

AN INVESTIGATION OF SELECTED
COMMUNICATION MEDIA USED TO
TRANSMIT SECONDARY SCHOOL
INFORMATION TO TEACHERS,
STUDENTS, AND PARENTS

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This is to certify that the

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ABSTRACT

THE DEVELOPMENT OF A COMMUNICATION MODEL FOR TRANSMISSION OF SECONDARY SCHOOL INFORMATION TO TEACHERS, STUDENTS, AND PARENTS

By

Janice Ann Hoffer

This study develops a communication model for understanding the collaborative interaction process by which effective secondary school communication can be achieved. Using the model as a guideline, the quantitative portion of the study evaluates the effectiveness of present communication media received by the three school populations (teachers, students, and parents) at Adrian Senior High School, Adrian, Michigan.

Questionnaires were sent to the entire teacher population of 79, to 400 students and 600 parents randomly selected. Seventy-four teachers (93.7%), 400 students (100%), and 177 parents (29.5%) responded. Communication media surveyed were limited to official school publications, public communication media, and authorized oral messages. Analysis of the data considered the following factors: among teachers, sex and teaching experience; among students, sex, classification, and elected position; among parents, sex, age, and number of children. The major use of data throughout this study was to interpret trends, indications, and possible directions.

Major findings were: (1) the communication model is a practical, workable guideline for secondary school administrators to use in psychological closeness of message initiator to message receiver is important

in communicative effectiveness as evidenced by the high percentage of communication between teachers and students and the low percentage between administrators and students; (3) communication is least effective with female teachers, inexperienced teachers and with male parents, oldest parents, and parents with the least children; (4) the local newspaper is the most effective mass communication medium for all three school audiences; (5) the high school newspaper's effectiveness is proportionate to its out-of-the-pocket student cost, its publication regularity, and content relevancy; (6) the most effective Long-Term Communication Media for students and teachers are handbooks and for parents, newsletters; (7) most effective Short-Term Communication Media for teachers are daily bulletins and teacher meetings; for students, authorized oral messages; and for parents, planned mass visitations such as Parents Night.

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DEDICATION

In Loving Appreciation of Their
Encouragement, Understanding, and
Patience, This Study is Affection-
ately Dedicated to My Children:
Richard, Randal, and Edward.

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CHAPTER I

THE PROBLEM

Introduction to the Study

A free man can live and grow only in a free society, and a society can remain free and progress only if it can maintain an adequate system of public communication. Societies and individuals are alike in that, as they progress and become more advanced, they develop more complex communication systems and techniques; in the process they become increasingly dependent on them for the examination, discussion, and solution of their problems. A school system, representing a microcosm of society, is no exception.

At no time in the history of public school education has the need for effective communication been greater. Today's age of dissent has focused attention on the crucial need for greater understanding among teachers, parents, and students involved in the life of the school community. Administrators, responding to this need, have increased and experimented with communication media. The question is whether the methods used are effective.

"The key to sound relationships is the development of the idea that education is the job of all citizens. Educators must take the public into partnership."¹

¹Scott M. Cutlip and Allen H. Center, Effective Public Relations, 3rd ed. (New Jersey: Prentice-Hall, Inc., 1964), 395.

Ovard pinpoints the problem when he states:

There is no ready-made school public willing to understand, to approve and to have a public opinion on school affairs. There are only loosely constructed social groups, some of which are interested in education. Out of these groups, a school public can be built through cooperative action and in the process a public opinion develops on school affairs. But this public tends to keep falling apart and back into its several groups unless it is continuously used in the process of developing a constantly improving school.

Anyone who works with a community as if it were a rather stable, unified, enduring entity needs to make a ² thorough study of the anatomy of democratic communities.

It is pertinent, therefore, to examine methods of communication from the standpoint of their effectiveness in communicating with teachers, students, and their parents.

This study will investigate the use of communication media in transmitting information to three groups: teachers, students, and parents of students. It will explore the use of media in Long-Term Communication, distinguished by its durability and retrievability; and Short-Term Communication, distinguished by its brevity and speed. A communication model will be developed and present practices will be checked against that model.

The actual data gathered in questionnaires will be limited to Adrian Senior High School, Adrian, Michigan. The writer will analyze the data for patterns of usage of the communication media. Schools of comparable size also face the problem of effective use of their communication media such as teacher handbooks, student public address

²Glen F. Ovard, Administration of the Changing Secondary School (New York: Macmillan Company, 1966), 449.

announcements, and annual parent nights. The patterns of use discovered through the survey of Adrian Senior High School and information from the related readings will serve as a basis for formulating a communication system model useful to schools of similar size.

Statement of the Problem

The purpose of this study is threefold. First, a model of a communications system will be developed through research in related literature to be used as a guide for secondary school administrators in their transmission of information to teachers, students, and their parents. Second, a sampling will be taken of the perceptions of these three groups regarding affectiveness of communication media presently used. Third, a comparison of the communication model with the present practice in Adrian High School will be presented to pinpoint communication inadequacy and recommend changes.

Generally it is expected that the physical and psychological closeness of the message initiator to the message recipient will be the important factors in effectiveness. In this connection, it is expected that the school administrators will be closest to teachers, next closest to students, and least close to parents. This leads us to expect that teachers will give the highest ratings of usefulness to administrators' messages, followed by students and parents.

It is expected that concise messages dealing with immediate concerns will be considered more important than longer messages directed to less immediate concerns.³

³Definitions: (1) Long-Term Communication - Long-Term Communications are messages which are designed for durability and retrievability,

Limitations of the Study

As previously stated, the questionnaire data for this study will be limited to the Adrian Senior High School; (the size of sample used is adequate for the study) however, since, in general, schools of comparable size employ many of the same communication media (for example, student handbooks, parent newsletters, and teacher meetings), findings will be directed toward communication patterns intended to prove helpful to institutions other than those of Adrian.

Communications considered will be limited to messages found in official school publications, public communication media, and authorized oral messages. School publications, financed through school funds, include school newspaper, student and teacher handbooks, parent newsletters, and school board newsletters. The writer has purposely omitted such communications as the school yearbook which is largely a pictorial history serving an informational communication function. Public communication media include two local radio stations and two local newspapers. Authorized oral messages include such communications as public address announcements and administratively planned meetings.

Identifying the Communication Tasks of the Secondary School

The major communication task of the secondary school, obviously, is to teach the students. In addition, the secondary school has a threefold communication function. First, the school administration

for example, Student Handbook. (2) Short-Term Communication - Short-Term Communications are messages which are designed to communicate with emphasis on brevity and speed of distribution and feedback.

must communicate clearly its policies, rules, and changes in policies and rules to staff members. This is an on-going process beginning when the teacher is hired, continuing throughout the year, and ending only when the teacher leaves the employment of the school system.⁴ Second, the school administration must orient new members of the student body to its existing policies and rules as well as keep all students informed of routine information concerning school events, opportunities, and changes in policy. Students receive the most extensive orientation when they enter the high school as freshmen but continue to receive informative communications throughout their high school career. Third, the school administration must keep parents in the community notified of its progress and innovations as well as the general policies and any changes in those policies.

Guidelines for Handling Communications within a School System

The administrator is a professional with training and knowledge of what constitutes good education. His role as administrative communicator is to present this knowledge to his audiences, realizing their frame of reference. His communicative responsibility is an on-going process which must continue if good education is to be achieved.

The secondary school administrator employs many media to communicate to the three groups: teachers, students, and their parents. Prior to

⁴Leonard L. Mitchell, Jr., "The Expressed Perceptions and Expectations of Selected Prospective Secondary School Teachers as They View the Leader Behavior of the Secondary School Principal" (unpublished Ph.D. dissertation, Michigan State University, 1969), 79.

initiating communication with any of the three groups, the secondary school administrator must determine his rationale for communication. Until he has clarified in his own mind his reason for communicating, he should not decide what media to select. Knowing whether he wishes to give information and explanation to teachers, students, or their parents, knowing whether he wishes to direct, stimulate and move to action, or change feelings, attitudes, and beliefs is the first step in communicating with his audiences.

Once this has been decided the administrator must make a second major determination of whether to use a Short-Term Communication or a Long-Term Communication. As previously defined, Short-Term Communications are designed for only brief duration and deal with messages concerning temporary changes in school calendar, policy, or rules. Short-Term Communications basically include radio messages, public address announcements, and printed messages on a single sheet of paper not formally bound together, or newspaper-type articles. No provision is made to preserve this type of communication.

Long-Term Communications are designed for greater viability. The Long-Term Communications deal with messages concerning policy, rules, and innovations, employing printed messages with provisions for durability and retrievability. Long-Term Communications often support Short-Term Communications; similarly, Short-Term Communications often support Long-Term Communications. Each form, therefore, may be an outgrowth of the other. Both Long-Term Communications and Short-Term Communications are concerned with message elements and elements of media which help transmit the communication to the particular audience.

The resultant effect or change on the audience due to the communication produces various degrees of feedback, which, in turn, are received by the administration.

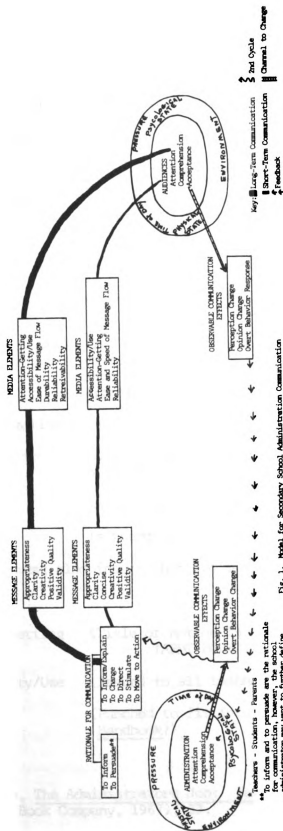
Bettinghaus states, "A descriptive model might be used to identify the elements of a particular process, or to indicate areas from which questions may be drawn for future research."⁵ Based on research in related literature, the writer developed a model for secondary school administrative communications.⁶ (Figure 1.) Carl Hovland's Communication Model, serving as a rationale for organization of experimental studies examining the effects at different levels influenced greatly the writer's thinking. Bettinghaus emphasizes the importance of Hovland's findings when he suggests that special note should be taken of Hovland's content and media characteristics, internal mediating process and observable communication effects.⁷

In the model for secondary school administrative communications such characteristics as reliability, accessibility, direction of attention, durability, retrievability, and ease of message-flow are major determinents in selection of media. Once the administration has reached through the environment to the audience, observable communication effects result. These effects channel feedback for the administration to analyze. Analysis of feedback alters or modifies the further

⁵Erwin P. Bettinghaus, "Communication Models," in Research, Principles, and Practices in Visual Communication, eds. John Ball and Francis C. Byrnes (Washington D.C., National Education Association, 1960), 17.

⁶Rationale for the model will be found in Chapter II, Review of Literature. Model, followed by rationale, is handled in this manner to acquaint the reader with the model since it is referred to frequently.

⁷Carl Hovland, as cited in Bettinghaus, 28.



communications of the administrator.⁸

Let us look at the Model for Secondary School Administration Communication (Figure 1) in terms of the secondary school administrator's communication tasks. For example, he needs to inform teachers of Tardiness Policy. He selects a Long-Term Communication insuring that the message of information has the following elements:

- | | |
|-----------------------|---|
| Stated clearly | (1) Each student will be allowed two tardinesses per course per semester without sanctions. On the second tardy the student should be informed that penalties will follow his next tardy. |
| | (2) On the third tardy the student will receive an E for that day's class work. |
| | (3) On the fourth and subsequent tardiness a discipline referral will be completed and sent to the proper administrator and there appropriate disciplinary action will be taken. |
| Valid information | Is this the true and current policy? |
| Appropriate to policy | Does the message refer to this particular policy? |
| Positive | Is it stated affirmatively? |
| Creative | Is there an original approach to the message? |

The administrator must also insure that the media elements contain qualities of:

- | | |
|-------------------|--|
| Attention-Getting | (Title of notice in capitals
TARDY POLICY) |
| Accessibility/Use | (Issued to all teachers?) |
| Durability | (Punched to fit into bound <u>Teachers Handbook</u> ?) |

⁸R. K. Ready, The Administrators Job: Issues and Dilemmas (New York: McGraw-Hill Book Company, 1967), 97.

Ease of Message-Flow	(Distribution of communication and feedback potential)
Reliability	(Is the printed message the REAL tardy policy to follow?)
Retrievability	(Is it tabbed or listed so teacher can find it when needed again?)

The Communication attracts the teachers' attention, they comprehend the policy, and accept it. Observable Communication Effects can then be seen. The teachers perceive, (Oh! I understand.), undergo an opinion change; (I used to think we always sent the student to the office. I didn't realize they could be late twice.) have an overt behavior response (Mrs. Smith doesn't send students to the office anymore the first time they are tardy).

Administrators' attention is drawn to the behavior response, they comprehend it, and accept it. This leads to administrative perception, opinion, and behavior change. (They perceive that Mrs. Smith is not sending first tardy students to the office any longer but in their opinion she still does not understand since she is sending students who have only been tardy twice.) Administrators' behavior change is to start another cycle of communication.

Comparison With Present Communications

Both Short-Term and Long-Term Communications are employed by the administration of Adrian Senior High School in communicating with the three audiences: teachers, students, and their parents. Table 1 shows the media commonly used for communication with the three audiences. For greater understanding on the part of the reader a school profile

Table 1. Areas of Communication Media Surveys at Adrian Senior High School.

TEACHERS		STUDENTS		PARENTS
Short-Term Communications		Short-Term Communications		Short-Term Communications
Radio - WABJ-AM WLEN-FM		Radio - WABJ-AM WLEN-FM		Radio - WABJ-AM WLEN-FM
Newspaper - <u>Adrian Daily Telegram</u> <u>Lenawee Tribune</u>		Newspaper - <u>Adrian Daily Telegram</u> <u>Lenawee Tribune</u>		Newspaper - <u>Adrian Daily Telegram</u> <u>Lenawee Tribune</u>
Teacher Bulletin		Student Newspaper - <u>Maple Leaf</u>		School Board Newsletter - <u>Impact</u>
Teachers Meetings		Public Address Announcements		
		Official Homeroom Reports		
Long-Term Communications		Long-Term Communications		Long-Term Communications
<u>Teacher Handbook</u>		<u>Parent and Student Handbook</u>		<u>Parent and Student Handbook</u>
<u>Policy Book</u>				<u>The Adrian Bulletin: A Newsletter</u> <u>for High School Parents</u>

and descriptions of the various communications are included.

School Profile

Adrian Senior High School - Under the principal's direction, there are 79 teachers, 3 assistant principals, 5 counselors, and an athletic director on the staff serving 1,904 students in the four-year comprehensive high school. Adrian community school district serves a population of approximately 30,000. Adrian Senior High School has been continuously accredited by the University of Michigan since 1871 and by North Central Accreditation Association since 1904. The curriculum is composed of College Preparatory, Business, Vocation-Technical, General, and Personalized.

Communication Descriptions

Long-Term Communications

- a. Teacher Handbook - The Teacher Handbook is written by the Director of Student Activities and is revised and published each year. It is given to all teachers at Adrian Senior High School and major aspects of it are covered in the Pre-School Conference held each year. Included are general policies, emergency policies, student and activity policies that pertain only to Adrian Senior High School.
- b. Policy Book - The Policy Book is written under the Superintendent's direction, revised, and published each year by the Board of Education. This handbook is given to all Adrian Senior High School teachers. Pertinent sections of this

handbook are also covered during the Pre-School Conference. Updated additions to this book are sent to staff members several times during the year. Covered in this handbook are school board policies on community relations, administration, business, students, instruction new construction, and school board operation.

- c. Parent and Student Handbook - This handbook is given to all students in Adrian Senior High School during the homeroom period the first day of school. It is written by the Director of Student Activities and published each year. At the annual Parents Night meeting it is made available and explained to parents. It covers information and policies on student academic and activities areas.
- d. Adrian Bulletin: A Newsletter for High School Parents
This Newsletter is sent to parents of Adrian Senior High School students four times during the school year: (1) with each student's schedule copy in August, (2) with the nine-week's grade report, (3) with the first semester grade report, (4) with the third nine-week's grade report. It is written by the Director of Student Activities, with the exception of the Principal's message. It includes information and explanations of new educational projects and special activities, an introductory-biographical sketch of staff members, and a calendar of activities to the date of the next newsletter.

Short-Term Communications

- a. Maple Leaf - The school newspaper published bi-monthly and is written as a project by members of the Journalism class. The class is taught by the Director of Public Relations. This newspaper runs 4 to 8 pages in length, contains advertising, and much use of student photographic art. News coverage includes special student projects, honors, activities, and sports.
- b. Official Homeroom Reports - Official Homeroom Reports are administratively authorized messages or announcements given by teachers or Student Council representatives. They are given daily, if needed. Information included in these reports covers such topics as change of daily schedule and special events (Ecology Day).
- c. Student Council Reports - Reports are given once a week during the Thursday morning homeroom period which lasts for 10 minutes. The reports are given by the Student Council Representative or Alternate and deal with topics discussed at the Wednesday Student Council meeting. Additional Student Council Homeroom Reports may be given or discussion of topics may extend an extra day if the topic is of great concern to the students and staff.
- d. Public Address Announcements - Announcements are made each day during the first 5 minutes of the first period. Important special announcements are made during the last two minutes of the fifth or sixth period. All Public Address Announcements must have administrative approval or teacher approval in cases where a teacher is the sponsor of a group. Announcements may

be written by students, staff members, or administration, and are issued through an administrative office. These announcements deal with school affairs only and pertain to school club activities, social functions, and fund-raising events.

- e. Teacher Bulletins - Teacher Bulletins are written announcements printed daily, if necessary, and distributed in all teacher mailboxes.
- f. Teacher Meetings - Teacher meetings are held each Thursday afternoon from 2:45 to 3:45 p.m., unless the Principal deems it unnecessary to meet. The Principal conducts the meeting, assisted by the Assistant Principals. Teachers are expected to attend.
- g. School Board Newsletter - Impact - This newsletter is sent to all residents of the community three times a year. The length of each newsletter varies with the amount of information to be communicated. It is written by the Public Relations Director at the Board of Education. Contents of each newsletter contain a message from either or both the President of the Board of Education and the Superintendent, news and pictures of Adrian Public School students, their activities, and accomplishments.
- h. Annual Parents Night - This event is held early in October before the first marking period ends. The format is administratively planned and publicized through the radio and newspaper media as well as by students informing their parents of the event. The purpose of this meeting is to inform parents concerning academic programs and student services available.

- i. Adrian Daily Telegram - The daily local newspaper has a circulation of 21,000 and an average length of 24 pages. The Telegram has been published since 1914.⁹
- j. Lenawee Tribune - This weekly newspaper is locally owned and has a circulation approximating 15,000 with an average length of 16 pages per paper. This paper, relatively new, has been published 2 1/2 years.¹⁰
- k. WABJ-AM - This local radio station has been in operation since 1945. It airs programs 24 hours per day, employs a staff of 15, and covers a broadcasting area of 50 miles with an estimated listening audience of 340,000.¹¹
- l. WLEN-FM - This local radio station has been in operation since 1965. It airs programs 18 1/2 hours per day, employs a staff of 8, covers a broadcasting area of 45 miles with an estimated listening audience of 30,000 and a listening potential of a half million.¹²

Group Feedback Via Survey Concerning Present Communications

Using the questionnaire method, a survey will be taken to obtain feedback from teachers, students, and their parents concerning their perception of the effectiveness of communication media presently

⁹Interview with Lorne Clemes, Managing Editor, Adrian Daily Telegram, July 2, 1971.

¹⁰Interview with Grace Kaledo, Editor, Lenawee Tribune, July 2, 1971.

¹¹Interview with Russ Dennis, News Editor, WABJ-AM, July 3, 1971.

¹²Interview with Richard Lackey, Station Manager, WLEN-FM, July 2, 1971.

directed at their groups. Basic questions will be asked concerning the in-exposure to and use of the media as well as the groups' relationships to the overall goal of perceived effectiveness. Results of the questionnaires will be analyzed in Chapter III.

The outcome of this study will enable Adrian Senior High School administrators to plan their uses of the communication media to transmit messages to the three audiences more effectively.

CHAPTER II

REVIEW OF LITERATURE RELATED TO THE COMMUNICATION MODEL

Introduction

Communication is vital to all processes of society; in a very real sense it controls the minds of men. To realize its tremendous impact, we have only to examine history. Hitler's brief and sudden success in establishing a dictatorship in Germany is a striking example of the power of communication. By nationalizing the mass communication media, by controlling film production, by eliminating foreign broadcasts and "jamming" the airways, by barring public assemblies, by using secret police to make private political conversations hazardous, by regimenting education of youth through revision of textbooks, screening of teachers and deportation of dangerous intellectuals--in short, by seizing complete control of all means of communication, Hitler was able to control the minds of men.¹ Democracy, on the other hand, derives its success from the freedom of communication granted the individual citizen. Decisions in a democratic state depend upon the judgment and honesty of elected leaders; the caliber of these men depends upon the wisdom of the voter and the decisions of elected officials reflect their estimates of the electorate; and the competence of people to judge issues

¹Albert Speer, Inside the Third Reich (New York: Macmillan Co., 1970).

and to vote depends upon their free access to information, uninhibited by governmental control, and their ability to interpret it. Thus history clearly demonstrates that communication is a skill through which men have made magnificent successes as well as startling failures, an art without which genius is dumb, power brutal and aimless, and mankind reduced to apathetic or squabbling nations. Dean C. Barnlund emphasizes its importance and suggests its power when he asserts, "Every significant human crisis begins or ends in a communicative encounter of one kind or another."²

Because of communication's vast ramifications and thus relevancy to all areas of societal processes, the problem in reviewing the literature for this study was one of selecting that which was pertinent to the educational communication media and to the purpose of this study. Information relevant to the development of the communication model was examined from research conducted in the fields of business administration, human behavior, mass communication, and school administration. For discussion purposes, the literature will be reviewed in five categories: (1) frame of reference, (2) nature of communication, (3) audience: opinion and attitude change, (4) administrator as communicator, and (5) development of the model.

Frame of Reference

Environmental Frame of Reference - The starting point for this discussion is that of establishing the frame of reference or context

²Dean C. Barnlund, "Communication: The Context of Change," Perspectives on Communication, Carl E. Larson and Frank E. X. Dance, eds. (Milwaukee: Speech Communication Center, 1968), 39.

within which communication takes place. Various authorities view differently the frame of reference, each identifying those elements which he considers vital links to effective communication. For example, Howard H. Martin and Kenneth E. Andersen place emphasis on the "environment in which communication takes place," which they define as the "physical and psychological surroundings of the listener and reader." To emphasize the importance of "setting," Martin and Andersen stress environment as the controlling factor in the "listener's willingness or ability to pay attention to, to understand, and to accept what is said to him."³ The communication model recognizes the importance of setting by including the environmental factors that surround and affect both the communicator and the audience.

Saxe views the environmental frame of reference within the educational setting and describes it as a growing concept of a community school which participates in community life and provides a program unique to the community it serves, keeping the pupil ever foremost in mind. He sees the principal in this setting playing the role of a communicator and an expediter, where policies and decisions are made cooperatively with the professional staff.⁴

The environmental frame of reference also is emphasized by writers examining the total school environment in relationship to future direction in public school education. Analysis of the problem by

³Howard H. Martin and Kenneth E. Andersen, Speech Communication: Analysis and Readings (Boston: Allyn and Bacon, Inc., 1968), 58.

⁴Richard W. Saxe, (ed.), Perspectives on the Changing Role of the Principal (Springfield, Illinois: Charles C. Thomas Publishing Co., 1968), 38.

Louis Panush is an example:

If the high school is to survive as a meaningful institution, significant changes are needed at many levels. Only a few areas from an endless list would be: community commitment and involvement on a broader basis, student involvement, increased interpersonal awareness, greater relevancy of curricular offerings, stabilization of financial support for schools, and--considering present situations, above all else--viable procedures for conflict resolution.⁵

Important in this discussion is Panush's emphasis on "viable procedures for conflict resolution," because conflicts can be resolved only through effective communication that starts with accurate identification of the conflict and moves through "viable procedures" to a successful resolution for all elements of the school environment.

Samuel A. Moore, writing about the secondary schools in the 70's, supports the urgency of considering the educational environment as he examines and emphasizes Peter Shrag's three tenets for today's troubled secondary schools:⁶

1. Schools must succeed in reflecting more the interest of their students--not just the incantations of the faculty, the administration, the board of education and the community.
2. Schools must place increasing emphasis upon the systematic and critical examination of the culture and society in which they now exist.
3. Education must become a much more 'open system'--no longer with the lock-grip on how one acquires wisdom and skill.

⁵Louis Panush, "Unrest in Schools: Can the Secondary School Principal Survive?" Michigan Journal of Secondary Education, XI (Summer, 1970), 89.

⁶Samuel A. Moore, II, "Secondary Schools in the 70's: or, as Pogo says, 'We Have Met the Enemy and He Is Us.'" Michigan Journal of Secondary Education, XI (Summer, 1970), 12.

All of these writers--Martin and Andersen, Saxe, Panush, Moore, and Shrag--view environment or the "culture and society in which they [the schools] now exist" as the important factor in effective communication and thereby in the resolution of problems peculiar to this educational era. Shrag's use of the term "open system" implies a need for clear channels of communication and easy accessibility.

Frame of Reference--the Individual - Other writers use a narrower concept to define frame of reference. Carl Rogers, as cited by W.V. Haney in his text on Communication and Organizational Behavior, asserts the importance of the individual's own little world in establishing a frame of reference for effective communication. His discussion points out to this writer the importance of considering the physical state and the psychological state of the audience in developing a communication model. He views the individual as existing "in a continually changing world of experience of which he is the center." What is important or real to the individual determines his reaction, or as Rogers writes, "The individual reacts to his world as he experiences and perceives it and thus this perceptual world is, for the individual, 'reality.'" Therefore, the best vantage point for understanding another's behavior is from that person's internal frame of reference."⁷

William W. Savage places emphasis on the individual, not as the center but rather as he relates to the group. He believes that understanding interpersonal and group relationships is the key to effective

⁷Carl Rogers, as cited in William V. Haney, Communication and Organizational Behavior: Text and Cases (Homewood, Illinois: Richard D. Irwin, Inc., 1967), 65.

communication. As Savage interprets his theory:

Any theory of administration places great emphasis on the relationships of individuals and groups, regardless of whether or not specific reference is made to such terms as 'human relations' or 'interpersonal and group relations.' The school administrator stands almost by himself in the sheer number of diverse sub-publics to whom he is indirectly responsible.⁸

Ovard supports the need for knowing the infinite number of "sub-publics" in the secondary school frame of reference. He believes that if the school's system of communication is to be successful it must be (1) honest in intent and execution, (2) intrinsic, (3) continuous, (4) positive in its approach, (5) comprehensive, (6) sensitive to its publics, and (7) simple in the ideas communicated.⁹ Ovard's principles for the school system's communication have been translated into the message and media elements of the communication model.

Lee O. Thayer seems to combine the thoughts of the previously reviewed sources when he presents the frame of reference as consisting of three parts:¹⁰

1. Knowledge of people and how they communicate, and of the nature and content of the message.
2. One's awareness of his own and his receiver's attitudes and values and how these may affect communication between them.
3. One's interpersonal and communication skills and techniques.

⁸William W. Savage, Interpersonal and Group Relations in Educational Administration (Glenview, Illinois: Scott, Foresman, and Co., 1968), 23.

⁹Ovard, 449.

¹⁰Lee O. Thayer, Administrative Communication (Homewood, Illinois: Richard D. Irwin, Inc., 1961), 71.

To summarize, communication becomes meaningful when it "gets across" to the receiver. To be understood fully, it must exist within the receiver's frame of reference; this means that (1) the message is stated within the receiver's power to comprehend and (2) the information in the message is related closely enough to the receiver's own experiences and knowledge that it can be understood. Success in communication depends upon adapting the thoughts and the words to the intended listeners or readers. Skillful adaptation, in turn, is impossible without an astute prediction concerning the characteristics of the audience, particularly their attitudes and opinions. To be effective, the communicator must understand where his message fits into the special microcosms of the audience.

Nature of Communication

Communication as a Concept - Analysis of the nature of communication is essential in the development of a communication model. Hance, Ralph, and Wiksell define "deliberate" communication as the "process of attempting to arouse meaning in the receiver which approximates the meaning in the source."¹¹ Their definition identifies, as does the communication model, the two parties in the communication process--receiver and sender. Miller's definition shows the behaviorist influence, for he says, "Communication has as its central interest those behavioral situations in which a source transmits a message to a receiver (s) with conscious intent

¹¹Kenneth G. Hance, David C. Ralph, and Milton J. Wiksell, Principles of Speaking, 2nd ed. (Belmont, California: Wadsworth Publishing Co., Inc., 1969), 5.

to affect the latter's behavior."¹² In the terminology of the communication model this characteristic of communication facilitates change. Confining his definition to communication within the school system, Bending is concerned with purpose as he states that the "main educational function of communication is to stimulate, that it is seldom used solely as a means of bringing about the retention of fixed meaning."¹³ Communication, then, is a process beginning with the controlling purpose of the sender (to stimulate, to change) and ending in the response of his audience (observable communication effects).

Limitations of Communication - Basic to understanding the nature of communication, as in understanding the nature of any process involving human relationships, is knowledge of its limitations. Martin and Andersen, in agreement with Carl Rogers' observation cited earlier that the "individual reacts to his world as he experiences and perceives it," says that experiences determine our interests and our interests dictate what we will do; therefore, it follows that there are communication limitations derived from personal defenses, such as (1) selective exposure, (2) inattention, (3) perceptual defense, (4) selective remembering and forgetting, (5) ego-involvement in particular issues, (6) alternative options to opinion change, and (7) reality testing. Martin and Andersen also write of communication limitations which are

¹²Gerald R. Miller, "On Defining Communication: Another Stab," Journal of Communications, XVI (June, 1966), 92.

¹³C.W. Bending, Communication and the Schools (New York: Pergamon Press, 1970), 60.

derived from environmental factors, such as difficulty, expense, and unacceptability of many efforts at environmental control.¹⁴ These communication limitations point out the need to recognize the observable communication effects on the audience as in the communication model.

Barnlund supports these communication limitations when he discusses possible causes of incomplete communication:

As men assume, so will they communicate. Where men presume their knowledge to be complete or infallible there is no communication or only a manipulative concern for others. . . . To recognize the limits of one's own facts and feelings is to become curious about the facts and feelings of others.¹⁵

Characteristics of Group Communication - Helpful to understanding the nature of communication is the study of the underlying principles of organization and the means of communication with groups. Bronlee's research conducted in 1969 considered communication as the basic process of organizations.¹⁶ In his research he dealt with attitudes about publications, mass media, and interpersonal communication channels (following the patterns of information from their beginning to their destination) and discovered the importance of the direction of flow of communications. An increase in organizational size affects the downward flow of vertical communication but not the horizontal flow, which the writer's model interprets as ease and speed factor of message flow. Unique to his study the interaction and interdependence of the human

¹⁴Martin and Andersen, 243.

¹⁵Barnlund, "Communication: The Context of Change," 39.

¹⁶Wiley R. Bronlee, "Communication Networks Among the Professional Staff of Michigan State Department of Education," (unpublished Ph.D. dissertation, Michigan State University, 1969), 47.

nervous system is compared with members of organizations, responding to many stimuli, of reactions by complex networks working to cooperate and coordinate their activities is emphasized.

A great deal is to be learned from the writings of Carl Hovland concerning group membership as the individual relates to it. Those interested in communicating effectively with groups should consider the following concepts:

The hypothesis is that a person internalizes the norms of a group to the degree that he finds positive attractions in holding membership in it. . . . When a person is removed from groups he loves and is forcibly placed among strangers, he gradually loses his feeling of being supported by his former associates and comes to depend upon the opinions of the immediately present persons for his feelings of dignity and self-esteem.¹⁷

The higher the person's social rank in the group, the less will be his anxiety concerning nonconformity. . . . The person of high value to the group will be freer to deviate from the group norms if he wishes to.¹⁸

Hovland, Janis, and Kelley discuss quite thoroughly the importance of considering an individual's position in a group from the standpoint of its effect on communication. Individuals who place the highest value on their membership are more resistant to any counternorm communication than are individuals with lesser group evaluation. The high value members are most vulnerable to social punishment from the group, therefore, have strong motivation to maintain friendly relationships.¹⁹ If the

¹⁷Carl I. Hovland, Irving L. Janis, and Harold H. Kelley, Communication and Persuasion (New Haven, Connecticut: Yale University Press, 1953), 144.

¹⁸Ibid., 150.

¹⁹Ibid., 299.

communicator is to transmit his message effectively, he must consider carefully and educate himself on the structure of the group with whom he is communicating. "The more attached people are to the group, or the more active they are within it, the more their membership determines their response to communications."²⁰

Feedback - All of the literature examined points to the importance feedback plays in the communication process. Leavitt and Mueller found that feedback increased the accuracy with which information was transmitted as well as receiver-sender confidence in what information had been presented.²¹ Although feedback is time-consuming, its value to the communication process and to improvement of relations among staff and associates makes it worth whatever time allotment it takes; therefore, the model in Chapter I places great emphasis on feedback. Brown,²² Bormann et al.,²³ and Cort²⁴ encourage the use of feedback and stress its importance. They suggest an important beginning in obtaining feedback is to tell listeners that feedback is desired, identify the areas

²⁰Bernard Berelson and Gary A. Steiner, Human Behavior: An Inventory of Scientific Findings (New York: Harcourt, Brace and World, Inc., 1964), 539.

²¹Harold J. Leavitt and Ronald A. H. Mueller, "Some Effects of Feedback on Communication," in Interpersonal Communication: Survey and Studies, Dean C. Barnlund, ed. (Boston: Houghton Mifflin Co., 1968), 251-259.

²²Leland Brown, Communicating Facts and Ideas in Business (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), 353.

²³Ernest G. Bormann, William S. Howell, Ralph G. Nichols, and George L. Shapiro, Interpersonal Communication in the Modern Organization (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), 152.

²⁴Robert P. Cort, Communicating With Employees (Waterford, Connecticut: National Foremen's Institute, 1965), 26.

in which it is needed, and use silence to encourage feedback. It is interesting to note that while many authors place great importance on feedback, Kim Griffin has recently pointed out that in any interpersonal situation it is impossible for either person to refuse to communicate.²⁵ He implies that even non-communication is a form of feedback.

Two-Way Flow of Communication - More effective communication generally involves the nature of two-way flow. This follows from what has been said about feedback. The relevancy of the two-way flow to secondary school communication patterns is apparent in the structure of the communication model. Bem, writing in 1970, discusses mass media and considers the "two-step flow of communication" which he describes as communication between the general public and "opinion leaders" (friends, family, community contacts) who serve as mediators; in this two-step process "ideas flow from television, radio, and the printed page to opinion leaders and from them to the rest of the community."²⁶ Barnlund gives emphasis to this factor in communication when he writes that "information normally flows between communicants in both directions: the man who speaks also listens. . . . Limiting communication to the sending of messages impoverishes the process and renders at least one participant impotent."²⁷

The importance of communication flow is placed in the educational perspective by Cutlip and Center:

²⁵Kim Griffin, "Social Alienation by Communication Denial," Quarterly Journal of Speech, LVI (December, 1970), 350.

²⁶Daryl J. Bem, Beliefs, Attitudes, and Human Affairs (Belmont, California: Brooks/Cole Publishing Co., 1970), 76.

²⁷Barnlund, "Communication: The Context of Change," 29.

Evidence of the need for and value of effective two-way communication between schools and the taxpayers who support them abounds in studies carried out by Stanford University. Professor Albert J. Sullivan writes, 'Educational public relations in its best sense envisions inter-communication and mutual cooperation. Too often this view, in practice, becomes diluted: one segment does all the communicating--the other segments are conceived as receivers or listeners, or, at most, as groups to be persuaded to some action.'²⁸

In summary, any discussion of the nature of communication is really too rigid to do full justice to such a complex and dynamic process. Elements that must be discussed separately may actually occur more or less simultaneously, and inclusion of everything that occurs would result in a hopelessly complex picture. Nevertheless, discussion of the nature of communication serves to focus attention on important aspects of the process: sender-receiver, limitations of channel and message, group communication characteristics, two-way flow, and feedback. To be effective, a communication model used in transmitting messages within the school system involves a full cycle with the sender and receiver regularly exchanging roles, thus transmitting to each other meaningful messages and contextual responses. Ineffective communication occurs when one or more steps in the process fails to function. To prevent communication breakdowns, the sender (school administrator) must be aware of audience attitudes and opinions and of the factors influencing changes in attitudes and opinions.

²⁸Cutlip and Center, 399.

Audience: Opinion and Attitude Change

The rationale, message elements, and media elements in the communication model are related to the various publics--teachers, students, parents, and administration--that is, the audience. Each is designed to affect opinion and attitude change of the audience.

Attitude vs Opinion - Katz, Hovland et al., and McCroskey give insight and understanding into differentiating between attitude and opinion. Katz describes attitude as the "predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner" and opinion as the "verbal expression of an attitude."²⁹ Important to the communicator is the realization that "when specific attitudes are organized into a hierarchical structure, they comprise value systems,"³⁰ for, as Hovland, Lumsdaine, and Sheffield point out, "Value opinions are the most difficult to change."³¹

Hovland and co-workers view opinions as verbal answers and consider attitudes as implicit responses which are oriented to acceptance or to rejection of a given object, person, group, or symbol. Their early work with educational film, following Pearl Harbor, led them to these conclusions:

Opinions may be influenced by attitudes, and by specific coverage of relevant arguments and factual information. But a change in specific

²⁹Daniel Katz, "The Functional Approach to the Study of Attitudes," in Reader in Public Opinion and Communication, Bernard Berelson and Morris Janowitz, eds. (New York: The Free Press, 1966), 56.

³⁰Ibid.

³¹Carl I. Hovland, Arthur A. Lumsdaine, and Fred D. Sheffield, Experiments on Mass Communication (Princeton, New Jersey: Princeton University Press, 1949), 32.

opinions does not necessarily lead to any change in the presumed attitude that the opinion item was designed to measure. And it may be that concentration on specific coverage, even though it produces large changes in opinion, leaves attitudes untouched.³²

McCroskey stresses the importance of understanding the three essential characteristics of an attitude: (1) direction--favorable, unfavorable, or neutral, (2) intensity--the strength of the attitude, and (3) salience--the perceived importance of the focus of the attitude for the individual.³³

Factors in Attitude and Opinion Change - With these definitions serving as background, it is interesting to note Hennessy's observation that opinion formation or change is not necessarily the result of communication. Each individual, he feels, has other influences besides a specific communication or sets of communication which help him arrive at certain attitudes.³⁴ Herbert Kelman, writing about the "Processes of Opinion Change," describes three processes for individual attitude and opinion change; he identifies these as "compliance, identification, and internalization."³⁵

Compliance, Kelman believes, occurs when "an individual accepts influence from another person or from a group because he hopes to achieve a favorable reaction from the person or group." In other words, the need

³²Hovland, Lumsdaine, and Sheffield, 70.

³³James C. McCroskey, An Introduction to Rhetorical Communication (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1968), 38.

³⁴Bernard C. Hennessy, Public Opinion, 2nd ed. (Belmont, California: Wadsworth Publishing Co., Inc., 1970), 287.

³⁵Herbert Kelman, "Processes of Opinion Change," Public Opinion Quarterly, XXV (Spring, 1961), 57-78.

to be accepted dictates what will create a change in attitude. The influencer has a means--ends control.

Identification, according to Kelman, occurs when "an individual adopts behavior derived from another person or group because the behavior is associated with a satisfying self-defining relationship to this person or group." Here again in Kelman's analysis the need for conformity determines opinion change.

Finally, internalization occurs when "the individual is influenced to change his attitude or opinion because induced behavior is congruent with his value system." Crucial to change here is the credibility of the information source; if the opinion expressed is that of an expert and does not disturb the individual's own value system, change will occur.

Effects of Mass Media on Attitude and Opinion Change - Much has been written about the effects of mass media on opinion change. McCroskey believes mass media help in giving brief insights in simplified form.³⁶ Berelson and Steiner report:

Under a monopoly of mass communication, many members of the audience can be brought to change their opinions in the desired direction--but even here there are important qualifications: (a) by no means can all the members be brought to change their positions; (b) the process takes time; and (c) the monopoly must be complete or nearly complete; if it is not, enough communications will filter through to provide social support for the views of sizable numbers of people previously convinced of positions opposed to the monopolist's position.³⁷

³⁶ McCroskey, 38.

³⁷ Bernard Berelson and Gary A. Steiner, Human Behavior: An Inventory of Scientific Findings (New York: Harcourt, Brace and World, Inc., 1964), 532.

[illegible]

Arthur R. Cohen believes the effects of opinion leaders have the greatest influence. Serving as mediators between communications from the mass media and other people has been to decrease the importance placed on the influence of mass media in producing attitude change. As Cohen says, "Emphasis has shifted to the importance of personal influence in understanding how attitudes are shaped and changed in our complex society."³⁸ Cohen supports his hypothesis from experiments which showed that attitudes toward objects changed in a positive direction when communications linked them with highly valued sources but changed in a negative direction when they were linked with disliked sources.³⁹ Daryl J. Bem also believes that mass communication does not dictate our beliefs or attitudes. The major influence, he emphasizes, is direct personal contact--people to people.⁴⁰ The Educational Policies Commission summarizes its findings concerning mass communication and education as follows:

People tend to perceive what they want to perceive, and to be most interested in communication concerning matters or advocating positions to which they are already predisposed. This is one of the reasons why sharp changes in attitude are rarely brought about by exposure to mass communication. A much more common and predictable kind of effect occurs when a communication can precipitate a vague inclination into action.⁴¹

³⁸ Arthur R. Cohen, Attitude Change and Social Influence (New York: Basic Books, Inc., 1964), 117.

³⁹ Cohen, 117.

⁴⁰ Bem, 75.

⁴¹

Education Educational Policies Commission, Mass Communication and Education (Washington, D. C.: National Education Association, 1958), 51.

M. D. Vernon supports the Commission's findings:

We perceive very little unless an event occurs which attracts our attention and forces itself upon our consciousness. We tend to overlook anything relatively uninteresting and unimportant, unless it moves or changes in some way.⁴²

Berelson and Steiner also emphasize the fact that people see and hear what they want to, that they are "more likely to see and hear congenial communications than neutral or hostile ones."⁴³ All of these authors seem to agree that the effect of mass media on attitude change is questionable, that personal contact, value and credibility of the source are the most important factors in changing attitudes in a positive direction.

