the doctor's degree (DOC) candidates reached less criterion ratings than the MA candidates. The educational administration majors varied from this pattern of relationships in that the DOC candidates reached far greater (10:1) criterion ratings than did the MA candidates.

Similarities and differences are also evident when the criterion ratings within the three curricula are examined

Table 48.--Number of criterion ratings in the imperative opinion response category achieved by students grouped by classes and curricula

Subcategories of Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
A. Imperatives								
Instructional	3	3	5	4	1	3	4	3
Noninstructional	1	1	2	1	0	2	0	2
Vocational education	0	1	2	1	0	1	0	1
Number of criterion ratings	(4)	(5)	(9)	(6)	(1)	(6)	(4)	(6)
B. Other								
The Disadvantaged	1	1	3	1	0	4	0	3
The MR & Emotionally Disturbed	2	0	1	0	0	0	1	1
The Dropouts	0	0	1	0	0	0	0	0
Miscellaneous	0	0	0	0	0	0	0	0
Number of criterion ratings	(3)	(1)	(5)	(1)	(0)	(4)	(1)	(4)
C. Both Categories								
A. Imperatives	4	5	9	6	1	6	4	6
B. Other	3	1	5	1	0	4	1	4
Total no. criterion ratings	(7)	(6)	(14)	(7)	(1)	(10)	(5)	(10)

in Table 48C. The secondary majors, regardless of class status, expressed very similar opinions. Within the elementary curriculum the students in the three classes were set apart by nearly equal proportions of criterion ratings. In other words, the seniors had approximately a third less criterion ratings than the DOC candidates who in turn had approximately a third less criterion ratings than the MA candidates. The students who expressed the most divergent opinions were the educational administration majors. The ratio of criterion ratings achieved by the MA candidates as compared to the DOC candidates was 1:10.

The MA educational administration majors were, when the interviews were conducted, still employed as classroom teachers while aspiring toward and preparing for administrative positions. Yet their opinions about what educational activities should be absolutely necessary in the public schools are very different from those of their peers teaching in elementary and secondary schools. If the intensity of opinions about specific activities and approaches to education is any indication of one's willingness or unwillingness, as the case may be, of acceptance of the need for change and innovation in education then, possibly, these administrators-to-be in the MA group may behave more conservatively than the classroom teachers in the same class level.

When the frequencies of criterion ratings of the activities in the "imperatives" category are converted to

percentage scores the following are the results: senior elementary majors (4 out of 19), 21%; senior secondary majors (5 out of 19), 26%; MA elementary majors (9 out of 19), 47%; MA secondary majors (6 out of 19), 32%; MA educational administration majors (1 out of 19), 5%; DOC elementary majors (6 out of 19), 32%: DOC secondary majors (4 out of 19), 21%; and DOC educational administration majors (6 out of 19), 32%.

Hypothesis 1. Students will reach consensus in designating as imperatives those activities selected from Imperatives in Education.

This hypothesis is rejected because the students reached consensus ratings on only four activities: "teaching natural sciences," "providing kindergarten program," "teaching reading skills," and "providing guidance and counseling services."

Table 49 presents the number of criterion ratings reached on the categories of activities by students grouped as class members.

There is little or no difference in the number of criterion ratings achieved by the groups reacting to the activities in the "imperatives" category. The class of DOC candidates which had five such ratings led the other two classes which had four each. Translated into proportions, the DOC candidates achieved majority agreement that 26% of the activities were absolutely necessary in the public schools; for the seniors and MA candidates this proportion was 21%.

Table 49.--Number of criterion ratings in the imperative opinion response category within the subcategories of activities achieved by students grouped in classes

Subcategories of Activities	Seniors	MA Candidates	DOC Candidates
A. Imperatives			
Instructional	3	2	3
Noninstructional	1	1	2
Vocational Education	0	1	0
Number of criterion ratings	(4)	(4)	(5)
B. Others			
The Disadvantaged	0	0	1
The MR and Emotionally Disturbed	2	1	1
The Dropouts	0	1	0
Miscellaneous	0	0	0
Number of criterion ratings	(2)	(2)	(2)
C. Both Categories			
A. Imperatives	4	4	5
B. Others	2	2	2
Total number of criterion ratings	(6)	(6)	(7)

The major part of the criterion ratings among the "imperatives" were in the instructional activities. The vocational education activities received the least number of

criterion ratings--one, by the MA candidates.