Influence of Sex on Attitude and Opinion Change - Many studies

have been conducted to determine the influence or importance of sex on persuasibility. Hovland and Janis found that while sex differences did not emerge in young children, the mean persuasibility of female subjects was significantly higher (.01 significance level) than male subjects.⁴⁴ Scheidel's research supported Hovland and Janis' findings as his report showed women were found to transfer the persuasive appeal significantly more than men.⁴⁵ Communicators should consider the fact that women will be more likely to apply generalizations on which they have been persuaded

⁴²M.D. Vernon, "Attention and Perception," in Speech Communication: Analysis and Readings, Howard H. Martin and Kenneth E. Anderson, eds. (Boston: Allyn and Bacon, Inc., 1968), 149.

⁴³Berelson and Steiner, 532.

⁴⁴Carl I. Hovland and Irving L. Janis, "General Persuasibility," in Speech Communication: Analysis and Readings, Howard H. Martin and Kenneth E. Anderson, eds. (Boston: Allyn and Bacon, Inc., 1968), 252.

⁴⁵Thomas M. Scheidel, "Sex and Persuasibility," Speech Monographs, (November, 1963), 356.

more quickly to specifics than will men. However, using both college students and high school students, Kibler, Barker, and Cegala conducted their research to ascertain whether males comprehended significantly more information and retained more information than did females. Their conclusion was that the role of sex in communication has not yet clearly been defined and indicated the need for more research to establish conclusive evidence.⁴⁶

Other Factors in Attitude and Opinion Change - Hovland, Janis, and Kelley advise that a two-sided presentation tends to be less effective than a one-sided presentation among those members of the audience who are initially in agreement with the communicator's position.⁴⁷ If the group members feel that they are being manipulated, they are likely to resist adopting a belief. McCroskey supports this idea and extends the statement to include the reasoning that the well-informed or hostile member of the audience is likely to think of both sides whether the communicator points them out or not; the uninformed or favorable member is unlikely to do this.⁴⁸ Cohen says that "introducing facts in support of the 'other side' leads to less change of attitude when the facts are unfamiliar to the subjects, but failure to include well-known facts on the 'other side' also weakens the appeal."⁴⁹ Cohen also indicates that communicators should first arouse the recipient's needs and then present information to satisfy those needs whenever possible. Acceptance also

⁴⁶Robert J. Kibler, Larry L. Barker, and Donald J. Cegala, "Effect of Sex on Comprehension and Retention," Speech Monographs, XXXVII (November, 1970), 292.

⁴⁷Hovland, Janis, and Kelley, Communication and Persuasion, 294.

⁴⁸McCroskey, 99.

⁴⁹Cohen, 5.

occurs more readily when those communications that are highly desirable to the subject are presented first, followed by less desirable ones.⁵⁰

The literature seems to point to these conclusions: the communicator, first of all, cannot assume that the audience will listen with open minds. They may have developed attitudes on the subject ranging from extremely favorable through neutral to extremely unfavorable. Effective communication requires knowledge of what causes those attitudes. For example, hostile attitudes may be caused by belief that the presented views or proposals are contrary to their welfare, financial or otherwise. Or they may be hostile because the views are contrary to long-established and cherished convictions. The literature just reviewed presents evidence that such attitudes are seldom changed by a single article or speech. Hostile attitudes also may arise from lack of information or misinformation, a cause easily corrected by the alert communicator. Neutral attitudes may signal lack of interest or they may have developed from the audience's own study of the subject from which the decision was made that no definite conclusions were justified. Favorable attitudes accompany the congenial communication because people like to hear their views supported and confirmed by an authoritative source. The majority of audiences include members who are favorable, some who are neutral, and others who are unfavorable. Effective communication aims to avoid further antagonizing the unfavorable group, to convince the neutral group, and to hold the attention of the favorable group with a fresh and interesting approach.

⁵⁰Ibid., 12.

It would be presumptuous of the communicator to expect sudden changes in attitude and opinion to occur. Opinions are especially hard to change once they have been publicly expressed and if change is required there is a strong tendency to make the least change possible.⁵¹ Those opinions which are easiest to change are opinions based on inadequate knowledge or developed for utilitarian reasons. Individuals tend to change these as they increase their knowledge. Value opinions are the most difficult to change.⁵² The communicator is most effective when he places great importance on the individual personalities of the audience, presentation of the message, and the importance of his public image in establishing credibility. In other words, any effective communication model must consider the rationale, message and media elements, the environment within which the communication is received and the observable communication effects which ultimately result in feedback.

The Administrator as Communicator

If one were to generalize, it might be stated that one of the great problems facing school administrators today is lack of communication. This lack of communication exists between administration and teachers, administration and students, and administration and the community. The school administrator has the responsibility of a leadership role in keeping communication operable among these groups. Savage clearly defines the dimensions of the school administrator's responsibility: public administrator, policy adviser, educational expert and

⁵¹Hennessy, 391.

⁵²Hovland, Lumsdaine, and Sheffield, Experiments on Mass Communication, 32.

leader, professional worker, and active community participant. Added to these is the responsibility for the administrative process which Savage characterizes as: recognizing and formulating problems, communication, decision-making, and the involvement of other people in solving and resolving problems.⁵³ While each responsibility of the administrator is equally important, communication activities have been estimated to take approximately three-fourths (72.8%) of the administrator's time.⁵⁴ Communication is time-consuming because as R.K. Ready points out:

All social units require an initiating structure that tells members what to do and how to do it. Once activity is under way all social units require continual supplies of information--facts, opinions, and feelings of the members about the activities and interpersonal relations of the organization. . . . In a complex and rapidly changing society, the more the administrator and the people with whom he is at work can choose the values of democracy, justice, and open communications, the more they will realize healthy control of conflict, development of competence, and enlargement of consensus in their work collaborations. . . . For leaders, especially, open communications with others in the work setting seem to be an extremely hard commitment to make.⁵⁵

Communication With Teachers - In communicating with teachers, it is vital for the administrator to consider the importance of staff relations. The teachers' attitudes toward the school, its total program, and the leadership they receive greatly affect their behavior toward the students and community, as well as toward staff members. If

⁵³Savage, 23.

⁵⁴Larry A. Samova, Robert D. Brooks, and Richard E. Porter, "Survey of Adult Communication Activities," Journal of Communication, (December, 1969), 306.

⁵⁵R.K. Ready, 86.

communication breakdowns occur, the total fluency of the staff is broken as well as the morale. As the communication model indicates, if there is not sufficient feedback from the audience, a break in the communication model occurs. That stops communication effects observed by administration which serve as the impetus for rationale in future communication. Lee O. Thayer, writing about administrative communication, lists the following communication problems:⁵⁶

1. Administrators or subordinates may not know what information it is they need.
2. Subordinates may be unfamiliar with the administrative goals and objectives.
3. Structure of the organization may make for ineffectiveness of the communication.
4. Emphasis may be on form rather than functions and purposes of communication.

One major source of communication with teachers is the teachers' meeting. Much has been written about this seemingly necessary evil. Habbe insists that a meeting with employees is effective and it is good for the employees to see all the other employees together at one time and place. Also announcements of wide general interest can be made.⁵⁷ Savage voices the opposing view when he says that the best known result of faculty meetings held in American schools has been the dissatisfaction expressed by teachers who have been forced to attend them.⁵⁸ The real

⁵⁶Thayer, Administrative Communication, 261.

⁵⁷Stephen Habbe, "Communicating With Employees," in Studies in Personnel Policy (New York: Industrial Conference Board, Inc., 1952), 27.

⁵⁸Savage, 252-255.

issue, it would appear, is with function and purpose; therefore, emphasis of the meetings should be placed on teachers, their needs and educational problems growing out of the school environment. Both Savage and Redfern stress the need for meetings planned well in advance and suggest the formation of an advisory committee or council to help prepare the agenda and serve as a channel for feedback to the administration.⁵⁹ If agenda are sent to teachers in advance, they have the opportunity for advanced thinking on the topics with the probable outcome of livelier discussion in the faculty meeting. Meetings should be called only when there is a definite need for them rather than as a matter of calendar routine.

Communication With Students - The administrator's role as policy maker and educational leader continues as he communicates with students. While the anarchists and radicals represent only a small proportion of student bodies, it is true that students today are different from those of only ten years ago. They are better prepared and more thoroughly involved with the concerns of the world than any previous secondary school generation. Since childhood they have watched fast-breaking news on television. They have been reared by parents more permissive than any previous generation and they have come to expect instant gratification. Today's student could be described then as impatient, often demanding, sometimes even arrogant. But the great majority wish to accomplish change by working within the existing framework and wish to

⁵⁹ George Redfern, Improving Principal-Faculty Relationships (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), 42.

be responsibly involved. In a recent survey taken by Gordon A. Sabine, results showed that students need and want to be taught about today's problems.⁶⁰ If the administrator is to communicate effectively with the students, he should remember that although students are not adults, they are people who need direction and leadership, not dictatorship.

Margaret Mead feels that school administrators fail to communicate with the students because they fail to listen to them; students need to feel that they are a part of the school community. Because administrators fail to include students, the schools are too confining.⁶¹ More than any other institution the schools should be a place where students learn from experience the attitudes, values, skills, and ways of relating and dealing with conflicts and tensions that will prepare them to become community builders. The school's ability to shape such community builders may well be judged as its greatest contribution to society, but it can only occur in an atmosphere of open communication. Responsibility for establishing that atmosphere in student relationships lies with the administrator.

When communicating with students, administrators need to take a realistic view of the tools they use. From literature on group behavior of discussion groups, writers agree that one of the most effective forms of communication is person to person. Discussion groups, seminars, and

⁶⁰ Gordon A. Sabine, How Students Rate Their Schools and Teachers (Washington, D.C.: National Association of Secondary School Principals, 1971), 71.

⁶¹ Margaret Mead, "Are Any School Administrators Listening?" Nations Schools, LXXXVII (June, 1971), 42.

open forums can prove invaluable in bringing problems into focus.⁶² Administrators also must take into consideration the importance of student publications. McCloskey advises that student handbooks are "best when prepared, published, and distributed by a student organization advised by one or more staff members."⁶³ The student staff insures that the tone set and the information provided are relevant to the students. Because of its information purpose, the student handbook needs the guidance of the administrator; it should be sufficiently durable, symbolizing the immediate and long-term value. School newspapers should be based on a systematic procedure for making school news available. Most student editors and reporters conceive of their role as that of keeping fellow students informed about public issues and problems. "Educators, sometimes unreasonably, resent publication of statements or facts which they interpret as being critical of schools, because they do not comprehend the editor's right and obligation to print the facts as they exist."⁶⁴ The importance of good communication between students and administration, the complete understanding of the limits of the publication policy, and the limitations of editorial rights cannot be emphasized enough.

Regardless of which media are used, administrators must be ever mindful of the importance of students in any school system. They are

⁶²Robert Slezak, "Discussion Groups: One Answer for Communication Problems," Michigan Journal of Secondary Education, XI (Spring, 1970), 47.

⁶³Gordon McCloskey, Education and Public Understanding, 2nd ed. (New York: Harper and Row Publishing Co., 1967), 536.

⁶⁴Ibid., 442.

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the reason for existence and the crucial key to any school system's success. In Redfern's striking emphasis of this point, he says:

No principal should forget that the most effective agents of communication are the pupils, who make 180 round trips to school a year. . . . If pupils carry home good reports about teachers, instruction, and school activities, their parents tend to value the school highly.⁶⁵

Communication With the Community - James Conant underscores the importance of the community to the schools when he says that the nature of the community largely determines what goes on in the school; that an attempt to divorce the school from community is unrealistic and can wreak havoc with the school and the lives of children.⁶⁶ Sterns says that the importance of school and community relationship cannot be overestimated because "the continuance of the system of free public schools, upon which, many people believe, rests the structure of a free society, depends entirely upon the degree to which the local communities throughout the nation give support in spirit and in money."⁶⁷ Goldman cautions:

We must be cognizant of the fact that the cost of education to the taxpayers is increasing rapidly and each successive increment constitutes a greater burden. That the taxpayers have, for the most part, been quite willing to finance our massive and costly public educational system is a testimony to their faith in the ultimate value of education and to their confidence in the personnel who bear the responsibility for the operation of that system.

⁶⁵Redfern, 45.

⁶⁶James Conant, as cited in Merle R. Sumption and Yvonne Engstrom, School-Community Relations (New York: McGraw-Hill Book Company, 1966), viii.

⁶⁷Harry L. Sterns, Community Relations and the Public Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955), 3.

Nevertheless, given the rapidity of increase in educational expenditures in terms of both dollar amounts and percentage per year, we can expect the public to become increasingly recalcitrant about approving the necessary funds unless educators display a greater willingness and ability to provide an adequate evaluation of the services they offer and of the personnel charged with putting those programs into effect.⁶⁸

The administrator's communication responsibility to the community is clearly defined in Goldman's advice that educators willingly keep the public informed of services offered and provide an evaluation of personnel responsible for those services. It is for this reason that McCloskey asserts that citizens have a right to exchange viewpoints about any matter so important to their children and to the national welfare as education.⁶⁹

With all of this emphasis on the importance of the community and citizens to the school system, it is significant to note that the effectiveness of communication is not at a general high level between administrators and community. More and more often the public is making it most clear that, given the present pattern of taxation, they do not value public education as highly as administrators might hope. Resounding defeats of increased investments in public education may be found across our nation today.⁷⁰

⁶⁸Harvey Goldman, "Evaluation of Administrative Behavior at the Building Level," The Bulletin of the National Association of Secondary School Principals, LIV (September, 1970), 73.

⁶⁹McCloskey, 137.

⁷⁰Moore, 10.

A recent study conducted in Michigan revealed that the citizens knew less about their public schools than the administrators believed them to know.⁷¹ Despite the avowed interest of school personnel in communication with the citizens of their communities, evidence in the study pointed out that parents as well as other citizens gained most of their knowledge of schools from newspapers, friends, and their children, rather than from school personnel. Clearly, this information indicates to the alert administrator a need for implementing continuous improvements in his efforts to communicate with the community. Cutlip and Center, realizing that few people have even a superficial knowledge of the virtues and shortcomings of the schools they support, offer one suggestion for the administrator:

The first step in community relations is to tag the decision makers. Persuasion of these key individuals facilitates persuasion of their followers. The town's mutual interests must be necessary to know what the community wants for its well-being.⁷²

Once a line of communication has been set up with key individuals, the administrator should analyze carefully his other media of communication in the community. Radio is unique; it can reach the largest number of people first with current news. McCloskey suggests that in areas where there are two or more broadcasting stations, schools should seek the cooperation of all station managers. The fact that school newscasts have more impact on public awareness and opinion than any other type of broadcast is important. He suggests that schools aim at program series

⁷¹Savage, 319.

⁷²Cutlip and Center, 253.

including interviews, discussions, pupil achievement news, cultural and educational programs and sportscasts.⁷³

Publications also can provide channels of communication for the administrator. They give a first-hand view of what is going on in the schools. Administrators must remember that greatest effectiveness will come from accurate publicity on timely topics, using everyday language.⁷⁴ Both Ovard⁷⁵ and McCloskey⁷⁶ advise the administrator to become aware of what type of information newspapers consider newsworthy. Editors want to bring to their readers information which will interest the public and reach them before they learn it from another source. It is the civic report card for the schools. The importance of newspapers' reinforcement and long-range impact on opinions and attitudes of their audience is underestimated by some educators. In addition to newspapers, parents of students depend on other regularly published educational information, such as newsletters. These should be concise, coordinated with the mass media publicity plans, and presented in a style that will catch the reader's attention easily.⁷⁷ Annual conferences of parents and teachers and printed reports help keep parents knowledgeable about school affairs. In addition to the annual open houses held by many schools, Cutlip and Center suggest adding special night courses of short duration to keep

⁷³McCloskey, 489.

⁷⁴Benjamin Fine and Vivienne Anderson, The School Administrator and His Publications (New London, Connecticut: Arthur C. Croft Publications, 1957), 39.

⁷⁵Ovard, 452.

⁷⁶McCloskey, 437.

⁷⁷Ibid., 542.

parents informed of improvements and new programs, such as modern math.⁷⁸

As indicated by the administrator's position in the communication model, he is the vital communication link between and among the teachers, students, and parents. He is responsible for the presence and growth of education in his immediate community. Such educational growth will occur only if these audiences understand what is happening and what future direction is planned. To bring this immense task of communication into the realm of possibility, today's administrator must make wise use of all communication media: radio, television, newspapers, and school publications. In doing so, he must adapt each medium of communication to the needs and purposes of each of his three audiences.

Development of the Communication Model

The Model Defined - To assist in his communication responsibility, the administrator needs a guideline by which to measure the effectiveness of his use of the communication media. Attention is now directed toward the development of a model for administrative communication within the secondary school system. Bettinghaus indicates a two-fold purpose in the use of a model:

A descriptive model might be used to identify the elements of a particular process or to indicate areas from which questions may be drawn for future research.⁷⁹

⁷⁸Cutlip and Center, 404.

⁷⁹Bettinghaus, 17.

Franklin Fearing describes a model as the "dynamics of the inter-related parts of the communication situation" and discusses three objectives of a communication model: identifying the "existence of specific tensional states related to perceived needs of the individuals involved, production of the communication content consisting of signs and symbols, and achievement of a more stable organization through restructuring."⁸⁰

Frank E. X. Dance extends our understanding of the intricacy of the communication process when he discusses the constant change occurring at the time of communication:

Realizing that whatever else human communications may be, it is complex and it is a process. We are forced to adapt our examination and our examining instruments to the challenge of something in motion, something that is changing while we are in the very act of examining it.⁸¹

The communication model, then, is an "examining instrument"; to be effective and, therefore, useful, it must take into account the element of constant change and be structured to accommodate it.

Rationale for the Model - The first step in developing a communication model is to establish the rationale for communication within the defined area. Although expressed differently, examination of the literature revealed great similarity among authors discussing the purposes of communication. For example, McCroskey speaks of four possible goals in rhetorical communication: (1) to create understanding, (2) to

⁸⁰Franklin Fearing, "Toward a Psychological Theory of Human Communication," in Interpersonal Communication: Survey and Studies, Dean C. Barnlund, ed. (Boston: Houghton Mifflin Co., 1968), 33.

⁸¹Frank E. X. Dance (ed.), "Toward a Theory of Human Communication," Human Communication Theory: Original Essays (New York: Holt, Rinehart, and Winston, Inc., 1967), 294.

form an attitude, (3) to strengthen an attitude, and (4) to change an attitude.⁸² Obviously, his concern is directed toward audience attitude. Hance, Ralph, and Wiksell consider advocacy, information, and entertainment as major reasons for communicating.⁸³ Of particular interest is their inclusion of entertainment as a major reason.

Vardaman and co-workers design their model for a three-fold purpose: (1) to inform, (2) to reinforce, and (3) to convince.⁸⁴ Note the similarity with McCroskey's goals. Wiseman and Barker seem to combine the previous sources in listing four basic purposes: (1) to make interpersonal contact, (2) to inform, (3) to persuade, and (4) to entertain. Interestingly, they also advise the communicator, for greater effectiveness, to settle on a single, clear-cut purpose for communication.⁸⁵

Lumsdaine writes of the importance of establishing purpose on the basis of the goals desired by the communicator. He limits his analysis to two goals: people communicate to give better knowledge and information and to influence someone. He believes by establishing influence as a goal of communication that you not only create interest in the audience but also change audience attitudes.⁸⁶

⁸²McCroskey, 32.

⁸³Hance, Ralph, and Wiksell, 277-278.

⁸⁴George T. Vardaman, Carroll C. Halterman, and Patricia Black Vardaman, Cutting Communication Cost and Increasing Impacts (New York: John Wiley and Sons, Inc., 1970), 119.

⁸⁵Gordon Wiseman and Larry Barker, Speech-Interpersonal Communication (San Francisco: Chandler Publishing Co., 1967), 160-161.

⁸⁶A. A. Lumsdaine, "A Basis for Decisions in Planning Communication," in Research, Principles, and Practices in Visual Communication, John Ball and Francis C. Brynes, eds. (Washington, D.C.: National Education Association, 1960), 85.

For the secondary school administrator's model, this writer chose two general purposes for communication: to inform and to persuade. In the educational setting, however, these may be enlarged to include more specific purposes, such as: communications to explain, communications to change, communications to give directions, communications to stimulate the receiver, and, finally, communications to move the receiver to action. While the need to entertain is important in influencing audience attitudes, this writer does not consider it one of the primary reasons secondary school administrators communicate with their various audiences.

To clarify these specific purposes of communication, let us consider a topic such as mini-courses. Communication to explain would consist of describing in detail mini-courses, that is, courses designed as abbreviated surveys of a topic not included in the regular curriculum. Communication to change would require more detailed information, such as clarification that mini-courses need not be a requirement for all teachers to teach or for all students to take part in. Communication to give directions would deal with such items as the steps to follow in registering for mini-courses. Communication to stimulate the receiver would include persuasive messages, stressing the educational opportunities offered by mini-courses for both teachers and students and the freedom to study and work in interest areas. Communication to move the receiver to action would include final information on registration deadline and procedures.

Long-Term and Short-Term Communications - Once the purpose of communication has been determined the next step in developing the model

is to decide whether the purpose is to be simply an immediate-type of communication or one dealing with a sustained change. Bettinghaus⁸⁷ and Habbe⁸⁸ place importance on determining whether a communication is to have a long-range effect or a short-range effect. Long-range communications have continuing and expanding effects as time passes, whereas short-range communications, by their intent, do not have the durability nor are they designed to have it. Lumsdaine also stresses the importance of distinguishing between these goals as he discusses the immediate effect and the building of a foundation of attitudes and convictions. He states that, especially in educational communication, the basic concern is with changing attitudes and skills that will last a long time, but the more permanent change (long-range communication) requires skillful use of all the elements of communication.⁸⁹

Message Elements in the Communication Model - Construction of the communication model requires consideration of the elements important to the message content, such as validity. Zimbardo and Ebbesen, in writing about their Process Model in change, explain the importance of the individual's attention to a message and the duration of that attention. If the receiver's attention cannot be attracted in spite of external situational distractions, there is likely to be a little change in his response.⁹⁰ Vardaman and co-workers consider the receiver's

⁸⁷Bettinghaus, 14.

⁸⁸Habbe, 39.

⁸⁹Lumsdaine, 86-87.

⁹⁰Phillip Zimbardo and Effe B. Ebbesen, Influencing Attitudes and Changing Behavior (Reading, Massachusetts: Addison-Wesley Publishing Co., 1970), 18.

intelligence, his education and training as well as his conditioning and experience, to be the most important message element, because clarity is basic to receiver response.⁹¹ The greater the clarity, the greater the chance of the receiver's understanding the message and making use of the information. Vardaman et al. also place emphasis on validity and reliability as message elements that prevent a credibility gap. They present an interesting observation--that written communications are sometimes more credible to the receivers because they can "see it in writing."⁹² Message elements important to Thayer are adaptability and innovativity.⁹³

The literature influenced this writer to consider the importance of appropriateness, clarity, creativity, positiveness, and validity in determining the message elements for the model. It would appear that both Long-Term Messages and Short-Term Messages should contain these elements. In addition, the element of conciseness is essential to the Short-Term Messages because, by their very nature, they deal with events which call for rapid, brief messages.

Media Elements in the Communication Model - Media elements are equally important in constructing the model. One of the first of these elements to consider is the acquisition aspect. First of all, is the message being acquired through the media or is it failing to reach its destination? Closely following these questions is concern for the distribution. Do particular media allow distribution when it is needed

⁹¹Vardaman, Halterman, and Vardaman, 152.

⁹²Ibid., 34-35.

⁹³Lee Thayer, Communication and Communication Systems (Homewood, Illinois: Richard D. Irwin, Inc., 1961), 175.

and where it is needed? The media must provide timely messages. If they arrive after they are needed or when the receivers are definitely not receptive, the messages make little impression. The reliability of the media is equally important.⁹⁴ If a medium proves unreliable, it should not be used again. Effectiveness is greater when the communication media are selected on the basis of the audience's level of understanding and information supporting the audience's use of the media.⁹⁵ Cort supports the use of written communications because they can be filed and released on a specific date with a simultaneous reception from the media used.⁹⁶ Vardaman and co-workers also suggest use of written communications because they can be stored, verified, and authenticated with objective reference permitted.⁹⁷

Based on the related literature, this writer considers the following media elements essential to the communication model: ability to gain the receiver's attention, accessibility-use factor of the media, reliability of the media, and ease of message flow through the media. All of these elements are important in both Long-Term and Short-Term Communications. Speed of message flow is considered to be of greater importance in Short-Term Communication, whereas durability and retrievability are more important elements in the Long-Range Communications.

Observable Communication Effects in the Communication Model -

All communications must survive external situational distractions as

⁹⁴Thayer, Communication and Communication Systems, 175.

⁹⁵C.T. Hardwick and B.F. Landuyt, Administrative Strategy (New York: Simmons-Boardman Publishing Corp., 1961), 381-384.

⁹⁶Cort, 31.

⁹⁷Vardaman, Halterman, and Vardaman, 34-35.

well as some internal sources of distraction.⁹⁸ Audience attention depends on such factors as time of day the message is received, psychological and physical states of the receiver, specific environment, pressures on the receiver, noise, and previously fixed attention of the receiver. Since a message must survive external and internal distractions to travel via the medium to the receiver, the communicator must concern himself with factors affecting audience attention. Kelman's study, examined earlier in this chapter (pp. 29-30) is based on answers to the questions: (1) Under what conditions does the response of an individual to a communication reflect only a public behavior? (2) Under what conditions does the response reflect an accompanying private belief? He found that the crucial factor leading to varying responses at different times was the presence or absence of some other person in the environment who exerts influence and determines whether a communication-induced response will be adopted, retained, or abandoned.⁹⁹

Discussing "internalization," which Kelman describes as occurring when the individual adopts behavior derived from another person or group because he finds it satisfying, valid, or correct.¹⁰⁰ Hovland, Janis, and Kelley say that positive attractions of the group, due to opportunities to satisfy personal goals through membership, facilitate internalization.¹⁰¹ Experimentation by Carlson (1956) showed that when there is incongruity between feeling and belief, the results can be a

⁹⁸Zimbardo and Ebbesen, 18.

⁹⁹Kelman, 69.

¹⁰⁰Ibid.

¹⁰¹Hovland, Janis, and Kelley, Communication and Persuasion, 147.

change in feeling to become consistent with the altered belief.¹⁰²

Thus, if we have certain beliefs about an issue and learn it may cause benefit or harm, our feelings about the issue will change accordingly. Bem believes that attitudes should follow behavior and based his self-perception theory on experiments in which students were paid to do unpleasant tasks (shock treatments and essays concerning attitudes toward policement). His experiments indicated that playing a new role only changed one's opinions toward external issues but it also affected one's perception of himself.¹⁰³

The writer, in envisioning the model, realized the importance of audience attention, as well as comprehension of the message and, hopefully, acceptance of the message through the media. Certain observable communication effects have been discussed by the various authors and definite mention of these effects is made in the writer's model. For example, there may be perception change in the receiver as the result of greater understanding (Oh, I see!), or there may be an opinion change (I no longer believe that . . .), or there may even be an overt behavior response (Mr. Smith votes although previously he has not voted for five years).

Feedback in the Communication Model - The final step in constructing the model is the inclusion of feedback, discussion of which is covered in this chapter (p. 26). This discussion emphasizes the importance of feedback in the complete communication process, therefore, its

¹⁰²Carlson, as cited in Cohen, 69.

¹⁰³Bem, 57-66.

importance in the model. As Hovland, Janis, and Kelley emphasize throughout their book on Communication and Persuasion, active participation from the audience is a vital step in the process of communication.¹⁰⁴ With written communication, feedback is the only method for audience participation. In addition, the administrator's environment is filled with external and internal distractions which need to be penetrated by feedback from his audiences if the communication process is to be effective. Updating communication materials is a vital part of the administrator's role as communicator.¹⁰⁵ Feedback from his various audiences can serve to guide him in updating materials and changing methods and media of communication. Feedback is, in essence, the aspect of the process to change or pay attention for the administrator.

Conclusion

Franklin H. Knower, writing in 1966, saw clearly the necessity for educators to examine the importance of communication in the "changed world of tomorrow":

Today's communication revolution has brought us back to direct communication of human speech, now on a world-wide basis. The speed with which events change our lives provides little time for leisurely writing, printing, and reading. Yet our educational institutions remain much more closely attached to education in writing as a way of communicating than they are to education in speech. Speech was the first and for

¹⁰⁴Hovland, Janis, and Kelley, 279.

¹⁰⁵Thomas J. Sergiovannie and Robert J. Starratt, Emerging Patterns of Supervision: Human Perspectives (New York: McGraw-Hill Book Co., 1971), 169.

millions it remains the only way of systematic communication. . . . The future of which we can be most sure is change. Changes will come with great rapidity. Let us do research which will make a difference in the way men communicate in that changed world of tomorrow.¹⁰⁶

Education must be the motivating force initiating ideas and implementing changes, melding the new with the old. Many publics are involved and, as Knower implies, effective communication is the key to direction of these publics in examining today's realities and tomorrow's probabilities. Through effective communication public support can be achieved for a system of education capable of helping tomorrow's leaders acquire the specific knowledge, skills, and wisdom they will need, both for leadership and survival.

¹⁰⁶ Franklin H. Knower, "The Present State of Experimental Speech-Communication Research," in The Frontiers in Experimental Speech-Communication Research, Paul E. Reid, ed. (Syracuse, New York: Syracuse University Press, 1966), 115.

CHAPTER III

PROCEDURE AND RESULTS OF THE STUDY

Introduction

A study of communication media used at Adrian Senior High School, Adrian, Michigan was undertaken as a result of the writer's interest in and concern over their effectiveness in communicating with teachers, students, and their parents. Permission to conduct the study was obtained on March 24, 1971, from Dr. Richard W. Wilson, Principal and from Mr. Carlo W. Heikkinen, Superintendent of Schools.¹

The purpose of the study is three fold: to develop a communication model for use by secondary school administrators; to determine the effectiveness of present communication media as perceived by teachers, students, and parents through analysis of a questionnaire survey; and to compare present communication media and methods at Adrian Senior High School with the communication model for the purpose of recommending changes to increase the effectiveness of the media. This three-fold purpose is based on these assumptions: (1) that effective communication is inseparable from effective school administration (2) that discovering the perceptiveness of teachers, students and their parents to the communication media used is an important prerequisite to the discovery of

¹For copy, see Appendix A.

the most economical and most effective communication, and (3) that the resulting knowledge is vital in determining future patterns of communication.

Development of Communication Model

Extensive reading was directed toward reported research on types of communication models. Development of the writer's "Model for Secondary School Administration Communication" (p. 8) began with concentration on communication media used only within the school system. However, preparatory study of the subject and two years of experience with communication in the secondary school led to the realization that the model would be incomplete without consideration of the full cycle of communication: media could not be separated from rationale and patterns of perception.

The final structure of the model was determined after study and consideration of the secondary school administrator's communication tasks, the essential qualities of the media elements and message elements, and the importance of feedback in observable communication effects on the audience. The model incorporates all of these essential steps in the full cycle of communication.

Methodology of the Questionnaire

Existing patterns of communication can be changed only when there is enough factual evidence to examine objectively the use of present communication media and on the basis of that evidence to recommend changes. Statistical evidence for this study was secured by use of questionnaires directed to the teachers, students, and parents directly involved in the

Adrian Senior High School communications. Questionnaire data appear both in text analysis of tables and in the appendix.

Selection of Subjects - Related literature emphasized the secondary school administrator's communication responsibilities are complicated by the large number of diverse audiences with whom he must communicate.² The three audiences relevant to this study were teachers, students, and their parents. All three groups receive some of the same messages from some of the same media; however, the writer anticipated the perception of these messages to be unique with each group.

Teachers - Seventy-nine teachers comprise the staff at Adrian Senior High School. Since this was a workable research number, the total teacher population was used for the questionnaire survey. Seventy-four (93.7%) replied, 43 (58.2%) males and 31 (41.8%) females. Table 2 is a tabulation of teacher questionnaire data pertaining to years of teaching experience and sex. About one-third of the teachers had 1-3

Table 2. Teacher Questionnaire Data Pertaining to Years of Experience and Sex.

Teaching Experience (year)	Male	Female	Total
1-3	13	10	23
4-7	8	7	15
8-10	6	3	9
over 10	<u>16</u>	<u>11</u>	<u>27</u>
Totals	43	31	74

²Savage, 4.

years of teaching experience; about one-third had 4-10 years experience and slightly more than one-third had more than 10 years experience.

Students - Student population totals nineteen hundred and four. Four hundred students were selected for the questionnaire survey. Since information concerning both male and female members of each class was pertinent, fifty male and fifty female members from each of the four secondary school levels (freshman, sophomore, junior, and senior) were selected randomly. Students' elected position (officer or non-officer) was also noted as a check in several questions. Student class lists were numbered and the Table of Random Numbers was used for making selections from each list.³ The method of administration assured 100% response since questionnaires were administered during a controlled homeroom period with a follow-up for absentees. Table 3 presents student questionnaire data according to classification, elected position, and sex.

Table 3. Student Questionnaire Data Pertaining to Classification, Elected Position, and Sex.

Classification	Elected Position		Sex	
	Officers	Non-officers	Male	Female
Freshmen	11	89	50	50
Sophomores	10	90	50	50
Juniors	20	80	50	50
Seniors	<u>28</u>	<u>72</u>	<u>50</u>	<u>50</u>
Totals	69	331	200	200

³Wilfrid J. Dixon and Frank J. Massey, Jr., Introduction to Statistical Analysis, 2nd ed. (New York: McGraw-Hill Book Co., Inc., 1957), 452-453.

The Adrian Senior High School population has approximately thirty-four per cent Spanish-American and two per cent Negro members; however, racial background was not investigated as a factor in the questionnaire. According to Leonard I. Pearlin, "anonymity is a useful feature of questionnaire administration."⁴ It was assumed that the random sample provided for the inclusion of all presented races in the proportion representative of the school population.

Parents - The Table of Random Numbers also was used to select parents of Adrian Senior High School students. The same numbered class lists were used since the lists included information on students' residences. To avoid possible duplication and influenced opinions in the responses of these two groups, parents selected were those whose children were not included in the student survey. Six hundred parents were sent questionnaires; the same parents were involved in the follow-up survey. A total of sixty questionnaires was sent as a result of the follow-up telephone survey to those parents who indicated that they had lost or thrown out their original questionnaires. One hundred and seventy-seven questionnaires of 29.5% were returned. Table 4 tabulates the data concerning age, sex, and number of children in the returned Parent Questionnaires. Over two-thirds of the responses came from parents with 2-4 children. Slightly more than one-half of the parents responding were females and slightly more than one-half of parents were in the 36-45 age group.

⁴Leonard I. Pearlin, "The Appeals of Anonymity in Questionnaire Response," Public Opinion Quarterly, XXV (Winter, 1961), 643.

Table 4. Parent Questionnaire Data Pertaining to Age, Sex, and Number of Children.

Age Group	Sex		Number of Children			
	Male	Female	1	2-4	5-6	7 or more
35 and less	3	3	6	31	3	3
36-45	37	54	4	45	6	4
46-55	29	37	5	39	10	5
56 and more	8	6	2	9	4	1
Totals	77	100	17	124	23	13

Development of the Questionnaires - The first questionnaire constructed was a one-page sheet covering 10 communication media, questions to be answered by use of a rating scale. Through a number of revisions the questionnaire assumed an entirely new form, using multiple-choice questions and questions requiring open-end answers. The rating system was eliminated. The writer developed three separate questionnaires, asking questions specifically related to each individual group.⁵ The questions concerned community information media and school information media.

Before final construction the teachers' and parents' questionnaires were tested on the administrative members of the Adrian Senior High School staff. Suggestions for the improvement of clarity and content were incorporated in the form of the final questionnaires. The Student Questionnaire was tested on ten selected students. These students were

⁵For copies, see Appendix A.

informed that the questionnaire would be given at a later date to a sample of the student body and they were requested to keep confidential the contents of the questionnaire. Results of this pilot study indicated the questionnaire form was clear and the content adequate.

To facilitate group identification in tabulating the results, the final questionnaires were printed on different color paper for each group. A cover-letter, signed by the superintendent of schools, explained the purpose of the questionnaire and intended use of the results.⁶

Distribution and Administration of Questionnaires--Teachers -

Teacher Questionnaires were placed in all faculty mailboxes late in the afternoon of May 11, 1971, for pick-up on Wednesday, May 12, 1971. An addressed, stamped envelope was attached for each teacher's use in mailing the completed questionnaire to the computer center. Teachers were requested to return the questionnaires by Monday, May 17, 1971. On Tuesday, May 18, 1971, a message was printed in the Teachers Bulletin issued by the principal, reminding teachers to return their questionnaires.⁷ A second reminder from the Student Activities Office to all Department Chairmen was delivered on Friday, May 28, 1971. Included with this reminder was a note, requiring only the Chairman's signature, to be given to each member of his department.⁸ Department Chairmen were most cooperative in assisting with completion of the survey returns. Out of 79 questionnaires, 74 were returned or 93.7%.

⁶For copy, see Appendix A.

⁷For copy, see Appendix A.

⁸For copy, see Appendix A.

Students - The survey of students was conducted during the homeroom period. One week prior to the administration of the questionnaires, teachers of homerooms with students participating in the survey were notified that the survey would be conducted on Friday, May 14, 1971, and that the homeroom period should be reserved for that purpose. Homeroom period is the first ten minutes of the First Hour; however, teachers were notified by public address system to allow students to finish even if it took them slightly longer than the ten-minute period. On Tuesday, May 11, 1971, participating homeroom teachers received the list of students who were to take part in the survey; students listed were classified by sex and by grade. Included with the list were directions for administering the questionnaire.⁹ Eight changes were required in the random sample of students due to schedule changes of students originally selected; eight students had transferred to vocational-technical courses and were no longer in a homeroom situation. Questionnaires for the survey were delivered in large, white, unsealed envelopes to teachers' homerooms before homeroom period began on Friday, May 14, 1971. Completed questionnaires were picked up in the sealed envelopes by office personnel and immediately taken to the computer center for tabulation. By Tuesday, May 18, 1971, all students selected for the survey had completed the questionnaires.

Parents - The first six hundred Parent Questionnaires were mailed on Wednesday, May 12, 1971. Included in the mailing with the questionnaire was a stamped, addressed return envelope. Total returns on the

⁹For copy, see Appendix A.

first mailing were one hundred forty-five; seven were not usable. Using Hochstin's and Othonasapoulos' suggestion of improving survey research methodology with telephone follow-up,¹⁰ all those parents who did not return questionnaires were called on Monday, May 24, 1971. Parents whose last names indicated they might be a Spanish-speaking family were called by a bi-lingual Spanish-American co-worker to insure comprehension. A total of sixty additional questionnaires were mailed as a result of this follow-up to those parents who indicated they had lost or destroyed their original copies but would be willing to fill in the questionnaire. Forty-nine of the sixty were returned. Of all the questionnaires sent, one hundred and seventy-seven (77 male and 100 female) usable questionnaires were considered in the tabulation. Since all questionnaires mailed had return addresses and the author made regular checks with the deadletter office at the Post Office, it is assumed that the mail was received but no conclusion can be made as to why the questionnaires were left unanswered.

Scoring of the Questionnaires - All three sets of questionnaires were key-punched and scored at the Lenawee Area Vocational-Technical Education Center located in Lenawee County, Michigan. The open-end or essay questions necessitated hand-scoring. On the Teacher Questionnaire, Questions 2, 5, 12 (part e) and Question 21 had to be individually scored; on the Student Questionnaire, Questions 2, 5, 9, 10, 11, 13, 14, 16 (part e), Question 23 (part j), and Question 24 (part d); on the

¹⁰Joseph R. Hochstin and Demetrios A. Athanasopoulos, "Personal Follow-Up in a Mail Survey: Its Contribution and Its Cost, "Public Opinion Quarterly XXXIV (Spring, 1970), 81.

Parent Questionnaire, Questions 2, 5 (part e), and Questions 9, 20, and 25.

A total of 79 teachers, 400 students, and 600 parents received questionnaires. A total of 74 teacher (93.7%), 400 student (100%) and 177 parent (29.5%) questionnaires were tabulated for results. All tables, raw scores and per cents are included in Appendix B. Significant findings are presented in tables in this chapter. Individual volunteer responses were hand-tabulated and are also included in the chapter discussion of "Results of the Study" which follows.

Results of the Study

Data collected for this thesis are considered a form of systematic feedback to help in decisions regarding future applications of the communication-developed model for the school system.

In assessing the percentages obtained from the student sample, the following formula was used to obtain interval estimates of the percentage of all students within the school giving a certain response:

$$p - z_{\frac{1}{2}\alpha} \sqrt{\frac{pg}{n}} < P < p + z_{\frac{1}{2}\alpha} \sqrt{\frac{pg}{n}}$$

Working through this formula for the sample of 400 students produces an interval range of $\pm 4.9\%$ at the 95 per cent confidence level. This means that in 95 per cent of the cases, for any sample percentage obtained from the sample of 400, we would expect the percentage for the total population of students at Adrian High School to be within $\pm 5\%$ of that sample value. When the response being considered is for only half the sample (i.e., male only or female only) the population value is

expected to be within $\pm 7\%$ of the sample value.

Statistical estimates of the population values were not used on data from the teachers or parents since these were not random samples. Since the entire population of teachers were used, no estimates from a sample are required. The response from the parents was only 29.5 per cent of those included in the sample, so it is claimed that those parents who replied are representative of all parents. Even with the low return from parents, the responses obtained have been taken into account in assessing the future use of some of the communication media within the school. However, the major use of data throughout this study has been to look at trends, indications, possible directions and the like. In other words, "statistical significance" has been employed, when it was discovered, as a basis of judgment; but other, less precise indications, have also been taken into account.

Teachers--Long-Term Communications

Teachers Handbook - Table 5 contains data pertaining to the teachers' use of information in the Handbook.

Table 5. Degree of Total Teacher Use of Teacher Handbook.

Comparison factors	Compared percentages	Percentage differences
<u>Total teachers</u> (N = 74)		
Frequently and occasionally	78	
Seldom and never	19	59
No response	3	

It is important to note that analysis of the total teacher use of the Teacher Handbook revealed three-fourths use it "frequently" or "occasionally." In their evaluation of Handbook content, the majority (60%) of teachers felt that the information was easy to find. However, as a guideline for future revision of the Handbook it should be noted that only a slight majority rated the information important (55%), clearly stated (56%), and concisely stated (54%). Less than one-third considered the content written in an interesting manner.

Adrian Public School Policy Book - Table 6 contains important information on teacher use of the Policy Book.

Table 6. Degree of Use of Policy Book According to Total Teacher Population and Teaching Experience.

Comparison factors	Compared percentages	Percentage differences	
<u>Total teachers (N = 74)</u>			
Frequently and occasionally	59		
Seldom and never	38		
No response	3		
<u>Teaching experience</u>			
	1-3 years (N = 23)	10+ years (N = 27)	
Frequently	0	11	11
Occasionally	35	67	32
Seldom	44	18	26
Never	17	0	17
No response	4	4	0

Approximately three-fifths of the total teacher population are using the Policy Book; two-fifths said they "seldom" or "never" used it. When a school system spends money for publication, idealistically there is a desire for 100% use. Due to the nature of the school system's Policy Book, this writer feels that while 59% may not be as high a percentage as desired, nevertheless, it is a positive percentage for material which is basically concerned only with school policy.

According to the questionnaire data, sex was not a factor in the use of the Policy Book. Differences did occur between experienced and inexperienced teachers in comparison factors of "occasional" and "seldom" use of it. In total teacher data there was slight difference between the per cent of teachers who use it "occasionally" or "frequently" and the per cent of those teachers who use it only "seldom" or "never."

Future revision of the Policy Book should be guided by these facts: slightly less than one-half (45%) of the teachers found the information contained in the book to be important and clearly stated. Only approximately one-half (51%) indicated information was easy to find. Two-fifths (40%) found the information to be written in a concise manner while one-third (32%) considered it to be interesting. Since the policies of the school system are set forth in the Policy Book, it is important to know that its effectiveness as a communication medium is challenged since less than one-half of the teacher population judged the information to be important.

Teachers--Short-Term Communications

Local Radio Stations - Tables 7 and 8 contain data pertaining to the teachers' use of Radio Stations WABJ-AM and WLEN-FM.

Table 7. Degree of Use of Radio Station WABJ-AM According to Teaching Experience.

Comparison factors	Compared percentages		Percentage differences
<u>Teaching experience</u>			
	1-3 years (N = 23)	10+ years (N = 27)	
Often	9	70	61
Seldom	74	19	55
Never	17	11	6
No response	0	0	0

Differences occurred in comparison of the use of WABJ-AM on the basis of teaching experience: experienced teachers listen more "often" than inexperienced teachers; three-fourths of the inexperienced teachers indicated they "seldom" use the radio station. This data would signify limited communication value of WABJ-AM in reaching the inexperienced teacher.

An analysis of the teachers' use of both radio stations indicated no important differences between male and female listening habits.

Table 8. Degree of Use of Radio Station WLEN-FM According to Total Teachers and Teaching Experience.

Comparison factors	Compared percentages	Percentage differences
Total teachers (N = 74)		
WABJ-AM listeners	87	33
WLEN-FM listeners	54	

Table 8 (contd.)

	<u>Teaching experience</u>		
	1-3 years (N = 23)	10+ years (N = 27)	
Often listen	4	4	0
Seldom listen	39	56	17
Never listen	57	33	24
No response	0	7	7

More new or beginning teachers indicated they "never" listen to WLEN-FM which would suggest to administrators using radio communication that a large number of inexperienced teachers would not receive messages transmitted over WLEN-FM.

Data on total teacher response indicated more teachers listen to WABJ-AM than listen to WLEN-FM. Information on school closings due to inclement weather (79.6%) was the major reason teachers listen to the radio stations. Millage issues (54.2%), sports (40.6%), and calendar events (24.2%) followed in importance.

Table 9. Degree of News Accuracy of Radio Station WABJ-AM According to Sex and Teaching Experience.

Comparison factors	<u>Compared percentages</u>		<u>Percentage differences</u>
	<u>Sex</u>		
	Male (N = 35)	Female (N = 29)	
Very accurate	20	24	4
	} 51.5		
Fairly accurate	31.5	63	31.5
Not accurate	31.5	3	27.5
No response	17	10	7

Table 9 (contd.)

	<u>Teaching experience</u>		
	1-3 years (N = 19)	10+ years (N = 24)	
Very accurate	26	29	3
Fairly accurate	53	21	32
Not accurate	0	46	46
No response	21	4	17

The analysis of data on Radio Stations WABJ-AM and WLEN-FM for news accuracy in Table 9 showed differences between males and females and experienced teachers on "fairly accurate" and "not accurate" comparison factors as well as on "no responses." N for the remainder of the tables on WABJ-AM is affected by respondents who selected "never" listen to the station; among those responding eight males and two females "never" listen to WABJ-AM as well as four in the 1-3 years' experience category and three in the "over 10 years'" experience category.

More females (87%) rate WABJ-AM as "accurate" than do males (52%) as supported by differences in evaluation of "fairly accurate." More inexperienced teachers (53%) rate WABJ-AM as "fairly accurate," while experienced teachers (21%) indicated they do not consider the radio station to be accurate. The data, therefore, support the fact that women rate WABJ-AM accuracy higher. However, accuracy rating suffers with years of listening because experienced teachers rated the station's news coverage as "not accurate." These results should point to the need for extreme care in preparation of news releases sent to the radio station by official high school sources as well as the need for careful

attention to the station's editing of news copy.

WLEN-FM listening habit data were affected by the fact that 16 males and 14 females answered "never" listen and 13 with "1-3 years' experience" and 9 with "over 10 years' experience" are non-listeners. Of the total teacher population 10 "never" listen to WABJ-AM and 30 "never" listen to WLEN-FM.

Table 10. Degree of News Accuracy of Radio Station WLEN-FM According to Total Teachers, Sex, and Teaching Experience.

Comparison factors	Compared percentages		Percentage difference
<u>Total teachers</u>			
	WABJ-AM (N = 64)	WLEN-FM (N = 44)	
WABJ-AM	67		
WLEN-FM		36	31
<u>Sex</u>			
	Males (N = 27)	Females N = 17)	
Very accurate	11 } 48	6 } 18	5
Fairly accurate	37	12	25
Not accurate	26	41	15
No response	26	41	15
<u>Teaching experience</u>			
	1-3 years (N = 10)	10+ years (N = 18)	
Very accurate	20 } 50	6 } 17	14
Fairly accurate	30	11	19
Not accurate	30	44	14
No response	20	39	19

About three times more males than females rate WLEN-FM "accurate." More females (almost nine-tenths) than males (about one-half) rate WABJ-AM as "accurate." It should be observed that both media could be used to good advantage. In comparing inexperienced and experienced teachers, there is a large enough percentage difference to mention that more inexperienced teachers than experienced teachers tend to consider both WABJ-AM and WLEN-FM as "accurate." In the data on total teachers two-thirds consider WABJ-AM to be "accurate" while only one-third rate WLEN-FM as "accurate."

Local Newspapers - Table 11 shows degree of use of Adrian Daily Telegram.

Table 11. Degree of Use of Adrian Daily Telegram According to Total Teacher Population and Teaching Experience.

Comparison factors	Compared percentages		Percentage difference
<u>Total teachers (N = 74)</u>			
Regularly read	72		
Don't read	28		44
No response	0		
<u>Teaching experience</u>			
	1-3 years (N = 23)	10+ years (N = 27)	
Nearly always read	61	85	24
Read part time	17	11	6
Seldom read	9	0	9
Never read	13	4	9
No response	0	0	0

Data on teachers' use of local newspapers point out that nearly three-fourths regularly read the Adrian Daily Telegram. Both experienced (over four-fifths) and inexperienced teachers (nearly two-thirds) indicate they "nearly always" read the Telegram. Data on total teacher population showed more teachers (nearly three-fourths) read the Adrian Daily Telegram.

Table 12. Degree of Use of Lenawee Tribune According to Total Teacher Population and In Comparison with Adrian Daily Telegram.

Comparison factors	Compared percentages	Percentage difference
<u>Total teachers</u> (N = 74)		
Regularly read <u>Tribune</u>	19	
Don't read <u>Tribune</u>	70	51
No response	11	
<u>Telegram</u> readers	72	
<u>Tribune</u> readers	19	53

By comparison the Lenawee Tribune reaches only approximately one-fourth of the total teachers. This would seem to indicate that school administrators wishing to communicate through the news media will reach more teachers through use of the Adrian Daily Telegram.

Table 13. Degree of Accuracy of Adrian Daily Telegram According to Sex* and Teaching Experience.

Comparison factors	Compared percentages	Percentage difference
--------------------	----------------------	-----------------------

Sex

Males (N = 39) Females (N = 30)

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

Table 13 (contd.)

Very accurate	10	40	30
	} 92	} 87	
Fairly accurate	82	47	35
Not accurate	8	13	5
No response	0	0	0

Teaching experience

	1-3 years (N = 20)	10+ years (N = 26)	
Very accurate	55	19	36
	} 100	} 88	
Fairly accurate	45	69	24
Not accurate	0	12	12
No response	0	0	0

* N has been changed since those respondents indicating they "never" read the Adrian Daily Telegram have been dropped from total number.

In the teachers' evaluation of accuracy in the news coverage of the Adrian Daily Telegram (Table 13), high percentages of males (92%), females (87%), inexperienced (100%), and experienced teachers (88%) all rated the paper as "fairly accurate" or "very accurate."

Table 14. Degree of Accuracy of Lenawee Tribune According to Total Teachers* and Sex.

Comparison factors	Compared percentages	Percentage difference
<u>Total teachers</u>		
	<u>Telegram</u> (N = 69)	<u>Tribune</u> (N = 63)
Very accurate		
Fairly accurate	90	68
		22

Table 14 (cont'd.)

<u>Sex</u>			
Males (N = 35)		Females (N = 30)	
Very accurate	8	17	9
	} 74	} 57	
Fairly accurate	66	40	26
Not accurate	3	0	3
No response	23	43	20

* N has been changed since those respondents indicating they never read the Lenawee Tribune have been dropped from total number.

Data of Table 14 on degree of accuracy of the Lenawee Tribune showed differences occurred in three-fourths of males rating the Tribune as "accurate" while less than two-thirds of the females gave an "accurate" rating. Because of the greater accuracy rating given the Adrian Daily Telegram by the total teachers, it would seem to be a more valuable mass communication medium for reaching the teaching staff at Adrian.

Tabulation of responses indicated that information on millage and school board (86.4%) was the major reason teachers read the local newspapers. Sports coverage (64.8%), school policies (67.6%), and calendar information (41.8%) followed in rated importance.

Table 15. Degree of Use of Teachers Bulletin According to Total Teacher Population.

Comparison factors	Compared percentages	Percentage difference
Total teachers (N = 74)		
Read daily	95	
Rarely/never read	5	90

Teachers Bulletin - The comparison of percentages on use of Teachers Bulletins indicated no important differences between teaching experience or teacher's sex. However, there is a very significant difference (90%) in the number of teachers who "daily" read the Teachers Bulletins as compared with those who "rarely" or "never" read them. It is a positive indication for the administration that the Bulletins are definitely used when 95% of the teachers read the Bulletins as compared with a mere 5% who only "rarely" or "never" read them. The Teachers Bulletins can be considered a very effective communication medium for administration to use in reaching the maximum number of teachers.

Table 16. Degree of Importance Given to Information in Teachers Bulletin According to Total Teacher Population* and Teaching Experience.

Comparison factors	Compared percentages	Percentage difference	
<u>Total teachers</u> (N = 74)			
Generally useful or very pertinent	74		
Little value	26	48	
<u>Teaching experience</u>			
	1-3 years (N = 23)	10+ years (N = 27)	
Very pertinent	17	30	13
Generally useful	22	59	37
Little value	61	11	50
No response	0	0	0

* N has been changed since those respondents indicating they never read the Teachers Bulletin have been dropped from total number.

As teaching experience increases, teachers tend to recognize the value of messages communicated in the Teachers Bulletin for the data in Table 16 suggests that the more experience teachers have the more value they place on information disseminated through the Bulletins. In the total teacher tabulation three-fourths of the teachers consider the Bulletin information to be "generally useful" or "very pertinent" rather than of "little value."

Slightly less than a majority of teachers (48.6%) indicated they keep some of the Bulletins. Since the Bulletins are not prepared for durability, this factor would seem an indication of their assigned importance by the teachers. Only a minority (13.5%) of the teachers make use of the Bulletins to communicate their messages frequently and 36.4% never make use of this communication medium. While the small percentage of teachers using the Bulletins might indicate that only those with the responsibilities of activity sponsorships or advisory positions need the Bulletin to communicate with the staff, it might also indicate to the administration that all teachers need to be reminded of the availability of the Bulletins for their use and encouraged to use them.

Faculty Meetings - Attendance at Faculty Meetings was virtually 100% which was anticipated since the Master Contract requires attendance. As to desired frequency of Faculty Meetings, about one-half (47.2%) want them only as often as they are needed. One-third (31%) want them once a month, less than one-fifth (14.8%) want them once every two weeks with very few (4%) selecting one meeting per week. Although teachers indicated a preference for meetings only when needed, contracts require stipulation of the exact number of meetings.

Table 17. Degree of Communication Freedom During Faculty Meetings
According to Total Teacher Population and Sex.

Comparison factors	Compared percentages	Percentage difference	
<u>Total teachers</u> (N = 74)			
Quite or fairly free	69		
Not free	28	41	
No response	3		
<u>Sex</u>			
	Males (N = 43)	Females (N = 31)	
Quite free	32	6	26
	} 86	} 45	
Fairly free	54	39	15
Not free	14	49	35
No response	0	6	6

Table 17 data indicate differences according to sex in evaluating the degree of communication freedom during Faculty Meetings, 69% of the total teaching staff felt quite free and 28% did not feel free. It is important to note that nearly nine-tenths (86%) of the males and nearly one-half (45%) of the females feel "fairly" or "quite free" to communicate during Faculty Meetings. Administration, realizing the restriction felt by the females should take steps to open communications.

The majority of teachers (64.8%) felt that Faculty Meetings' communication is limited to the most vocal. Participation is considered to be "widespread" by less than one-fourth (22.9%); very few (8.1%) felt participation was "actively discouraged" and 1.3% felt participation was "very limited."

As to the judged value of the Faculty Meetings presented in Table 18, approximately three-fourths of both males (72%) and females (78%) place importance on Faculty Meetings with females being perhaps more generous in positive rating.

Table 18. Degree of Value Given to Faculty Meetings by Faculty Members According to Total Teachers, Sex, and Teaching Experience.

Comparison factors	Compared percentages	Percentage difference	
<u>Total teachers</u> (N = 74)			
Some/great importance	75		
Little/no importance	24	51	
No response	1		
<u>Sex</u>			
	Males (N = 43)	Females (N = 31)	
Great importance	9 } 72	32 } 78	23
Some importance	63	46	17
Little importance	19	19	0
No importance	9	0	9
No response	0	3	3
<u>Teaching experience</u>			
	1-3 years (N = 23)	10+ years (N = 27)	
Great importance	13 } 61	30 } 89	17
Some importance	48	59	11
Little importance	26	7	19
No importance	9	4	5
No response	4	0	4

Table 18 (cont'd.)

<u>Teaching experience</u>			
	4-7 years (N = 15)	8-10 years (N = 9)	
Great importance	20	0	20
	} 67	} 78	
Some importance	47	78	31
Little importance	27	22	5
No importance	6	0	6
No response	0	0	0

It is important to note nearly two-thirds (61%) of the teachers with 1-3 years of experience and over four-fifths (89%) of the teachers with over 10 years of experience feel Faculty Meetings are of importance.

Beginning teachers see less value in Faculty Meetings than do the experienced teachers which leads the writer to ponder whether enough orientation to the purposes and importance of Faculty Meetings is given the inexperienced teachers. Two-thirds (67%) of the teachers with 4-7 and three-fourths (78%) of the teachers with 8-10 years of experience also feel there is importance in Faculty Meetings. Again, these ratings seem indicative that both experienced groups place importance on Faculty Meetings with the lesser experienced group being less positive in their ratings. In the compared percentages of total teachers, which corroborate the findings just reviewed, three-fourths of those teachers who feel there was "some" or even "great" value in Faculty Meetings is compared with the one-fourth (24%) who consider Faculty Meetings to be of "little" or "no" value.

Table 19. Degree of Communication With Administration According to Total Teachers and Teaching Experience.

Comparison factors	Compared percentages	Percentage difference	
<u>Total teachers</u> (N = 74)			
As needed or frequently	67		
Seldom or never	26		41
No response	7		
<u>Teaching experience</u>			
	8-10 years (N = 9)	10+ years (N = 27)	
Frequently	22	22	0
As needed	33.5	63	29.5
Not as often as needed	33.5	7.5	26
Never	11	7.5	3.5
No response	0	0	0
<u>Teaching experience</u>			
	1-3 years (N = 23)	10+ years (N = 27)	
Frequently	9	22	13
As needed	44	63	19
Not as often as needed	26	7.5	18.5
Never	4	7.5	3.5
No response	17	0	17

The more experienced the teacher the more they feel freedom to communicate with administration. This is both a positive and negative finding: positive in that experienced teachers feel free to communicate with the administration and negative in that the beginning teacher is

not oriented early to feel this same freedom. This points to the need for special effort on the part of the administration to encourage the beginning teacher in an early pattern of open communication. More importantly, and an apparent positive factor in administrative communication environment, two-thirds of total teachers communicated with the administration "frequently" or "as often as they needed."

Students--Long-Term Communications

Parent and Student Handbook - The large majority of Adrian Senior High School students received the Parent and Student Handbook and read at least parts of it. A minority indicated they had not received a copy.

One-half of the students indicated the need to include more information in the Handbook on clubs and activities (50%), and calendar information (46%) while one-third (35%) felt the need for additional information on school services and only one-fifth (20%) felt the need for additional information on school rules.

Approximately one-half (56%) of the students felt the material contained in the Handbook was easy to locate and clearly stated (48%). Disappointing is the finding that despite the expense and time involved, only two-fifths (39%) see the Handbook as important, and only one-third (37%) find it concise and interesting.

Students--Short-Term Communications

Local Radio Stations - Survey results on total student listening habits revealed that nine out of ten students rarely or never listen to either radio station. This would seem to indicate that presently, radio messages concerning school news are not an effective means of communication

with the student population.

Table 20. Degree of Total Student Use Comparing Radio Stations WABJ-AM and WLEN-FM.

Comparison factors	Compared percentages		Percentage difference
	<u>Total students</u> (N = 400)		
	WLEN-FM	WABJ-AM	
Often listen	8	6	2
Seldom listen	41	62	21
	} 89	} 93	
Never listen	48	31	17
No response	3	1	2

Although students apparently seldom listen a great deal to these stations, their listening habits are evidently not due to a lack of faith in the stations' accuracy in reporting.

Table 21. Degree of Accuracy Comparing Students' Use of Radio Stations WLEN-FM and WABJ-AM.

Comparison factors	Compared percentages		Percentage difference
	WLEN-FM (N = 204)	WABJ-AM (N = 295)	
Very accurate	28	22	6
	} 95	} 93	
Fairly accurate	67	71	4
Not accurate	5	7	2

There were no meaningful differences between male and female students or underclassmen and upperclassmen in their rating of accuracy of Radio Stations WABJ-AM and WLEN-FM. More total students, nine-tenths,

however, rated both radio stations as "fairly" or "very accurate" with more than two-thirds rating them "fairly accurate." Responses to open-end questions indicated two out of every three students (64.2%) listen to the radio for information on school closing due to inclement weather. Even with football and basketball games included in social and sports activities aired over radio, only one out of every three students (31.5%) indicated they listen. Less than one out of five (15%) listen for milalge and school board information. Only approximately one out of ten students (9%) listen for school calendar information. This data clearly indicates that students have trained themselves to tune to these specific stations mainly for news of school closings.

Table 22. Degree of Lenawee Tribune Student Readers as Compared With Adrian Daily Telegram Student Readers.

Comparison factors	Compared percentages		Percentage difference
Total students (N = 400)			
	<u>Tribune</u>	<u>Telegram</u>	
Nearly always read	11	72	61
Read part of time	32	20	12
Seldom read	31	5	26
Never	19	2	17
No response	7	1	6

Local Newspapers - Comparison of student use of the Adrian Daily Telegram and the Lenawee Tribune in Table 22 indicates to the administration that the Telegram is an effective medium of communication with

nearly three-fourths of the student body.

Table 23. Degree of Total Student Rating of Accuracy of Adrian Daily Telegram and Lenawee Tribune.*

Comparison factors	Compared percentages		Percentage difference
	<u>Telegram</u> (N = 393)	<u>Tribune</u> (N = 325)	
Very accurate	20	22	2
Fairly accurate	69	61	8
Not accurate	10	9	1
No response	1	8	7

* N omits student responses "never use."

Students rated the two newspapers about the same on accuracy and there were virtually no male-female or class differences.

Table 24. Frequency of Student Listening Attention to Public Address Announcements According to Total Students.

Comparison factors	Compared percentages	Percentage difference
	<u>Total students</u> (N = 400)	
Often listen	54	
Sometimes listen	30	24
Seldom listen	10	
Never listen	5	5
No response	1	

Public Address Announcements - In analyzing the frequency of student listening to Public Address Announcements, there were significantly

more total students who listened to announcements "often" than those who only listened "sometimes." Also indicated here is the fact that combining the responses "often" and "sometimes" more than eight out of ten students listened in some degree to the Public Address Announcements. Although anticipated, the findings on officers and non-officers did not show greater attentiveness on the part of the student officers.

Differences were negligible between officers and non-officers and between males and females in depth of attention to the Public Address Announcements. Almost nine out of ten students (88%) indicated that they do "listen to most or all" of the announcements given over the Public Address System.

Table 25. Degree of Attention to Public Address Announcements by Students.*

Comparison factors	Compared percentages	Percentage difference
Total students (N = 381)		
Listen to all	13	} 88
Listen to most	75	
Listen not much	10	} 11
Never listen	1	
		77

* N omits student responses "never listen."

Student suggestions for improving the Public Address Announcements included the following: (1) a majority (58.7%) wished their homerooms were quiet so that they could listen; (2) almost one-third (32.7%) felt the need for an identifying pre-signal; (3) 29.7% wished the announcer

had a pleasant voice; (4) a minority (13.2%) indicated the announcements should be given at a definite time each day. Clearly homeroom teachers should be made aware of the quiet factor since this should be corrected immediately. The other suggested improvements are easily within the realm of administrative possibility.

The reasons students gave for listening to Public Address Announcements were mainly concerned with subject of the messages; over three-fourths of the students (77.2%) registered interest in those announcements which dealt with areas of concern to them. To improve announcements two-fifths (42%) requested the sound of a different voice while nearly three-fifths (58%) felt a musical background would help give color to regular announcements. In suggestions for changes a majority of the students (52.2%) favored having volunteers give the announcements and a minority felt members of the Speech classes (19%), Student Council Officers (14%), or class officers (11.2%) should present the announcements. Interesting to note is the strong emphasis on student selection of topics and student announcers, possible evidence of today's trend for student "voice" and individual choice.

Table 26. Degree of Students' Listening Attention to Student Council Reports According to Total Students and Sex.

Comparison factors	Compared percentages	Percentage difference
<u>Total students</u> (N = 400)		
Listen some or complete attention	91	
Listen little or no attention	8	83
No response	1	

Table 26 (cont'd.)

	<u>Sex</u>	
	Males (N = 200)	Females (N = 200)
Complete attention	49	65
Some attention	39	29
Little attention	6	4
No attention	5	1
No response	1	1

Student Council Reports - Analysis of the degree of students' listening attention to Student Council Reports showed no differences between officers and non-officers, males and females, or freshmen and seniors. However, two-thirds (65%) of the female listeners indicated that they give complete attention to Student Council Reports as compared with one-half (49%) of the males. Of particular significance is the finding that nine-tenths (91%) of the students listen to the Student Council Reports. This high percentage suggests interest in the representative form of government used by the Student Council.

Two out of five students (41.5%) noted their attention to the Student Council Reports was first due to a well-informed representative giving the report while approximately one out of four (24%) attributed his attention to an interested Student Council Representative. A small percentage of students felt lack of attention increased when Student Council Representatives were poorly informed (10.2%), the room was noisy (6.5%), or the representatives communicated a lack of interest in their own reports (6%). To increase attention to Student Council Reports one-

third (34%) of the students suggested the most important listening factor was whether or not the message being given concerned something relevant to them. Students also indicated a need for the Student Council Representatives to get the facts straight (29.2%). One-fifth (21.5%) of the students felt that they would pay greater attention to the reports if the students anticipated involvement in the content of the reports. Only a small percentage felt that the teachers should give the reports (7%).

Table 27. Degree of Student Use of Maple Leaf According to Total Student Population and Elected Position.

Comparison factors	Compared percentages	Percentage difference	
<u>Total students</u> (N = 400)			
Usually use	51		
Seldom or never use	48	3	
No response	1		
<u>Elected position</u>			
	Officers (N = 69)	Non-officers (N = 331)	
Usually use	71	47	24
Seldom use	22	40	18
Never use	4	12	8
No response	3	1	2

Student Newspaper, The Maple Leaf - The proportion of students who said they "usually" read the Maple Leaf was about the same as for those who "seldom" or "never" read the school newspaper. In times of "exciting"

underground papers the administration must see that a definite effort is made to increase interest in reading the Maple Leaf and clearly establish it as the official school paper. Encouraging is the finding that nearly three-fourths of the officers "usually" read the paper. This indicates that student leaders use the paper. With this exception, all other differences in the degree of student use of the school newspaper were negligible.

Table 28. Method of Receiving Maple Leaf According to Total Students.*

Comparison factors	Compared percentages	Percentage difference
<u>Total students</u> (N = 362)		
Subscribe or buy	35	26
Borrow	61	
Don't receive	4	92

* N omits student responses "never use."

Method of receiving the Maple Leaf was basically the same regardless of elected position, class, or sex. Nearly two-thirds of total students (61%) borrowed the school paper while one-third (35%) bought or subscribed to it. Of significance is the fact that nearly all (96%) of the total students obtain copies of the Maple Leaf. The indication is that although sales may be low in relation to the total student population, students are reading their school newspaper.

Students indicate that they would like to have the Maple Leaf published weekly (40.5%) as their first choice, followed by monthly publication (34.5%). In other words, a majority of students prefer to

have the school paper published more frequently than is presently being done. The majority (57%) of the students consider the present price of the paper to be fair.

On news content student preference pointed to three areas presently included in the paper: school-wide happenings (40.7%), thought-provoking philosophical articles (37.7%), and letters to the editor (30.2%). Other areas of interest were student activities in the community (62.7%), creative endeavors of the students (51.5%), and sports events (48.7%). Among the ideas for new features the largest percentage of students (76.7%) indicated interest in an Action-Line type of column.

Almost three-fourths of the students (70.5%) indicated they were pleased with the present method of distributing the Maple Leaf in the homerooms.

Degree of Communication Between Students and School Staff - In analyzing communication between students and teachers, counselors, assistant principals, and principal, no important differences were found between class or sex. In communication with teachers more officers indicated they "frequently" communicate with teachers than do non-officers. This could be due, in part, to the fact that sponsors of activities are teachers and officers would naturally communicate with them.

Table 29. Degree of Communication Between Students and Teachers.

Comparison factors	Compared percentages	Percentage difference
<u>Total students</u> (N = 400)		
Communicants	75	
Non-communicants	23	52
No response	2	

Three-fourths of the students (74.7%) do communicate with teachers. This is a positive factor and a major goal of all school administrators. However, teachers should be aware of the fact that one out of every four students still does not feel he communicates with teachers.

Table 30. Degree of Communication Between Students and Counselors According to Total Students, Elected Position, and Classification.

Comparison factors	Compared percentages	Percentage difference	
<u>Total students (N = 400)</u>			
Communicants	46		
Non-communicants	52	6	
Communication with teachers	75		
Communication with counselors	46	29	
<u>Elected position</u>			
	Officers (N = 69)	Non-officers (N = 331)	
Frequently	10	12	2
Sometimes	36	34	2
Seldom	42	38	4
Never	10	14	4
No response	2	2	0
<u>Classification</u>			
	Freshmen (N = 100)	Sophomores (N = 100)	
Frequently	13	10	3
Sometimes	27	40	13
Seldom	40	38	2

Table 30 (cont'd.)

Never	16	11	5
No response	4	1	3
<u>Classification</u>			
	Juniors (N = 100)	Seniors (N = 100)	
Frequently	9	15	6
Sometimes	40	29	11
Seldom	40	38	2
Never	9	16	7
No response	2	2	0

About one-half of the total students communicate with counselors and one-half do not. This finding suggests two possibilities: either satisfied students feel no need for communication with counselors or disturbed students avoid communication with counselors.

It was anticipated that data would support counselor communication with freshmen and juniors since freshmen are new to the building and program and juniors are making future plans, but the data indicated no increase in communication with counselors at these levels.

In tabulation of data on total students differences were found between those students who communicate with the counselors and those who do not. This could be simply credited to the fact that in a large school system it would be nearly impossible for counselors to see every student or it could mean more effort should be made by the counselors to communicate with the students. Not surprising was the finding that three-

fourths (74.7%) of the students communicate with teachers while less than one-half (45.7%) communicate with counselors since students are in daily contact with their teachers.

Table 31. Degree of Communication Between Students and Assistant Principals According to Total Students.

Comparison factors	Compared percentages	Percentage difference
<u>Total students (N = 400)</u>		
Frequently/sometimes	15	
Seldom/never	82	66
No response	3	

Table 31 shows more students do not communicate with assistant principals (82%) than those who do communicate with them (15.4%). Since one of the main responsibilities of an assistant principal is discipline, this finding might suggest that the disciplinary responsibilities limit his ability to establish meaningful communication with the students, and place an even greater responsibility for communication on the counselors.

Table 32. Degree of Communication Between Total Students and Principal.

Comparison factors	Compared percentages	Percentage difference
<u>Total students (N = 400)</u>		
Frequently/sometimes	6	
Seldom/never	91	85
No response	3	

Table 32 shows a large majority of students (91.2%) do not communicate with the principal. While the principal may wish to communicate, his basic responsibilities are those of carrying out set policy, leading curriculum revision and staff development, acting as liaison with the community, and making authoritative decisions for the total school community. His student contacts are limited to those with student leaders or students with extreme problems.

Parents--Long-Term Communications

Parent and Student Handbook - Findings on parental use of the Parent and Student Handbook support the generalization that parents with more than 1 child have greater opportunity to come into contact with the Handbook. Parents with 2-4 children and parents with 7 or more children were more aware of the Handbook's existence than parents of 1 child (Table 33). Adding support to this, more parents of one child indicated they were unaware of the Handbook.

More female than male parents had read the Handbook. While the majority of parents (53%) indicated that they had read it, there was no noteworthy difference between percentages of those who had read it and those who had not (41%). Two-fifths (42%) of the parents felt that the information contained in the Handbook was clearly stated and two-fifths (41%) felt that it was important and easy to find. A little more than one-third (37%) found the Handbook to be concise and the information interesting (35%).

Table 33. Degree of Parental Use of Parent and Student Handbook
According to Total Parents, Sex, and Number of Children.

Comparison factors	Compared percentages		Percentage difference
<u>Total parents (N = 177)</u>			
Have read some or all	53		
Have not read	41		12
<u>Sex</u>			
	Males (N = 77)	Females (N = 100)	
Have read	42	62	20
Aware of, not read	31	20	11
Unaware	21	12	9
No response	6	6	0
<u>Number of children</u>			
	1 child (N = 17)	2-4 children (N = 124)	
Have read	59	54	5
Aware of, not read	6	24	18
Unaware	24	19	5
No response	11	3	8
<u>Number of children</u>			
	5-6 children (N = 23)	7 children (N = 13)	
Have read	48	46	2
Aware of, not read	35	39	4
Unaware	13	0	13
No response	4	15	11

High School Newsletter - In analyzing the degree of parental use of the High School Newsletter, there were important differences of use between males and females as well as between parents with 1 child and parents with 7 or more children.

Table 34. Degree of Use of High School Newsletter According to Total Parents, Sex, and Number of Children.

Comparison factors	Compared percentages		Percentage difference
<u>Total parents (N = 177)</u>			
Read all	55		
Read only parts	28		27
Read Newsletter	83		
Do not read Newsletter	12		71
<u>Sex</u>			
	Males (N = 77)	Females (N = 100)	
Read all	42	66	24
Read only parts	30	26	4
Do not read	24	3	21
No response	4	5	1
<u>Number of children</u>			
	1 child (N = 17)	7+ children (N = 13)	
Read all	65	54	11
Read only parts	6 } 71	31 } 85	25
Do not read	24	0	24
No response	5	15	10

More females (92%) than males (72%) indicated that they had read all or parts of the Newsletter; only 3% of the females did not read it as compared with 24% of the males. Eighty-five per cent of parents with 7 or more children read all or only parts of the Newsletter. Highest among the non-readers were males and parents of 1 child.

More parents read the Newsletter in its entirety than parents who do not read it or who read only part of it. A little more than one-half of the parents responding read all of the Newsletter and over eight-tenths of them read all or parts of it. Apparently, the Newsletter is an effective parental communication medium with greater effectiveness for female parents.

The majority (52.5%) of parents indicated they find the Newsletter to be very helpful while only 3.7% considered it to be of little or no value. The section most meaningful to parents is the general information section (38.9%), followed in importance by the Principal's article (24.2%), and the school calendar (16.9%). Nearly three-fourths (72.8%) of the parents felt the frequency of the Newsletter is about right. A few (9.6%) of the parents felt that it was not printed often enough and only 2.2% felt that it was printed too often.

Parents--Short-Term Communications

Local Radio Stations - Analysis of data on parental use and perceived accuracy of the local radio stations shows some differences in females' use of Radio Station WABJ-AM. Over one-half of the female parents listen "often" to WABJ-AM as contrasted with over one-half of the male parents who "seldom" listen. This could be, in part, due to

Table 35. Degree of Parental Use of Radio Station WABJ-AM According to Total Parents, Sex, and Age.

Comparison factors	Compared percentages	Percentage difference	
<u>Total parents (N = 177)</u>			
Often used	47		
Seldom/never used	50		3
<u>Sex</u>			
	Males (N = 77)	Females (N = 100)	
Often used	38	55	17
Seldom used	53	39	14
Never used	6	4	2
No response	3	2	1
<u>Age</u>			
	35 years and under (N = 6)	56 years and over (N = 14)	
Often used	17	22	5
Seldom used	83	50	33
Never used	0	14	14
No response	0	14	14

the fact that some females are in the home for a longer period of time than the males. Fewer parents in the 35 and under age bracket listen "seldom" to WABJ-AM than do parents 56 years of age and over; however, there is no noticeable pattern in total parent statistics.

Statistics in Table 36 on parental use of Radio Station WLEN-FM show clearly that it is "seldom" or "never" used.

Table 36. Degree of Parental Use of Radio Station WLEN-FM According to Total Parent Population.

Comparison factors	Compared percentages	Percentage difference
<u>Total parents (N = 177)</u>		
WLEN-FM often used	18	
WLEN-FM seldom/never used	69	51
WABJ-AM often listeners	47	
WLEN-FM often listeners	18	29

When comparing use of the two radio stations, a greater number of parents use WABJ-AM "often" than use WLEN-FM "often"; therefore, WABJ-AM is a more effective parental communication medium, particularly with the female audience.

Table 37. Degree of Accuracy of Radio Station WABJ-AM According to Total Parents.*

Comparison factors	Compared percentages	Percentage difference
<u>Total parents (N = 168)</u>		
Fairly/very accurate	88	
Not accurate	4	84

* N omits responses of "never use."

More parents consider WABJ-AM to be "fairly" or "very accurate." This finding would seem to rate WABJ-AM as a reliable communication medium to use in communicating school information to parents.

Table 38. Degree of Accuracy of Radio Station WLEN-FM According to Total Parent Population.*

Comparison factors	Compared percentages	Percentage difference
<u>Total parent (N = 144)</u>		
WLEN-FM fairly/very accurate	75	
WLEN-FM not accurate	2	73
WABJ-AM accuracy	88	
WLEN-FM accuracy	75	13

*N is changed to omit those responses "never use."

More parents term station WLEN-FM "fairly accurate" or "very accurate." In comparing the accuracy of the two stations both stations received high accuracy ratings.

Parents listen to radio stations most for information on school closings due to inclement weather (79.6%), followed in importance by information on millage issues (54.2%), sports events (40.6%), and calendar events (24.2%).

Table 39. Degree of Parental Use of Adrian Daily Telegram According to Parent Population.

Comparison factors	Compared percentages	Percentage difference
<u>Total parents (N = 177)</u>		
Read	94	
Don't read	5	89
No response	1	

Local Newspapers - In analyzing the parental use of the Adrian Daily Telegram as shown in Table 39, 95% of the parents read this newspaper, indicating that it is an effective medium for communicating school news.

Table 40. Degree of Parental Use of Lenawee Tribune According to Total Parents and Age.

Comparison factors	Compared percentages	Percentage difference
<u>Total parents</u> (N = 177)		
Read <u>Tribune</u>	59	
Don't read <u>Tribune</u>	31	28
No response	10	
Read <u>Telegram</u>	94	
Read <u>Tribune</u>	59	
<u>Age</u>		
35 years and less (N = 6) 56 years and more (N = 14)		
Nearly always	0	29
Part time	34	21
Seldom	33	43
Never	0	7

More parents in the 56 year age group "nearly always" read the Lenawee Tribune while more parents in the 35 year age group indicate they "never" read this paper. According to this study, the Lenawee Tribune would then appear to be a more viable means to communicate school news to older rather than younger parents of school children.

More parents read the Adrian Daily Telegram than read the Lenawee Tribune as indicated in Table 40.

There were no meaningful differences in evaluation of accuracy of the two local newspapers between males and females. Table 41 shows a larger number of age 35 parents than age 56 parents term the Adrian Daily Telegram "very accurate." Larger numbers of younger parents term it "not accurate" indicating they have strong feelings about the accuracy of this paper.

Table 41. Degree of Accuracy of Adrian Daily Telegram According to Total Parents* and Parental Age.

Comparison factors	Compared percentages	Percentage difference
<u>Total parents</u> (N = 175)		
Accurate	89	
Not accurate	7	82
No response	4	
<u>Age</u>		
35 years and less (N = 5) 56 years and more (N = 14)		
Very accurate	40	21 19
Fairly accurate	40	72 32
Not accurate	20	0 20
No response	0	7 7

* N is changed to omit those responses "never read."

More parents in the age category of 56 or over rate the Telegram "fairly accurate" than do parents in the 35 year bracket. This could mean that older parents tend to refrain from using extreme ratings.

Eighty-nine per cent of all the parents rated the Adrian Daily Telegram as "accurate"; only seven per cent rated it "not accurate." This high accuracy rating plus the 95% use of this paper makes it a very valuable parental communication medium.

More parents evaluated the Lenawee Tribune as "accurate" than as "not accurate" which is a positive factor. The Adrian Daily Telegram's accuracy (89%) was rated slightly higher than the Lenawee Tribune's accuracy (80%), indicating that reader credibility has been established in both newspapers.

Table 42. Degree of Accuracy of Lenawee Tribune According to Total Parent Population* and Parental Age.

Comparison factors	Compared percentages	Percentage difference	
<u>Total parents</u> (N = 169)			
<u>Tribune</u> accuracy	80		
<u>Tribune</u> inaccuracy	1		79
No response	19		
<u>Age</u>			
35 years and less (N = 4)		56 years and more (N = 14)	
Very accurate	0	29	29
Fairly accurate	100	57	43
Not accurate	0	0	0
No response	0	14	14

* N is changed to omit "never read" responses.

Four-fifths of the parents (81.9%) indicated they read local newspapers for information on millage issues and school board policy. Other reasons given were rated in importance as follows: special programs and school policy (63.2%), school sports news (58.7%), and calendar events (57.0%).

Parents Night - The attendance at Parents Night, analyzed according to sex of parents and number of children in the family, showed differences worth noting in attendance.

Table 43. Degree of Attendance at Parents Night According to Total Parent Population and Number of Children.

Comparison factors	Compared percentages	Percentage difference
<u>Total parents (N = 177)</u>		
Attended 1 or more	71	
Never attended	27	44
No response	2	
<u>Number of children</u>		
	5-6 children (N = 23)	7+ children (N = 13)
Attended 1	9	7
Attended more than 1	35	77
Never attended	48	16
No response	8	0

Since nearly three-fourths of parents replying to the questionnaires indicated they did attend Parents Night, it would appear that Parents Night is an effective method of communication with parents and 84% of the parents considered Parents Night to be of value to them. Table 44

contains this comparison.

Table 44. Degree of Value Given Parents Night According to Total Number of Parents.*

Comparison factors	Compared percentages	Percentage difference
<u>Total parents (N = 177)</u>		
Valuable	84	
Not valuable	16	68

* N is changed to omit responses "never attend."

Only a few suggestions were made concerning improvements for Parents Night. These suggestions included having more than one Parents Night per year, involving students in Parents Night, allowing more time to talk with teachers, and placing more emphasis on student activities and curriculum.

Table 45. Degree of Recall of School Board Newsletter and High School Newsletter According to Sex of Parents.

Comparison factors	Compared percentages		Percentage difference
	<u>Sex</u>		
	Males (N = 77)	Females (N = 100)	
Do recall both newsletters	39	62	23
Do not recall both newsletters	56	31	25
No response	6	7	1

Impact--School Board Newsletter - In analyzing data concerning the School Board Newsletter, Impact, differences occurred between males and females in their ability to remember whether they had received both the Impact and the High School Newsletter. Questionnaire data appear in Table 45. Two-thirds of the female parents recalled receiving both newsletters while only two-fifths of the male parents recalled both. Perhaps this may be accounted for in part by the fact that women are in the home when the mail arrives.

The regularity with which parents read Impact was analyzed according to sex and total number of parents in Table 46.

Table 46. Degree of Regularity With Which Parents Read Impact According to Total Parent Population and Sex.

Comparison factors	Compared percentages	Percentage difference	
	<u>Total parents (N = 177)</u>		
Regularly read	36		
Occasionally read	25	11	
Read	61		
Do not read	21	40	
	<u>Sex</u>		
	Males (N = 77)	Females (N = 100)	
Regularly read	29	41	12
Occasionally read	23	27	4
Never read	31	14	17
No response	17	18	1

Although no differences were found according to sex, a greater number of males indicated they never read the Impact. It would seem, therefore, that this newsletter, like other school mailings, has greater communication power for female parents. A difference of 40% was found in the percentage of total parents who do read Impact as compared with those who do not, indicating that although parents tend to be hazy in their recollection of its contents they do read it. Efforts should be made by the administration to improve the communication value of Impact. Sex was not a factor in judging the amount of Impact read.