Among the three classes there was no difference in the number of criterion ratings achieved on the activities in the "other" category as shown in Table 49B.

Hypothesis 2. Doctor's degree candidates will reach consensus most often in their designations of activities as imperatives."

Although the data showed only minimally discriminating differences in the number of majority agreements reached by the classes, nevertheless this hypothesis is accepted.

Hypothesis 3. Seniors will reach consensus least often in their designations of activities as "imperatives."

This hypothesis is rejected because both the MA candidates and the seniors with four criterion ratings each were in the "least often" category.

Table 50 shows the frequency distribution of criterion ratings achieved by students grouped into their three curricula.

On both the "imperative" and "other" categories of activities the elementary majors reached majority agreement most often. This was the result of higher agreement among the students in the three classes within that curriculum.

As was so often brought out in the analyses of the subgroups of activities, the expressed opinions of the MA candidates in the administration curriculum depreciated the criterion ratings expressed by the DOC candidates in this curriculum. Consequently, the administration majors achieved majority agreement least often among the three curricular groups.

Table 50.--Number of criterion ratings in the imperative opinion response category achieved by students grouped by curricula

Subcategories of Activities	Elementary Education	Secondary Education	Educational Administration
A. Imperatives			
Instructional	3	3	2
Noninstructional	1	0	0
Vocational Education	1	1	0
No. of criterion ratings	(5)	(4)	(2)
B. Others			
The Disadvantaged	1	1	0
The MR and Emotionally Disturbed	2	0	0
The Dropouts	0	0	0
Miscellaneous	0	0	0
No. of criterion ratings	(3)	(1)	(0)
C. Both Categories			
A. Imperatives	5	4	2
B. Others	3	1	0
Total no. of criterion ratings	(8)	(5)	(2)

Hypothesis 4. Educational administration majors will reach consensus most often in their designations of activities as "imperatives."

Hypothesis 5. Secondary education majors will reach consensus least often in their designations of activities as "imperatives."

Both hypotheses are not substantiated by the data and are therefore rejected.

In recent times the urgent need for equal opportunity in education has been highly espoused. The findings of this study would tend to cast some real doubt as to the depth of student commitment to this basic social philosophy. For example, none of the groups reached agreement that providing special programs for the gifted and talented in our society was absolutely necessary. This is definitely contrary to the stand that most experts and authorities on this matter have taken. Furthermore, there was less support for the educational activities to compensate for cultural or social disadvantage than would be expected from students, especially those in the graduate level.

The rank orders and the sum of the rank orders which were derived from comparisons of the magnitude of the composite opinion ratio scores are presented in Table 51.

The consistency of the magnitude of the opinion ratings of the eight subgroups can be grossly determined by comparing the rank orders derived from the summations of rank placements in the subcategories of activities as presented in Table 51A and 51B. Two groups, the senior secondary majors and the MA administration majors, maintained their positions in the two categories. Shifting one place in rank was the DOC secondary major group. The senior elementary majors, MA secondary majors and the DOC elementary majors

Table 51.--Rank orders and the sums of the rank orders based on composite opinion ratio scores computed for students grouped by classes and curricula (figures in parentheses signify rank orders; figures directly below parentheses are sums of the sums of rank orders based on subcategories of activities in particular category)

Subcategories of Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
A. Imperatives								
Instructional	(1) 28.0	(8) 57.0	(5) 40.0	(3) 31.5	(7) 54.0	(2) 29.0	(6) 47.0	(4) 38.5
Noninstructional	(3) 14.5	(4) 15.0	(5) 17.5	(6) 19.5	(8) 27.0	(2) 14.0	(7) 23.0	(1) 13.5
Vocational Education	(6.5) 36.0	(8) 37.0	(6.5) 36.0	(1) 10.0	(4) 25.5	(2) 19.8	(5) 25.8	(3) 23.8
$\Sigma\Sigma$ rank orders	78.5	109.0	93.5	61.0	106.5	62.8	95.8	75.8
Rank based on $\Sigma\Sigma$	(4)	(8)	(5)	(1)	(7)	(2)	(6)	(3)
B. Others								
The Disadvantaged	(4) 32.1	(8) 59.8	(2) 30.8	(6) 40.0	(7) 52.8	(1) 30.0	(2) 30.6	(5) 38.0
The MR and Emotionally Disturbed	(4) 16.0	(8) 29.0	(1) 12.0	(3) 15.5	(2) 14.0	(7) 21.5	(5) 17.5	(6) 18.5
The Dropouts	(7) 17.0	(8) 18.0	(2) 10.0	(4) 14.0	(6) 16.0	(1) 6.5	(5) 15.5	(3) 11.0
Miscellaneous	(3) 18.0	(1) 15.3	(6) 29.3	(2) 17.3	(4) 20.3	(8) 30.0	(5) 25.0	(7) 33.0
$\Sigma\Sigma$ rank orders	83.1	122.1	81.8	86.8	103.3	88.0	88.6	100.5
Rank based on $\Sigma\Sigma$	(2)	(8)	(1)	(3)	(7)	(4)	(5)	(6)

Table 31.--Continued

Subcategories of Activities	Seniors		MA Candidates			DOC Candidates		
	Elem.	Sec.	Elem.	Sec.	Ed. Ad.	Elem.	Sec.	Ed. Ad.
C. Both Categories								
A. Imperatives	(4) 78.5	(8) 109.0	(5) 93.5	(1) 61.0	(7) 106.5	(2) 62.8	(6) 95.8	(3) 75.8
B. Others	(2) 83.1	(8) 122.1	(1) 81.8	(3) 86.8	(7) 103.3	(4) 88.0	(5) 88.6	(6) 100.5
$\Sigma\Sigma\Sigma$ rank orders	161.6	231.1	175.3	147.8	209.8	150.8	184.4	176.3
Rank based on $\Sigma\Sigma\Sigma$	(3)	(8)	(4)	(1)	(7)	(2)	(6)	(5)

differed by two places between the two categories. The DOC administration majors differed by three places and the MA elementary majors by four places in rank.

The following rank orders as shown in Table 51C indicate the relative magnitude of the subgroup's opinion ratings of the seven subcategories of activities: (1) MA secondary majors, (2) DOC elementary majors, (3) senior elementary majors, (4) MA elementary majors, (5) DOC administration majors, (6) DOC secondary majors, (7) MA administration majors, and (8) senior secondary majors.

Table 52 provides a summary analysis of rank orders based on the magnitude of the composite opinion ratio scores for the subcategories of activities achieved by the students in the three classes.

None of the three classes maintained the same rank orders within the two categories of activities.

Table 52C shows the rank order of the classes based on their opinion ratings of the 40 activities. While the overall difference of the magnitude of the ratings appear to be relatively small, the classes were differentiated as follows: (1) DOC candidates, (2) seniors, and (3) MA candidates.

Hypothesis 6. Doctor's degree candidates will express the highest overall opinion ratings of the activities.

The data seems to support this hypothesis; therefore, it is accepted.