Table 47. Amount of Impact Read According to Total Number of Parents.*

Amount read	Compared percentages	Percentage difference
<u>Total parents</u> (N = 139)		
All/half of it read	71	
Less than half read	11	60
No response	18	

*N is changed to omit responses "never read."

Nearly three-fourths (71%) of the parents indicated they read half or all the Impact. Parents placed favorable value on Impact because it gave news and differing viewpoint from that of the High School Newsletter. Parents indicated they had given unfavorable value to Impact because of its propaganda aspect, its repetition of old news, and its uninteresting presentation of content. One-half of the parents (51.9%) considered Impact to be about the right length.

Table 48. Degree of Parental Communication With Teachers According to Total Parent Population and Number of Children.

Comparison factors	Compared percentages	Percentage difference
<u>Total parents (N = 177)</u>		
Frequently/when needed	58	
Seldom/never	34	24
No response	8	
<u>Number of children</u>		
1 child (N = 17) 2-4 children (N = 124)		
Frequently	41	2
When needed	29	52
Seldom	18	23
Never	6	14
No response	6	9
<u>Number of children</u>		
5-6 children (N = 23) 7+ children (N = 13)		
Frequently	4	0
When needed	70	54
Seldom	13	31
Never	9	8
No response	4	7
<u>Number of children</u>		
1 child (N = 17) 7+ children (N = 13)		
Frequently	41	0
When needed	29	54

Table 48 (cont'd.)

Seldom	18	31	13
Never	6	8	2
No response	6	7	1

Degree of Communication Between Parents and School Staff - Sex was not a factor in the degree of communication between teachers and parents. However, the number of children in the family was a factor. The important point to note here is that whether "when needed" or "frequently" the majority of parents in these groups felt they could communicate with the teachers.

Table 49. Degree of Parental Communication With Counselors According to Total Parents, Number of Children, and Age of Parents.

Frequency of contact	Compared percentages		Percentage difference
<u>Total parents (N = 177)</u>			
Frequently/when needed	54		
Seldom/never	37		17
No response	9		
<u>Number of children</u>			
	1 child (N = 17)	7+ children (N = 13)	
Frequently	0	0	0
When needed	41	69	28
Seldom	29	15	14
Never	18	0	18
No response	12	16	4

Table 49 (cont'd.)

	<u>Age</u>		
	Ages 46-55 (N = 66)	Ages 56+ (N = 14)	
Frequently	0	0	0
When needed	59	50	9
Seldom	18	7	11
Never	18	14	4
No response	5	29	24

	<u>Age</u>		
	Age 35 (N = 6)	Ages 56+ (N = 14)	
Frequently	17	0	17
When needed	67	50	17
Seldom	0	7	7
Never	16	14	2
No response	0	29	29

In analysis of communication between parents and counselors the only noteworthy difference occurred between parents of 7 or more children and parents of 1 child. Parents with 7 or more children felt more strongly they could communicate with counselors when needed. This difference could, in part, be due to familiarity with counseling policies or due to greater need for communication with counselors. Also more parents in age group 56 failed to respond than did parents in age group 46-55 or age group 35 and under. It appears that parents of older children are less concerned about relating to school personnel than are parents of grade-school or middle-school students. Fifty-four per cent

of the parents felt they could communicate with counselors when "needed" and thirty-seven per cent felt they could not communicate with counselors. It would be hoped that a larger percentage of total parents would feel that they could communicate with counselors when they needed to.

Sex was not a factor in the analysis of communication between parents and assistant principals. Table 50 indicates communication according to total parents, age, and number of children.

Table 50. Degree of Parental Communication With Assistant Principals According to Total Parents, Number of Children, and Age of Parents.

Comparison factors	Compared percentages		Percentage difference
<u>Total parents (N = 177)</u>			
When needed	47		
Not as needed	45		2
No response	8		
<u>Number of children</u>			
	1 child (N = 17)	7+ children (N = 13)	
Frequently	0	0	0
When needed	35	62	27
Seldom	18	15	3
Never	35	8	27
No response	12	15	3
<u>Age</u>			
	Age 35 (N = 6)	Ages 36-45 (N = 91)	
Frequently	0	1	1
When needed	67	43	24

Table 50 (cont'd.)

Seldom	33	20	13
Never	0	29	29
No response	0	7	7

Age

	Ages 46-55 (N = 66)	Ages 56+ (N = 14)	
Frequently	2	14	12
When needed	50	21	29
Seldom	21	7	14
Never	23	21	2
No response	4	37	33

Age

	Age 35 (N = 6)	Ages 56+ (N = 14)	
Frequently	0	14	14
When needed	67 } 67	21 } 35	46
Seldom	33	7	26
Never	0	21	21
No response	0	37	37

More parents with 1 child (35%) than parents with 7 or more children (8%) indicated they never communicate with assistant principals. Parents of 7 or more children indicate they communicate "when needed" twice as often as do parents of 1 child. As with the statistics on communication with counselors, the greater the number of children the greater the need for communication with assistant principals. Two-thirds (67%) of the parents in age group 35 indicated they communicate

with assistant principals "when needed." One-half of the parents in age group 46-55 indicated they communicate with assistant principals "when needed" and the older of these two age groups indicated more "no responses" to the questions. This could be reflective of the older parent feeling less need for disciplinary assistance from assistant principals. Further indication of this is shown in comparison of the age 35 and under group with the 56 and over group. Nearly twice as many 35 age parents (67%) indicated they communicate with assistant principals as do parents in the 56 and over age group (35%).

No differences were found between sex of parents and frequency of communication with the principal. Table 51 indicates differences in parent communication with the principal.

Table 51. Degree of Parental Communication With Principal According to Total Parents, Number of Children, and Age of Parents.

Comparison factors	Compared percentages		Percentage difference
<u>Total parents (N = 177)</u>			
When needed	39		
Not as needed	52		13
No response	9		
<u>Number of children</u>			
	1 child (N = 17)	7+ children (N = 13)	
Frequently	0	0	0
When needed	29	54	25
Seldom	12	15	3
Never	47	15	32
No response	12	16	4

Age

	Ages 46-55 (N = 66)	Ages 56+ (N = 14)	
Frequently	0	0	0
When needed	42	29	13
Seldom	17	7	10
Never	36	29	7
No response	5	35	30

Age

	Age 35 (N = 6)	Ages 56+ (N = 14)	
Frequently	0	0	0
When needed	50	29	21
Seldom	33	7	26
Never	17	29	12
No response	0	35	35

More parents in the 7 and more children group than in the 1 child group had more communication "when needed" and fewer parents indicated they "never" communicate with the principal. Replies of parents in the age group 36-45 regarding communication "seldom" and "never" with the principal when compared with parents in the age group 35 and under indicated that the older the parents the less they felt the need to communicate with the principal. This is also apparent in comparison of "when needed" and "seldom" between parents 35 and under and 56 and over. The only other noteworthy difference was in the great number of no responses in the age bracket 56 and over.

Methodology of Comparison

In presenting the comparison of the present communication practices used at Adrian Senior High School with the Communication Model for Secondary School Administrators, the modes of communication will be compared using the following elements in the model: rationale, message elements, media elements, and observable communication effects. The discussion will be divided into Long-Term and Short-Term Communications. Long-Term Communications will be compared first; these include the Parent and Student Handbook, the High School Newsletter, the Adrian High School Teachers Handbook, and the Adrian Public School Policy Book. Short-Term Communications include local radio station announcements and programs, local newspaper items, public address announcements within the school, Student Council reports, the high school newspaper, Maple Leaf, Teachers Bulletins, Faculty Meetings, the School Board Newsletter, Impact, and the annual Parents Night. Each of the media will be discussed according to the essential factors presented in the model: rationale, message elements, media elements, and observable communication effects. Evaluation is based on feedback as interpreted from the questionnaires, personal experience, and observation.

Long-Term Communication - Adrian Senior High Parent-Student Handbook - The rationale for the Parent-Student Handbook is one of providing information to Administrators at Adrian Senior High School. The Handbook is used to explain policies, rules, and services available to students and to make parents cognizant of same. The value of the Handbook has been tested by time; through the years teachers, students, and parents have accepted it as the official "voice" of administrative procedure.

Attempts are made to achieve clarity with annual revisions in its organization and content.

According to information gained through the questionnaires, many Adrian students and parents rate the Handbook as clearly written. The media element of creativity apparently fails, for while creativity is attempted through student cover designs and drawings in various color combinations, students and parents indicate a feeling that the Handbook is somewhat dull. Evaluations of positive quality single out the Forewords written by the principal and assistant principals and the positive approach used in the content. Strengths of the media elements appear to be the reliability and distribution of the Handbook. The questionnaire results make it apparent that almost all students receive the Handbook and recognize it as the official school policy document. Weaknesses in the media elements include attention-getting qualities, durability, retrievability, and ease of message flow. Even though colored covers have been used, the Handbook does not attract the attention desired. Because of its miniature size, the durability and retrievability are questionable. This, in turn, affects the ease of message flow. Both students and parents have indicated, either in direct conversation or in the feedback via the questionnaires, the importance of a handbook for reference on school policies and services.

Based on questionnaire results, the traditional format of the Handbook has been changed for the 1971-72 school year. To replace the less durable paper cover, a plastic-coated notebook folder has been ordered for each student. The front cover is decorated with the school design in school colors. For easier reference the inside of the front

and back covers contains those rules, policies, and services considered most important by a joint student-teacher-administration committee. The perception and opinion change of the administration, based on feedback, has resulted in an observable behavior change on the part of those personnel.

Adrian Bulletin - A Newsletter for High School Parents -

Information concerning the school community and upcoming events as well as explanation of changes in policy and philosophy are the basic rationale for this communication to parents. The message element of validity gains credence from the fact that the first Newsletter is sent with the students' schedules prior to the beginning of the school year. Articles are selected for their appropriateness to the first part of the calendar year. The format of the Newsletter is designed for clarity with its double column printing and headlining phrases separating the major items. An effort is made to state items in the Newsletter in a positive manner; however, the creative writing and content must be rated low since there has not been a major change in the format and design of the Newsletter in over four years.

Distribution takes place with the mailing of the pre-school schedules and each successive report card during the school year. Parents anticipate an issue with each report card mailing and are familiar with its pattern of organization: the first page is a philosophical statement; the second and third pages contain information concerning current happenings; the final page is a calendar of school events. The Newsletter is printed on quality white paper with blue ink and the school emblem, the Maple Leaf, centered on the front page as an attention-getting device.

The ease of message flow can only be estimated. Upon occasions there have been detachable information forms which have been returned by the majority of parents. The permanent quality of the Newsletter is actually not great, although, according to the recent questionnaire, parents indicated that they retain the calendar for future reference. Durability is limited by its construction; although the Newsletter is printed on good grade paper, normal wear and tear take their toll. Observable communication changes in the form of perception, opinion, and behavior changes are sometimes obvious to the administration, judging from parents' responses to items that stimulate reaction. Administration's perception changes occur, following the feedback from parents concerning the Newsletter; these are considered in the planning of future Newsletters.

Teachers Handbook - The most valuable message elements of the Teachers Handbook are validity and appropriateness. All teachers realize, from their first introduction to the Teachers Handbook, at the orientation meeting of the school year, that it is, indeed, the valid source and that it contains information the administration considers appropriate to their informational needs. Its content is stated in positive terms. Annual revisions are made to update the content and improve the clarity of the Handbook; however, the creativity element of the Teachers Handbook is minimal. No artistic layout of information or drawings are included and the cover is a very formalized black ring-type notebook. There are no tabulated divisions or quick-reference guides, but different colors of paper are used to separate clearly the different sections.

This Handbook is reliable and contains up-to-date information on policies. It is distributed to all teachers at their first meeting in

the school year and is discussed by administrators with them. The hard cover lends a quality of durability to the entire Handbook. Retrievability of information would be better if the Handbook were tabulated instead of relying on just a Table of Contents. It does not gain the teachers' attention through its appearance, but rather through the administration's discussion and emphasis of its importance. Over 50% of all teachers refer to it occasionally or frequently. Beginning teachers tend to study its contents more than experienced teachers. Questionnaire results indicate most Adrian teachers consider it as clearly written and they accept the policies as official ones. Their overt behavior responses indicate whether or not they have perceived the information in the Handbook. Occasionally they notify administration concerning changes they would like made, such as the inclusion of the evaluation forms under the section discussing evaluation of teachers. This change, as well as inclusion of the year's calendar of activities and events, has been made in the 1971-72 Teachers Handbook, based on feedback and the Teacher Questionnaire.

Adrian Public School Policy Book - Another policy book, given to all teachers in the Adrian Public School system, deals with school board views and policies on subjects pertinent to the school community. The rationale for this handbook is also to inform teachers. There is no doubt that the book is valid, appropriate, and updated continually. Information is stated in legalistic language, rather than either positive or negative language. At times this affects clarity. For those accustomed to reading formalized statements and interpreting them, there is no great problem in clarity. Otherwise, some teachers find the book general and

vague, not as helpful as they had hoped. The Policy Book lacks creativity; it does not purport to be creative. Teachers' use of this handbook might increase if changes in this area could be made.

Distributed to new teachers shortly after the beginning of the school year, it is presented as a reliable source for policy information. It is durable, enclosed in a cover very similar to that used for Adrian High School Teachers Handbook. The school policy book is tabulated and, therefore, adapted for quick reference; however, because of its formal language retrievability is less than that of the Teachers Handbook. It is not what could be described as an "attractive book" nor is it intended to be an attention-getting publication. Formal language limits ease in message flow. Staff is never asked their opinions concerning the book, nor given the opportunity to improve the book or its use.

While comprehension by its audience may not always be at the desired level, attention to and acceptance of this handbook by the audience appears to be adequate. However, the only observable overt behavioral responses occur when teachers either do or do not follow correct policy procedures. This response is credited in part to the fact that they have most likely read the Policy Book. There is very little, if any, channel for feedback to the administration concerning the book. In fact, the questionnaire given the teachers recently, was undoubtedly the first time they had been asked their opinions concerning the Policy Book.

Short-Term Communication - Use of Local Radio Stations - The rationale for use of the local radio stations by the Adrian Senior High School administration is to inform and to influence changes in audience attitudes. Messages and information to be used on the local radio stations

come from the Communications Director of the Board of Education.

Messages that administrators wish to communicate must first go through the Communications Director; he, in turn, validates them, decides whether the timing for the message is appropriate and opportune, and strives to state the information in a creative, positive manner. In addition to the regular contacts made with managers and reporters from both radio stations, a year-round program has been developed which features specialized informational programs such as "Know Your School," a program which includes personnel interviews and student performances.

The Adrian school administrators are fortunate to have good accessibility to both local radio stations. This is apparent through school use of the stations to convey messages concerning school closing, calendar changes, sports events, and continuing informative programs. Station managers make a real effort to allow the school administration the opportunity to communicate with their listening publics. The only obvious attention-getting devices used are pre-announcements of coming programs. Little is done at either station in special programming techniques such as theme music, identifying signals, or other attention-getting devices. The message flow is improving. Station managers communicate to the Director of Communications information feedback they receive. The programs are considered reliable by the public since they are aware that the information has been prepared by school officials. Frequently, the information is presented by the principal or by an administrator. The long-lasting effect of the communication is considered when planning the on-going types of programs; the listening publics are aware of the fact that every Saturday morning there is a "school program." The retrievability factor,

however, is nonexistent. Tapes are not made of the programs and once they have been aired, they are dead. Station WLEN-FM is located in small quarters with little space to store their own materials. Station WABJ-AM does not have the space problem, but does not tape and store past programs.

Once the audience has accepted information or suggestions intended to create behavior change, their behavior response, perception, and opinion change are apparent in their attendance, support, or lack of it to the various programs offered by the school administration. The feedback received by the school administrators is growing slowly. As ongoing programs on the local stations continue, feedback increases. Citizens have begun to respond to various programs and radio information; however, progress is actually slow in this area. Feedback is more often negative than positive. The listening publics are much more prone to provide feedback if they have not understood the information they have heard, if they have found some error in it, or if they disagree with it. For example, during the school year 1970-71 a listener reported shock at the radio station's agreement to air an interview with a Russian ambassador whose visit was sponsored by the High School Student Council. Feedback of a positive nature results when the program has been an exceptionally stimulating experience and presents a philosophy in agreement with the listener's personal philosophy. When the radio stations or the high school administration does receive feedback, it is considered in their future programming.

Use of Local Newspapers - Both information and change in behavior and beliefs are the rationale behind the secondary school administrator's use of the local newspapers in Adrian. Emphasis is placed on use of the

positive approach in news copy as evidenced in the frequent articles emphasizing progress made by the school system and students. The information submitted for use in the newspaper articles is considered to be valid by those who submit it and care is taken that all information going to this medium is accurate. Stress is placed on the appropriate timing of articles, especially those concerned with millage issues and release of information on new policies and on additions to the staff. Clarity is occasionally lost in the editing of articles. Editing, due to lack of space, sometimes occurs without the editors notifying school administration; however, an attempt is made not to distort meaning. Brevity is important as space is limited. The creativity element has been improving over the past several years due largely to the willingness of the editors to work with the administrators in presenting interesting copy and to allow more space for pictorial coverage of the articles.

The newspapers strive for attention-getting devices that will attract the reader. As previously stated, this is accomplished through greater pictorial use, arrangement and space allotted. Both local papers' use of school news articles must certainly be termed satisfactory. Ease of message flow to and from readers is difficult to measure since, like radio communication, those who communicate to the editors or to the school administration are most frequently those who have a negative point to vocalize. The reliability element in both newspapers is quite high; when a printed error is brought to the editors' attention, they print any correction or retraction necessary. Observable communication effects and feedback are most often in the form of calls to the newspaper offices and letters to the editors. Administration reacts to these on very few

occasions, preferring to improve effects of future articles through working with the editors and Director of Communications rather than answering letters to the editors.

Public Address Announcements - The basic reason for the Adrian Senior High School public address announcements is informative. Messages selected must be sponsor-approved before they are submitted to the Main Office, thus insuring the appropriateness and validity of the messages. Messages are limited to Adrian High School events; announcements of community events are not allowed. At times there are messages which might be considered appropriate for airing, but do not meet this standard. Concise quality of the message is important and only in rare exceptions are messages of longer than fifty words submitted or presented. The creativity level of the public address announcements has been very low. Only a few messages during the entire year earn the label of "creative." Based on the questionnaire findings, students apparently do try to listen to the morning announcements but do not always find them interesting. During the 1971-72 school year a team of volunteers who have had speech class training will be rewriting the announcements at the close of the school day for presentation the following morning. Their goal will be to improve the creativity of the messages and arrange them in logical order. For the first time, a pre-signal will be given by a bell tone to attract the students' attention.

The accessibility and use of the public address system are intentionally limited since it is located in the Main Office and only authorized personnel are allowed to use it. The pre-signal should be a positive factor in gaining information being reported, the report apparently is

given in a positive manner; however, based on feedback from homeroom teachers, this is not always the case. Reports are often either too lengthy or too concise thus creating negative student reaction.

Apparently, Student Council members need to be trained in more effective ways to report information to their homerooms. Clarity is directly related to the communicative skills of representatives. Teachers and homeroom students indicate some reports that are given are very clear while others range from vague to very uninformative. That there is little creativity used by any of representatives in presenting their reports is most evident in the student and teacher questionnaire feedback. Since the Student Council is a very active group in the school and the information they report is vital to healthy staff-student relationships, a concerted effort needs to be made to improve the caliber of reporting.

Since each homeroom has a representative, the homeroom's accessibility to the Student Council report is dependent on the individual Council Representative's interest in Council and ability to report. The attention-getting quality is simply the fact that the representative is before the homeroom group and is "given the floor" by the homeroom teacher. As pointed out earlier, the reliability of the method is questionable and efforts should be made to have a counter-check on the report, either by issuing information to homeroom teachers that they aid representatives in the presentation or by better preparation on the part of the Council Representatives before they present the report. The homeroom audience is greatly affected, either positively or negatively, by the Council Representative. Their behavior responses and opinion changes can be observed in their willingness to support various projects and

proposals, or their lack of support. This response is translated to the administration by the failure or success of the various programs, student and teacher attention. The reliability of the communication system is good; it is audible in all rooms in the building except the gymnasium area, where hearing is limited because of the activity-type curriculum of the classes. The speed of the message is excellent and each classroom has a button to push if they wish to reply or converse with the radio room personnel. Observable communication effects are noticeable in attendance at meetings or functions announced and completion of materials due. Feedback usually comes in two forms: (1) requests for clarification of announcements, and (2) complaints that announcements are boring. Based on such feedback, reasonable changes have been made by the administration, such as changes in announcing personnel.

Student Council Reports - Student Council reports serve two purposes: information and persuasion. Not only is the Council Representative's report given to keep the student body informed on what changes have or will take place, but also to guide student thinking toward acceptance of new policies and new events. The Student Council Representative's report to homeroom members is considered valid unless the representative creates doubt by misinformation or apathetic presentation. Homeroom members are quick to note this and react by rejection of council's proposals or by complete apathy toward this report. Homerooms have the power to recall representatives who are not fulfilling their responsibilities. Teachers have been informed of this power of recall at the pre-school meetings and encouraged to guide homerooms in its use when the representatives prove irresponsible.

The Student Council reports have an element of appropriateness as far as timing of the report is concerned. Representatives report the first ten minutes of homeroom period on the morning following the Student Council Meeting. The remainder of the message elements have current questionable use in the reports. If the representative feels positive about the specific information being reported, the report apparently is given in a positive manner; however, based on feedback from homeroom teachers, this is not always the case. Reports are often either too lengthy or too concise, thus creating negative student reaction. Apparently, Student Council members need to be trained in more effective ways to report information to their homerooms. Clarity is directly related to the communicative skill of the representatives. Teachers and homeroom students indicate some reports that are given are very clear while others range from vague to very uninformative. That there is little creativity used by any of the representatives in presenting their reports is most evident in the student and teacher questionnaire feedback. Since the Student Council is a very active group in the school and the information they report is vital to healthy staff-student relationships, a concerted effort needs to be made to improve the caliber of reporting.

Since each homeroom has a representative, the homeroom's accessibility to the Student Council report is dependent on the individual Council Representative's interest in Council and his ability to report. The attention-getting quality is simply the fact that the representative is before the homeroom group and is "given the floor" by the homeroom teacher. As pointed out earlier, the reliability of the method is questionable and efforts should be made to have a counter-check on the

report, either by issuing information to homeroom teachers that they air representatives in the presentation or by better preparation on the part of the Council Representatives before they present the report. The homeroom audience is greatly affected either positively or negatively, by the Council Representative. Their behavior responses and opinion changes can be observed in their willingness to support various projects and proposals, or their lack of support. This response is translated to the administration by the failure or success of the various programs, which, in turn, must be considered in their future thinking and guidance of the Council.

Maple Leaf, the School Newspaper - The Maple Leaf aims primarily to inform students of news and makes only minimal attempts at editorializing to influence attitudes and change opinions. The staff strives to include timely articles written in terse journalistic style, however, student readers do not appear to appreciate the newspaper as evidenced by the extremely small number of subscribers. The majority of students prefer to borrow the paper rather than invest what they, themselves, term a "reasonable" price. The newspaper has taken on a much more positive emphasis in content during the past two years. Efforts to improve creativity have been made; however, many of these efforts have failed because of lack of financial support. An increase in the use of photographic and artistic work has been approved and wider coverage of a variety of subjects has been a recent goal of the staff. The publication, however, continues to fall short of anticipated achievement as far as attracting additional subscribers.

The ease and speed of the message-flow may be a part of the problem. Announcements are given concerning publication dates; printer's delay, equipment breakdown, and deadline failures postpone announced publication dates. Students learn that while the news may have been accurate at the time of writing it becomes unreliable when printed after the event has taken place. Last-minute changes in plans for events create the unreliability in news copy prepared before the event. Accessibility of the paper does not seem to present any real problems, although occasionally there are a few students who do not receive their subscription copies. Since the number of subscribers is small, reaching them is reasonably easy. There are few observable communication effects from this publication, with the exception of disappointment when promised deadlines are not met. Because of postponed publication dates, the paper seems to chronicle and record past events rather than "scoop" forthcoming happenings. Feedback is most often negative and directed to the members of the newspaper staff rather than to the administration. Administration has had some feedback, however, concerning the interest in underground newspapers which is against publications policy. When feedback of this nature is evident, it is considered in future planning. It is for this reason that continuous efforts are encouraged with the Maple Leaf even though subscriptions have not supported publication costs for a number of years. The results of the questionnaires prove that this is a communication area where definite improvement is needed. In spite of postponed publication dates preventing up-to-the-minute reporting, and poor subscription statistics, its possible communication effects on total student body thinking cannot

be underestimated. Improvement in this communication area could have a profound effect on the whole pattern of intra-school communication.

Parents Night - Parents Night is an evening where information is given to parents through printed materials and discussion as they follow their child's school program. Every effort is made to keep the evening session appropos and information as valid. Pre-planning involves coordinating the participation of administration, counseling department, and teachers; suggestions of teachers, students, and parents are programmed into the evening events. Printed schedules and notices help provide clarity for the program. The administration attempt to be concise and well organized to spearhead the whole evening in a positive manner. Preliminary organization includes radio and newspaper announcements, mailings to parents, pre-Parents Night discussion with teachers concerning the evening's program and specifically planned methods of welcome for making each parent feel "at home" during the evening. The greatest flaw in the evening's program (it is well received by parents each year) involves creativity in the total program. It tends to be repetitious year after year, following the same format without any sparkling, new, and innovative ideas. This repetition tends to affect its impact on parents with more than one child who participate over a period of years.

There is no charge for the program and advance care is taken to insure that the date has not been used by the elementary or middle schools for a parent meeting. The parents' attention is obtained through a general welcome session and explanation period. Ease and speed in any message flow is achieved through use of members of the

Service Club who serve as guides and aides to the parents. Parents in the community have found this a reliable method of visiting the school and becoming acquainted with the teachers of their children. It is not a complaint session concerning grades; to prevent this, Parents Night is scheduled prior to the first report card mailing. Observable communication effects are noted in the comments and statements at the conclusion of the evening made by the parents. Their suggestions and reactions are factored into the planning of the next Parents Night.

Impact--School Board Newsletter - The purpose of the School Board Newsletter Impact is to inform the parents of new programs and educational progress in both the elementary and secondary schools of the Adrian Public School system. It is published approximately four or five times during the year but not on any specific date. The Central Administration Office uses the newsletter as a Short-Term Communication. The information in each newsletter is appropriate to the time of year it is published, since publication dates coincide with activities and events being sponsored in the educational system. It is valid, information being from administrators in the elementary and secondary schools at the time the events are being planned or conducted. The point of view of this newsletter is positive and every effort is made to prepare clear and concise copy. Its primary weakness is lack of creativity. Each issue follows basically the same format. Parents indicated in the questionnaire survey that they remember little concerning newsletter content. It follows, therefore, that greater effort needs to be made to increase the communication impact of the newsletter.

The reliability of the media is good. It is mailed to all taxpayers and the ease of the message flow does not appear to present any

difficulties. Since each issue includes a letter from either the superintendent or the president of the school board, readers know whom to contact if they wish to respond. The weak media elements are the attention-getting qualities of the newsletter and the accessibility use of it. As stated previously, format does not vary; pictures, when used, appear in small insets. Parents would probably rely on it more if it had specific publication dates as does the high school newsletter. Perhaps the money and time spent producing this newsletter could be better spent on some other form of communication to parents.

The intended audience apparently has little difficulty comprehending newsletter information, and there is little doubt that they accept the information as valid. The actual articles, with the exception of those concerning millages, do not aim for opinion change and the feedback, therefore, obtained by the administration, is actually minimal. Rarely does the administration have perception, opinion or behavior changes based on parental feedback from this newsletter.

Teachers Bulletin - Administration uses the Teachers Bulletin almost daily as do other members of the staff. These Bulletins are used to keep the staff informed of various policies, changes in the day's programs, and future events taking place in the school. They must be considered as Short-Term Communications. Since staff members wishing to contribute to the Bulletins must compose their copy on forms one-half sheet in length, the message elements include clarity and conciseness. Messages are stated in a positive rather than a negative manner and their validity is assured since they originate from sponsors of groups, committee heads, administrative staff and teachers. Their appropriateness

is also established by the sources. Since the purpose is informative, they lack creativity. Failure to be creative may be due to lack of preparation time by the writers or failure to realize the importance of creativity in their messages.

The Bulletins are issued daily, if needed, and they are placed in all teachers' mailboxes so there is prime accessibility and use. The only attention-getting device in this communication media is the capitalized title "TEACHERS BULLETIN," which teachers recognize and consider important. The contents of this communication are reliable and the ease and speed of the communication's flow are excellent. The teachers have accepted the messages printed in the Bulletins as official and observable communication effects are apparent. While their perception changes cannot always be judged, their apparent opinion and behavior changes show a positive pattern. There is little negative feedback from the Bulletins. Rarely does a teacher request a correction or complain about the clarity of the communication. Positive feedback is shown in the reaction and action taken by the teachers.

Faculty Meetings - Faculty Meetings aim both at informing the faculty and upon occasion at influencing change in their opinions. Basically, the faculty meeting is a Short-Term Communication. The Master Contract with the Adrian Public School teachers limits faculty meetings to no more than one per week of one-hour duration. The administration prepares the agenda. A majority of the time, topics selected are appropriate to educational problems--needing solution or study and information given is always valid. However, the faculty would probably have a greater interest in the faculty meetings if they could be represented in

selecting the agenda. The clarity of the meetings could be improved if the agenda for each meeting were printed in advance to give the faculty time to react to the subjects and thus be prepared to channel their thinking and information to the topics on the agenda. The meetings are concise, ending promptly at the hour; however, it is difficult to determine whether this is due to excellent planning or to fear of breach of the Master Contract. The meeting atmosphere is a positive one due to the tone set by the chairman and the freedom to dissent prevalent in the meetings. There is little, however, in the way of creative presentation. Changes in format are rare; visual aids are seldom used or any other methods of variation such as small group or "buzz" sessions.

The accessibility and use of the faculty meetings are apparent in the regular attendance of the faculty. The information gained at faculty meetings appears to be reliable. For most faculty, ease and speed of the message flow present no problems but the attention-getting quality of the meetings is generally rated very low. Faculty's comprehension and acceptance or rejection of ideas and policies are observed in a number of ways. Often they voice their opinions immediately; if time is a factor, they are asked to stop by the principal's office with their ideas or to react in writing. The results of this feedback are reflected upon in future administrative council meetings and when advisable acted upon.

Comments on General Communications at Adrian Senior High School -

In this study the writer discovered more intimately the constant attempts made by the administrative staff at Adrian Senior High School to communicate with their faculty, students and parents. Those communications

controlled from within the school system appear to have more effect on the audiences in transmitting information about school events than do those communications controlled from outside the school system, namely the local newspapers and radio stations. The one possible exception to this fact is the notification via radio or days when school will be closed due to inclement weather.

More teachers refer to the Teacher Handbook more often than they do to the Adrian Public School Policy Book; however, both apparently are being used when needed. One of the best channels of communication to teachers appears to be the Teachers Bulletin. More attempts need to be made to allow teacher assistance in the planning of faculty meetings and constant encouragement of feedback is needed.

An impressive percentage of parents responding to the questionnaire are aware of the Parent and Student Handbook and make some use of it. The annual Parents Night is also an important line of communication. The best and most frequently used means of communication is the High School Newsletter. In comparison with the reported use of this newsletter by parents, it is important to note that parents often do not recall receiving the School Board Newsletter or information contained in it. This raises the question of whether the School Board Newsletter is achieving its communication purpose and whether this money could be more profitably invested in another school board form of communication to parents.

The need exists for even greater channels of communication with parents. This need was evident to the writer through the fact that although much effort and planning were involved in the questionnaire and follow-up survey to insure a good return percentage, the actual return

percentage was less than one-third. The result could indicate that parents are apathetic toward school matters or, more importantly, it could indicate the need for better channels of communication, changes in the established forms to attract their attention. In either case, the questionnaire survey based on the low percentage of returns clearly points out that greater efforts need to be made to reach this audience.

General communications to students received a more positive rating than anticipated. While students do not always regard highly their school newspaper, Maple Leaf, they do have enough interest to continue making improvement suggestions; these will be incorporated in the 1971-72 publications. Students register an interest in Student Council reports, although they are critical of the representative's presentation. Teachers need to strengthen the support they give representatives by keeping the room atmosphere conducive to good listening. A surprising number of the students in the survey indicated that they listen to the morning public address announcements. Again, their suggestions to have a pre-signal, different volunteer announcers, and interesting forms of presentation are being incorporated in the 1971-72 school year announcements. Approximately 83% of the students indicated that they had read some or all of the Parent and Student Handbook; approximately 78% attach some degree of importance to this information. For the 1971-72 school year Student Council officers and administration jointly met and selected those items they felt were most important to and most often used by students. As a result, a new handbook was designed (see P. 11) and jointly financed by the School Board and Student Council. These were given to all students free of charge on the

first day of school. The feedback to date (both comments and observed use) indicate the change is a positive one.

The final choice-selection question in Student and Parent Questionnaires dealt with the perceived communication channels to administrators, counselors, and teachers. It was disappointing to note in the students' responses that communication effectiveness decreased steadily from teachers to administrators; 74.7% indicated they communicated with teachers; 31.5% sometimes; and 43.2%, frequently. With assistant principals 15.4% indicated communication; 9.7% sometimes; 5.7% frequently. Only 5.9% checked communication with the principal; 4.2%, sometimes; 1.7%, frequently.

Upon first studying these percentages, it is alarming to realize that the best communication achieved between teachers and their students still leaves approximately one-fourth of the student body perceiving that they seldom or never communicate with school personnel. Secondly, it is alarming to observe that less than one-half (40%) of the freshman class and the junior class (49%) perceive communications between the counseling staff and themselves "frequently" or "sometimes." It has been assumed that these two classes would have the greatest need for counseling and, therefore, would establish greater contact. Freshmen, new to the building layout and curriculum, are expected to need more help than those students who have become adjusted to senior high school routine. Juniors who are making vocational plans also might be expected to be in more direct communication with counselors.

These percentages, although alarming, must also be interpreted in another way. By grouping the four separate staff groups (teachers,

counselors, assistant principals, and principal) in one question, perhaps students were forced to arrive at these percentages by comparison. When comparing, for example, "frequent" communication and "seldom" communication with a teacher, the normal reaction for a student might be that he sees the teacher each day and, therefore, his communication would be judged "frequent." Whereas, in reality, if he sees a counselor two or three times during a nine-week session, this would be "frequent" since five counselors serve 1900 students. In the same manner, a student who follows school rules may not have occasion to communicate more than a greeting to an assistant principal or the principal who, by the nature of their responsibilities, are concerned with the organizational administration of the school. When comparing his communication with the assistant principal or the principal, the student may very well say to himself, "I certainly don't see them very often!" and in all sincerity select the "seldom" or "never" choice of answer on the questionnaire.

Certainly communication problems in this area are pointed out by the questionnaire results; however, it does appear that the entire counseling staff should not suffer berating, nor should the administration feel complete failure in communication because of these questionnaire results.

In the Teacher Questionnaire the final question dealt with communication with administration; 67.5% of the teachers indicated they communicated with the administration—14.8%, "frequently" and 52.7% as often as needed." Results of the questionnaires suggest the need for greater communication effort in this area.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary of Procedure

This study developed a communication model for understanding the process by which effective communication can be achieved in the secondary school system. The model was developed by the author after extensive reading in both the theoretical and the applied communication sources. In the model communication is viewed as a two-way interaction process by which messages are transmitted between the communicator and the audience. To be consistently effective with the large number of diverse publics to whom he is directly or indirectly responsible, the communicator must be aware of and incorporate the formulative and evaluative processes of communication, including resultant feedback. With this type of communicative interaction, solutions to communicative problems will not only be more relevant and effective but also relationships of trust will be established that can become channels for the rapid, efficient, and effective transfer of information. The author, cognizant of this need for collaborative interaction, approached the review of literature with special emphasis on identifying the communicator's role and responsibilities and on establishing characteristics of individuals and audiences which inhibit or facilitate message transfer and which destroy or create collaborative interaction among the school publics.

Using the model as a guideline, the quantitative portion of this study evaluates the degree to which the three school populations (teacher, student, and parent) at Adrian Senior High School, Adrian, Michigan are or are not being reached by the present communication media. Questionnaires directed to teachers, students, and parents were formulated and sent to participants selected through use of the Table of Random Numbers. Seventy-four teachers, 400 students, and 177 parents responded to the questionnaires. Percentages obtained from the student questionnaire data were used to obtain interval estimates of the percentage of all students within the school giving a certain response. Statistical estimates of the population values were not used on data from the teachers or parents. Since the entire teacher population was used, no estimates from a sample were required. The response from parents was only 29.5% of those included in the sample, so it was not claimed that those parents who replied were representative of all parents. Computations for the three different questionnaires were processed by IBM 1130 Computer and programmed using the Fortran IV program.

Questionnaire data provided feedback for comparison of the present communication media used at Adrian Senior High School with the ideal communication process presented in the model. Communication feedback may be obtained through many other methods: observation, petition, letter, protest. Whatever method or methods are used, feedback is necessary in order to maintain the status quo or to effect change. Without it, effective methods for motivating people to change their attitudes and behavior cannot be evaluated and selected. This study, although limited

to the feedback of an attitude and opinion questionnaire survey, demonstrates the effectiveness of feedback as an evaluative process because it provides evidence to support the degree to which a change in some of the methods of communication is needed as well as disclosing those areas where greatest revision is necessary.

Summary of Findings

Useful findings concerning long-term communication media, Teachers Handbook, Teachers Policy Book, Parent-Student Handbook, and High School Newsletter, were as follows:

1. The study supports the value of both the Teachers Handbook and the Teachers Policy Book since 51% of the teachers use these long-term communication media. Surprisingly, analysis of the data indicated that experienced teachers refer more often to the Policy Book than inexperienced teachers.

2. For the students, equally valuable is the Parent-Student Handbook since a distinct majority of students read the Handbook. Questionable is its value and usefulness for parents due to the small number of parents who actually read and use it. Parent questionnaire data indicate greater use by female parents than by male parents. This should be considered when designing the printed materials. The data also support the fact that the greater the number of children the greater the parents' awareness of its existence.

3. More parents read the High School Newsletter than do not read it. As with the Handbook, a greater number of female parents than male parents are among those reading it.

Significant findings concerning short-term communication media (radio stations, newspapers, teacher bulletins, faculty meetings, public address announcements, student council reports, parents night, school board newspaper, staff communication) were as follows:

1. The study supports WABJ-AM as the more effective of the two radio stations since there are more students, parents, and teachers who tune in to this station. Teachers are the only group where in a majority listens to either or both of the local radio stations, yet more listen to WABJ-AM than listen to WLEN-FM. Analysis of listening habits on the basis of teaching experience shows more of the most experienced teachers listen to WABJ-AM than the least experienced teachers.

2. Students and parents rate both local radio stations as accurate rather than inaccurate; however, a greater number of teachers rate WABJ-AM as more accurate than WLEN-FM. In comparing accuracy ratings of the two stations according to teaching experience, more of the experienced teachers rated WABJ-AM as being more accurate than WLEN-FM, but in the ratings according to sex, more male teachers rated WLEN-FM as being accurate while more female teachers rated WABJ-AM as the more accurate.

3. In the three groups surveyed more read The Adrian Daily Telegram than read the Lenawee Tribune and most respondents read The Adrian Daily Telegram frequently. It should be noted that these findings may be due to the relatively recent publication of the Lenawee Tribune and the fact that it is a weekly, rather than daily, newspaper.

4. Parent and student readers rate both papers as being accurate, but The Adrian Daily Telegram was rated as accurate more often than the Lenawee Tribune.

5. A greater number of teachers read and find useful the Teachers Bulletin with the higher percentage of use by the most experienced teachers.

6. Concerning Teacher Meetings, most teachers attend, judge them important, and feel free to voice their opinions. Male teachers feel more freedom to voice their opinions than do the female teachers.

7. More teachers feel that it is possible to communicate with administrators whenever necessary. As expected, the experienced teacher feels a greater freedom to communicate than does the inexperienced teacher.

8. More students report that they listen attentively to most Public Address Announcements as compared to the students who do not.

9. Over one-half of the students read the Maple Leaf and more of the readers borrowed the newspaper rather than buying it. As anticipated, more of the student officers read the newspaper as compared with non-officer readers.

10. More students communicated with their teachers than they did with their counselors or with administrators, and more communicated with their counselors than they did with administrators.

11. More parents were in attendance and rated Parents Night as valuable when compared with those who did not attend and attendants who rated the event as having no value.

12. More parents read the School Board Newsletter, Impact, than those who do not read it.

13. More parents feel free to communicate with teachers whenever the need arises as compared with those who do not feel such freedom.

Conclusions and Recommendations

An examination of the findings in the feedback portion of this study leads the author to the following conclusions and recommendations:

1. Long-Term Communication Media

Data support the value of the Teachers Handbook, the Teachers Policy Book and the High School Newsletter; each is being used by its intended audience and, therefore, should be continued. However, since the Student-Parent Handbook is mostly ignored by the parents, whereas the majority of students read it, it is recommended that the Handbook be revised for a creative communication with students only and titled the Adrian High School Student Handbook. Further, it is recommended that this revision include a more useable student-oriented format.

2. Short-Term Communication Media

The printed form of communication most often read by all three school publics surveyed is The Adrian Daily Telegram. Therefore, the administration should direct the major part of their written communication efforts to this medium in order to maximize the information flow to the publics surveyed. Since the Lenawee Tribune is an effective vehicle for transmitting printed information to the parents, school news items should be directed only to this audience.

The student newspaper, Maple Leaf, is read by only approximately one-half of the student body. It is recommended that steps be taken by the administration to attract a greater student audience and thereby increase the value of this communication medium. Suggested steps include featuring articles that are more relevant to today's student and distributing the newspaper on a regular basis to all students free-of-charge.

Less than one-half the parents listen to WABJ-AM and the students largely ignore both radio stations. Although the data support WABJ-AM as the more effective communication medium of the two stations, it would appear that both radio stations are not as effective a school news transmitting vehicle as they could and should be. It is recommended that the administration review the results of this survey with the local radio station owners and together plan innovative programs that will attract the school listening audience.

While three-fourths of the parents who replied to the questionnaire indicated they do attend the annual Parents Night and consider it valuable, they also indicate there is little or no improvement in their basic understanding of the general operational procedures employed by the school. To increase understanding and the value of Parents Night, it is recommended that printed information concerning operational procedures be made available to all parents prior to Parents Night. It is further recommended that a printed informational follow-up be sent to parents who attended Parents Night.