Table 52.--Rank orders and the sums of rank orders based on composite opinion ratio scores computed for students grouped by classes (figures in parentheses are rank orders; figures directly below parentheses are sums of rank orders based on activities in particular subcategory)

Activities	Seniors	MA Candidates	DOC Candidates
A. Imperatives			
Instructional	(1) 15.0	(3) 20.5	(2) 17.5
Noninstructional	(1) 6.0	(3) 9.5	(2) 8.5
Vocational Education	(3) 16.5	(2) 12.0	(1) 7.5
$\Sigma\Sigma$ rank orders	37.5	42.0	33.5
Rank based on $\Sigma\Sigma$	(2)	(3)	(1)
B. Others			
The Disadvantaged	(2) 18.5	(3) 19.0	(1) 16.5
The MR and Emotionally Disturbed	(2.5) 9.0	(1) 6.0	(2.5) 9.0
The Dropouts	(3) 7.0	(1) 5.0	(2) 6.0
Miscellaneous	(1) 8.0	(2.5) 11.0	(2.5) 11.0
$\Sigma\Sigma$ rank orders	44.0	41.0	43.5
Rank based on $\Sigma\Sigma$	(3)	(1)	(2)
C. Both Categories			
A. Imperatives	(2) 37.5	(3) 42.0	(1) 33.5
B. Others	(3) 22.0	(1) 41.0	(2) 43.5
$\Sigma\Sigma\Sigma$ rank orders	81.5	83.0	77.0
Rank based on $\Sigma\Sigma\Sigma$	(2)	(3)	(1)

Hypothesis 7. Seniors will express the lowest opinion ratings of the activities.

This hypothesis is rejected--as unsubstantiated by the findings.

Table 53 presents the rank orders of the students by their curricula based on their overall ratings of the 40 activities.

Again, as in the previous table, the three curricular groups did not maintain their same rank orders within the two categories of activities.

The final rank orders of the classes based on the magnitude of their total opinion ratings of the 40 activities appears in Table 53C. The curricular groups were ordered in this way: (1) elementary education majors, (2) secondary education majors, and (3) educational administration majors.

Hypothesis 8. Educational administration majors will express the highest overall opinion ratings of the activities.

Hypothesis 9. Secondary education majors will express the lowest overall opinion ratings of the activities.

Both hypotheses were refuted by the results of the study.

It is quite evident that the group's opinions have been more similar than different. This congruence of opinions becomes more apparent when composite opinion ratio scores are computed for the students in the several

Table 53.--Rank orders and the sums of rank orders based on composite opinion ratio scores computed for students grouped by curricula (figures in parentheses signify rank order; figures below parentheses are the sums of the rank order based on ratings of activities in subcategory)

Subcategories of Activities	Elementary Education	Secondary Education	Educational Administration
A. Imperatives			
Instructional	(1) 13.0	(2) 19.0	(3) 22.0
Noninstructional	(1.5) 7.0	(1.5) 7.0	(3) 10.0
Vocational Education	(3) 15.0	(1) 8.5	(2) 12.5
$\Sigma\Sigma$ rank orders	35.0	34.5	44.5
Rank based on $\Sigma\Sigma$	(2)	(1)	(3)
B. Others			
The Disadvantaged	(1) 12.5	(3) 22.5	(2) 18.5
The MR and Emotionally Disturbed	(1) 6.0	(3) 11.0	(2) 7.0
The Dropouts	(3) 7.0	(2) 6.0	(1) 5.0
Miscellaneous	(2.5) 11.0	(2.5) 11.0	(1) 8.0
$\Sigma\Sigma$ rank orders	36.5	40.5	38.5
Rank based on $\Sigma\Sigma$	(1)	(3)	(2)
C. Both Categories			
A. Imperatives	(2) 35.0	(1) 34.5	(3) 44.5
B. Others	(1) 36.5	(3) 40.5	(2) 38.5
$\Sigma\Sigma\Sigma$ rank orders	71.5	75.0	83.0
Rank based on $\Sigma\Sigma\Sigma$	(1)	(2)	(3)

classifications without reference to item rank orders or categories and subcategories of activities which were utilized throughout the analysis of the data. The results of such an approach are shown in the following two tables.

Table 54 shows the CORSs based on all of the ratings made by the students classified according to their class status.

Table 54.--Composite opinion scores for the forty activities obtained by students classified according to classes (figures in per cent)

Classes	CORS
Seniors	.72
MA Candidates	.73
DOC Candidates	.74

Each score indicates the proportion that the class's actual rating of the activities was the highest possible rating that would have been possible. In other words, the seniors' actual rating of the activities constituted 72% of the highest potential rating, the MA candidates' 73%, and the DOC candidates' 74%.

When the total ratings are averaged for the students grouped according to their curricula, the results appear as in Table 55.

Table 55.--Composite opinion ratio scores for the forty activities obtained by students classified according to curricula (figures in per cent)

Curricula	CORS
Elementary Education	.73
Secondary Education	.70
Educational Administration	.73

The secondary education majors's overall rating of the forty activities was but 3% less than that of the other two groups. Both the secondary majors' and the administration majors' ratings were 73% of the highest possible rating that might have been achived.

The difference between the various groups become slightly greater when the composite opinion ratio scores are computed for the basic component groups as shown in Table 56.

Table 56.--Composite opinion ratio scores on the forty activities obtained by students classified according to classes and curricula (figures in per cent)

Classes	Curricula Elem.	Sec.	Ed. Ad.
Seniors	.74	.67	--
MA Candidates	.74	.74	.70
DOC Candidates	.72	.72	.75

The greatest differences in opinions occur within the secondary education curriculum with the seniors being five percentage points lower than the MA candidates and the educational administration curriculum with the MA candidates also five percentage points below the DOC candidates.

The class status of the students were not linearly related to the opinions which were expressed about the educational activities used in the present study. That is, with an increase in the amount of education there was no corresponding directional change in the opinions of students. An increase in education implicitly connotes the acquisition of a wider background of exposure and/or knowledge of the broader societal problems that education is increasingly being called upon to help ameliorate. This exposure and/or knowledge seemingly has had no significant impact on the graduate students, to make them either clearly accept or reject such a vanguard role expectation thrust upon public education.

An increase in amount of education is assumed to mean growth in familiarity with the wider scope of educational functions which fall within the purview of the educational process. Graduate study should provide the student with more information about the rationales and purposes of the specific educational activities so that the decisions to accept or reject should be more clear-cut. Apparently this was not the case.

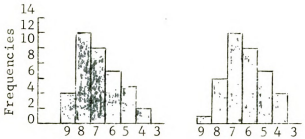
Figure 1 shows another way in which the differences in opinions were manifested. The CORSs were classified according to the decile system. That is, the frequencies of scores were depicted as they fell into seven deciles, from the ninth to the third.

Some very obvious differences are found between the highest and lowest frequencies in the different deciles. For example, the MA elementary majors rated eight (or 20%) of the activities in the ninth decile as compared to the senior secondary majors' and MA administration majors' rating of one (or 3%) of the activities in the ninth decile. When the highest three deciles (ninth through seventh) are combined there is the difference between the MA secondary majors' rating of thirty (or 75%) of the activities and the senior secondary major's rating of nineteen (or 48%) of the activities.

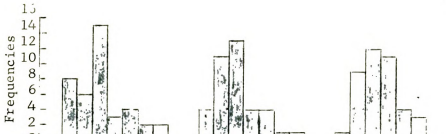
Implications

At the outset of this study the premise was established that the examination of opinions or attitudes was important because they determine behavior. Behavior, in this study, is considered in terms of the possible support which may be given to educational activities after the students have taken professional jobs. The following implications were, in part, generated with due regard for this premise.

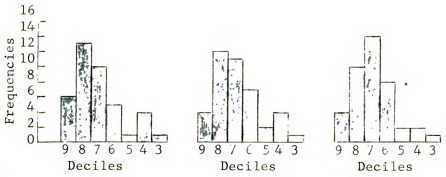
Figure 1.--Classification by deciles of composite opinion ratio scores obtained by students grouped by classes and curricula



A. Sr., Elem. Ed. B. Sr., Sec. Ed.



C. MA, Elem. Ed. D. MA, Sec. Ed. E. MA, Ed. Ad.



F. DOC, Elem. Ed. G. DOC, Sec. Ed. H. DOC, Ed. Ad.

1. Only four of the forty activities included in this study were designated by the majority of the students as being absolutely necessary in the public schools. These four were: "teaching natural sciences," "teaching reading skills," "providing kindergarten programs," and "providing guidance and counseling services," shown in Tables 6 and 12. Thus, it seems that the students feel that most of the activities performed in our public schools are not absolutely necessary. In other words, in the final analysis, most of the tasks that are being performed in the public schools are essentially dispensable. The knowledge that education deals largely with tasks which are not absolutely essential has implications for the image of the profession and of the self-image of the professionals.