Questionnaire data concerning Faculty Meetings indicate that female teachers are more reluctant to voice their opinions than male teachers. It is recommended that the administration make a special effort to include female teachers on committees which report to Faculty Meetings as well as to encourage female participation whenever possible.

The results of the survey indicate that three-fourths of the students communicate frequently with their teachers, less than one-half communicate with their counselors, while only one-tenth communicate with administrators. In view of the fact that there are only four

administrators, it, therefore, is impossible to communicate on an individual basis with 1900 students. It is recommended that the administration include in the year's programming small group open-forums to afford students and administrators an opportunity to communicate directly with one another.

A majority of parents felt free to communicate with both teachers and counselors while less than one-half felt free to communicate with administrators. It is recommended that administrators increase communication with parents by publicizing the proper channels of communication and the procedure for contacting the administrator they need. It is further recommended that a continual effort be made to meet with more parent groups.

While two-thirds of the teachers felt free to communicate with administrators as needed, the fact that one-third were hesitant to do so indicates a serious staff communication weakness. It is recommended that beginning efforts in this area include getting better acquainted with the staff, informing them of communication channels open, and encouraging them to use these channels.

The Model

The Model for Secondary School Administration Communication includes the following basic elements: rationale for communication; need for Long-Term or Short-Term Communication; message elements; media elements, receivers' environment; audience attention; comprehension; acceptance; observable communication effects; feedback; reception environment; administration attention; comprehension and acceptance;

observable communication effects; and the continuation of the cycle once again. While this is not the only possible communication model, it is a workable model for administrators to use as a guide for improving communication. Support, of a practical nature, has been given to the model. Examples of this are requests by other administrators in the Adrian and neighboring school districts for assistance in use of the Model.

As in any study, there is speculation of possible improvements to be made in future research. Concerning the questionnaire given, no question should be included when the answer is already available, such as the question on attendance at Faculty Meetings. It would have given added insight to the communication problems if a check had been made of why parents did not reply to the questionnaire. This deficiency in research method should be corrected in future studies. Personal contact made with those parents who failed to reply could correct this.

Implications for Secondary School Communication

Based on related reading and research, the author's personal experience, the application of the Model to Adrian High School, and the feedback data obtained in this study, the author has derived the following implications applicable to communication procedures at the secondary school level.

1. Using the communication model as a guide, educational administrators should continuously monitor the communication process in their schools in order to benefit from failures and successes as they occur. Not only does this allow for improved future communication but

it also raises the possibility of changing and improving these activities while they are in progress.

2. Informational handbooks are valuable communication media for those directly involved in the operational procedures of the school system. Since personal contact with administrators is limited, handbooks are particularly effective in communicating policies and rules to students and teachers.

3. Relevancy is the key word in all patterns of communication, but particularly important in effective communication with students. Patterns of student thinking and activities change rapidly, making today's communications devices outdated for tomorrow's communication problems. Constant revision of long-term communication media is necessary to meet this need, and innovative ideas from students involved in high school publications should always be encouraged. In the review of literature great emphasis was placed on the school newspaper as a vital communication link within the school system, but its value is limited by its distribution. Budgeting for the newspaper should be included in the total school budget to allow every student access to this communication medium free-of-charge.

4. Sex is a factor to be considered in communication with parents. Female parents are more apt to read and use Long-Term Communication media.

Short-Term Communication media, particularly Parents Night and a parents' newsletter included with mailings of students' schedules and grades, are more valuable in keeping parents informed of procedural changes, school events, and student progress.

5. Teachers with the least experience require greater orientation and greater encouragement in the use of communication media. Administrators should be aware of the fact that the less the experience the less the participation by teachers in expression of opinion. Sex is also a factor in freedom of expression; female teachers are less apt to participate in the communication processes unless the system is arranged to require participation.

6. Each school system should survey mass communication media available in its community and determine their effectiveness. School news bulletins should be directed to those media supported by the survey as having the greatest public use.

Suggestions for Further Study

1. Using the communication model as a guide, additional studies on other than the secondary school levels such as middle school and college, should be conducted to evaluate the communication media within those areas.

2. An expanded study should be conducted involving the various non-school publics to include such factors as race, religion, socio-economic levels, geographical location, and size of the school district.

3. A study concerned with counselors and the vast areas of communication vital to their effectiveness should be conducted with emphasis on strengths and weaknesses of counselors' communications pinpointed.

4. New methods of communication using administrators' knowledge, imagination, and total resources must be developed, implemented, and evaluated for the consistent improvement of the overall effectiveness

of communication between school personnel and the various school publics.

Education today is receiving pressures and problems unique to schools of the '70's, making ever more pressing the need for research of a practical nature. Practical researchers must consider the various characteristics of communication and apply the insights gained from communication experts as the starting point for innovative research. The challenge is that voiced by Franklin H. Krower: "Let us do research which will make a difference in the way men communicate in that changed world of tomorrow."¹

¹"The Present State of Experimental Speech-Communication Research," The Frontiers in Experimental Speech-Communication Research (Syracuse: Syracuse University Press, 1966), 115.

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APPENDIX A
CORRESPONDENCE AND QUESTIONNAIRES

March 24, 1971

Dr. David Ralph
Communications Department
Michigan State University
East Lansing, Michigan 48823

Dear Dr. Ralph:

Mrs. Janice Hoffer has informed me of her desire to undertake a research project concerning the evaluation of various communication media through which school information at Adrian High School is transmitted to the various public: teachers, students, and parents of students. I feel the need for such a study continues to gain importance as school administrators continue to compete with other institutions for financial support of the taxpaying public. I know of no study of this type that has been undertaken to date.

Mrs. Hoffer will be provided with the necessary resources and encouragement of this office to undertake and successfully complete this work should it meet with the approval of the doctoral committee.

Sincerely,

Carlo W. Heikkinen,
Superintendent of Schools

CWH/sam

TEACHER QUESTIONNAIRE

Sex: Male ☐ Female ☐Years of Teaching Experience: 1-3 ☐ 4-7 ☐ 8-10 ☐ Over 10 ☐Subject area taught (Optional): _____

Section A. COMMUNITY INFORMATION MEDIA

1. Regarding use of LOCAL RADIO STATIONS, check the answer which best describes your listening to each of the local radio stations.

	Often	Seldom	Never
WABJ (AM)	_____	_____	_____
WLEN (FM)	_____	_____	_____

If you answer "Never" to both radio stations, please go to Question 4. Otherwise check the answer of answers to the following questions that best describe your use of the media. Use as many check marks as you need for each question.

2. Regarding LOCAL RADIO STATIONS' coverage of school information and events, I listen to local stations for:

- ___ a. Information only on school closing due to weather.
- ___ b. Information on school calendar events.
- ___ c. Information on special school social and sports activities such as Winter Carnival, football and basketball games.
- ___ d. Information on school news such as millage, school board meetings.
- ___ e. Other _____

In Questions 3 and 4 check the answer which best describes your feelings.

3. Regarding the accuracy of school news heard on the LOCAL RADIO STATIONS, I find:

	Very Accurate	Fairly Accurate	Not Accurate
a. WABJ (AM)	_____	_____	_____
b. WLEN (FM)	_____	_____	_____

4. Regarding use of the LOCAL NEWSPAPERS,

Nearly Always Part of the Time Seldom Never

- | | | | |
|---------------------------------|-------|-------|-------|
| a. <u>Adrian Daily Telegram</u> | _____ | _____ | _____ |
| b. <u>Lenawee Tribune</u> | _____ | _____ | _____ |

If your answer to both newspapers is "Never," go to Question 7. Otherwise check the answer or answers that best describe your use of the media. Use as many checks as you need.

5. Regarding LOCAL NEWSPAPER coverage of school information and events, I read the local newspapers for:

- ___ a. Information on school calendar events.
- ___ b. Information on school news such as millage and school board meetings.
- ___ c. Information on special school social and sports activities such as Winter Carnival, football and basketball games.
- ___ d. Information on special programs and school policies.
- ___ e. Other _____

Check the answer that best describes your feelings.

6. Regarding the accuracy of school news printed in the LOCAL NEWSPAPERS, I find:

Very Accurate Fairly Accurate Not Accurate

- | | | | |
|---------------------------------|-------|-------|-------|
| a. <u>Adrian Daily Telegram</u> | _____ | _____ | _____ |
| b. <u>Lenawee Tribune</u> | _____ | _____ | _____ |

Section B. SCHOOL INFORMATION MEDIA

7. Regarding the Teachers Bulletin, I read them:

- ___ a. As often as they are printed.
- ___ b. Sometimes.
- ___ c. Seldom.
- ___ d. Never.

If answer to 7 is "d" go to Question 11. Otherwise answer Questions 8, 9, and 10.

8. Regarding the information contained in the Teachers Bulletin, I find the information:
- ☐ a. Very pertinent.
 - ☐ b. Generally useful.
 - ☐ c. Of little or no value.
9. Regarding the retrievability of Teachers Bulletins, I find:
- ☐ a. I keep all of the Bulletins for future reference.
 - ☐ b. I keep some of the more important Bulletins for future reference.
 - ☐ c. I discard the Bulletins.
10. Regarding the use of Teachers Bulletin by teachers to transmit professional messages, I utilize this media:
- ☐ a. Frequently.
 - ☐ b. Seldom.
 - ☐ c. Never.
11. Regarding attendance at Faculty Meetings, I:
- ☐ a. Always attend Faculty Meetings.
 - ☐ b. Usually attend Faculty Meetings.
 - ☐ c. Seldom attend Faculty Meetings.
 - ☐ d. Never attend Faculty Meetings.

If answer to 11 is "d" go to Question 16. Otherwise answer Questions 12, 13, 14, and 15.

12. Regarding the frequency of Faculty Meetings, I feel:
- ☐ a. One Faculty Meeting per week is sufficient.
 - ☐ b. One Faculty Meeting every two weeks is sufficient.
 - ☐ c. Only one Faculty Meeting per month is needed.
 - ☐ d. Faculty Meetings should be held only when important information needs to be given.
 - ☐ e. Other. (Please suggest) _____
-

13. Regarding the communication during FACULTY MEETINGS, I generally feel:
- ☐ a. Quite free to interject my thoughts and opinions verbally.
 - ☐ b. Fairly free to interject my thoughts and opinions verbally.
 - ☐ c. Not very free to interject my thoughts and opinions verbally.
14. Regarding the degree of participation by faculty members during FACULTY MEETINGS, I believe it to be:
- ☐ a. Widespread, with most faculty involved when matters that pertain to them are being discussed.
 - ☐ b. Limited only to the most vocal participants.
 - ☐ c. Actively discouraged by the chairman.
 - ☐ d. Very limited due to disinterest of faculty members in agenda items.
15. Regarding the value of FACULTY MEETINGS, I feel Faculty Meetings are of:
- ☐ a. Great importance.
 - ☐ b. Some importance.
 - ☐ c. Little importance.
 - ☐ d. No importance.
16. Regarding the use of information in the TEACHERS HANDBOOK, I use the Handbook:
- ☐ a. Frequently.
 - ☐ b. Occasionally.
 - ☐ c. Seldom.
 - ☐ d. Never.

If answer to Question 16 is "d" go to Question 18. Otherwise answer Question 17.

From this point on in the questionnaire there will be some questions which ask you to make a judgment of degree. For example:

The room is HOT ____:____:____:____:____ COLD.

If the room is very hot, check the space immediately beside the word HOT.
 If the room is very cold, check the space immediately beside the word COLD.
 If the room is of average temperature, check the middle space.
 If the room is between neutral and very hot, check the second line from the word HOT, and so on.

17. Regarding information found in the TEACHERS HANDBOOK, I found the information to be:

- a. ALL VERY IMPORTANT ____:____:____:____:____ ALL VERY UNIMPORTANT
- b. EASY TO FIND ____:____:____:____:____ DIFFICULT TO FIND
- c. STATED CLEARLY ____:____:____:____:____ STATED VAGUELY
- d. CONCISE ____:____:____:____:____ VERBOSE
- e. INTERESTING ____:____:____:____:____ DULL

18. Regarding use of information in the ADRIAN PUBLIC SCHOOLS POLICY BOOK, I use the Policy Book:

- ___a. Frequently.
- ___b. Occasionally.
- ___c. Seldom.
- ___d. Never.

If answer to 18 is "d" go to Question 20. Otherwise answer Question 19.

19. Regarding information found in the ADRIAN PUBLIC SCHOOLS POLICY BOOK, I found the information to be:

- a. ALL VERY IMPORTANT ____:____:____:____:____ ALL VERY UNIMPORTANT
- b. EASY TO FIND ____:____:____:____:____ DIFFICULT TO FIND
- c. STATED CLEARLY ____:____:____:____:____ STATED VAGUELY
- d. CONCISE ____:____:____:____:____ VERBOSE
- e. INTERESTING ____:____:____:____:____ DULL

20. How often do you feel you get a chance to communicate with the Administration?

- ☐ a. Frequently.
- ☐ b. As often as is needed.
- ☐ c. Not as often as needed.
- ☐ d. Never.

21. Is there anything else you would like to say about school communications?

STUDENT QUESTIONNAIRE

Sex: Male ☐ Female ☐Class: Fr. ☐ Soph. ☐ Jr. ☐ Sr. ☐

Do you hold one of the following offices? If so, check the appropriate box or boxes.

Student Council Member ☐ Class Officer ☐ Club Officer ☐ Committee Chairman ☐

Section A. COMMUNITY INFORMATION MEDIA

1. Regarding use of LOCAL RADIO STATIONS, check the answer which best describes your listening to each of the local radio stations.

	Often	Seldom	Never
WABJ (AM)	_____	_____	_____
WLEN (FM)	_____	_____	_____

If you answer "Never" to both radio stations, please go to Question 4. Otherwise check the answer or answers to the following questions that best describe your use of the media. Use as many check marks as you need for each question.

2. Regarding LOCAL RADIO STATIONS' coverage of school information and events, I listen to local stations for:
- ___ a. Information only on school closing due to weather.
 - ___ b. Information on school calendar events.
 - ___ c. Information on special school social and sports activities such as Winter Carnival, football and basketball games.
 - ___ d. Information on school news such as millage, school board meetings.
 - ___ e. Other _____
3. Regarding the accuracy of school news heard on the LOCAL RADIO STATIONS, I find:

	Very Accurate	Fairly Accurate	Not Accurate
a. WABJ (AM)	_____	_____	_____
b. WLEN (FM)	_____	_____	_____

4. Regarding use of the LOCAL NEWSPAPERS, I read:

Nearly Always Part of the Time Seldom Never

- a. Adrian Daily Telegram _____ _____ _____
- b. Lenawee Tribune _____ _____ _____

If your answer to both newspapers is "Never" go to Question 7. Otherwise check the answer or answers that best describe your use of the media. Use as many checks as you need.

5. Regarding LOCAL NEWSPAPER coverage of school information and events, I read the local newspapers for:

- ___ a. Information on school calendar events.
- ___ b. Information on school news such as millage and school board meetings.
- ___ c. Information on special school social and sports activities such as Winter Carnival, football and basketball games.
- ___ d. Information on special programs and school policies.
- ___ e. Other _____

Check the answer that best describes your feelings.

6. Regarding the accuracy of school news printed in the LOCAL NEWSPAPERS, I find:

- | | Very Accurate | Fairly Accurate | Not Accurate |
|---------------------------------|---------------|-----------------|--------------|
| a. <u>Adrian Daily Telegram</u> | _____ | _____ | _____ |
| b. <u>Lenawee Tribune</u> | _____ | _____ | _____ |

Section B. SCHOOL INFORMATION MEDIA

7. Regarding the number of times I listen to the PUBLIC ADDRESS ANNOUNCEMENTS, I listen:

- ___ a. Often.
- ___ b. Sometimes.
- ___ c. Seldom.
- ___ d. Never.

If answer to 7 is "c" go to Question 12. Otherwise answer Questions 8, 9, 10, and 11.

8. Regarding my attention to the PUBLIC ADDRESS ANNOUNCEMENTS,
I listen to the morning announcements:

- ☐ a. Very carefully to all items.
- ☐ b. To most of the items.
- ☐ c. Don't pay much attention at all.
- ☐ d. Never pay any attention.

On Questions 9 and 10 check as many responses as apply.

9. Regarding information gained from the PUBLIC ADDRESS ANNOUNCE-
MENTS, I would learn more if:

- ☐ a. My homeroom were quiet during the announcement period.
- ☐ b. There was a definite time the announcements come on the public address system each morning.
- ☐ c. The announcer had a pleasant voice and gave variety to the announcements.
- ☐ d. If there was some type of pre-signal identifying that announcements were about to begin.
- ☐ e. Other _____

10. Regarding which type of PUBLIC ADDRESS ANNOUNCEMENTS I listen
to, I find myself interested most when I hear:

- ☐ a. Unique wording in an announcement.
- ☐ b. A different voice from the regular announcer.
- ☐ c. A musical background or sound effects used with the announcement.
- ☐ d. An announcement concerning an area in which I am interested.
- ☐ e. Other _____

11. Check the answer that best describes your feelings. If there were an opportunity to change, who would you prefer to have give the morning announcements over the PUBLIC ADDRESS system?
 - ☐ a. Speech class members.
 - ☐ b. Student Council Officers.
 - ☐ c. Class Officers.
 - ☐ d. Volunteers.
 - ☐ e. Other _____

12. Regarding STUDENT COUNCIL REPORTS, I listen to our Student Council Representative with:
 - ☐ a. Complete attention.
 - ☐ b. Some attention.
 - ☐ c. Little attention.
 - ☐ d. No attention.

13. Regarding the level of attention to the STUDENT COUNCIL REPORTS, my attention is what it is because of:
 - ☐ a. The report is given by a well-informed representative.
 - ☐ b. The report is given by a poorly-informed representative.
 - ☐ c. The representative seems interested.
 - ☐ d. The representative seems disinterested.
 - ☐ e. The room is noisy.
 - ☐ f. Other _____

14. If you consider your attention less than complete, what would increase your attention? Check those replies which you feel are most needed and add any others you wish.
 - ☐ a. The representative got his facts straight.
 - ☐ b. The message is important to me.
 - ☐ c. I felt I was going to be involved in the plans being discussed.
 - ☐ d. The teacher should give the report.
 - ☐ e. Other _____

15. Regarding the ADRIAN HIGH SCHOOL PARENT AND STUDENT HANDBOOK, I:

- ☐ a. Received a copy and have read it.
- ☐ b. Received a copy and have read only some sections.
- ☐ c. Received a copy but have not read it.
- ☐ d. Did not receive a copy.

If your answer to 15 was "c" or "d" please go to Question 18. Otherwise answer Questions 16 and 17.

16. Please check the amount you would like for each of the categories. Regarding the amount of information concerning each of the following categories given in the ADRIAN HIGH SCHOOL PARENT AND STUDENT HANDBOOK, I would like:

	More	About the Same	Less
a. School Rules	_____	_____	_____
b. Calendar Information	_____	_____	_____
c. Information on Clubs, Activities	_____	_____	_____
d. Information on School Services	_____	_____	_____
e. Other _____			

From this point on in the questionnaire there will be some questions which ask you to make a judgment of degree. For example:

The room is HOT ____:____:____:____ COLD.

If the room is very hot, check the space immediately beside the word HOT.
 If the room is very cold, check the space immediately beside the word COLD.
 If the room is of average temperature, check the middle space.
 If the room is between neutral and very hot, check the second line from the word HOT, and so on.

17. Regarding the information in the ADRIAN HIGH SCHOOL PARENT AND STUDENT HANDBOOK, I find the information to be:

- a. ALL VERY IMPORTANT ____:____:____:____ ALL VERY UNIMPORTANT
- b. EASY TO FIND ____:____:____:____ DIFFICULT TO FIND
- c. STATED CLEARLY ____:____:____:____ STATED VAGUELY
- d. CONCISE ____:____:____:____ VERBOSE
- e. INTERESTING ____:____:____:____ DULL

18. Regarding the SCHOOL NEWSPAPER, THE MAPLE LEAF, how often do you see the school paper?

- ☐ a. I usually see a copy.
- ☐ b. I seldom see a copy.
- ☐ c. I never see a copy.

If your answer to 18 is "Never" go to Question 25. Otherwise select the best answer for Questions 19-22.

19. If you do see a copy of the SCHOOL NEWSPAPER, how much do you read of the copy?

- ☐ a. Most of it.
- ☐ b. Some of it.
- ☐ c. None of it.

20. Regarding the manner in which I receive the SCHOOL NEWSPAPER, MAPLE LEAF, I:

- ☐ a. Subscribe.
- ☐ b. Buy.
- ☐ c. Borrow.
- ☐ d. Don't get one.

21. Regarding the frequency of publication of the MAPLE LEAF, I feel the student newspaper should be published:

- ☐ a. Weekly.
- ☐ b. Monthly.
- ☐ c. Bi-monthly.

22. Regarding the subscription price of the MAPLE LEAF, (\$2.00), I find:

- ☐ a. It is too expensive.
- ☐ b. The cost is fair.
- ☐ c. It should be less expensive.

23. Regarding news coverage in the MAPLE LEAF, I wish the staff would cover:

	A Lot More	A Little More	As Is	Less	A Lot Less
a. Sports events	_____	_____	_____	_____	_____
b. Club news	_____	_____	_____	_____	_____
c. School-wide happenings	_____	_____	_____	_____	_____
d. Creative endeavors of the students	_____	_____	_____	_____	_____
e. Fashions and teen tips	_____	_____	_____	_____	_____
f. An "Action-Line" ques- tion/answer column	_____	_____	_____	_____	_____
g. Thought-provoking philo- sophical articles	_____	_____	_____	_____	_____
h. More letters to the editor	_____	_____	_____	_____	_____
i. Student activities in the community	_____	_____	_____	_____	_____
j. Other _____					

24. Regarding distribution of the MAPLE LEAF, I wish it could be distributed in:

- ___ a. Homerooms, as it now is.
- ___ b. The Cafeteria at noon.
- ___ c. The Student Activities Office.
- ___ d. Other _____

25. How often do you feel you get a chance to communicate with:

	Frequently	Sometimes	Seldom	Never
a. Teachers	_____	_____	_____	_____
b. Counselors	_____	_____	_____	_____
c. Assistant Principals	_____	_____	_____	_____
d. Principal	_____	_____	_____	_____

26. Is there anything else you would like to say about school communications?

P A R E N T Q U E S T I O N N A I R E

Sex: Male ☐ Female ☐No. of Children in Family: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ or more ☐Your Age: 35 and under ☐ 36 to 45 ☐ 46 to 55 ☐ 56 and over ☐

Section A. COMMUNITY INFORMATION MEDIA

1. Regarding use of LOCAL RADIO STATIONS, check the answer which best describes your listening to each of the local radio stations.

	Often	Seldom	Never
WABJ (AM)	_____	_____	_____
WLEN (FM)	_____	_____	_____

If you answer "Never" to both radio stations, please go to Question 4. Otherwise check the answer or answers to the following questions that best describe your use of the media. Use as many check marks as you need for each question.

2. Regarding LOCAL RADIO STATIONS' coverage of school information and events, I listen to local stations for:
- ___ a. Information only on school closing due to weather.
- ___ b. Information on school calendar events.
- ___ c. Information on special school social and sports activities such as Winter Carnival, football and basketball games.
- ___ d. Information on school news such as millage, school board meetings.
- ___ e. Other _____

In Questions 3 and 4 check the answer which best describes your feelings.

3. Regarding the accuracy of school news heard on the LOCAL RADIO STATIONS, I find:

	Very Accurate	Fairly Accurate	Not Accurate
a. WABJ (AM)	_____	_____	_____
b. WLEN (FM)	_____	_____	_____

4. Regarding use of the LOCAL NEWSPAPERS, I read:

Nearly Always Part of the Time Seldom Never

- | | | | | |
|---------------------------------|-------|-------|-------|-------|
| a. <u>Adrian Daily Telegram</u> | _____ | _____ | _____ | _____ |
| b. <u>Lenawee Tribune</u> | _____ | _____ | _____ | _____ |

If your answer to both newspapers is "Never go to Question 7. Otherwise check the answer or answers that best describe your use of the media. Use as many checks as you need.

5. Regarding LOCAL NEWSPAPER coverage of school information and events, I read the local newspapers for:

- ___ a. Information on school calendar events.
- ___ b. Information on school news such as millage and school board meetings.
- ___ c. Information on special school social and sports activities such as Winter Carnival, football and basketball games.
- ___ d. Information on special programs and school policies.
- ___ e. Other _____

Check the answer that best describes your feelings.

6. Regarding the accuracy of school news printed in the LOCAL NEWSPAPERS, I find:

Very Accurate Fairly Accurate Not Accurate

- | | | | |
|---------------------------------|-------|-------|-------|
| a. <u>Adrian Daily Telegram</u> | _____ | _____ | _____ |
| b. <u>Lenawee Tribune</u> | _____ | _____ | _____ |

Section B. SCHOOL INFORMATION MEDIA

7. Regarding the annual PARENTS NIGHT held at the Senior High, I have:

- ___ a. Attended only one Parents Night.
- ___ b. Attended more than one Parents Night.
- ___ c. Never attended a Parents Night.

If answer to 7 is "c" go to Question 11. Otherwise answer Questions 8, 9, and 10.

8. Regarding the annual Senior High PARENTS NIGHT, I feel:

- ☐ a. This meeting provides a valuable opportunity to meet school staff members.
- ☐ b. This meeting is of some value in communicating with school staff members.
- ☐ c. This meeting is of little value in communication with school staff members.
- ☐ d. This meeting is of no value in communicating with school staff members.

9. Do you have any suggestions as to what might be done to make PARENTS NIGHT of more value to you?

10. Regarding the annual Senior High PARENTS NIGHT, I feel as a result of this meeting my understanding of my child's total school environment is:

- ☐ a. Much better.
- ☐ b. Somewhat better.
- ☐ c. No change.
- ☐ d. More confused.

11. Regarding the HIGH SCHOOL NEWSLETTER, I:

- ☐ a. Regularly read the total Newsletter.
- ☐ b. Regularly read only parts of the Newsletter.
- ☐ c. Do not read the Newsletter.

If your answer to Question 11 was "c" please go to Question 15.

12. Regarding the HIGH SCHOOL NEWSLETTER, I find the calendar information on the back page:
- ☐ a. Very helpful.
 - ☐ b. Of moderate use.
 - ☐ c. Of little use.
 - ☐ d. Of no use.
13. Regarding the HIGH SCHOOL NEWSLETTER, I find the section I read most from is:
- ☐ a. The Principal's article, page 1.
 - ☐ b. The general information on pages 2 and 3.
 - ☐ c. The calendar information on page 4.
14. Regarding the frequency with which the HIGH SCHOOL NEWSLETTER is published, I find it to be published:
- ☐ a. Too often.
 - ☐ b. About right.
 - ☐ c. Not often enough.
15. Do you remember receiving both the SCHOOL BOARD NEWSLETTER and the HIGH SCHOOL NEWSLETTER?
- ☐ a. Yes.
 - ☐ b. No.

If you answered Question 15 "No" please go on to Question 17.

16. If you answered Question 15 "Yes," how much do you feel the SCHOOL BOARD NEWSLETTER repeats information found in the HIGH SCHOOL NEWSLETTER?
- ☐ a. Very repetitious.
 - ☐ b. Somewhat repetitious.
 - ☐ c. Not at all repetitious.

17. Regarding the SCHOOL BOARD NEWSLETTER, I:

- ☐ a. Regularly read it.
- ☐ b. Occasionally read it.
- ☐ c. Never read it.

If your answer to Question 17 was "Never" go to Question 22.

18. Regarding the SCHOOL BOARD NEWSLETTER, I usually read:

- ☐ a. All of it.
- ☐ b. Half of it or more.
- ☐ c. Less than half of it.

19. Regarding the SCHOOL BOARD NEWSLETTER, I consider the information contained to be:

- ☐ a. Of great value.
- ☐ b. Of some value.
- ☐ c. Of no value.

20. Why do you feel this way?

21. Regarding the length of the SCHOOL BOARD NEWSLETTER, I consider the Newsletter to be:

- ☐ a. Too lengthy.
- ☐ b. About the right length.
- ☐ c. Too brief.

22. Regarding the ADRIAN HIGH SCHOOL PARENT AND STUDENT HANDBOOK, I:

- ☐ a. Have read the Handbook.
- ☐ b. Am aware that there is such a handbook but have not read my child's copy.
- ☐ c. Was not aware that the Handbook existed.

If your answer to 22 was "b" or "c" go to Question 24. Otherwise answer Question 23.

From this point on in the questionnaire there will be some questions which ask you to make a judgment of degree. For example:

The room is HOT ____:____:____:____:____ COLD

If the room is very hot, check the space immediately beside the word HOT.
 If the room is very cold, check the space immediately beside the word COLD.
 If the room is of average temperature, check the middle space.
 If the room is between neutral and very hot, check the second line from the word HOT, and so on.

23. Regarding the information in the ADRIAN HIGH SCHOOL PARENT AND STUDENT HANDBOOK, I find the information to be:

a.

b. EASY TO FIND ____:____:____:____:____ DIFFICULT TO FIND

c. STATED CLEARLY ____:____:____:____:____ STATED VAGUELY

d. CONCISE ____:____:____:____:____ VERBOSE

e. INTERESTING ____:____:____:____:____ DULL

24. How often do you feel you get a chance to communicate with:

	Frequently	Sometimes	Seldom	Never
a. Teachers	_____	_____	_____	_____
b. Counselors	_____	_____	_____	_____
c. Assistant Principals	_____	_____	_____	_____
d. Principal	_____	_____	_____	_____

25. Is there anything else you would like to say about school communication?

May 12, 1971

To All Faculty:

We have made arrangements for a Graduate student at Michigan State University to evaluate the effectiveness of various methods of communication used by Adrian Senior High School.

Will you please help us by filling out the attached questionnaire to express your views. In case you wonder, the number stamped on the top of your questionnaire is for computer coding. Your answers will be kept strictly confidential. You may sign the questionnaire or not, as you wish.

In completing this questionnaire use only that information which you have gleaned from the media listed during the period from August, 1970, to the present time. The questionnaire should take no more than 10 minutes to complete.

Please return the completed questionnaire in the enclosed stamped envelope by May 17, 1971.

Your cooperation will be very much appreciated.

Sincerely,

Carlo Heikkinen
Superintendent of Schools

To the Student filling out this questionnaire:

We have made arrangements for a Graduate student at Michigan State University to evaluate the effectiveness of various methods of communication used by Adrian Senior High School.

Will you please help us by filling out the attached questionnaire to express your views. In case you wonder, the number stamped on the top of your questionnaire is for computer coding. Your answers will be kept strictly confidential. You may sign the questionnaire or not, as you wish.

This questionnaire is to be completed during this homeroom period. Your homeroom teacher will collect the questionnaire when you are finished with it.

We hope the results will help us improve communications about the school.

Your cooperation is very much appreciated.

Sincerely,

Carlo Heikkinen
Superintendent of Schools

May 12, 1971

Dear Parents:

We have made arrangements for a Graduate student at Michigan State University to evaluate the effectiveness of various methods of communication used by Adrian Senior High School.

Will you please help us by filling out the attached questionnaire to express your views. In case you wonder, the number stamped on the top of your questionnaire is for computer coding. Your answers will be kept strictly confidential. You may sign the questionnaire or not, as you wish.

This questionnaire takes about 10 minutes to complete. Please give your immediate response to the questions. We hope the results will help us improve communications about the school.

All parents living in the home are asked to fill out a questionnaire so we've enclosed two copies. Please return the completed questionnaires in the enclosed stamped envelopes by May 18, 1971.

Your cooperation will be very much appreciated.

Sincerely,

Carlo Heikkinen
Superintendent of Schools

TEACHERS BULLETIN

May 18, 1971

1. Any faculty member who has not turned in the questionnaire, please do so as soon as possible. If you have lost your envelope you may pick one up in the Student Activities Office.

Dr. Wilson

2. Reminder to teachers: You may pick up your End of the Year instructions in the Main Office.

3. SUSPENSION

Vince, David - Sophomore - Suspended May 13 for five days.

Mr. Backman

4. If you placed one of the following calls please contact the Main Office.

4/03	Jackson	517-787-0490
4/05	Livonia	313-591-6400
4/15	New York	212-683-9070

May 28, 1971

To: All Department Chairmen
From: Student Activities Office
Regarding: Faculty Questionnaires

Would you please check with the members of your Department and give them these reminders as we are trying to complete the questionnaires. If they need a new questionnaire or an envelope to mail the questionnaire with, please contact the Student Activities Office. We appreciate your cooperation.

Some of the members of our Department have not completed the Faculty Questionnaire that was placed in our mailboxes the 10th of May. If you have not already completed the questionnaire, please take 10 minutes and do so. If you misplaced your questionnaire and need a new one or lost the envelope with which to mail it to the computer center, please see me.

Department Chairman

To: _____ Homeroom Number _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Thank you for your assistance.

APPENDIX B
ORIGINAL DATA

APPENDIX B

TEACHER QUESTIONNAIRE - RAW DATA CODE

- N 1 = Total number of teachers
- N 2 = Total number of male teachers
- N 3 = Number of male teachers with 1-3 years teaching experience
- N 4 = Number of male teachers with 4-7 years teaching experience
- N 5 = Number of male teachers with 8-10 years teaching experience
- N 6 = Number of male teachers with over 10 years teaching experience
- N 7 = Total number of female teachers
- N 8 = Number of female teachers with 1-3 years teaching experience
- N 9 = Number of female teachers with 4-7 years teaching experience
- N 10 = Number of female teachers with 8-10 years teaching experience
- N 11 = Number of female teachers with over 10 years teaching experience

TEACHERS QUESTIONNAIRE - RAW DATA

<u>NUMBER 1A</u>	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9	N 10	N 11
OFTEN	25	41	80	30	00	31	21	80	20	40	20
SELDOM	39	23	09	06	04	4	16	8	5	2	1
NEVER	10	08	03	02	01	2	2	1			1
NO RESP											
<u>NUMBER 1B</u>											
OFTEN	3	02	01	00	00	1	1		1		
SELDOM	37	25	05	04	04	12	12	4	3	2	3
NEVER	30	16	07	04	02	3	14	6	2		6
NO RESP	04	00	00				4		1	1	2
<u>NUMBER 2</u>											
WEATHER	45	23	09	04	03	7	22	9	6	2	5
CALENDAR	15	05	00	02	00	3	10	1	2	2	5
SPORTS	34	23	04	03	04	12	11	3	1	2	5
MILLAGE	43	20	05	02	02	11	23	7	5	2	9
NO RESP											
<u>NUMBER 3A</u>											
VERY ACCURATE	14	07	04	00	01	2	7	1		1	5
FAIRLY ACCURATE	29	11	05	03	03		18	5	6	2	5
NOT ACCURATE	12	11	00	00	00	11	1		1		
NO RESP	19	14	04	05	02	3	5	4			1
<u>NUMBER 3B</u>											
VERY ACCURATE	04	03	02	00	01		1				1
FAIRLY ACCURATE	12	10	02	03	03	2	2	1		1	
NOT ACCURATE	14	07	00	00	00	7	7	3	3		1
NO RESP	44	23	09	05	02	7	21	6	4	2	9
<u>NUMBER 4A</u>											
NEARLY ALWAYS	53	28	06	05	04	13	25	8	5	2	10

TEACHERS QUESTIONNAIRE - RAW DATA

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11
PART TIME	13	08	03	01	02	2	5	1	2	1	1
SELDOM	03	03	02	01							
NEVER	5	04	02	01	00	1	1	1			
NO RESPONSE											
<u>NUMBER 4B</u>											
NEARLY ALWAYS	14	10	04	02	00	4	4		1	1	2
PART TIME	28	16	03	06	02	5	12	6	3		3
SELDOM	15	07	00	00	01	6	8	2	3		3
NEVER	9	08	05	00	02	1	1				1
NO RESP	08	02	01	00	01		6	2		2	2
<u>NUMBER 5</u>											
CALENDAR	31	19	03	04	07	5	12	3	2	1	6
MILLAGE	64	36	10	06	06	14	28	8	7	3	10
SPORTS ETC	48	31	09	04	05	13	17	5	4	3	5
POLICY	50	27	07	05	04	11	23	6	7	1	9
NO RESP											
<u>NUMBER 6A</u>											
VERY ACCURATE	16	04	02	00	00	2	12	9			3
FAIRLY ACCURATE	46	32	09	05	06	12	14		6	2	6
NOT ACCURATE	07	03	00	02	00	1	4		1	1	2
NO RESP	05	04	02	01	00	1	1	1			
<u>NUMBER 6B</u>											
VERY ACCURATE	08	03	03	00	00		5	1	2		2
FAIRLY ACCURATE	35	23	03	07	03	10	12	6	3	1	2
NOT ACCURATE	01	01	00	01	00						
NO RESP	30	16	07	00	03	6	14	3	2	2	7
<u>NUMBER 7</u>											

TEACHERS QUESTIONNAIRE - RAW DATA

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11
OFTEN	70	41	12	08	06	15	29	9	7	3	10
SOMETIMES	01	01	01	00	00						
SELDOM	03	01	00	00	00	1	2	1			1
NEVER											
NO RESP											
<u>NUMBER 8</u>											
VERY PERTINENT	14	06	02	01	00	3	8	2	1		5
GENERALLY USEFUL	41	24	00	07	05	12	17	5	5	3	4
VERY LITTLE VALUE	19	13	11	00	01	1	6	3	1		2
NO RESP											
<u>NUMBER 9</u>											
KEEP ALL	05	03	00	00	00	3	2			1	1
KEEP SOME	36	19	06	04	03	6	17	8	4	1	8
DISCARD BULLETINS	33	21	07	04	03	7	12	6	3	1	2
NO RESP											
<u>NUMBER 10</u>											
FREQUENTLY	10	07	00	03	00	4	3		1		2
SELDOM	37	21	06	03	04	8	16	4	4	3	5
NEVER	27	15	07	02	02	4	12	6	2		4
NO RESP											
<u>NUMBER 11</u>											
ALWAYS ATTEND	55	31	09	05	05	12	24	7	7	2	8
USUALLY ATTEND	16	11	04	02	01	4	5	2		1	2
SELDOM											
NEVER	01	01	00	01	00						
NO RESP	02	00	00				2	1			1
<u>NUMBER 12</u>											

TEACHERS QUESTIONNAIRE - RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9	N 10	N 11
ONE PER WEEK	03	01	01	00	00		2				
ONE EVERY 2 WEEKS	11	09	03	00	01	5	2		1		1
ONE PER MONTH	23	14	03	05	01	5	9		3	1	4
IMPORTANT INFO	35	18	06	03	03	6	17		2	2	6
NO RESP	02	01	00	00	01		1		1		
<u>NUMBER 13</u>											
QUITE FREE	16	14	03	02	02	7	2		1		1
FAIRLY FREE	35	23	08	05	03	7	12		2	2	5
NOT VERY FREE	21	06	02	01	01	2	15		4	1	5
NO RESP	02	00	00				2		1		
<u>NUMBER 14</u>											
WIDESPREAD	17	10	00	01	01	8	7		2	1	3
LIMITED	48	30	12	06	05	7	18		2	2	6
DISCOURAGED	06	02	00	01	00	1	4		2		2
DISINTERESTED FAC	01	01	00	01							
NO RESP	02	00	00				2		1		
<u>NUMBER 15</u>											
GREAT IMPORTANCE	14	04	00	01	00	3	10		2		5
SOME IMPORTANCE	41	27	09	03	04	11	14		4	3	5
LITTLE IMPORTANCE	14	08	02	03	02	1	6		1		1
NO IMPORTANCE	04	04	02	01	00	1					
NO RESP	01	00	00				1				
<u>NUMBER 16</u>											
FREQUENTLY	22	10	04	02	02	2	12		2	1	5
OCCASIONALLY	36	23	05	03	03	12	13		5	1	3
SELDOM	13	09	04	03	01	1	4			1	2
NEVER	01	00	00				1				1

TEACHERS QUESTIONNAIRE - RAW DATA

NO RESP	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9	N 10	N 11
<u>NUMBER 17A</u>	02	01	00	00	00	1	1				
LOT MORE	10	03	02	00	00	2	7	4	2	1	
LITTLE MORE	30	22	08	03	03	8	8	1	2		5
SAME	28	14	01	04	03	6	14	5	2	2	5
LESS	5	03	02	01	00		2		1		1
LOT LESS											
NO RESP	01	00	00			1					
<u>NUMBER 17B</u>											
LOT MORE	21	11	04	00	02	5	10	2	3	1	4
LITTLE MORE	24	16	06	03	03	4	8	2	3	1	2
SAME	22	13	02	05	01	5	9	3	1		5
LESS	6	02	01	00	00	1	4	3		1	
LOT LESS	01	01	00	00	00	1					
NO RESP											
<u>NUMBER 17C</u>											
LOT MORE	18	09	05	00	02	2	9	2	3		4
LITTLE MORE	24	17	03	04	02	8	7	3	2	1	1
SAME	25	15	04	03	02	6	10	3	1	1	5
LESS	5	02	01	01	00		3	1	1		1
LOT LESS	02	00	00				2	1		1	
NO RESP											
<u>NUMBER 17D</u>											
LOT MORE	15	08	03	00	02	3	7	2	1		4
LITTLE MORE	25	18	05	03	02	8	7	2	3	1	1
SAME	22	13	03	04	02	4	9	3	1	1	4
LITTLE LESS	11	04	02	01	00	1	7	3	2	1	1

TEACHERS QUESTIONNAIRE - RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9	N 10	N 11
LOT LESS											
NO RESP	01	00	00				1				1
<u>NUMBER 17E</u>											
LOT MORE	07	02	01	00	00	1	5	1	1		3
LITTLE MORE	13	08	02	01	01	4	5	2	1	1	1
SAME	31	21	05	04	04	8	10	4	2		4
LITTLE LESS	11	05	02	02	00	1	6	3	1		2
LOT LESS	09	06	03	01	01	1	3		2	1	
NO RESP	03	01	00	00	00	1	2			1	1
<u>NUMBER 18</u>											
FREQUENTLY	06	02	00	01	01		4		1		3
OCCASIONALLY	38	24	03	04	03	14	14	5	4	1	4
SELDOM	24	12	06	03	02	1	12	4	2	2	4
NEVER	14	03	03	00	00		1	1			
NO RESP	02	02	01	00	00	1					
<u>NUMBER 19A</u>											
VERY IMPORTANT	16	03	00	01	00	2	13	4	3	2	4
SOME IMPORTANCE	17	15	04	01	02	8	2	1			1
AVERAGE IMP	29	18	04	04	04	6	11	3	3	1	4
NOT MUCH IMP	07	03	02	01	00		4	1	1		2
NO IMPORTANCE	0										
NO RESP	05	04	03	01	00		1	1			
<u>NUMBER 19B</u>											
VERY EASY TO FIND	21	11	05	01	01	4	10	1	3	2	4
EASY TO FIND	17	07	00	01	02	4	10	3	2		5
FAIRLY EASY	18	13	04	03	02	4	5	3	2		
NOT TOO EASY	11	06	01	02	01	2	5	2		1	2

TEACHERS QUESTIONNAIRE - RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9	N 10	N 11
DIFFICULT TO FIND	01	01	00	00	00	1					
NO RESP	06	05	03	01	00	1	1	1			
<u>NUMBER 19C</u>											
VERY CLEAR	11	05	00	00	01	4	6	1	1		4
CLEAR	22	15	05	03	02	5	7	3	2	1	1
FAIRLY CLEAR	25	14	03	03	02	6	11	3	3	1	4
SOMEWHAT VAGUE	09	03	01	01	01		6	2	1	1	2
VAGUE											
NO RESP	07	06	04	01	00	1	1	1			
<u>NUMBER 19D</u>											
VERY CONCISE	10	03	00	00	01	2	7	2	1		4
SOMEWHAT CONCISE	19	12	02	02	02	6	7	3	2	1	1
FAIRLY CONCISE	28	17	05	04	02	6	11	3	3	1	4
SOMEWHAT VERBOSE	07	04	02	01	01		3	1	1		1
VERBOSE	01	00	00				1			1	
NO RESP	09	07	04	01	00	2	2	1			1
<u>NUMBER 19E</u>											
VERY INTERESTING	09	02	00	00	00	2	7	2	1		4
INTERESTING	15	10	02	01	02	5	5	3	1		1
FAIRLY INTEREST	25	17	04	03	04	6	8	2	3	1	2
SOMEWHAT DULL	10	03	01	02	00		7	2	1	1	3
DULL	4	03	02	00	00	1	1		1		
NO RESP	11	08	04	02	00	2	3	1		1	1
<u>NUMBER 20</u>											
FREQUENTLY	11	06	00	00	02	4	5	2	1		2
AS OFTEN AS NEED	39	22	07	04	02	9	17	3	5	1	8
NOT OFTEN ENOUGH	15	08	02	03	01	2	7	4	1	2	

TEACHERS QUESTIONNAIRE - RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 11
NEVER	04	02	00	00	01	1	2	1	1
NO RESP	05	05	04	01	00				

TEACHER QUESTIONNAIRE - PERCENTAGE CODE

P 1 = Total percent of teachers

P 2 = Total percent of male teachers

P 3 = Percent of male teachers with 1-3 years teaching experience

P 4 = Percent of male teachers with 4-7 years teaching experience

P 5 = Percent of male teachers with 8-10 years teaching experience

P 6 = Percent of male teachers with over 10 years teaching experience

P 7 = Total percent of female teachers

P 8 = Percent of female teachers with 1-3 years teaching experience

P 9 = Percent of female teachers with 4-7 years teaching experience

P 10 = Percent of female teachers with 8-10 years teaching experience

P 11 = Percent of female teachers with over 10 years teaching experience

TEACHERS QUESTIONNAIRE - PERCENTAGES

<u>NUMBER 1A</u>	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11
OFTEN	33.8	22.7	10.2	0.0	10.2	2.3	34.1	10.3	20.6	10.3	92.9
SELDOM	52.7	53.4	20.9	13.9	9.3	9.3	51.5	25.8	16.1	6.4	3.2
NEVER	13.5	18.4	06.9	04.6	2.3	4.6	6.4	3.2			3.2
NO RESP											
<u>NUMBER 1B</u>											
OFTEN	04.0	04.6	02.3	0.0		2.3	3.2		3.2		
SELDOM	50.0	58.1	11.6	09.3	9.3	27.9	38.7	12.9	9.7	6.4	5.7
NEVER	40.5	37.0	16.2	09.3	4.6	6.9	45.0	19.3	6.4		19.3
NO RESP	05.4	00.0	00.0				12.8		3.2	3.2	6.4
<u>NUMBER 2</u>											
WEATHER	60.8	53.3	20.9	09.3	6.9	16.2	70.8	29.0	19.3	6.4	16.1
CALENDAR	20.2	11.5	00.0	04.6		6.9	32.1	3.2	6.4	6.4	16.1
SPORTS	45.9	53.4	09.3	06.9	9.3	27.9	35.1	9.7	3.2	6.4	16.1
VILLAGE	58.1	46.3	11.6	04.6	4.6	25.5	74.0	22.5	16.1	6.4	29.0
NO RESP											
<u>NUMBER 3A</u>											
VERY ACCURATE	18.9	16.2	09.3	00.0	2.3	4.6	22.5	3.2		3.2	16.1
FAIRLY ACCURATE	39.1	25.4	11.6	06.9	6.9		57.9	16.1	19.3	6.4	16.1
NOT ACCURATE	16.2	25.5	00.0	00.0		25.5	3.2		3.2		
NO RESP	25.6	32.4	09.3	11.6	4.6	6.9	16.1	12.9			3.2
<u>NUMBER 3B</u>											
VERY ACCURATE	05.4	06.9	04.6	00.0	2.3		3.2				3.2
FAIRLY ACCURATE	16.2	23.0	04.6	06.9	6.9	4.6	6.4	3.2		3.2	
NOT ACCURATE	18.9	16.2	00.0	00.0		16.2	22.6	9.7	9.7		3.2
NO RESP	59.4	53.3	20.9	11.6	4.6	16.2	67.6	19.3	12.9	6.4	29.0
<u>NUMBER 4A</u>											
NEARLY ALWAYS	71.6	06.5	13.9	11.6	9.3	30.2	80.5	25.8	16.1	6.4	32.2

TEACHERS QUESTIONNAIRE - PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11
OFTEN	94.6	95.2	27.9	18.6	13.9	34.8	93.4	29.0	22.5	9.7	32.2
SOMETIMES	01.3	02.3	02.3	00.0							
SELDOM	04.0	02.3	00.0	00.0		2.3	6.4	3.2			
NEVER											
NO RESP											
<u>NUMBER 8</u>											
VERY PERTINENT	18.9	13.8	04.6	02.3		6.9	25.7	6.4	3.2		16.1
GENERALLY USEFUL	55.4	55.7	00.0	16.2	11.6	27.9	54.8	16.1	16.1	9.7	12.3
VERY LITTLE VALUE	25.6	30.1	25.5	00.0	2.3	2.3	19.3	9.7	3.2		5.4
NO RESP											
<u>NUMBER 9</u>											
KEEP ALL	06.7	06.9	00.0	00.0		6.9	6.4			3.2	3.2
KEEP SOME	48.6	44.0	13.9	09.3	6.9	13.9	54.8	12.9	12.9	3.2	25.6
DISCARD BULLETINS	44.5	48.6	16.2	09.3	6.9	16.2	38.6	19.3	9.7	3.2	5.4
NO RESP											
<u>NUMBER 10</u>											
FREQUENTLY	13.5	16.2	00.0	06.9		9.3	9.6		3.2		6.4
SELDOM	50.0	48.7	13.9	06.9	9.3	18.6	51.6	12.9	12.9	9.7	16.1
NEVER	36.4	34.7	16.2	04.6	4.6	9.3	38.6	19.3	6.4		12.5
NO RESP											
<u>NUMBER 11</u>											
ALWAYS ATTEND	74.3	72.0	20.9	11.6	11.6	27.9	77.2	22.5	22.5	6.4	25.6
USUALLY ATTEND	21.6	25.5	09.3	04.6	2.3	9.3	16.0	6.4	3.2	3.2	5.4
SELDOM											
NEVER	01.3	02.3	00.0	02.3							
NO RESP	02.7	00.0	00.0				6.4	3.2			3.2
<u>NUMBER 12</u>											

TEACHERS QUESTIONNAIRE PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11
ONE PER WEEK	04.0	02.3	02.3	00.0			6.4				
ONE EVERY 2 WEEKS	14.8	20.8	06.9	00.0	2.3	11.6	6.4	3.2			3.2
ONE PER MONTH	31.0	32.4	06.9	11.6	2.3	11.6	29.0	3.2	9.7	3.2	12.5
IMPORTANT INFO	47.2	41.6	13.9	06.9	6.9	13.9	54.6	22.5	6.4	6.4	15.3
NO RESP	02.7	02.3	00.0	00.0	2.3		3.2		3.2		
<u>NUMBER 13</u>											
QUITE FREE	21.6	32.3	06.9	04.6	4.6	16.2	6.4	3.2	3.2		3.2
FAIRLY FREE	47.2	53.3	18.6	11.6	6.9	16.2	38.6	9.7	6.4	6.4	16.1
NOT VERY FREE	28.3	13.8	04.6	02.3	2.3	4.6	48.3	16.1	12.9	3.2	16.1
NO RESP	02.7	00.0	00.0				6.4	3.2	3.2		
<u>NUMBER 14</u>											
WIDESPREAD	22.9	23.2	00.0	02.3	2.3	18.6	22.5	3.2	6.4	3.2	9.7
LIMITED	64.8	69.6	27.9	13.9	11.6	16.2	57.9	25.8	6.4	6.4	19.3
DISCOURAGED	08.1	04.6	00.0	02.3		2.3	12.8		6.4		6.4
DISINTERESTED FAC	01.3	02.3	00.0	02.3							
NO RESP	02.7	00.0	00.0				6.4	3.2	3.2		
<u>NUMBER 15</u>											
GREAT IMPORTANCE	18.9	09.2	00.0	02.3		6.9	32.2	9.7	6.4		16.1
SOME IMPORTANCE	55.4	62.6	20.9	06.9	9.3	25.5	45.1	6.4	12.9	9.7	16.1
LITTLE IMPORTANCE	18.9	18.4	04.6	06.9	4.6	2.3	19.3	12.9	3.2		3.2
NO IMPORTANCE	05.4	09.2	04.6	02.3		2.3					
NO RESP	01.3	00.0	00.0				3.2	3.2			
<u>NUMBER 16</u>											
FREQUENTLY	29.7	23.1	09.3	04.6	4.6	4.6	38.6	12.9	6.4	3.2	16.1
OCCASIONALLY	48.6	53.3	11.6	06.9	6.9	27.9	41.9	18.9	16.1	3.2	9.7
SELDOM	17.5	20.8	09.3	06.9	2.3	2.3	12.8	3.2		3.2	6.4
NEVER	01.3	00.0	00.0				3.2				3.2

TEACHERS QUESTIONNAIRE - PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11
NO RESP	02.7	02.3	00.0	00.0		2.3	3.2				
<u>NUMBER 17A</u>											
LOT MORE	13.5	09.2	04.6	00.0		4.6	22.5	12.9	6.4	3.2	
LITTLE MORE	40.5	51.0	18.6	06.9	6.9	18.6	25.7	3.2	6.4		16.1
SAME	37.8	32.4	02.3	09.3	6.9	13.9	45.0	16.1	6.4	6.4	16.1
LESS	6.7	06.9	04.6	02.3			6.4		3.2		3.2
LOT LESS											
NO RESP	01.3	00.0	00.0			2.3					
<u>NUMBER 17B</u>											
LOT MORE	28.3	25.5	09.3	00.0	4.6	11.6	32.2	6.4	9.7	3.2	12.9
LITTLE MORE	32.4	37.0	13.9	06.9	6.9	9.3	25.7	6.4	9.7	3.2	6.4
SAME	29.7	30.1	04.6	11.6	2.3	11.6	29.0	9.7	3.2		16.1
LESS	8.1	04.6	02.3	00.0		2.3	12.9	9.7		3.2	
LOT LESS	01.3	02.3	00.0	00.0		2.3					
NO RESP											
<u>NUMBER 17C</u>											
LOT MORE	24.3	20.8	11.6	00.0	4.6	4.6	29.0	6.4	9.7		12.9
LITTLE MORE	32.4	39.5	06.9	09.3	4.6	18.6	22.5	9.7	6.4	3.2	3.2
SAME	33.7	34.9	09.3	06.9	4.6	13.9	32.2	9.7	3.2	3.2	16.1
LESS	6.7	04.6	02.3	02.3			9.6	3.2	3.2		3.2
LOT LESS	02.7	00.0	00.0				6.4	3.2		3.2	
NO RESP											
<u>NUMBER 17D</u>											
LOT MORE	20.2	18.4	06.9	00.0	4.6	6.9	22.5	6.4	3.2		12.9
LITTLE MORE	33.7	41.7	11.6	06.9	4.6	18.6	22.5	6.4	9.7	3.2	3.2
SAME	29.7	30.1	06.9	09.3	4.6	9.3	22.0	9.7	3.2	3.2	12.9
LITTLE LESS	14.8	09.2	04.6	02.3		2.3	22.5	9.7	6.4	3.2	3.2

TEACHERS QUESTIONNAIRE - PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11
LOT LESS											
NO RESP	01.3	00.0	00.0				3.2				3.2
<u>NUMBER 17E</u>											
LOT MORE	09.4	04.6	02.3	00.0		2.3	16.1	3.2	3.2		5.7
LITTLE MORE	17.5	18.5	04.6	02.3	2.3	9.3	16.0	6.4	3.2	3.2	7.2
SAME	41.8	48.8	11.6	09.3	9.3	18.6	32.2	12.9	6.4		12.9
LITTLE LESS	14.8	11.5	04.6	04.6		2.3	19.2	9.7	3.1		6.4
LOT LESS	12.1	13.8	06.9	02.3	2.3	2.3	9.6		6.4	3.2	
NO RESP	04.0	02.3	00.0	00.0		2.3	6.4			3.2	7.2
<u>NUMBER 18</u>											
FREQUENTLY	08.1	04.6	00.0	02.3	2.3		12.9		3.2		5.7
OCCASIONALLY	51.3	55.6	06.9	09.3	6.9	32.5	45.1	16.1	12.9	3.2	12.9
Seldom	32.4	27.7	13.9	06.9	4.6	2.3	38.6	12.9	6.4	6.4	12.9
NEVER	6.5	06.9	06.9	00.0			3.2	3.2			
NO RESP	02.7	04.6	02.3	00.0	2.3						
<u>NUMBER 19A</u>											
VERY IMPORTANT	21.6	06.9	00.0	02.3		4.6	41.9	12.9	9.7	6.4	12.9
SOME IMPORTANCE	22.9	34.8	09.3	02.3	4.6	18.6	6.4	3.2			3.2
AVERAGE IMP	39.1	41.8	09.3	09.3	9.3	13.9	35.5	9.7	9.7	3.2	12.9
NOT MUCH IMP	09.4	06.9	04.6	02.3			12.8	3.2	3.2		6.4
NO IMPORTANCE	0										
NO RESP	06.7	09.2	06.9	02.3		3.2		3.2			
<u>NUMBER 19B</u>											
VERY EASY TO FIND	28.3	25.5	11.6	02.3	2.3	9.3	32.2	3.2	9.7	6.4	12.9
EASY TO FIND	22.9	16.2	00.0	02.3	4.6	9.3	32.2	9.7	6.4		16.1
FAIRLY EASY	24.3	30.1	09.3	06.9	4.6	9.3	16.1	9.7	6.4		
NOT TOO EASY	14.8	13.8	02.3	04.6	2.3	4.6	16.0	6.4		3.2	6.4

TEACHERS QUESTIONNAIRE - PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11
DIFFICULT TO FIND	013	023	00.0	00.0		23					
NO RESP	081	115	06.9	023		23	32				
<u>NUMBER 19C</u>											
VERY CLEAR	148	116	00.0	00.0	23	93	193		32		12.9
CLEAR	297	347	11.6	069	46	11.6	22.5		64	32	3.2
FAIRLY CLEAR	337	323	06.9	069	46	13.9	35.5		97	32	12.9
SOMEWHAT VAGUE	121	06.9	023	023	23		19.2		32	32	6.4
VAGUE											
NO RESP	094	13.9	093	023		23	32				12.9
<u>NUMBER 19D</u>											
VERY CONCISE	135	06.9	00.0	00.0	23	4.6	22.5		32		12.9
SOMEWHAT CONCISE	256	277	04.6	04.6	46	13.9	22.5		64	32	3.2
FAIRLY CONCISE	378	394	11.6	093	46	13.9	35.5		97	32	12.9
SOMEWHAT VERBOSE	094	09.2	04.6	023	23		9.6		32		3.2
VERBOSE	013	00.0	00.0				32			32	
NO RESP	121	16.2	093	023		4.6	6.4				12.9
<u>NUMBER 19E</u>											
VERY INTERESTING	121	04.6	00.0	00.0		4.6	22.5		32		12.9
INTERESTING	202	231	04.6	023	46	11.6	16.1		32		3.2
FAIRLY INTEREST	337	394	093	06.9	93	13.9	25.7		97	32	6.4
SOMEWHAT DULL	135	06.9	023	04.6			22.5		32	32	9.7
DULL	54	06.9	04.6	00.0		23	32		32		
NO RESP	148	18.5	093	04.6		4.6	9.6			32	3.2
<u>NUMBER 20</u>											
FREQUENTLY	148	13.9	00.0	00.0	46	93	16.0		32		6.4
AS OFTEN AS NEED	527	51.0	16.2	093	46	20.9	54.8		16.1	32	25.8
NOT OFTEN ENOUGH	202	18.4	04.6	06.9	23	4.6	22.5		32	6.4	

TEACHERS QUESTIONNAIRE - PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11
NEVER	5.4	0.46	0.00	0.00	2.3	2.3	6.4	3.2			
NO RESP	0.67	1.16	0.93	0.23							

STUDENT QUESTIONNAIRE - FRESHMAN RAW DATA AND PERCENTAGE CODE

TOTAL N & P = Total number and percent of Freshmen

N 1 = Total number of male Freshmen

P 1 = Total percent of male Freshmen

N 2 = Number of Freshmen male officers

P 2 = Percent of Freshmen male officers

N 3 = Number of Freshmen male non-officers

P 3 = Percent of Freshmen male non-officers

N 4 = Total number of female Freshmen

P 4 = Total percent of female Freshmen

N 5 = Number of Freshmen female officers

P 5 = Percent of Freshmen female officers

N 6 = Number of Freshmen female non-officers

P 6 = Percent of Freshmen female non-officers

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

<u>NUMBER 1A</u>	TOTAL N	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
OFTEN	06	04	08	00	00	4	8	2	4		2	4
SELDOM	60	28	56	05	10	23	46	32	64	2	4	30
NEVER	31	17	34	03	06	14	28	14	28	1	2	13
NO RESP	03	01	02	00	00	1	2	2	4		2	4
<u>NUMBER 1B</u>												
OFTEN	12	03	06	00	00	3	6	9	18		9	18
SELDOM	43	21	42	01	02	20	40	22	44	3	6	19
NEVER	41	23	46	07	14	16	32	18	36		18	36
NO RESP	04	03	06	00	00	3	6	1	2		1	2
<u>NUMBER 2A</u>												
WEATHER	68	32	64	06	12	26	52	36	72	2	4	34
CALENDAR	08	03	06	00	00	3	6	5	10		5	10
SPORTS W/C	36	21	42	01	02	20	40	15	30	2	4	13
MILLAGE	15	08	16	01	02	7	14	7	14	1	2	6
NO RESP												
<u>NUMBER 3A</u>												
VERY ACCUR	11	04	08	03	06	1	2	7	14	1	2	6
FAIRLY ACC	62	34	68	03	06	31	62	28	56	1	2	27
NOT ACCUR	06	01	02	00	00	1	2	5	10	1	2	4
NO RESP	21	11	22	02	04	9	18	10	20		10	20
<u>NUMBER 3B</u>												
VERY ACCUR	18	09	18	01	02	8	16	9	18	1	2	8
FAIRLY ACC	46	19	38	01	02	18	36	27	54	2	4	25
NOT ACCUR	03	01	02	01	02			2	4		2	4
NO RESP	33	21	42	05	10	16	32	12	24		12	24
<u>NUMBER 4A</u>												
NEARLY ALW	71	35	70	05	10	30	60	36	72	3	6	33

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
PARTIALLY	22	12	24	01	02	11	22	10	20			10	20
SELDOM	04	01	02	00	00	1	2	3	6			3	6
NEVER	01	00	00					1	2			1	2
NO RESP	02	02	04	02	04								
<u>NUMBER 4B</u>													
NEARLY ALW	07	03	06	02	04	1	2	4	8	1	2	3	6
PARTIALLY	27	13	26	03	06	10	20	14	28	1	2	13	26
SELDOM	26	13	26	01	02	12	24	13	26			13	26
NEVER	29	17	34	02	04	15	30	12	24	1	2	11	22
NO RESP	11	04	08	00	00	4	8	7	14			7	14
<u>NUMBER 5A</u>													
CALENDAR	31	13	26	01	02	12	24	18	36	1	2	17	34
MILLAGE	30	16	32	03	06	13	26	14	28	2	4	12	24
SPORTS WC	69	36	72	03	06	33	66	33	66	3	6	30	60
POLICY	25	12	24	02	04	10	20	13	26	1	2	12	24
<u>NUMBER 6A</u>													
VERY ACCUR	24	10	20	04	08	6	12	14	28	1	2	13	26
FAIRLY ACC	64	31	62	03	06	28	56	33	66	2	4	31	62
NOT ACCUR	08	07	14	00	00	7	14	1	2			1	2
NO RESP	04	02	04	01	02	1	2	2	4			2	4
<u>NUMBER 6B</u>													
VERY ACCUR	16	07	14	01	02	6	12	9	18	1	2	8	16
FAIRLY ACC	41	20	40	05	10	15	30	21	42	1	2	20	40
NOT ACCUR	12	08	16	00	00	8	16	4	8	1	2	3	6
NO RESP	31	15	30	02	04	13	26	16	32			16	32
<u>NUMBER 7</u>													
OFTEN	49	28	56	07	14	21	42	21	42	1	2	20	40

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

	TOTAL	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
SOMETIMES	32	13	26	00	00	13	26	19	38	1	2	18	36
SELDOM	10	07	14	01	02	6	12	3	6			3	6
NEVER	7	02	04	00	00	2	4	5	10	1	2	4	8
NO RESP	02	00	00					2	4			2	4
<u>NUMBER 8</u>													
OFTEN	11	07	14	03	06	4	8	4	8	1	2	3	6
SOMETIMES	72	33	66	05	10	28	56	39	78			39	78
SELDOM	12	09	18	00	00	9	18	3	6	1	2	2	4
NEVER	1	00	00					1	2	1	2		
NO RESP	04	01	02	00	00	1	2	3	6			3	6
<u>NUMBER 9</u>													
QUIET	45	21	42	04	08	17	34	24	48	2	4	22	44
DEF TIME	21	12	24	00	00	12	24	9	18			9	18
PLEA VOICE	27	16	32	03	06	13	26	11	22			11	22
PRE SIGNAL	42	21	42	04	08	17	34	21	42	1	2	20	40
<u>NUMBER 10</u>													
WORDING	29	13	26	02	04	11	22	16	32	1	2	15	30
DIFF VOICE	38	18	36	06	12	12	24	20	40	2	4	18	36
BACKGROUND	25	11	22	03	06	8	16	14	28	1	2	13	26
AREA OF INT	78	39	78	06	12	33	66	39	78	2	4	37	74
<u>NUMBER 11</u>													
SP CLASS	24	12	24	03	06	9	18	12	24			12	24
SC OFFICERS	22	12	24	03	06	9	18	10	20			10	20
CLASS OFFIC	13	07	14	00	00	7	14	6	12			6	12
VOLUNTEERS	42	17	34	02	04	15	30	25	50	2	4	23	46
NO RESP	04	02	04	00	00	2	4	2	4	1	2	1	2
<u>NUMBER 12</u>													

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

	TOTAL N 6 P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
TOTAL ATTEN	53	21	42	04	08	17	34	32	64	3	6	29	58
SOME ATTEN	41	25	50	02	04	23	46	16	32			16	32
LITTLE ATT	02	01	02	00	00	1	2	1	2			1	2
NO ATTEN	04	03	06	02	04	1	2	1	2			1	2
<u>NUMBER 13</u>													
WELL INFORM	34	10	20	03	06	7	14	24	48	2	4	22	44
POORLY INFO	16	12	24	01	02	11	22	4	8			4	8
INTERESTED	31	15	30	01	02	14	28	16	32			16	32
DISINTEREST	05	04	08	01	02	3	6	1	2			4	2
ROOM NOISY	05	04	09	00	00	4	8	1	2			1	2
NO RESP	09	05	10	02	04	3	6	4	8	1	2	3	6
<u>NUMBER 14</u>													
FACTS	34	17	34	01	02	16	32	17	34			17	34
MESSAGE	42	19	38	02	04	17	34	23	46			23	46
INVOLVEMNT	21	08	16	00	00	8	16	13	26			13	26
TEACHER REP	10	09	18	02	04	7	14	1	2			1	2
<u>NUMBER 15</u>													
READ	34	15	30	03	06	12	24	19	38	1	2	18	36
READ SOME	53	24	48	02	04	22	44	29	58	2	4	27	54
NOT READ	06	06	12	01	02	5	10						
NOT RECEIVE	05	03	06	01	02	2	4	2	4			2	4
NO RESP	02	02	04	01	02	1	2						
<u>NUMBER 16A</u>													
MORE	15	09	18	01	02	8	16	6	12			6	12
SAME	54	20	40	03	06	17	34	34	68	2	4	32	64
LESS	25	18	36	04	08	14	28	7	14			7	14
NO RESP	06	03	06	00	00	3	6	3	6	1	2	2	4

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
<u>NUMBER 16B</u>													
MORE	47	22	44	02	04	20	40	25	50	3	6	22	44
SAME	45	22	33	03	06	19	38	23	46			23	46
LESS	3	02	04	02	04			1	2			1	2
NO RESP	05	04	08	01	02	3	6	1	2			1	2
<u>NUMBER 16C</u>													
MORE	50	22	44	04	08	18	36	28	56	3	6	25	50
SAME	43	22	44	03	06	19	38	21	42			21	42
LESS	2	02	04	00	00	2	4						
NO RESP	05	04	08	01	02	3	6	1	2			1	2
<u>NUMBER 16D</u>													
MORE	35	14	28	02	04	12	24	21	42	3	6	18	36
SAME	55	29	58	04	08	25	50	26	52			26	52
LESS	3	03	06	01	02	2	4						
NO RESP	07	04	08	01	02	3	6	3	6			3	6
<u>NUMBER 17A</u>													
GREAT	16	06	12	02	04	4	8	10	20			10	20
MUCH	31	16	32	02	04	14	28	15	30	2	4	13	26
SOME	36	16	32	03	06	13	26	20	40			20	40
LITTLE	06	04	08	00	00	4	8	2	4			2	4
NONE	2	01	02	00	00	1	2	1	2			1	2
NO RESP	09	07	14	01	02	6	12	2	4	1	2	1	2
<u>NUMBER 17B</u>													
MOST EASY	25	12	24	01	02	11	22	13	26	1	2	12	24
MORE EASY	27	11	22	03	06	8	16	16	32			16	32
FAIRLY EASY	29	16	32	03	06	13	26	13	26	2	4	11	22
NOT EASY	06	04	08	00	00	4	8	2	4			2	4

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
DIFFICULT	06	01	02	00	00	1	2	5	10			5	10
NO RESP	07	06	12	01	02	5	10	1	2			1	2
<u>NUMBER 17C</u>													
MOST CLEAR	22	12	24	01	02	11	22	10	20			10	20
MORE CLEAR	25	12	24	02	04	10	20	13	26	3	6	10	20
FAIRLY CLEAR	31	15	30	02	04	13	26	16	32			16	32
NOT CLEAR	13	04	08	02	04	2	4	9	18			9	18
VAGUE	2	01	02	00	00	1	2	1	2			1	2
NO RESP	07	06	12	01	02	5	10	1	2			1	2
<u>NUMBER 17D</u>													
VERY	12	04	08	01	02	3	6	8	16	1	2	7	14
MORE	33	15	30	03	06	12	24	18	36	1	2	17	34
FAIRLY	34	20	40	03	06	17	34	14	28	1	2	13	26
NOT CONCISE	07	04	08	00	00	4	8	3	6			3	6
VERBOSE	05	01	02	00	00	1	2	4	8			4	8
NO RESP	09	06	12	01	02	5	10	3	6			3	6
<u>NUMBER 17E</u>													
MOST INTER	15	05	10	01	02	4	8	10	20			10	20
VERY INTER	15	08	16	00	00	8	16	7	14			7	14
FAIRLY INT	40	21	42	04	08	17	34	19	38	3	6	16	32
NOT INTERES	12	04	08	01	02	3	6	8	16			8	16
DULL	11	06	12	01	02	5	10	5	10			5	10
NO RESP	07	06	12	01	02	5	10	1	2			1	2
<u>NUMBER 18</u>													
USUALLY	36	17	34	03	06	14	28	19	38	2	4	17	34
SELDOM	46	22	44	03	06	19	38	24	48	1	2	23	46
NEVER	17	11	22	02	04	9	18	6	12			6	12

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
NO RESP	01	00	00					1	2			1	2
<u>NUMBER 19</u>													
MOST	46	22	44	05	10	17	34	24	48	1	2	23	46
SOME	32	14	28	01	02	13	26	18	36	2	4	16	32
NONE	5	03	06	01	02	2	4	2	4			2	4
NO RESP	17	11	22	01	02	10	20	6	12			6	12
<u>NUMBER 20</u>													
SUBSCRIBE	10	08	16	02	04	6	12	2	4			2	4
BUY	19	09	18	01	02	8	16	10	20	1	2	9	18
BORROW	50	21	42	04	08	17	34	29	58	2	4	27	54
DO NOT GET	04	01	02	00	00	1	2	3	6			3	6
NO RESP	17	11	22	01	02	10	20	6	12			6	12
<u>NUMBER 21</u>													
WEEKLY	43	23	46	05	10	18	36	20	40			20	40
MONTHLY	35	13	26	01	02	12	24	22	44	2	4	20	40
BT MONTHLY	05	03	06	01	02	2	4	2	4	1	2	1	2
NO RESP	17	11	22	01	02	10	20	6	12			6	12
<u>NUMBER 22</u>													
TOO EXPENS	11	06	12	00	00	6	12	5	10			5	10
FAIR COST	51	27	54	05	10	22	44	24	48	2	4	22	44
LESS EXPENS	21	06	12	02	04	4	8	15	30	1	2	14	28
NO RESP	17	11	22	01	02	10	20	6	12			6	12
<u>NUMBER 23A</u>													
LOT MORE	19	16	32	03	06	13	26	3	6	1	2	2	4
LITTLE MORE	35	15	30	02	04	13	26	20	40	2	4	18	36
AS IS	26	08	16	02	04	6	12	18	36			18	36
LESS	1	00	00					1	2			1	2

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

	TOTAL N	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
LOT LESS	01	01	02	00	00	1	2						
NO RESP	18	10	20	01	02	9	18	8	16			8	16
<u>NUMBER 218</u>													
LOT MORE	04	02	04	01	02	1	2	2	4			2	4
LITTLE MORE	33	15	30	03	06	12	24	18	36	2	4	16	32
AS IS	42	20	40	03	06	17	34	22	44	1	2	31	42
LESS	3	02	04	00	00	2	4	1	2			1	2
LOT LESS	01	01	02	00	00	1	2						
NO RESP	17	10	20	01	02	9	18	7	14			7	14
<u>NUMBER 219</u>													
LOT MORE	21	10	20	02	04	8	16	11	32	1	2	10	20
LITTLE MORE	44	20	40	03	06	17	34	24	48	2	4	22	44
AS IS	17	09	18	02	04	7	14	8	16			8	16
LESS	1	01	02	00	00	1	2						
LOT LESS													
NO RESP	17	10	20	01	02	9	18	7	14			7	14
<u>NUMBER 220</u>													
LOT MORE	13	05	10	00	00	5	10	8	16	2	4	6	12
LITTLE MORE	27	13	26	03	06	10	20	14	28	1	2	13	26
AS IS	36	17	34	03	06	14	28	19	38			19	38
LESS	6	05	10	01	02	4	8	1	2			1	2
LOT LESS													
NO RESP	18	10	20	01	02	9	18	8	16			8	16
<u>NUMBER 221</u>													
LOT MORE	16	03	06	00	00	3	6	13	26			13	26
LITTLE MORE	22	07	14	00	00	7	14	15	30	2	4	13	26
AS IS	22	14	28	06	12	8	16	8	16	1	2	7	14

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

	TOTAL N 6 P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
LESS	16	12	24	01	02	11	22	4	8			4	8
LOT LESS	06	04	08	00	00	4	8	2	4			2	4
NO RESP	18	10	20	01	02	9	18	8	16			8	16
<u>NUMBER 23F</u>													
LOT MORE	30	16	32	03	06	13	26	14	28	1	2	13	26
LITTLE MORE	30	11	22	02	04	9	18	19	38	1	2	18	36
AS IS	19	10	20	00	00	10	20	9	18	1	2	8	16
LESS	4	03	06	02	04	1	2	1	2			1	2
LOT LESS													
NO RESP	17	10	20	01	02	9	18	7	14			7	14
<u>NUMBER 23G</u>													
LOT MORE	08	04	08	00	00	4	8	4	8	1	2	3	6
LITTLE MORE	19	09	18	02	04	7	14	10	20	1	2	9	18
AS IS	40	16	32	04	08	12	24	24	48	1	2	23	46
LESS	16	10	20	01	02	9	18	6	12			6	12
LOT LESS	01	01	02	00	00	1	2						
NO RESP	16	10	20	01	02	9	18	6	12			6	12
<u>NUMBER 23H</u>													
LOT MORE	10	05	10	01	02	4	8	5	10			5	10
LITTLE MORE	26	12	24	03	06	9	18	14	28	1	2	13	26
AS IS	34	15	30	02	04	13	26	19	38	1	2	18	36
LESS	11	06	12	01	02	5	10	5	10	1	2	4	8
LOT LESS	01	01	02	00	00	1	2						
NO RESP	18	11	22	01	02	10	20	7	14			7	14
<u>NUMBER 23I</u>													
LOT MORE	23	14	28	04	08	10	20	9	18	1	2	8	16
LITTLE MORE	40	15	30	01	02	14	28	25	50	2	4	23	46

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

AS IS	N1	P1	N2	F2	N3	P3	N4	P4	N5	P5	N6	P6
LESS	16	08	16	01	02	7	14	8	16		8	16
	2	02	04	01	02	1	2					
LOT LESS												
NO RESP	19	11	22	01	02	10	20	8	16		8	16
NUMBER 24												
AS IS	63	33	66	05	10	28	56	30	60	1	2	58
CAFETERIA	13	03	06	01	02	2	4	10	20	1	2	18
S A OFFICE	06	02	04	00	00	2	4	4	8	1	2	6
NO RESP	18	12	24	02	04	10	20	6	12		6	12
NUMBER 25A												
FREQUENTLY	25	16	32	05	10	11	22	9	18	2	4	14
SOMETIMES	48	22	44	02	04	20	40	26	52	1	2	50
SELDOM	16	07	14	01	02	6	12	9	18		9	18
NEVER	6	04	08	00	00	4	8	2	4		2	4
NO RESP	05	01	02	00	00	1	2	4	8		4	8
NUMBER 25B												
FREQUENTLY	13	09	18	01	02	8	16	4	8		4	8
SOMETIMES	27	15	30	04	08	11	22	12	24	1	2	22
SELDOM	40	19	38	02	04	17	34	21	42	2	4	38
NEVER	16	06	12	01	02	5	10	10	20		10	20
NO RESP	04	01	02	00	00	1	2	3	6		3	6
NUMBER 25C												
FREQUENTLY	06	04	08	01	02	3	6	2	4		2	4
SOMETIMES	13	07	14	01	02	6	12	6	12		6	12
SELDOM	33	21	42	02	04	19	38	12	24	1	2	22
NEVER	42	16	32	04	08	12	24	26	52	2	4	48
NO RESP	06	02	04	00	00	2	4	4	8		4	8

STUDENT QUESTIONNAIRE - FRESHMEN RAW DATA AND PERCENTAGES

NUMBER 250
FREQUENTLY

SOMETIMES

SELDOM

NEVER

NO RESP

TOTAL N & F	P 1	P 2	P 3	P 4	P 5	P 6	P 7
01	00	00		1	2	1	2
04	02	04	00	2	4	2	4
20	13	26	01	02	12	24	7
69	33	66	07	14	26	52	36
06	02	04	00	00	2	4	4

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGE CODE

TOTAL N & P = Total number and percent of Sophomores

- N 1 = Total number of male Sophomores
- P 1 = Total percent of male Sophomores
- N 2 = Number of Sophomore male officers
- P 2 = Percent of Sophomore male officers
- N 3 = Number of Sophomore male non-officers
- P 3 = Percent of Sophomore male non-officers
- N 4 = Total number of female Sophomores
- P 4 = Total percent of female Sophomores
- N 5 = Number of Sophomore female officers
- P 5 = Percent of Sophomore female officers
- N 6 = Number of Sophomore female non-officers
- P 6 = Percent of Sophomore female non-officers

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGES

NUMBER 1A		TOTAL										
OFTEN		N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	P 6
SELDOM		08	05	10	01	02	4	8	3	6	3	6
NEVER		64	30	60	02	04	28	56	24	48	5	10
NO RESP		27	14	28	01	02	13	26	13	26	1	2
NUMBER 1B		01	01	02	00	00	1	2				
OFTEN		08	04	08	00	00	3	6	4	8	4	8
SELDOM		45	23	46	01	02	22	44	22	44	3	6
NEVER		42	20	40	03	06	18	36	22	44	2	4
NO RESP		05	03	06	00	00	3	6	2	4	1	2
NUMBER 2A		69	31	62	03	06	28	56	38	76	5	10
WEATHER		12	02	04	00	00	2	4	10	20		
SPORTS ETC		31	14	28	01	02	13	26	17	34	3	6
MILLAGE		15	07	14	00	00	7	14	8	16	2	4
NUMBER 3A		19	07	14	00	00	7	14	12	24		
VERY ACCUR		57	29	58	03	06	26	52	28	56	5	10
FAIRLY ACC		02	02	04	00	00	2	4				
NOT ACCUR		22	12	24	01	02	11	22	10	20	1	2
NUMBER 3B		16	06	12	01	02	5	10	10	20	1	2
VERY ACCUR		39	21	42	00	00	21	42	18	36	3	6
FAIRLY ACC		03	02	04	01	02	1	2	1	2		
NOT ACCUR		42	21	42	02	04	19	38	21	42	2	4
NUMBER 4A		69	31	62	02	04	29	58	38	76	4	8
NEARLY ALW												

[illegible]

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGES

	TOTAL	N	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
OFTEN													
SOMETIMES													
SELDOM													
NEVER													
NO RESP													
NUMBER 8													
OFTEN	22	07	14	00	00	7	14	15	30	4	8	11	22
SOMETIMES	72	40	80	04	08	36	72	32	64	2	4	30	60
SELDOM	05	02	04	00	00	2	4	3	6			3	6
NEVER													
NO RESP	01	01	02	00	00	1	2						
NUMBER 9													
QUIET	63	27	54	03	06	24	48	36	72	4	8	32	64
DEF TIME	11	07	14	00	00	7	14	4	8			4	8
PLEAS VOICE	28	16	32	00	00	16	32	12	24	1	2	11	22
PRE SIGNAL	31	16	32	02	04	14	28	15	30	1	2	14	28
NO RESP													
NUMBER 10													
WORDING	28	10	20	01	02	9	18	18	36	3	6	15	30
DIFF VOICE	38	21	42	02	04	19	38	17	34	2	4	15	30
BACKGROUND	29	14	28	00	00	14	28	15	30	1	2	14	28
AREA OF INT	76	36	72	04	08	32	64	40	80	4	8	36	72
NUMBER 11													
SP CLASS	18	09	18	01	02	8	16	9	18	1	2	8	16
SC OFFICERS	16	10	20	01	02	9	18	6	12			6	12
CLASS OFFIC	14	09	18	00	00	9	18	5	10	1	2	4	8
VOLUNTEERS	46	21	42	01	02	20	40	25	50	3	6	22	44

STUDENT QUESTIONNAIRE • SOPHOMORE RAW DATA AND PERCENTAGES

NO RESP	P1	P2	P3	P4	P5	P6	P7
NUMBER 12							
TOTAL	63	28	56	03	06	25	50
RESP	29	17	34	00	00	17	34
01	05	03	06	01	02	2	4
	02	02	04	00	00	2	4
	01	00	00				
NUMBER 13							
TOTAL	50	24	48	02	04	22	44
ATTEN	08	04	08	02	04	2	4
SOME	24	15	30	00	00	15	30
LITTLE	04	01	02	00	00	1	2
ATT	07	04	08	00	00	4	8
NO	07	02	04	00	00	2	4
NUMBER 14							
TOTAL	24	12	24	01	02	11	22
ATTEN	34	22	44	03	06	19	38
SOME	24	15	30	01	02	14	28
LITTLE	07	04	08	00	00	4	8
ATT							
NUMBER 15							
TOTAL	42	14	28	00	00	14	28
ATTEN	42	20	40	04	08	16	32
SOME	07	07	14	00	00	7	14
LITTLE	08	08	16	00	00	8	16
ATT	01	01	02	00	00	1	2
NUMBER 16A							

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGES

TOTAL													
MORE	N6P	N1	P1	N2	P2	N3	P3	N4	P4	N5	P5	N6	P6
SAME	16	11	22	00	00	11	22	5	10			5	10
LESS	53	21	42	03	06	18	36	32	64	5	10	27	54
	23	13	26	01	02	12	24	10	20			10	20
NO RESP	08	05	10	00	00	5	10	3	6	1	2	2	4
NUMBER 16B													
MORE	48	19	38	03	06	16	32	29	58	1	2	28	56
SAME	37	19	38	01	02	18	36	18	36	4	8	14	28
LESS	4	04	08	00	00	4	8						
NO RESP	11	08	16	00	00	8	16	3	6	1	2	2	4
NUMBER 16C													
MORE	50	19	38	03	06	16	32	31	62	3	6	28	56
SAME	34	18	36	00	00	18	36	16	32	2	4	14	28
LESS	6	05	10	00	00	5	10	1	2			1	2
NO RESP	10	08	16	01	02	7	14	2	4	1	2	1	2
NUMBER 16D													
MORE	32	15	30	02	04	13	26	17	34	2	4	15	30
SAME	50	21	42	02	04	19	38	29	58	3	6	26	52
LESS	6	06	12	00	00	6	12						
NO RESP	12	08	16	00	00	8	16	4	8	1	2	3	6
NUMBER 17A													
GREAT	17	05	10	00	00	5	10	12	24	2	4	10	20
MUCH	23	09	18	01	02	8	16	14	28			14	28
SOME	42	21	42	02	04	19	38	21	42	4	8	17	34
LITTLE	10	08	16	01	02	7	14	2	4			2	4
NONE													
NO RESP	08	07	14	00	00	7	14	1	2			1	2
NUMBER 17B													