This kind of attitude has implications for public-school relations, especially with regard to the matter of financial support for education. The trend has been toward mounting increases in funds required for public education. If the imperatives in education are so limited as the students seem to indicate, this question posed by the taxpayer might naturally follow: Why the need for program expansion?

The four activities mentioned in the preceding paragraph are well-established or legitimized practices. Many of the other activities such as "teaching modern mathematics," "providing mental health programs to help underachievers," and the like, could well be considered innovative. The

students, in effect, are not highly change-oriented. This definitely has implications for the institution which has been emphasizing the great need for change and innovation in education.

The relative conservatism of opinions about the pre-eminent tasks of the public school and even the inability to agree that certain activities may not be useful in the public schools could be merely reflections of the general confusion that exists today regarding what the public schools should be doing. Amidst a situation where so many claims and counterclaims are being made by the leaders in the profession concerning the roles of the school, the student may be seeking some sort of compromise by expressing predominantly "safe" opinions--those which fall at neither ends of a continuum of choices. This would indicate that students are in need of help if they are to develop values and guiding principles which will assist them in decision-making.

This indecisiveness may also be a result of the fact that students are not adequately acquainted with the broad spectrum of educational activities other than the special competencies for which they are being trained. If this is true, this has implications for the kind of informal and formal professional support which may be manifested for educational activities which fall outside of one's special and, often narrow, domain.

2. Students generally manifested a low regard for providing year-round after-school and evening educational and recreational programs for children and adults (see Tables 12 and 15). Perhaps they see this community-school type of program as increasing their time commitment to education. Whatever the reason, it appears that the students do not react favorably toward an expansion of the school's outreach into the community. In the investigator's opinion, the students are manifesting a generalized reaction against the ever-expanding role that is thrust upon education.

3. Tables 12 and 15 also show that certain groups of students--seniors, secondary majors and MA degree administration majors--do not believe that in-service education programs for teachers are imperative. In a period when knowledge explosion and educational obsolescence are rapidly accelerating, such attitudes seem rather unrealistic. Beginning teachers, as the seniors soon will be, hopefully will quickly change their opinions as they face the problems of teaching under varied circumstances. Otherwise, in-service programs will continue to meet resistance.

4. The seniors majoring in secondary education (biological sciences) were generally less supportive of those activities which were not primarily aimed at the development of cognitive skills. This can be seen by referring to Tables 6, 12, 18, 24, 30, 36, and 42. It seems that their preparation

program might well stress the need to be concerned too with the development of social, emotional and physical aspects of the individual learner.

5. The results of this study suggest that the majority of the students are not totally committed to the concern for equal opportunity in education. The activity, "providing special programs for the gifted and talented" is rooted in this philosophy. The authorities on this subject are unequivocably in favor of some special program to fully develop the latent skills of superior students from whom has come "so much of mankind's greatness."[1] The majority of the students did not feel that this activity was imperative (see Tables 6, 7, and 8). Their opinions imply that they may be still strongly influenced by the belief that democratic egalitarianism and excellence are antithetical values.

The concern for equal opportunity in education also provides the rationale for compensatory education for the disadvantaged. Despite federal commitment, the support of sociological and educational experts, and the College of Education's support of programs for the disadvantaged, the majority of students do not believe that such programs as "providing prekindergarten programs," "providing prechoeducational diagnosis," and the like, are absolutely necessary.

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[1]Rockefeller Brothers Fund, Inc., The Pursuit of Excellence--Education and the Future of America (New York: Doubleday & Co., Inc., 1958), p. 28.

Despite the increasing expansion of compensatory education programs in schools across the nation, the students are not fully convinced that they are absolutely necessary.