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGES

	TOTAL	N	P 1	P 2	P 3	P 4	P 5	N 5	P 6
MOST EASY	33	10	20	00	00	20	46	5	36
MORE EASY	32	16	28	02	04	28	32	1	30
FAIRLY EASY	20	13	26	02	04	22	14	7	14
NOT EASY	08	05	10	00	00	10	3	3	6
DIFFICULT	02	02	04	00	00	4			
NO RESP	05	04	08	00	00	8	1	1	2
NUMBER 17C									
MOST CLEAR	30	13	26	01	02	24	34	3	28
MORE CLEAR	23	08	16	00	00	16	30	2	26
FAIRLY CLEAR	29	14	28	03	06	22	30	1	28
NOT CLEAR	10	09	18	00	00	18	1	1	2
VAGUE	6	06	12	00	00	12			
NO RESP	02	00	00				4	2	4
NUMBER 17D									
VERY	14	06	12	00	00	12	16	2	12
MORE	19	09	18	00	00	18	20	2	16
FAIRLY	45	21	42	03	06	36	48	2	44
NOT CONCISE	10	04	08	01	02	6	12	6	12
VERBOSE	01	01	02	00	00	1			
NO RESP	11	09	18	00	00	18	4	2	4
NUMBER 17E									
MOST INTER	12	05	10	00	00	10	14	1	12
VERY INTER	19	07	14	02	04	10	24	1	22
FAIRLY INT	32	12	24	00	00	24	40	3	34
NOT INTERES	21	12	24	02	04	20	18	1	16
DULL	7	06	12	00	00	12	1	1	2
NO RESP	09	08	16	00	00	16	1	1	2

TOTAL	N 6 P	A 1	P 1	A 2	P 2	A 3	P 3	A 4	P 4	A 5	P 5	K 6	P 6
NUMBER 18A													
	USUALLY	55	25	50	02	04	23	46	30	60	13	24	48
	Seldom	33	16	32	02	04	14	28	17	34		17	34
	NEVER	11	08	16	00	00	8	16	3	6		3	6
	NO RESP	01	01	02	00	00	1	2					
NUMBER 19A													
	MOST	54	24	48	01	02	23	46	30	60	4	8	52
	SOME	33	18	36	03	06	15	30	15	30	2	4	26
	NONE	3	01	02	00	00	1	2	2	4		2	4
	//O RESP	10	07	14	00	00	7	14	3	6		3	6
NUMBER 20													
	SUBSCRIBE	15	04	08	01	02	3	6	11	22	3	6	16
	BUY	21	08	16	01	02	7	14	13	26		13	26
	BORROW	52	30	60	02	04	28	56	22	44	3	6	38
	DO NOT GET	03	02	04	00	00	2	4	1	2		1	2
	NO RESP	09	06	12	00	00	6	12	3	6		3	6
NUMBER 21													
	WEEKLY	43	22	44	02	04	20	40	21	42	1	2	40
	MONTHLY	34	17	34	01	02	16	32	17	34	2	4	30
	BI MONTHLY	13	04	08	01	02	3	6	9	18	3	6	12
	NO RESP	10	07	14	00	00	7	14	3	6		3	6
NUMBER 22													
	TWO EXPENS	14	11	22	00	00	11	22	3	6	1	2	4
	FAIR COST	66	30	60	03	06	17	54	36	72	4	8	64
	LESS EXPENS	11	03	06	01	02	2	4	8	16	1	2	14
	NO RESP	09	06	12	00	00	6	12	3	6		3	6
NUMBER 23A													

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
LOT MORE	27	16	32	01	02	15	30	11	22	2	4	9	18
LITTLE MORE	30	15	30	00	00	15	30	15	30			15	30
AS IS	29	11	22	03	06	8	16	18	36	4	8	14	28
LESS	4	00	00					4	8			4	8
LOT LESS	01	01	02	00	00	1	2						
NO RESP	09	07	14	00	00	7	14	2	4			2	4
<u>NUMBER 23B</u>													
LOT MORE	06	03	06	01	02	2	4	3	6			3	6
LITTLE MORE	30	09	18	02	04	7	14	21	42	2	4	19	38
AS IS	44	24	48	01	02	23	46	20	40	4	8	16	32
LESS	9	06	12	00	00	6	12	3	6			3	6
LOT LESS	02	01	02	00	00	1	2	1	2			1	2
NO RESP	09	07	14	00	00	7	14	2	4			2	4
<u>NUMBER 23C</u>													
LOT MORE	23	11	22	00	00	11	22	12	24	1	2	11	22
LITTLE MORE	40	17	34	02	04	15	30	23	46	3	6	20	40
AS IS	25	12	24	02	04	10	20	13	26	2	4	11	22
LESS	2	02	04	00	00	2	4						
LOT LESS													
NO RESP	10	08	16	00	00	8	16	2	4			2	4
<u>NUMBER 23D</u>													
LOT MORE	17	08	16	00	00	8	16	9	18	2	4	7	14
LITTLE MORE	34	10	20	02	04	8	16	24	48	2	4	22	44
AS IS	32	20	40	02	04	18	36	12	24	1	2	11	22
LESS	5	03	06	00	00	3	6	2	4	1	2	1	2
LOT LESS	02	02	04	00	00	2	4						
NO RESP	10	07	14	07	14			3	6			3	6

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
<u>NUMBER 23E</u>													
LOT MORE	19	04	08	04	08			15	30	1	2	14	28
LITTLE MORE	16	07	14	01	02	6	12	9	18	1	2	8	16
AS IS	40	24	48	03	06	21	42	16	32	3	6	13	26
LESS	10	04	08	00	00	4	8	6	12	1	2	5	10
LOT LESS	05	04	08	00	00	4	8	1	2			1	2
NO RESP	10	07	14	00	00	7	14	3	6			3	6
<u>NUMBER 23F</u>													
LOT MORE	38	15	30	01	02	14	28	23	46	1	2	22	44
LITTLE MORE	35	19	38	02	04	17	34	16	32	2	4	14	28
AS IS	14	05	10	00	00	5	10	9	18	3	6	6	12
LESS	4	04	06	00	00	4	8						
LOT LESS	01	01	02	01	02								
NO RESP	08	06	12	00	00	6	12	2	4			2	4
<u>NUMBER 23G</u>													
LOT MORE	16	07	14	01	02	6	12	9	18	3	6	6	12
LITTLE MORE	19	11	22	01	02	10	20	8	16			8	16
AS IS	43	19	38	02	04	17	34	24	48	2	4	22	44
LESS	8	06	12	00	00	6	12	2	4			2	4
LOT LESS	05	01	02	00	00	1	2	4	8	1	2	3	6
NO RESP	09	06	12	00	00	6	12	3	6			3	6
<u>NUMBER 23H</u>													
LOT MORE	15	08	16	00	00	8	16	7	14	2	4	5	10
LITTLE MORE	35	13	26	02	04	11	22	22	44	2	4	20	40
AS IS	30	15	30	02	04	13	26	15	30	1	2	14	28
LESS	5	03	06	00	00	3	6	2	4	1	2	1	2
LOT LESS	05	03	06	00	00	3	6	2	4			2	4

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGES

TOTAL RESP	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10
10	08	16	00	00	8	16	2	4		
<u>NUMBER 231</u>										
20	10	20	08	16	2	4	10	20	2	4
34	13	26	00	00	13	26	21	42	1	2
31	15	30	02	04	13	26	16	32	3	6
4	03	06	00	00	3	6	1	2		
01	01	02	00	00	1	2				
10	08	16	00	00	8	16	2	4		
<u>NUMBER 24</u>										
72	30	60	03	06	27	54	42	84	4	8
12	10	20	01	02	9	18	2	4	1	2
03	01	02	00	00	1	2	2	4		4
13	09	18	00	00	9	18	4	8	1	2
<u>NUMBER 25 A</u>										
31	19	38	01	02	18	36	12	24	1	2
41	19	38	02	04	17	34	22	44	3	6
22	08	16	00	00	8	16	14	28	1	2
5	03	06	01	02	2	4	2	4	1	2
01	01	02	00	00	1	2				
<u>NUMBER 25B</u>										
10	06	12	00	00	6	12	4	8	1	2
40	22	44	02	04	20	40	18	36	3	6
38	18	36	02	04	16	32	20	40	2	4
11	04	08	00	00	4	8	7	14		
01	00	00					1	2	1	2
<u>NUMBER 25C</u>										
05	02	04	00	00	2	4	3	6	1	2

STUDENT QUESTIONNAIRE - SOPHOMORE RAW DATA AND PERCENTAGES

	TOTAL N=50	F 1	F 2	F 3	F 4	F 5	F 6	N 1	N 2	N 3	N 4
SOMETIMES	11	07	14	01	02	6	12	4	8	1	2
SELDOM	43	22	44	02	04	20	40	21	42	3	6
NEVER	41	19	38	01	02	18	36	22	44	1	2
NUMBER 250											
FREQUENTLY	01	01	02	00	00	1	2				
SOMETIMES	03	02	04	00	00	2	4	1	2	1	2
SELDOM	18	10	20	00	00	10	20	8	16	1	2
NEVER	77	36	72	04	08	32	64	41	82	5	10
NO RESP	01	01	02	00	00	1	2			36	72

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGE CODE

TOTAL N & P = Total number and percent of Juniors

N 1 = Total number of male Juniors

P 1 = Total percent of male Juniors

N 2 = Number of Junior male officers

P 2 = Percent of Junior male officers

N 3 = Number of Junior male non-officers

P 3 = Percent of Junior male non-officers

N 4 = Total number of female Juniors

P 4 = Total percent of female Juniors

N 5 = Number of Junior female officers

P 5 = Percent of Junior female officers

N 6 = Number of Junior female non-officers

P 6 = Percent of Junior female non-officers

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
<u>NUMBER 1A</u>													
TOTAL	63	01	02	01	02			2	4			2	4
OFTEN													
SELDOM	65	29	58	07	14	22	44	36	72	5	10	31	62
NEVER	32	20	40	04	08	16	32	12	24	3	6	9	18
NO RESP													
<u>NUMBER 1B</u>													
OFTEN	34	02	04	00	00	2	4	2	4			2	4
SELDOM	38	20	40	05	10	15	30	18	36	2	4	16	32
NEVER	56	27	54	06	12	21	42	29	58	6	12	23	46
NO RESP	02	01	02	01	02			2	4	1	2	1	2
<u>NUMBER 2</u>													
WEATHER	62	27	54	06	12	21	42	35	70	4	8	31	62
CALENDAR	07	02	04	00	00	2	4	5	10			5	10
SPORTS ECT	25	13	26	02	04	11	22	12	24	2	4	10	20
MILLEGE	10	04	08	00	00	4	8	6	12	1	2	5	10
NO RESP													
<u>NUMBER 3A</u>													
VERY ACCUR	22	10	20	02	04	8	16	12	24	3	6	9	18
FAIRLY ACC	44	20	40	05	10	15	30	24	48	1	2	23	46
NOT ACCUR	06	04	08	01	02	3	6	2	4	1	2	1	2
NO RESP	28	16	32	04	08	12	24	12	24	3	6	9	18
<u>NUMBER 3B</u>													
VERY ACCUR	12	06	12	01	02	5	10	6	12			6	12
FAIRLY ACC	31	15	30	03	06	12	24	16	32	3	6	13	26
NOT ACCUR	02	02	04	00	00	2	4						
NO RESP	55	27	54	08	16	19	38	28	56	5	10	23	46
<u>NUMBER 4A</u>													
NEARLY ALW	70	32	64	07	14	25	50	38	76	6	12	32	64

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	H 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
PART TIME	21	11	22	02	04	9	18	10	20	2	4	8	16
SELDOM	07	07	14	03	06	4	8						
NEVER	01	00	00					1	2			1	2
NO RESP	01	00	00					1	2			1	2
<u>NUMBER 4B</u>													
NEARLY ALW	13	04	08	02	04	2	4	9	18	1	2	8	16
PART TIME	35	15	30	05	10	10	20	20	40	2	4	18	36
SELDOM	32	20	40	03	06	17	34	12	24	4	8	8	16
NEVER	13	08	16	01	02	7	14	5	10			5	10
NO RESP	07	03	06	01	02	2	4	4	8	1	2	3	6
<u>NUMBER 5</u>													
CALENDAR	22	11	22	02	04	9	18	11	22	2	4	9	18
MILLEGE	42	21	42	04	08	17	34	21	42	3	6	18	36
SPORTS ECT	61	32	64	07	14	25	50	29	58	6	12	23	46
POLICY	37	18	36	04	08	14	28	19	38	2	4	17	34
NO RESP													
<u>NUMBER 6A</u>													
VERY ACCUR	22	09	18	01	02	8	16	13	26	3	6	10	20
FAIRLY ACC	65	36	72	07	14	29	58	29	58	4	8	25	50
NO RESP	03	00	00					3	6			3	6
<u>NUMBER 6B</u>													
VERY ACCUR	21	05	10	03	06	2	4	16	32	3	6	13	26
FAIRLY ACC	48	31	62	07	14	24	48	17	34	4	8	13	26
NOT ACCUR	10	04	08	01	02	3	6	6	12			6	12
NO RESP	21	10	20	01	02	9	18	11	22	1	2	10	20
<u>NUMBER 7</u>													
OFTEN	50	29	58	08	16	21	42	21	42	4	8	17	34

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
SOMETIMES	36	17	34	04	08	13	26	19	38	2	4	17	34
SELDOM	12	03	06	00	00	3	6	9	18	2	4	7	14
NEVER	02	01	02	00	00	1	2	1	2			1	2
NO RESP													
<u>NUMBER 8</u>													
TOTAL ATTEN	10	08	16	02	04	6	12	2	4	1	2	1	2
SOME ATTEN	74	39	78	10	20	29	58	35	70	5	10	30	60
LITTLE ATT	13	03	06	00	00	3	6	10	20	2	4	8	16
NO ATTENT	02	00	00					2	4			2	4
NO RESP	01	00	00					1	2			1	2
<u>NUMBER 9</u>													
QUIET	55	27	54	06	12	21	42	28	56	5	10	23	46
DEF TIME	11	07	14	02	04	5	10	4	8			4	8
PLEAS VOICE	27	14	28	06	12	8	16	13	26	2	4	11	22
PRE SIGNAL	31	17	34	03	06	14	28	14	28	2	4	12	24
<u>NUMBER 10</u>													
WORDING	26	11	22	04	08	7	14	15	30	3	6	12	24
DIFF VOICE	48	26	52	08	16	18	36	22	44	5	10	17	34
BACKGROUND	35	18	36	05	10	13	26	17	34	1	2	16	32
PERSONAL INT	77	40	80	09	18	31	62	37	74	6	12	31	62
NO RESP													
<u>NUMBER 11</u>													
SPCLASS	18	09	18	01	02	8	16	9	18	2	4	7	14
S C OFFICERS	08	01	02	00	00	1	2	7	14			7	14
CLASS OFFIC	07	03	06	01	02	2	4	4	8			4	8
VOLUNTEERS	61	29	58	06	12	23	46	32	64	7	14	25	50
NO RESP	06	06	12	00	00	6	12						

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	TOTAL N	P 1	N 1	P 2	N 2	P 3	N 3	P 4	N 4	P 5	N 5	P 6
<u>NUMBER 12</u>												
TOTAL ATTEM	54	22	44	06	12	32	16	64	32	12	6	52
SOME ATTEM	33	20	40	04	08	32	16	26	13	2	1	24
LITTLE ATT	07	04	08	00	00	8	4	6	3			6
NO ATTEM	04	03	06	01	02	4	2	2	1			2
NO RESP	02	01	02	01	02			2	1	2	1	
<u>NUMBER 13</u>												
WELL INFORMED	39	15	30	04	08	22	11	48	24	12	6	36
POORLY INFORM	11	05	10	01	02	8	4	12	6			12
UNTERESTED	21	09	18	00	00	18	9	24	12	2	1	22
DISINTERES	07	06	12	02	04	8	4	2	1			2
ROOM NOISY	08	08	16	02	04	12	6					
NO RESP	14	07	14	03	06	8	4	14	7	2	1	12
<u>NUMBER 14</u>												
FACTS	30	11	22	02	04	18	9	38	19	4	2	34
MESSAGE	28	16	32	03	06	26	13	24	12	2	1	22
INVOLVED	21	13	26	04	08	18	9	16	8			16
TEACHER REP	07	04	08	00	00	8	4	6	3			6
NO RESP	14	06	12	03	06	6	3	16	8	10	5	6
<u>NUMBER 15</u>												
READ	32	13	26	02	04	22	11	38	19	2	1	36
READ SOME	51	28	56	10	20	36	18	46	23	12	6	34
NOT READ	10	06	12	00	00	12	6	8	4	2	1	6
NOT RECEIVED	05	02	04	00	00	4	2	6	3			6
NO RESP	02	01	02	00	00	2	1	2	1			2
<u>NUMBER 16A</u>												
MORE	22	12	24	05	10	14	7	20	10	4	2	16

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
SAME	49	20	40	05	10	15	30	29	58	6	12	23	46
LESS	25	16	32	02	04	14	28	9	18			9	18
NO RESP	04	02	04	00	00	2	4	2	4			2	4
<u>NUMBER 16B</u>													
MORE	42	22	44	07	14	15	30	20	40	2	4	18	36
SAME	48	23	46	04	08	19	38	25	50	6	12	19	38
LESS	6	03	06	00	00	3	6	3	6			3	6
NO RESP	04	02	04	01	02	1	2	2	4			2	4
<u>NUMBER 16C</u>													
MORE	52	24	48	07	14	17	34	28	56	4	8	24	48
SAME	42	24	48	05	10	19	38	18	36	3	6	15	30
LESS	3	01	02	00	00	1	2	2	4	1	2	1	2
NO RESP	03	01	02	00	00	1	2	2	4			2	4
<u>NUMBER 16D</u>													
MORE	33	17	34	07	14	10	20	16	32	2	4	14	28
SAME	53	28	56	05	10	23	46	25	50	10	10	20	40
LESS	11	04	08	00	00	4	8	7	14	1	2	6	12
NO RESP	03	01	02	00	00	1	2	2	4			2	4
<u>NUMBER 17A</u>													
GREAT	17	04	08	00	00	4	8	13	26	3	6	10	20
MUCH	25	12	24	03	06	9	18	13	26	2	4	11	22
SOME	39	20	40	07	14	13	26	19	38	2	4	17	34
LITTLE	11	07	14	02	04	5	10	4	8	1	2	3	6
NONE	4	03	06	00	00	3	6	1	2			1	2
NO RESP	04	04	08	00	00	4	8						
<u>NUMBER 17B</u>													
MOST EASY	31	10	20	03	06	7	14	21	42	2	4	19	38

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

[illegible]

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	TOTAL N 5 P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
USUALLY	55	24	48	09	18	15	30	31	68	5	10	26	58
SELDOM	37	21	42	03	06	18	36	16	32	3	6	13	26
NEVER	08	05	10	00	00	5	10	3	6			3	6
NO RESP													
<u>NUMBER 19</u>													
MOST	53	21	42	02	04	19	38	32	64	7	14	25	50
SOME	29	15	30	00	00	15	30	14	28	1	2	13	26
NONE	15	12	24	10	20	2	4	3	6			3	6
NO RESP	03	02	04	00	00	2	4	1	2			1	2
<u>NUMBER 20</u>													
SUBSCRIBE	17	06	12	02	04	4	8	11	22	2	4	9	18
BUY	8	02	04	00	00	2	4	6	12	1	2	5	10
BORROW	69	39	78	10	20	29	58	30	60	5	10	25	50
DO NOT GET	04	02	04	00	00	2	4	2	4			2	4
NO RESP	02	01	02	00	00	1	2	1	2			1	2
<u>NUMBER 21</u>													
WEEKLY	39	22	44	04	08	18	36	17	34	3	6	14	28
MONTHLY	40	18	36	07	14	11	22	22	44	3	6	19	38
BI MONTHLY	19	09	18	01	02	8	16	10	20	2	4	8	16
NO RESP	02	01	02	00	00	1	2	1	2			1	2
<u>NUMBER 22</u>													
EXPENSIVE	29	12	24	02	04	10	20	17	34	5	10	12	24
FAIR	53	28	56	08	16	20	40	25	50	2	4	23	46
LESS EXPENS	14	08	16	02	04	6	12	6	12	1	2	5	10
NO RESP	04	02	04	00	00	2	4	2	4			2	4
<u>NUMBER 23A</u>													
LOT MORE	23	16	32	04	08	12	24	7	14	2	4	5	10

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

[illegible]

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
LOT MORE													
LITTLE MORE													
AS IS													
LESS													
LOT LESS													
NO RESP													
<u>NUMBER 23F</u>													
LOT MORE	43	22	44	04	08	18	36	21	42	5	10	16	32
LITTLE MORE	29	09	18	01	02	8	16	20	40	2	4	18	36
AS IS	17	13	26	05	10	8	16	4	8			4	8
LESS	4	02	04	01	02	1	2	2	4			2	4
LOT LESS	04	02	04	01	02	1	2	2	4	1	2	1	2
NO RESP	03	02	04	00	00	2	4	1	2			1	2
<u>NUMBER 23G</u>													
LOT MORE	17	06	12	02	04	4	8	11	22	2	4	9	18
LITTLE MORE	20	10	20	03	06	7	14	10	20	3	6	7	14
AS IS	41	19	38	03	06	16	32	22	44	2	4	20	40
LESS	13	09	18	03	06	6	12	4	8	1	2	3	6
LOT LESS	06	04	08	01	02	3	6	2	4			2	4
NO RESP	03	02	04	00	00	2	4	1	2			1	2
<u>NUMBER 23H</u>													
LOT MORE	21	09	18	04	08	5	10	12	24	2	4	10	20
LITTLE MORE	34	16	32	02	04	14	28	18	36	3	6	15	30
AS IS	31	18	36	05	10	13	26	13	26	2	4	11	22
LESS	9	03	06	01	02	2	4	6	12	1	2	5	10
LOT LESS	02	02	04	00	00	2	4						
NO RESP	03	02	04	00	00	2	4	1	2			1	2

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	TOTAL	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
<u>NUMBER 23I</u>													
LOT MORE	27	09	18	03	06	6	12	18	36	1	2	17	34
LITTLE MORE	39	20	40	04	08	16	32	19	38	4	8	15	30
AS IS	20	12	24	03	06	9	18	8	16	3	6	5	10
LESS	7	05	10	02	04	3	6	2	4			2	4
LOT LESS	02	02	04	00	00	2	4						
NO RESP	05	02	04	00	00	2	4	3	6			3	6
<u>NUMBER 24</u>													
AS IS	69	35	70	09	18	26	52	34	68	6	12	28	56
CAFETERIA	20	09	18	03	06	6	12	11	22	2	4	9	18
S A OFFICE	05	03	06	00	00	3	6	2	4			2	4
NO RESP	06	03	06	00	00	3	6	3	6			3	6
<u>NUMBER 25A</u>													
FREQUENTLY	32	18	36	07	14	11	22	14	28	4	8	10	20
SOMETIMES	49	21	42	03	06	18	36	28	56	3	6	25	50
SELDOM	15	08	16	02	04	6	12	7	14	1	2	6	12
NEVER	02	02	04	00	00	2	4						
NO RESP	02	01	02	00	00	1	2	1	2			1	2
<u>NUMBER 25B</u>													
FREQUENTLY	09	03	06	01	02	2	4	6	12	2	4	4	8
SOMETIMES	40	24	48	05	10	19	38	16	32	2	4	14	28
SELDOM	40	17	34	04	08	13	26	23	46	3	6	20	40
NEVER	09	05	10	02	04	3	6	4	8	1	2	3	6
NO RESP	02	01	02	00	00	1	2	1	2			1	2
<u>NUMBER 25C</u>													
FREQUENTLY	03	01	02	00	00	1	2	2	4	1	2	1	2
SOMETIMES	07	05	10	01	02	4	8	2	4			2	4

STUDENT QUESTIONNAIRE - JUNIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
SELDOM	44	20	40	05	10	15	30	24	48	6	12	18	36
NEVER	44	23	46	06	12	17	34	21	42	1	2	20	40
NO RESP	02	01	02	00	00	1	2	1	2			1	2
<u>NUMBER 250</u>													
FREQUENTLY	02	02	04	00	00	2	4						
SOMETIMES	01	01	02	00	00	1	2						
SELDOM	17	10	20	04	08	6	12	7	14	3	6	4	8
NEVER	78	36	72	08	16	28	56	42	84	5	10	37	74
NO RESP	02	01	02	00	00	1	2	1	2			1	2

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGE CODE

TOTAL N & P = Total number and percent of Seniors

N 1 = Total number of male Seniors

P 1 = Total percent of male Seniors

N 2 = Number of Senior male officers

P 2 = Percent of Senior male officers

N 3 = Number of Senior male non-officers

P 3 = Percent of Senior male non-officers

N 4 = Total number of female Seniors

P 4 = Total percent of female Seniors

N 5 = Number of Senior female officers

P 5 = Percent of Senior female officers

N 6 = Number of Senior female non-officers

P 6 = Percent of Senior female non-officers

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
<u>NUMBER 1A</u>													
OFTEN	9	06	12	00	00	6	12	3	6	2	4	1	2
SELDOM	58	24	48	05	10	19	38	34	68	11	22	23	46
NEVER	32	19	38	05	10	14	28	13	26	4	8	9	18
NO RESP	01	01	02	01	02								
<u>NUMBER 1B</u>													
OFTEN	9	06	12	02	04	4	8	3	6			3	6
SELDOM	36	23	46	03	06	20	40	13	26	5	10	8	16
NEVER	53	20	40	05	10	15	30	33	66	12	24	21	42
NO RESP	02	01	02	01	02			1	2			1	2
<u>NUMBER 2</u>													
WEATHER	58	29	58	07	14	22	44	29	58	11	22	18	36
CALENDAR	09	04	08	00	00	4	8	5	10	4	8	1	2
SPORTS ETC	34	17	34	03	06	14	28	17	34	6	12	11	22
MILLAGE	20	13	26	04	08	9	18	7	14	1	2	6	12
NO RESP													
<u>NUMBER 3A</u>													
VERY ACCUR	13	08	16	03	06	5	10	5	10	2	4	3	6
FAIRLY ACC	47	21	42	03	06	18	36	26	52	8	16	18	36
NOT ACCURAT	10	06	12	01	02	5	10	4	8	2	4	2	4
NO RESP	30	15	30	04	08	11	22	15	30	5	10	10	20
<u>NUMBER 3B</u>													
VERY ACCUR	11	06	12	02	04	4	8	5	10	1	2	4	8
FAIRLY ACC	39	22	44	03	06	19	38	17	34	5	10	12	24
NOT ACCURAT	02	02	04	00	00	2	4						
NO RESP	48	20	40	06	12	14	28	28	56	11	22	17	34
<u>NUMBER 4A</u>													
NEARLY ALW	78	38	76	09	18	29	58	40	80	13	24	28	56

[illegible]

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
OFTEN	59	26	52	07	14	19	38	33	66	9	18	24	48
SOMETIMES	22	11	22	01	02	10	20	11	22	4	8	7	14
SELDOM	15	11	22	03	06	8	16	4	8	2	4	2	4
NEVER	4	02	04	00	00	2	4	2	4	2	4		
NO RESP													
<u>NUMBER 8</u>													
TOTAL ATT	07	02	04	01	02	1	2	5	10	2	4	3	6
SOME ATTEN	80	39	78	08	16	31	62	41	82	13	26	28	56
LITTLE ATT	11	07	14	02	04	5	10	4	8	2	4	2	4
NO ATTENT	02	02	04	00	00	2	4						
NO RESP													
<u>NUMBER 9</u>													
QUIET	72	37	74	07	14	30	60	35	70	13	26	22	44
DEF TIME	10	05	10	01	02	4	8	5	10	2	4	3	6
PLEAS VOICE	37	16	32	05	10	11	22	21	42	7	14	14	28
PRE SIGNAL	27	11	22	02	04	9	18	16	32	3	6	13	26
<u>NUMBER 10</u>													
WORDING	32	16	32	04	08	12	24	16	32	6	12	14	28
DIF VOICE	44	18	36	06	12	12	24	26	52	11	22	15	30
BACKGROUND	26	10	20	04	08	6	12	16	32	7	14	9	18
PERSONAL INT	78	40	80	09	18	31	62	38	76	12	24	26	52
NO RESP													
<u>NUMBER 11</u>													
SP CLASS	20	07	14	03	06	4	8	13	26	7	14	6	12
S C OFFICER	10	07	14	02	04	5	10	3	6	2	4	1	2
CLASS OFFIC	11	05	10	01	02	4	8	6	12	2	4	4	8
VOLUNTEERS	63	30	60	07	14	23	46	33	66	11	22	22	44

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

		P 1	P 2	P 3	P 4	P 5	P 6
TOTAL							
NO RESP							
NUMBER 12							
TOTAL ATTEM	58	27	54	05	10	22	44
SOME ATTEM	32	16	32	03	06	13	26
LITTLE ATT	05	03	06	00	00	3	6
NO ATTEM	02	02	04	01	02	1	2
NO RESP	03	02	04	02	04		
NUMBER 13							
WELL INFORM	43	20	40	04	08	16	32
POORLY INF	06	03	06	00	00	3	6
INTERESTED	20	12	24	02	04	10	20
DISINTERESR	08	05	10	00	00	5	10
ROOM NOISY	06	02	04	00	00	2	4
NO RESP	17	08	16	05	10	3	6
NUMBER 14							
FACTS	29	15	30	02	04	13	26
MESSAGE	32	18	36	03	06	15	30
INVOLVEMENT	27	13	26	01	02	12	24
TEACHER REP	04	01	02	00	00	1	2
NO RESP	08	05	10	05	10		
NUMBER 15							
READ	43	21	42	05	10	16	32
READ SOME	37	13	26	05	10	8	16
NOT READ	07	07	14	00	00	7	14
NOT RECEIVE	12	09	18	01	02	8	16
NO RESP	01	00	00				
NUMBER 16A							

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N	P 1	P 2	P 3	P 4	P 5	P 6
MORE	26	15	30	06	12	9	18
SAME	43	18	36	03	06	15	30
LESS	24	12	24	02	04	10	20
NO RESP	07	05	10	00	00	5	10
NUMBER 16B							
MORE	47	19	38	05	10	14	28
SAME	44	24	48	05	10	19	38
LESS	2	02	04	01	02	1	2
NO RESP	07	05	10	00	00	5	10
NUMBER 16C							
MORE	48	22	44	06	12	16	32
SAME	37	16	32	03	06	13	26
LESS	6	05	10	02	04	3	6
NO RESP	09	07	14	00	00	7	14
NUMBER 16D							
MORE	38	20	40	08	16	12	24
SAME	48	19	38	02	04	17	34
LESS	5	04	08	01	02	3	6
NO RESP	09	07	14	00	00	7	14
NUMBER 17A							
GREAT	10	04	08	01	02	3	6
MUCH	16	06	12	02	04	4	8
SOME	43	19	38	05	10	14	28
LITTLE	13	07	14	02	04	5	10
NONE	7	07	14	00	00	7	14
NO RESP	11	07	14	01	02	6	12
NUMBER 17B							

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
MOST	32	11	22	02	04	9	18	21	42	8	16	13	26
MORE	18	12	24	02	04	10	20	6	12			6	12
FAIRLY	27	13	26	04	08	9	18	14	28	4	8	10	20
NOT EASY	09	04	08	02	04	2	4	5	10	3	6	2	4
DIFFICULT	01	01	02	00	00	1	2						
NO RESP	13	09	18	01	02	8	16	4	8	2	4	2	4
<u>NUMBER 17C</u>													
MOST CLEAR	22	10	20	06	12	4	8	12	24	6	12	6	12
MORE CLEAR	22	09	18	00	00	9	18	13	26	5	10	8	16
FAIRLY	18	06	12	00	00	6	12	12	24			12	24
NOT CLEAR	12	08	16	00	00	8	16	4	8	3	6	1	2
VAGUE	12	08	16	04	08	4	8	4	8	1	2	3	6
NO RESP	14	09	18	01	02	8	16	5	10	2	4	3	6
<u>NUMBER 17D</u>													
MOST	19	06	12	02	04	4	8	13	26	5	10	8	16
MORE	18	08	16	02	04	6	12	10	20	3	6	7	14
FAIRLY	31	15	30	02	04	13	26	16	32	5	10	11	22
NOT CONCISE	13	08	16	02	04	6	12	5	10	1	2	4	8
VERBOSE	05	04	08	02	04	2	4	1	2	1	2		
NO RESP	14	09	18	01	02	8	16	5	10	2	4	3	6
<u>NUMBER 17E</u>													
MOST INT	10	02	04	00	00	2	4	8	16	3	6	5	10
MORE INT	09	05	10	02	04	3	6	4	8	1	2	3	6
FAIRLY INT	25	12	24	04	08	8	16	13	26	4	8	9	18
NOT INTERES	23	10	20	02	04	8	16	13	26	3	6	10	20
DULL	21	14	28	02	04	12	24	7	14	4	8	3	6
NO RESP	12	07	14	01	02	6	12	5	10	2	4	3	6

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	H 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
<u>NUMBER 18</u>													
USUALLY	60	33	66	11	22	22	44	27	54	12	24	15	30
SELDOM	31	11	22	00	00	11	22	20	40	3	6	17	34
NEVER	7	05	10	00	00	5	10	2	4	1	2	1	2
NO RESP	02	01	02	00	00	1	2	1	2	1	2		
<u>NUMBER 19</u>													
MOST	55	27	54	09	18	18	36	28	56	9	18	19	38
SOME	37	19	38	02	04	17	34	18	36	6	12	12	24
NONE	2	01	02	00	00	1	2	1	2			1	2
NO RESP	06	03	06	00	00	3	6	3	6	2	4	1	2
<u>NUMBER 20</u>													
SUBSCRIBE	20	06	12	03	06	3	6	14	28	7	14	7	14
BUY	16	10	20	02	04	8	16	6	12	3	6	3	6
BORROW	49	24	48	04	08	20	40	25	50	5	10	20	40
DO NOT GET	05	03	06	00	00	3	6	2	4			2	4
NO RESP	10	07	14	02	04	5	10	3	6	2	4	1	2
<u>NUMBER 21</u>													
WEEKLY	37	20	40	03	06	17	34	17	34	7	14	10	20
MONTHLY	29	14	28	04	08	10	20	15	30	3	6	12	24
BI MONTHLY	25	11	22	04	08	7	14	14	28	4	8	10	20
NO RESP	09	05	10	00	00	5	10	4	8	3	6	1	2
<u>NUMBER 22</u>													
EXPENSIVE	20	15	30	04	08	11	22	5	10	2	4	3	6
FAIR	58	25	50	05	10	20	40	33	66	11	22	22	44
LESS EXPENS	14	06	12	02	04	4	8	8	16	2	4	6	12
NO RESP	08	04	08	00	00	4	8	4	8	2	4	2	4
<u>NUMBER 23A</u>													

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
LOT MORE	21	13	26	02	04	11	22	8	16	2	4	6	12
LITTLE MORE	18	12	24	02	04	10	20	6	12	3	6	3	6
AS IS	43	14	28	04	08	10	20	29	58	8	16	21	42
LESS	5	04	08	02	04	2	4	1	2			1	2
LOT LESS	03	02	04	01	02	1	2	1	2	1	2		
NO RESP	10	05	10	00	00	5	10	5	10	3	6	2	4
<u>NUMBER 23B</u>													
LOT MORE	09	05	10	01	02	4	8	4	8	4	8		
LITTLE MORE	32	15	30	04	08	11	22	17	34	7	14	10	20
AS IS	38	15	30	03	06	12	24	23	46	3	6	20	40
LESS	9	08	16	02	04	6	12	1	2			1	2
LOT LESS	01	01	02	01	02								
NO RESP	11	06	12	00	00	6	12	5	10	3	6	2	4
<u>NUMBER 23C</u>													
LOT MORE	29	11	22	04	08	7	14	18	36	6	12	12	24
LITTLE MORE	37	22	44	05	10	17	34	15	30	3	6	12	24
AS IS	21	09	18	02	04	7	14	12	24	5	10	7	14
LESS	2	02	04	00	00	2	4						
LOT LESS													
NO RESP	11	06	12	00	00	6	12	5	10	3	6	2	4
<u>NUMBER 23D</u>													
LOT MORE	26	11	22	02	04	9	18	15	30	6	12	9	18
LITTLE MORE	32	13	26	04	08	9	18	19	38	6	12	13	26
AS IS	22	14	28	04	08	10	20	8	16			8	16
LESS	6	04	08	01	02	3	6	2	4	2	4		
LOT LESS	03	02	04	00	00	2	4	1	2			1	2
NO RESP	11	06	12	00	00	6	12	5	10	3	6	2	4

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N	P 1	P 2	P 3	P 4	P 5	P 6
<u>NUMBER 23E</u>							
LOT MORE	12	05	10	00	00	5	10
LITTLE MORE	17	08	16	32	02	04	14
AS IS	31	16	32	02	04	14	28
LESS	12	06	12	02	04	4	8
LOT LESS	17	09	18	04	08	5	10
NO RESP	11	06	12	00	00	6	12
<u>NUMBER 23F</u>							
LOT MORE	47	21	42	04	08	17	34
LITTLE MORE	25	14	28	03	06	11	22
AS IS	14	08	16	02	04	6	12
LESS	1	00	00				
LOT LESS	03	02	04	02	04		
NO RESP	10	05	10	00	00	5	10
<u>NUMBER 23G</u>							
LOT MORE	25	16	32	06	12	10	20
LITTLE MORE	24	09	18	02	04	7	14
AS IS	27	12	24	03	06	9	18
LESS	7	04	08	00	00	4	8
LOT LESS	08	03	06	00	00	3	6
NO RESP	09	06	12	00	00	6	12
<u>NUMBER 23H</u>							
LOT MORE	29	13	26	03	06	10	20
LITTLE MORE	24	11	22	05	10	6	12
AS IS	26	12	24	02	04	10	20
LESS	7	06	12	01	02	5	10
LOT LESS	04	02	04	00	00	2	4

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
NO RESP	10	06	12	00	00	6	12	4	8	2	4	2	4
<u>NUMBER 231</u>													
LOT MORE	31	14	28	04	08	10	20	17	34	9	18	8	16
LITTLE MORE	37	20	40	04	08	16	32	17	34	6	12	11	22
AS IS	21	10	20	03	06	7	14	11	22			11	22
LESS	1	01	02	00	00	1	2						
LOT LESS													
NO RESP	10	05	10	00	00	5	10	5	10	2	4	3	6
<u>NUMBER 24</u>													
AS IS	78	37	74	08	16	29	58	41	82	14	28	27	54
CAFETERIA	08	04	08	02	04	2	4	4	8			4	8
S A OFFICE	02	02	04	00	00	2	4						
NO RESP	12	07	14	01	02	6	12	5	10	3	6	2	4
<u>NUMBER 24A</u>													
FREQUENTLY	38	20	40	06	12	14	28	18	36	8	16	10	20
SOMETIMES	35	17	34	04	08	13	26	18	36	6	12	12	24
SELDOM	22	12	24	01	02	11	22	10	20	1	2	9	18
NEVER	03	00	00					3	6	1	2	2	4
NO RESP	02	01	02	00	00	1	2	1	2	1	2		
<u>NUMBER 25B</u>													
FREQUENTLY	15	10	20	01	02	9	18	5	10	1	2	4	8
SOMETIMES	29	21	42	06	12	15	30	8	16	2	4	6	12
SELDOM	38	13	26	04	08	9	18	25	50	10	20	15	30
NEVER	16	05	10	00	00	5	10	11	22	3	6	8	16
NO RESP	02	01	02	00	00	1	2	1	2	1	2		
<u>NUMBER 25C</u>													
FREQUENTLY	09	05	10	03	06	2	4	4	8	3	6	1	2

STUDENT QUESTIONNAIRE - SENIOR RAW DATA AND PERCENTAGES

	TOTAL N & P	N 1	P 1	N 2	P 2	N 3	P 3	N 4	P 4	N 5	P 5	N 6	P 6
SOMETIMES	08	04	08	02	04	2	4	4	8	2	4	2	4
SELDOM	40	27	54	06	12	21	42	13	26	1	2	12	24
NEVER	41	13	26	00	00	13	26	28	56	10	20	18	36
NO RESP	02	01	02	00	00	1	2	1	2	1	2		
<u>NUMBER 250</u>													
FREQUENTLY	03	01	02	01	02			2	4			2	4
SOMETIMES	09	06	12	04	08	2	4	3	6	3	6		
SELDOM	14	07	14	02	04	5	10	7	14	2	4	5	10
NEVER	72	35	70	04	08	31	62	37	74	11	22	26	52
NO RESP	02	01	02	00	00	1	2	1	2	1	2		

PARLNT QUESTIONNAIRE - FEMALE RAW DATA AND PERCENTAGES -
PARENT TOTALS AND PERCENTAGES CODE*

N & P 1 = Total number and percent of female parents

N & P 2 = Number and percent of female parents with 1 child

N & P 3 = Number and percent of female parents with 2-4 children

N & P 4 = Number and percent of female parents with 5-6 children

N & P 5 = Number and percent of female parents with 7 or more children

N & P 6 = Number and percent of female parents in age 35 group

N & P 7 = Number and percent of female parents in age 36-45 group

N & P 8 = Number and percent of female parents in age 46-55 group

N & P 9 = Number and percent of female parents in age 56 or over group

GT = Grand Total number of male and female parents

GT % = Grand Total percentages of male and female parents

* Since 100 female parents replied to the questionnaire the percentage is the same as the number.