6. There is an apparent, if not real, paradox in the opinions about vocational education activities. Nearly 50% of the students felt that vocational education was absolutely necessary (see Table 18). Yet their opinions changed sharply when they judged the merits of two activities which are components of vocational education. Only 8% felt that "providing distributive education" or "providing cooperative office practice" was absolutely necessary. This could imply a number of things--among them, that the students do not really know what vocational education is or that they are not especially impressed with the need for office training and distributive education.

If vocational education is of vital importance for the development of individual potentials and the benefit of society, these facts should be clearly communicated to the students. If the opinions of the students reflect the worth of vocational education, it would appear then some re-thinking is in order regarding its place in public education. Of course, the attitudes of the students might well be but reflections of their aspirations for improved socio-economic positions in which vocational education probably is seen as having little personal relevance.

7. The report of the AASA Commission in Imperatives in Education has had little impact in shaping the opinions of the students. The Commission's report is based on interpretations of national problems which are a matter of public knowledge. If its assessment of the specific tasks which the schools should be performing is likewise valid, it would seem that deliberate efforts should be made in the College of Education to apprise the students of the need to develop educational programs which are designed to meet the particular needs of our times.

Recommendations for Further Study

1. A longitudinal, rather than a cross-sectional study, of the opinions of students at different stages of their academic programs, from the senior through the graduate level, would be useful for determining the changes in attitudes toward educational activities which occur as a function of increased education. A longitudinal study has obvious advantages over a cross-sectional study.

2. Another possible study would be to compare the opinions of students in different class levels and curricula with those of their instructors for the purpose of determining convergent and divergent patterns. This would give some indication about the kinds of attitudes which are being incorporated or not as students move through their educational programs.

3. It would be useful to survey the opinions of students in other colleges and universities which have teacher preparation programs. The choice of institutions could be made on the basis of geographic location, of financial support (public vs. private), of kind of training (liberal arts vs. professional), etc.

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APPENDICES

APPENDIX A

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Special Contributor to the Report:
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Minneapolis, Minnesota

APPENDIX B

Scoring Form for Q-Sort

Name _____

Sex: M F Level: S M D

Major _____

MA and DOC Candidates: Teaching experience

	Elem.	Sec.	Other
0			
1 - 5			
6 - 10			
11 - 15			

Admin. experience

	Elem.	Sec.	Other
0			
1 - 5			
6 - 10			
11 - 15			

	1	2	3	4	5	6
1.	X	X	X	X	X	X
2.	X	X	X	X	X	X
3.	X	X	X	X	X	X
4.	X	X	X	X	X	X
5.	X	X	X	X	X	X
6.	X	X	X	X	X	X
7.	X	X	X	X	X	X
8.	X	X	X	X	X	X
9.	X	X	X	X	X	X
10.	X	X	X	X	X	X
11.	X	X	X	X	X	X
12.	X	X	X	X	X	X
13.	X	X	X	X	X	X
14.	X	X	X	X	X	X
15.	X	X	X	X	X	X
16.	X	X	X	X	X	X
17.	X	X	X	X	X	X
18.	X	X	X	X	X	X
19.	X	X	X	X	X	X
20.	X	X	X	X	X	X
21.	X	X	X	X	X	X
22.	X	X	X	X	X	X
23.	X	X	X	X	X	X
24.	X	X	X	X	X	X
25.	X	X	X	X	X	X
26.	X	X	X	X	X	X
27.	X	X	X	X	X	X
28.	X	X	X	X	X	X
29.	X	X	X	X	X	X
30.	X	X	X	X	X	X
31.	X	X	X	X	X	X
32.	X	X	X	X	X	X
33.	X	X	X	X	X	X
34.	X	X	X	X	X	X
35.	X	X	X	X	X	X
36.	X	X	X	X	X	X
37.	X	X	X	X	X	X
38.	X	X	X	X	X	X
39.	X	X	X	X	X	X
40.	X	X	X	X	X	X
Total:	__	__	__	__	__	__