PARENT QUESTIONNAIRE - FEMALE RAW DATA AND PERCENTAGES - PARENT TOTALS AND PERCENTAGES

<u>NUMBER 1A</u>	N 6 P 1	N 6 P 2	N 6 P 3	N 6 P 4	N 6 P 5	N 6 P 6	N 6 P 7	N 6 P 8	N 6 P 9	GT	GT %
OFTEN	55	08	31	10	06	1	32	19	3	84	47.4
SELDOM	39	04	30	03	02	2	18	16	3	80	45.1
NEVER	04	00	03	01	00		2	2		9	5.0
NO RESP	02	00	01	01	00		2			4	2.2
<u>NUMBER 1B</u>											
OFTEN	20	05	09	05	01	1	13	4	2	31	17.5
SELDOM	50	05	35	05	05	1	23	23	3	89	50.2
NEVER	14	01	10	22	01	7	7	15	11	33	18.6
NO RESP	16	01	11	03	01		11	5		24	13.5
<u>NUMBER 2</u>											
WEATHER	85	09	57	13	06	3	45	32	5	141	79.6
CALENDAR	31	04	17	07	03	1	17	11	2	43	24.2
SPORTS ETC	41	05	25	06	05	2	24	13	3	72	40.6
WILLAGE	60	08	38	08	06	1	33	21	5	96	54.2
NO RESP										7	3.9
<u>NUMBER 3A</u>											
VERY ACCURATE	32	05	18	06	03	1	14	12	5	43	24.2
FAIRLY ACCURATE	55	05	40	07	03	2	33	19	1	104	58.7
NOT ACCURATE	02	02	00	00	00		1	1		7	3.9
NO RESP	11	00	07	02	02		6	5		23	12.9
<u>NUMBER 3B</u>											
VERY ACCURATE	25	05	12	06	02	1	12	8	4	41	23.1
FAIRLY ACCURATE	35	03	28	04	00	1	19	14	1	67	37.8
NOT ACCURATE	02	00	02	00	00		2			3	1.6
NO RESP	38	04	23	05	06	1	21	15	1	66	37.2
<u>NUMBER 4A</u>											
NEARLY ALWAYS	92	11	59	14	08	3	50	33	6	152	85.8

PARENT QUESTIONNAIRE - FEMALE RAW DATA AND PERCENTAGES - PARENT TOTALS AND PERCENTAGES

	N	1	N	2	N	3	N	4	N	5	N	6	N	7	N	8	N	9	GT	GT %
PART TIME	05	01	03	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	15	8.4
SELDOM	02	00	02	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	7	3.9
NEVER	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	2	1.1
NO RESP																			1	.5
<u>NUMBER 48</u>																				
NEARLY ALWAYS	24	03	12	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	38	21.4
PART TIME	41	04	30	05	02	05	02	05	02	05	02	05	02	05	02	05	02	05	67	37.8
SELDOM	26	05	17	03	01	03	01	03	01	03	01	03	01	03	01	03	01	03	47	26.5
NEVER	02	00	02	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	8	4.5
NO RESP	07	00	04	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	17	9.6
<u>NUMBER 5</u>																				
CALENDAR	62	05	41	10	06	10	06	10	06	10	06	10	06	10	06	10	06	10	101	52.0
MILLAGE	86	11	56	12	07	12	07	12	07	12	07	12	07	12	07	12	07	12	145	81.9
SPORTS ETC	55	08	36	07	04	07	04	07	04	07	04	07	04	07	04	07	04	07	104	58.7
POLICIES	68	10	44	08	06	08	06	08	06	08	06	08	06	08	06	08	06	08	112	63.2
NO RESP																				
<u>NUMBER 6</u>																				
VERY ACCURATE	22	05	09	05	03	05	03	05	03	05	03	05	03	05	03	05	03	05	30	16.9
FAIRLY ACCURATE	64	05	47	08	04	08	04	08	04	08	04	08	04	08	04	08	04	08	125	70.6
NOT ACCURATE	08	02	04	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	13	7.3
NO RESP	06	00	05	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	9	5.0
<u>NUMBER 6B</u>																				
VERY ACCURATE	29	07	14	05	03	05	03	05	03	05	03	05	03	05	03	05	03	05	38	21.4
FAIRLY ACCURATE	51	03	36	08	04	08	04	08	04	08	04	08	04	08	04	08	04	08	97	54.8
NOT ACCURATE	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	2	1.1
NO RESP	19	02	14	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	40	22.5
<u>NUMBER 7</u>																				

PARENT QUESTIONNAIRE - FEMALE RAW DATA AND PERCENTAGES - PARENT TOTALS AND PERCENTAGES

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9	GT	GT %
ATTENDED 1 NIGHT	12	01	09	02	00		7	4	1	23	12.9
MORE THAN 1	63	08	44	04	07	3	31	26	3	103	58.1
NEVER ATTENDED	23	03	12	07	01		15	6	2	47	26.5
NO RESP	02	00	00	02	00		1	1		4	2.2
<u>NUMBER 8</u>											
GREAT VALUE	46	05	31	06	04	3	22	18	3	76	42.9
SOME VALUE	23	02	17	01	03		10	12	1	47	26.5
LITTLE VALUE	12	03	06	02	01		9	2	1	19	10.7
NO VALUE	05	00	04	01	00		3	2		5	2.8
NO RESP	14	02	07	05	00		10	3	1	30	16.9
<u>NUMBER 10</u>											
MUCH BETTER	35	01	27	05	02	2	16	15	2	58	32.7
SOME WHAT BETTER	32	06	17	04	05	1	17	13	1	55	31.0
NO CHANGE	09	02	07	00	00		5	3	1	18	10.1
MORE CONFUSED	0									1	.5
NO RESP	24	03	14	06	01		16	6	2	45	25.4
<u>NUMBER 11</u>											
TOTAL	66	10	44	08	04	3	35	24	4	98	55.3
ONLY PARTS	26	01	16	06	03		14	11	1	49	27.6
DO NOT READ	03	01	01	01	00		1	1	1	22	12.4
NO RESP	05	00	04	00	01		4	1		8	4.5
<u>NUMBER 12</u>											
VERY HELPFUL	64	05	42	10	07	3	32	24	5	93	52.5
OF MODERATE USE	27	05	19	03	00		18	9		50	28.2
OF LITTLE USE	04	00	03	01	00		3	1		6	3.3
NO USE										1	.5
NO RESP	05	02	01	01	01		1	3	1	27	15.2

NUMBER 13													GT
PRINCIPALS ART													GT
N 6 P 1	N 6 P 2	N 6 P 3	N 6 P 4	N 6 P 5	N 6 P 6	N 6 P 7	N 6 P 8	N 6 P 9	N 6 P 10	N 6 P 11	N 6 P 12	N 6 P 13	GT
30	02	22	03	03	1	11	15	3					43
43	08	26	07	02	2	30	10	1					69
16	00	01	03	02		9	7						30
11	02	06	02	01		4	5	2					35
NUMBER 14													
02	00	01	01	00		2							4
82	09	54	12	07	3	41	33	5					129
10	02	07	01	00		8	2						17
06	01	03	01	01		3	2	1					27
NUMBER 15													
62	08	44	05	05	2	30	25	5					92
31	03	17	09	02	1	19	11	1					74
07	01	04	01	01		5	1	1					11
NUMBER 16													
01	00	00	01	00		24	1	2					3
47	05	34	03	05	2		19						66
11	01	07	03	00		7	3						24
41	06	24	08	03	1	23	14	3					84
NUMBER 17													
41	04	29	05	03	2	21	15	3					63
27	04	18	03	02		14	12	1					45
14	03	07	03	01	1	7	5	1					38
18	01	11	04	02		12	5	1					31
NUMBER 18													
34	05	23	04	02	2	16	13						53
25	02	17	04	02		13	12						45

PARENT QUESTIONNAIRE - FEMALE RAW DATA AND PERCENTAGES - PARENT TOTALS AND PERCENTAGES

	N & P 1	N & P 2	N & P 3	N & P 4	N & P 5	N & P 6	N & P 7	N & P 8	N & P 9	GT	GT %
LESS THAN HALF	11	01	08	01	01		8			16	9.0
NO RESP	30	04	17	06	03	1	17	10		63	35.5
<u>NUMBER 19</u>											
OF GREAT VALUE	20	00	15	03	00	1	9	9	1	30	16.9
OF SOME VALUE	45	07	30	05	03	1	25	10	1	77	43.5
OF NO VALUE	02	00	02	00	00		1		1	4	2.2
NO RESP	33	05	18	07	03	1	19	10	3	66	37.2
<u>NUMBER 21</u>											
TOO LENGTHY	10	02	06	01	01	2	8	2		16	9.0
ABOUT RIGHT	56	04	41	07	04		27	24	3	92	51.9
TOO BRIEF	03	00	02	01	00		2	1		4	2.2
NO RESP	31	06	16	06	03	1	17	10	3	65	36.7
<u>NUMBER 22</u>											
HAVE READ IT	62	05	40	03	05	3	35	21	3	94	53.1
HAVE NOT READ	20	01	12	05	02		9	10	1	44	24.8
WAS NOT AWARE	12	01	10	01	00		7	3	2	28	15.8
NO RESP	06	01	03	01	01		3	3		11	6.2
<u>NUMBER 23A</u>											
LOT MORE	32	02	19	08	03	2	17	10	3	47	26.5
LITTLE MORE	13	02	09	01	01		8	5		26	14.6
AS IS	23	05	16	01	01	1	11	11		38	21.4
LESS	1	00	01	00	00		1			2	1.1
LOT LESS	02	00	02	00	00		2			3	1.6
NO RESP	29	03	18	05	03		15	11	3	61	34.4
<u>NUMBER 23B</u>											
LOT MORE	30	02	17	07	04	1	15	12	2	43	24.2
LITTLE MORE	14	01	12	00	01	1	8	5		29	16.3

PARENT QUESTIONNAIRE - FEMALE RAW DATA AND PERCENTAGES - PARENT TOTALS AND PERCENTAGES

	N 1 P	N 2 P	N 3 P	N 4 P	N 5 P	N 6 P	N 7 P	N 8 P	N 9 P	GT	GT %
AS IS	24	05	17	02	00	1	14	9		35	19.7
LESS										1	.5
LOT LESS										1	.5
NO RESP	32	04	19	06	03		17	11	4	68	38.4
<u>NUMBER 23C</u>											
LOT MORE	36	03	21	08	04	2	20	12	2	52	29.3
LITTLE MORE	10	01	08	00	01		6	4		23	12.9
AS IS	22	04	17	01	00	1	12	9		31	17.5
LESS											
LOT LESS										3	1.6
NO RESP	32	04	19	06	03		16	12	4	68	38.4
<u>LOT MORE</u>	33	01	20	08	04	2	17	12	2	44	24.8
LITTLE MORE	10	02	07	00	01		6	4		23	12.9
AS IS	22	04	16	02	00	1	13	8		33	18.6
LESS	1	00	01	00	00			1		4	2.2
LOT LESS	02	00	02	00	00		2			4	2.2
NO RESP	32	05	19	05	03		16	12	4	69	38.9
<u>NUMBER 23E</u>											
LOT MORE	29	03	18	05	03	1	16	11	1	41	23.1
LITTLE MORE	15	01	11	03	00	2	7	5	1	23	12.9
AS IS	15	02	10	02	01		8	7		32	18.0
LESS	8	02	05	00	01		5	3		9	5.0
LOT LESS	01	00	01	00	00		1			4	2.2
NO RESP	32	04	20	05	03		17	11	4	68	38.4
<u>NUMBER 24A</u>											
FREQUENTLY	11	07	03	01	00	1	1	2		11	6.2
SOMETIMES	50	03	34	09	04	2	25	24	3	92	51.9

PARENT QUESTIONNAIRE - FEMALE RAW DATA AND PERCENTAGES - PARENT TOTALS AND PERCENTAGES

	N P 1	N P 2	N P 3	N P 4	N P 5	N P 6	N P 7	N P 8	N P 9	GT	GT %
SELDOM	20	01	15	02	02		15	6	1	39	22.0
NEVER	13	01	09	02	01		9	4		21	11.8
NO RESP	06	00	04	01	01		4	1	2	14	7.9
<u>NUMBER 24B</u>											
FREQUENTLY	02	00	02	00	00	1	1			2	1.1
SOMETIMES	53	05	32	10	06	2	26	22	3	94	53.1
SELDOM	16	03	11	01	01		9	6		31	17.5
NEVER	23	03	17	03	00		15	8	1	37	20.9
NO RESP	06	01	03	01	01		3	1	2	13	7.3
<u>NUMBER 24C</u>											
FREQUENTLY	02	00	02	00	00		1	1	2	2	1.1
SOMETIMES	48	04	29	10	05	3	25	18		81	45.7
SELDOM	14	02	10	01	01		7	7		35	19.7
NEVER	29	05	20	03	01		17	10	2	44	24.6
NO RESP	07	01	04	01	01		4	1	2	15	8.4
<u>NUMBER 24D</u>											
FREQUENTLY	01	00	01	00	00		1			1	.5
SOMETIMES	39	03	23	09	04	1	21	15	2	68	38.4
SELDOM	14	02	10	01	01	2	6	6		25	14.1
NEVER	39	06	27	04	02		22	15	2	67	37.8
NO RESP	07	01	04	01	01		4	1	2	16	9.0

PARENT QUESTIONNAIRE - MALE RAW DATA CODE

N 1 = Total number of male parents

N 2 = Number of male parents with 1 child

N 3 = Number of male parents with 2-4 children

N 4 = Number of male parents with 5-6 children

N 5 = Number of male parents with 7 or more children

N 6 = Number of male parents in 35 age group

N 7 = Number of male parents in 36-45 age group

N 9 = Number of male parents in 56 and over age group

PARENT QUESTIONNAIRE - MALE RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9
<u>NUMBER 1 A</u>									
OFTEN	29	03	18	06	2		11	18	
SELDOM	41	02	35	01	3	3	26	8	4
NEVER	05	00	04	01				3	2
NO RESP	02	00	02	00					2
<u>NUMBER 1 B</u>									
OFTEN	11	02	08	00	1		3	6	2
SELDOM	39	01	29	06	3	2	21	12	4
NEVER	19	01	16	01	1	1	8	8	2
NO RESP	08	01	06	01			5	3	
<u>NUMBER 2 A</u>	56	01	44	06	5	1	32	18	5
<u>NUMBER 2 B</u>	12	01	10	01		1	4	7	
<u>NUMBER 2 C</u>	31	02	23	04	2	2	12	15	2
<u>NUMBER 2 D</u>	36	03	25	05	3	1	15	18	2
NO RESP	07	00	00			2	5		
<u>NUMBER 3 A</u>									
VERY ACCURATE	11	00	09	02			8	2	1
FAIRLY ACCURATE	49	04	36	05	4	2	24	20	3
NOT ACCURATE	05	01	04	00		1	2	2	
NO RESP	12	00	10	01	1		3	5	4
<u>NUMBER 3 B</u>									
VERY ACCURATE	16	00	13	02	1	1	7	5	3
FAIRLY ACCURATE	32	03	22	04	3		18	11	3
NOT ACCURATE	01	00	01	00		1			
NO RESP	28	02	23	02	1	1	12	13	2
<u>NUMBER 4 A</u>									
NEARLY ALWAYS	60	04	47	05	4	1	29	25	5
PART TIME	10	00	07	02	1		5	3	2

PARENT QUESTIONNAIRE - MALE RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9
SELDOM	05	00	04	01		1	3		1
NEVER	01	01	00	00		1		1	
NO RESP	01	00	01	00					
<u>NUMBER 4 A</u>									
NEARLY ALWAYS	14	01	13	00			9	4	1
PART TIME	26	01	17	04	4		13	12	1
SELDOM	21	00	18	03		1	9	6	5
NEVER	06	02	04	00		2	1	3	
NO RESP	10	01	07	01	1		5	4	1
<u>NUMBER 5 A</u>	39	01	31	04	3	2	19	13	5
<u>NUMBER 5 B</u>	59	03	45	07	4	1	31	23	4
<u>NUMBER 5 C</u>	49	03	38	04	4	2	24	11	2
<u>NUMBER 5 D</u>	44	02	34	04	4		25	16	3
NO RESP									
<u>NUMBER 6 A</u>									
VERY ACCURATE	08	00	07	00	1	1	2	4	1
FAIRLY ACCURATE	61	03	47	08	3		32	23	6
NOT ACCURATE	05	01	03	00	1	1	2	2	
NO RESP	03	01	02	00		1	1		1
<u>NUMBER 6 B</u>									
VERY ACCURATE	09	00	07	02			5	3	1
FAIRLY ACCURATE	46	02	35	05	4	2	23	16	5
NOT ACCURATE	01	00	01	00			1		
NO RESP	21	03	16	01	1	1	8	10	2
<u>NUMBER 7 A</u>	11	00	10	00	1		7	3	1
<u>NUMBER 7 B</u>	40	03	30	04	3	1	19	17	3
<u>NUMBER 7 C</u>	24	02	17	04	1	2	10	9	3

PARENT QUESTIONNAIRE - MALE RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9
NO RESPONSE	02	00	02	00			1		1
<u>NUMBER 8 A</u>	30	00	23	03	4		18	9	3
<u>NUMBER 8 B</u>	24	02	20	01	1	2	8	11	3
<u>NUMBER 8 C</u>	07	01	05	01			4	3	
<u>NUMBER 8 D</u>									
NO RESP	16	02	11	03		1	7	6	2
<u>NUMBER 10 A</u>	23	00	17	03	3		15	6	2
<u>NUMBER 10 B</u>	23	02	19	01	1	1	7	12	3
<u>NUMBER 10 C</u>	09	01	08	00			5	3	1
<u>NUMBER 10 D</u>	01	00	01	00			1		
NO RESPON	21	02	14	04	1	2	9	8	2
<u>NUMBER 11 A</u>	32	01	23	05	3		19	9	4
<u>NUMBER 11 B</u>	23	00	20	02	1	2	10	11	
<u>NUMBER 11 C</u>	19	03	15	01		1	7	7	4
NO RESP	03	01	01	00	1		1	2	
<u>NUMBER 12 A</u>	29	00	23	05	1	1	16	10	2
<u>NUMBER 12 B</u>	23	01	18	01	3	1	12	8	2
<u>NUMBER 12 C</u>	02	00	02	00			1		1
<u>NUMBER 12 D</u>	01	00	01	00				1	
NO RESP	22	04	15	02	1	1	8	10	3
<u>NUMBER 13 A</u>	13	00	09	02	2		8	4	1
<u>NUMBER 13 B</u>	26	01	20	03	2	1	13	9	3
<u>NUMBER 13 C</u>	14	00	13	01		1	7	6	
NO RESP	24	04	17	02	1	1	9	10	4
<u>NUMBER 14 A</u>	02	00	02	00			2		
<u>NUMBER 14 B</u>	47	00	36	07	4	2	24	17	4
<u>NUMBER 14 C</u>	07	01	06	00			4	3	

PARENT QUESTIONNAIRE - MALE RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9
NO RESP	21	04	15	01	1	1	7	9	4
<u>NUMBER 15 A</u>	30	00	22	05	3	2	17	9	2
<u>NUMBER 15 B</u>	43	04	35	03	1	1	19	16	5
NO RESP	04	01	02	00	1		1	2	1
<u>NUMBER 16 A</u>									
VERY REP	02	00	02	00			2		
SOMEWHAT REP	19	00	14	04	1	1	9	8	1
NOT AT ALL	13	00	10	01	2	1	8	2	2
NO RESP	43	05	33	03	2	1	18	19	5
<u>NUMBER 17 A 1</u>	22	00	18	02	2		13	6	3
<u>NUMBER 17 A 2</u>	18	00	15	02	1	2	8	7	1
<u>NUMBER 17 A 3</u>	24	03	18	02	1	1	13	7	3
NO RESP	13	02	08	02	1		3	9	1
<u>NUMBER 18 A</u>	19	00	16	01	2		10	5	4
<u>NUMBER 18 B</u>	20	00	16	03	1	2	11	7	
<u>NUMBER 18 C</u>	05	00	05	00			2	2	1
NO RESP	33	05	22	04	2	1	14	15	3
<u>NUMBER 19 A</u>	10	00	09	01		1	3	4	2
<u>NUMBER 19 B</u>	32	00	26	03	3	1	21	40	
<u>NUMBER 19 C</u>	02	00	02	00					2
NO RESP	33	05	22	04	2	1	13	15	4
<u>NUMBER 21 A</u>	06	00	05	00	1		4	2	
<u>NUMBER 21 B</u>	36	00	30	04	2	2	18	12	4
<u>NUMBER 21 C</u>	01	00	01	00			1		
NO RESP	34	05	23	04	2	1	14	15	4
<u>NUMBER 22 A</u>	32	01	27	03	1	1	22	8	1
<u>NUMBER 22 B</u>	24	00	18	03	3	1	8	12	3

PARENT QUESTIONNAIRE - MALE RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9
<u>NUMBER 22 C</u>									
NO RESP	16	03	11	02		1	5	7	3
<u>NUMBER 23 A</u>	05	01	03	00	1		2	2	1
LOT MORE									
LITTLE MORE	15	01	13	00	1		10	4	1
AS I S	13	00	10	02	1	1	5	4	2
LESS	15	00	13	01	1		9	6	1
LOT LESS	1	00	01	00				1	
NO RESP	01	01	00	00				1	
<u>NUMBER 23 B</u>	32	03	22	05	2	2	13	13	4
LOT MORE									
LITTLE MORE	13	00	12	01			6	7	
AS I S	15	00	13	01	1	1	9	4	1
LESS	11	01	08	01	1		7	2	2
LOT LESS	1	00	01	00			1		
NO RESP	01	01	00	00				1	
<u>NUMBER 23 C</u>	36	03	25	05	3	2	14	15	5
LOT MORE									
LITTLE MORE	16	00	15	01			8	7	
AS I S	13	00	11	01	1	1	8	3	2
LESS	09	01	06	01	1		5	3	1
LOT LESS									
NO RESP	03	01	02	00			2	1	
<u>NUMBER 23 D</u>	36	03	25	05	3	2	14	15	5
LITTLE MORE	11	00	11	00			5	6	
AS I S	13	00	12	01		1	8	3	1
LESS	11	01	06	02	2		5	4	2
	3	00	03	00			3		

PARENT QUESTIONNAIRE - MALE RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9
LOT LESS	02	01	01	00			1	1	
NUMBER 23 D	37	03	26	05	3	2	15	15	5
NUMBER 23 E									
LOT MORE	12	00	11	01		1	5	6	
LITTLE MORE	08	00	07	01			6	1	1
AS IS	17	01	13	01	2		10	5	2
LESS	1	00	01	00			1		
LOT LESS	03	01	02	00			1	2	
NO RESP	36	03	25	05	3	2	14	15	5
NUMBER 24 A									
SOMETIMES	42	02	30	07	3	1	19	18	4
SELDOM	19	02	14	01	2	2	9	7	1
NEVER	08	00	08	00			6	2	
NO RESP	08	01	07	00			3	2	3
NUMBER 24 B									
SOMETIMES	41	02	31	05	3	2	18	17	4
SELDOM	15	02	10	02	1		8	6	1
NEVER	14	00	13	01		1	8	4	1
NO RESP	07	01	05	00	1		3	2	2
NUMBER 24 C									
SOMETIMES	33	02	24	04	3	1	14	15	3
SELDOM	21	01	16	03	1	2	11	7	1
NEVER	15	01	13	01			9	5	1
NO RESP	08	01	06	00	1		3	2	3
NUMBER 24 D									
SOMETIMES	29	02	20	04	3	2	12	13	2
SELDOM	11	00	07	03	1		5	5	1

PARENT QUESTIONNAIRE - MALE RAW DATA

	N 1	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9
NEVER	28	02	25	01		1	16	9	2
NO RESP	09	01	07	00	1		4	2	3

PARENT QUESTIONNAIRES - MALE PERCENTAGES CODE

P 1 = Total percent of male parents

P 2 = Percent of male parents with 1 child

P 3 = Percent of male parents with 2-4 children

P 4 = Percent of male parents with 5-6 children

P 5 = Percent of male parents with 7 or more children

P 6 = Percent of male parents in 35 age group

P 7 = Percent of male parents in 36-45 age group

P 8 = Percent of male parents in 46-55 age group

P 9 = Percent of male parents in 56 and over age group

PARENT QUESTIONNAIRE - MALE PERCENTAGES

<u>NUMBER 1A</u>	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9
OFTEN	37.5	0.18	23.3	0.7.7	2.5		14.2	23.3	
SELDOM	52.9	0.25	45.4	0.12	3.8	3.8	33.7	10.3	5.1
NEVER	0.63	0.00	0.51	0.12				3.8	2.5
NO RESP	0.25	0.00	0.25	0.00					2.5
<u>NUMBER 1B</u>									
OFTEN	14.0	0.25	10.3	0.00	1.2		3.8	7.7	2.5
SELDOM	50.3	0.12	37.6	0.7.7	3.8	2.5	27.2	15.5	5.1
NEVER	24.3	0.12	20.7	0.12	1.2	1.2	10.3	10.3	2.5
NO RESP	10.1	0.12	0.7.7	0.12			6.4	3.8	
<u>NUMBER 2 A</u>	72.4	0.12	57.1	0.7.7	6.4	1.2	41.5	23.3	6.4
<u>NUMBER 2 B</u>	15.3	0.12	12.9	0.12		1.2	5.1	9.6	
<u>NUMBER 2 C</u>	39.9	0.25	29.8	0.5.1	2.5	2.5	15.5	19.4	2.5
<u>NUMBER 2 D</u>	46.4	0.3.8	32.4	0.6.4	3.8	1.2	19.4	23.3	2.5
NO RESP	08.9	0.00	00.0			2.5	6.4		
<u>NUMBER 3 A</u>									
VERY ACCURATE	14.1	0.00	11.6	0.2.5			10.3	2.5	1.2
FAIRLY ACCURATE	63.3	0.5.1	46.7	0.6.4	5.1	2.5	31.1	25.9	3.8
NOT ACCURATE	06.3	0.12	05.1	0.00		1.2	2.5	2.5	
NO RESP	15.3	0.00	12.9	0.1.2	1.2		3.8	6.4	5.1
<u>NUMBER 3 B</u>									
VERY ACCURATE	20.5	0.00	16.8	0.2.5	1.2	1.2	9.0	6.4	3.8
FAIRLY ACCURATE	41.2	0.3.8	28.5	0.5.1	3.8		23.3	14.2	3.8
NOT ACCURATE	01.2	0.00	01.2	0.00		1.2			
NO RESP	36.0	0.2.5	29.8	0.2.5	1.2	1.2	15.5	16.8	2.5
<u>NUMBER 4 A</u>									
NEARLY ALWAYS	77.6	0.5.1	61.0	0.6.4	5.1	1.2	37.6	32.4	6.4
PART TIME	12.7	0.00	09.0	0.2.5	1.2		6.4	3.8	2.5

PARENT QUESTIONNAIRE - MALE PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9
SELDOM	06.3	00.0	05.1	01.2		1.2	3.8		1.2
NEVER	01.2	01.2	00.0	00.0		1.2		1.2	
NO RESP	01.2	00.0	01.2	00.0					
<u>NUMBER 4 B</u>									
NEARLY ALWAYS	18.0	01.2	16.8	00.0			11.6	5.1	1.2
PART TIME	33.4	01.2	22.0	05.1	5.1		16.8	15.5	1.2
SELDOM	27.1	00.0	23.3	03.8		1.2	11.6	7.7	6.4
NEVER	07.6	02.5	05.1	00.0		2.5	1.2	3.8	
NO RESP	12.6	01.2	09.0	01.2	1.2		6.4	5.4	1.2
<u>NUMBER 5 A</u>	50.3	01.2	40.2	05.1	3.8	2.5	24.6	16.8	6.4
<u>NUMBER 5 B</u>	76.3	03.8	58.4	09.0	5.1	1.2	40.2	29.8	5.1
<u>NUMBER 5 C</u>	63.3	03.8	49.3	05.1	5.1	2.5	31.1	14.2	2.5
<u>NUMBER 5 D</u>	56.8	02.5	44.1	05.1	5.1		32.4	20.7	3.6
NO RESP									
<u>NUMBER 6 A</u>									
VERY ACCURATE	10.2	00.0	09.0	00.0	1.2	1.2	2.5	5.1	1.2
FAIRLY ACCURATE	78.9	03.6	61.0	10.3	3.6		64.0	29.8	7.7
NOT ACCURATE	06.2	01.2	03.6	00.0	1.2	1.2	2.5	2.5	
NO RESP	03.7	01.2	02.5	00.0		1.2	1.2		1.2
<u>NUMBER 6 B</u>									
VERY ACCURATE	11.5	00.0	09.0	02.5			6.4	3.8	1.2
FAIRLY ACCURATE	59.4	02.5	45.4	06.4	5.1	2.5	29.6	20.7	6.4
NOT ACCURATE	01.2	00.0	01.2	00.0			1.2		
NO RESP	26.9	03.8	20.7	01.2	1.2	1.2	10.3	12.9	2.5
<u>NUMBER 7 A</u>	14.1	00.0	12.9	00.0	1.2		9.0	3.8	1.2
<u>NUMBER 7 B</u>	51.6	03.6	38.9	05.1	3.6	1.2	24.6	22.0	3.6
<u>NUMBER 7 C</u>	30.8	02.5	22.0	05.1	1.2	2.5	12.9	11.6	3.8

PARENT QUESTIONNAIRE - MALE PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9
NO RESPONSE	025	000	025	000			12		12
NUMBER 8 A	387	000	298	038	51		233	116	38
NUMBER 8 B	308	025	259	012	12		103	142	38
NUMBER 8 C	088	012	064	012			51	38	
NUMBER 8 D									
NO RESP	205	025	142	036		12	90	77	25
NUMBER 10 A	299	000	340	060	60		300	120	40
NUMBER 10 B	299	040	380	020	20		140	240	60
NUMBER 10 C	117	020	160	000			100	60	20
NUMBER 10 D	013	000	020	000			20		
NO RESPON	273	040	280	080	20		180	160	40
NUMBER 11 A	416	020	460	100	60		380	180	80
NUMBER 11 B	299	000	400	040	20		200	220	
NUMBER 11 C	247	060	300	020			140	140	80
NO RESP	019	020	020	000	20		20	40	
NUMBER 12 A	377	000	460	100	20		320	200	40
NUMBER 12 B	299	020	360	020	60		240	160	40
NUMBER 12 C	026	000	040	000			20		20
NUMBER 12 D	013	000	020	000				20	
NO RESP	286	080	300	040	20		160	200	60
NUMBER 13 A	169	000	180	040	40		160	80	20
NUMBER 13 B	338	020	400	060	40		260	180	60
NUMBER 13 C	182	000	260	020			140	120	
NO RESP	312	080	340	040	20		180	200	80
NUMBER 14 A	026	000	040	000			40		
NUMBER 14 B	610	000	720	140	80		480	340	80
NUMBER 14 C	091	020	120	000			80	60	

PARENT QUESTIONNAIRE - MALE PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9
NO RESP	27.3	08.0	30.0	02.0	2.0	2.0	14.0	18.0	8.0
<u>NUMBER 15 A</u>	38.9	00.0	44.0	10.0	6.0	4.0	34.0	18.0	4.0
<u>NUMBER 15 B</u>	55.8	08.0	70.0	06.0	2.0	2.0	38.0	32.0	10.0
NO RESP	05.2	02.0	04.0	00.0	2.0		2.0	4.0	2.0
<u>NUMBER 16 A</u>									
VERY REP	02.6	00.0	04.0	00.0			4.0		
SOMEWHAT REP	24.7	00.0	28.0	08.0	2.0	2.0	18.0	16.0	2.0
NOT AT ALL	16.9	00.0	20.0	02.0	4.0	2.0	16.0	4.0	4.0
NO RESP	55.8	01.0	66.0	06.0	4.0	2.0	36.0	38.0	1.0
<u>NUMBER 17 A 1</u>	28.3	00.0	23.3	02.5	2.5		16.8	7.7	3.8
<u>NUMBER 17 A 2</u>	23.1	00.0	19.4	02.5	1.2	2.5	10.3	9.0	1.8
<u>NUMBER 17 A 3</u>	30.8	03.8	23.3	02.6	1.2	1.8	16.8	9.0	3.6
NO RESP	16.5	02.5	10.3	02.5	1.2		3.8	11.6	1.2
<u>NUMBER 18 A</u>	24.4	00.0	20.7	01.2	2.5		12.9	6.4	5.1
<u>NUMBER 18 B</u>	25.7	00.0	20.7	03.8	1.2	2.5	14.2	9.0	
<u>NUMBER 18 C</u>	06.4	00.0	06.4	00.0			2.5	2.5	1.2
NO RESP	42.5	06.4	28.5	05.1	2.5	1.2	18.1	19.4	3.8
<u>NUMBER 19 A</u>	12.8	00.0	11.6	01.2		1.2	3.8	5.1	2.5
<u>NUMBER 19 B</u>	41.3	00.0	33.7	03.8	3.8	1.2	27.2	12.9	
<u>NUMBER 19 C</u>	02.5	00.0	02.5	00.0					2.5
NO RESP	42.5	06.4	28.5	05.1	2.5	1.2	16.8	19.4	5.1
<u>NUMBER 21 A</u>	07.6	00.0	06.4	00.0	1.2		5.1	2.5	
<u>NUMBER 21 B</u>	46.5	00.0	38.9	05.1	2.5	2.5	23.3	15.5	5.1
<u>NUMBER 21 C</u>	01.2	00.0	01.2	00.0			1.2		
NO RESP	43.8	06.4	29.8	05.1	2.5	1.2	18.1	19.4	5.1
<u>NUMBER 22 A</u>	41.2	01.2	35.0	03.6	1.2	1.2	28.5	10.3	1.2
<u>NUMBER 22 B</u>	30.9	00.0	23.3	03.8	3.8	1.2	10.3	15.5	3.8

PARENT QUESTIONNAIRE - MALE PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9
<u>NUMBER 22 C</u>									
NO RESP	20.5	0.8	14.2	0.25		1.2	6.4	9.0	3.8
<u>NUMBER 23 A</u>									
LOT MORE	19.2	0.12	16.8	0.0	1.2		12.9	5.1	1.2
LITTLE MORE	16.6	0.0	12.9	0.25	1.2	1.2	6.4	5.1	2.5
AS I S	19.2	0.0	16.8	0.12	1.2		11.6	7.7	1.2
LESS	1.2	0.0	0.12	0.0				1.2	
LOT LESS	0.12	0.12	0.0	0.0				1.2	
NO RESP	41.2	0.38	28.5	0.64	2.5	2.5	16.8	16.8	5.1
<u>NUMBER 23 B</u>									
LOT MORE	16.7	0.0	15.5	0.12			7.7	9.0	
LITTLE MORE	19.2	0.0	16.8	0.12	1.2	1.2	11.6	5.1	1.2
AS I S	13.9	0.12	10.3	0.12	1.2		9.0	2.5	2.5
LESS	1.2	0.0	0.12	0.0			1.2		
LOT LESS	0.12	0.12	0.0	0.0				1.2	
NO RESP	46.4	0.38	32.4	0.64	3.8	2.5	18.1	19.4	6.4
<u>NUMBER 23 C</u>									
LOT MORE	20.6	0.0	19.4	0.12			10.3	9.0	
LITTLE MORE	16.6	0.0	14.2	0.12	1.2	1.2	10.3	3.8	2.5
AS I S	11.3	0.12	0.77	0.12	1.2		6.4	3.8	1.2
LESS									
LOT LESS	0.37	0.12	0.25	0.0			2.5	1.2	
NO RESP	46.4	0.38	32.4	0.64	3.8	2.5	18.1	19.4	6.4
<u>NUMBER 23 D</u>									
LITTLE MORE	14.2	0.0	14.2	0.0			6.4	7.7	
AS I S	16.7	0.0	15.5	0.12		1.2	10.3	3.8	1.2
LESS	13.9	0.12	0.77	0.25	2.5		6.4	5.1	2.5
	3.8	0.0	0.38	0.0			3.8		

PARENT QUESTIONNAIRE - MALE PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9
LOT LESS	02.4	01.2	01.2	00.0			1.2	1.2	
<u>NUMBER 23 D</u>									
NUMBER 23 E	47.7	01.8	31.7	06.4	3.8	2.5	19.4	19.4	6.4
LOT MORE	15.4	00.0	14.2	01.2		1.2	6.4	7.7	
LITTLE MORE	10.2	00.0	09.0	01.2			7.7	1.2	1.2
AS IS	21.7	01.2	16.8	01.2	2.5		12.9	6.4	2.5
LESS	1.2	00.0	01.2	00.0			1.2		
LOT LESS	03.7	01.2	02.5	00.0			1.2	2.5	
NO RESP	46.4	01.8	32.4	06.4	3.8	2.5	18.1	19.4	6.4
<u>NUMBER 24 A</u>									
SOMETIMES	54.3	02.5	38.9	09.0	3.8	1.2	24.6	21.3	5.1
SELDOM	24.3	02.5	18.1	01.2	2.5	2.5	11.6	9.0	1.2
NEVER	10.3	00.0	10.3	00.0			7.7	2.5	
NO RESP	10.2	01.2	09.0	00.0			3.8	2.5	3.8
<u>NUMBER 24 B</u>									
SOMETIMES	52.9	02.5	40.2	06.4	3.8	2.5	21.3	22.0	5.1
SELDOM	19.1	02.5	12.9	02.5	1.2		10.3	7.7	1.2
NEVER	18.0	00.0	16.8	01.2		1.2	10.3	5.1	1.2
NO RESP	08.8	01.2	06.4	00.0	1.2		3.8	2.5	2.5
<u>NUMBER 24 C</u>									
SOMETIMES	42.5	02.5	31.1	05.1	3.8	1.2	18.1	19.4	3.8
SELDOM	26.9	01.2	20.7	01.8	1.2	2.5	14.2	9.0	1.2
NEVER	19.2	01.2	16.8	01.2			11.6	6.4	1.2
NO RESP	10.1	01.2	07.7	00.0	1.2		3.8	2.5	3.8
<u>NUMBER 24 D</u>									
SOMETIMES	37.3	02.5	25.9	05.1	3.8	2.5	15.5	16.8	2.5
SELDOM	14.0	00.0	09.0	01.8	1.2		6.4	6.4	1.2

PARENT QUESTIONNAIRE - MALE PERCENTAGES

	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9
NEVER	36.1	02.5	32.4	01.2		1.2	20.7	11.6	2.5
NO RESP	11.4	01.2	09.0	00.0	1.2		5.1	2.5	3.8

Table 52. Teacher Responses to Open-End Questions.

Question	Topic	Sex		Experience			Total	Specific Answers
		M	F	1-3	4-7	8-10		
12E	Frequency of Faculty Meetings							
	Administrative Decision		1		1		1	
	When needed	2	2		1	2	4	
21	General Comments							
	General rating							
	Poor	10	5	3	3	2	15	All negative--no positive Large school
	Good-improving	1	3	1	1	2	4	
	Problem areas							
	Faculty Meetings poor	6	2	2	1	2	8	Distribute agenda No voting on important issues One-sided Administrative control
	Poor Bulletin notification	1	1	2	1		2	

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Table 52 (cont'd.)

Unclassified Answers:

1. Improve Handbook to make it more complete.
 2. Write out all student rules.
 3. Need Faculty Meetings to be faculty controlled.
 4. Administration should talk directly with problem teachers.
 5. Need better intra-departmental communication: department chairman paid for conference hour.
 6. Public Address system should eliminate trivia.
 7. Television should be available on request.
-

Table 53. Student Responses to Open-End Questions.

Question	Topic	Sex		Classification					Elected Position		Total	Specific Answers
		M	F	Fr Soph Jr Sr				Off	Non-off			
				Fr	Soph	Jr	Sr					
2E	Sports	4	4	2	3	2	1	2	6	8		
5E	AHA Activities	4	1		1		4	3	2	5		
	Sports	11	3	4	6	4		5	9	14		
9E	Announcements											
	Announcer	18	11	4	6	12	7	14	15	29		Clearer voice Better pro- nunciation Louder Better expla- nation More interesting Repeat short announcement Make them shorter More variety Too noisy Teacher doesn't help Discuss more
	Announcement	9	8	4	7	2	4	8	9	17		
	Homeroom	13	5	4	3	8	3	8	10	18		
10E	Announcers											
	Good voice	3	5	1	1	5	1	5	3	8		
	Use of humor	2	2	2	1		1	1	3	4		Repeat short ones
	Sports	2	1	2			1	1	2	3		
11E	P.A. Speaker											
	Good speaker	4	12	2	6	7	1	4	12	16		Pleasant voice Humorous - loud
	Don't care	6	6	5	3	1	3	2	10			
	Someone concerned	5	4	1	4	1	3	4	5	9		

Table 53 (cont'd.)

13F	Attention to Student Council Reports	6	11	3	5	4	5	5	12	17	Report never given Not loud enough Representative not interested No one listens No one is interested
	Representative poor	4	12	2	5	5	4	2	14	16	
	Homeroom audience poor	10	11	4	5	4	8	10	11	21	
	Interest good										
14E	Improvements in Reports										
	Improve representative	6	9	1	7	4	3	5	10	15	Enthusiasm
	Improve homeroom	5	3	1	3	2	2		8	8	Need discussion Need more time
	Improve report	2	4	3	3			1	5	6	Accuracy needed Present complete reports
	Improve representative and report	8	13	4	10	4	3	6	15	21	
16E	Handbook										
	Waste	2	1		1	1	1	1	2	3	
	Philosophy of education poor	1					1			1	
	Teacher rooms and assignments	1	1							1	
	School activities	2	2	1	2	1	1	1	3	4	Include sports and outside activities

Table 53 (cont'd.)

26	Suggested Improvements	4	8	3	4	2	3	1	11	12	Distribution content
	Improve paper	4	8	3	4	2	3	1	11	12	Distribution content
	Freedom in atmosphere	7	8	4	4	3	4	4	11	15	Open campus More informal Dislike ID's More respect
	More student involvement	3	4	3	4				7	7	for students Talent assemblies Attention to minority groups "Rena" good

Table 54. Parent Responses to Open-End Questions.

Question	Topic	Sex		Experience				Total
		M	F	35	36-45	46-55	Over 56	
2E	Use of Radio							
	Bus information		7		3	4		7
	News	8	6		5	9		14
	Weather		3		1	2		3
	Music	3	4		3	4		7
5E	Use of Newspapers							
	General news	6	10		8	8		16
	School news	2	4		1	4	1	6
	School sports	1	1		1	1		2

Table 54 (cont'd.)

[illegible]

Table 54 (cont'd.)

25	Dislike millage scare tactics	1				1		1	
	Needs improvement Board of Education	1	1		1	1		2	
	needs improvement		1		1			1	
	General rating good or improving	6	8		7	5	2	14	
	Poor	3	7		4	6		10	

Unclassified responses:

1. Parent Student Handbook good.
2. Enforce rules.
3. Discipline rated good.
4. Expel pregnant girls.

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