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Improving the instructional systems in small junior and/or senior high schools in Louisiana

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Improving the instructional systems in small junior
and/or senior high schools in Louisiana

by

Van Ray Fields

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
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DOCTOR OF PHILOSOPHY

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INTRODUCTION

The late 1960's and the early 1970's were years in which tremendous challenges confronted public education in the United States. More than the usual number of school bond issues were defeated, demands for accountability were increased, and educational reforms were demanded in all sections of the nation. The late James E. Allen, former U. S. Commissioner of Education, put it plainly when he suggested that the United States was not only facing a crisis in the operation of its school system but a crisis of confidence in education itself. He emphasized that point of view by saying (1, p. 5):

We have had many such periods of excessive criticism of the public schools - for example, the educational crisis of the 1930's and the late 1950's. But the crisis of today is different. It extends beyond such traditional controversial areas as school performance and accountability, curriculum content, teaching practices, administrative arrangements, and fiscal matters to issues that go to the heart of our philosophy of government, our concept of human relations, and our belief in the dignity and value of the individual.

The secondary school suffers still greater handicaps if it is small, predominantly black, and in the South. Constructive efforts have been taken, however, to compensate for this situation. With regards to smallness, Legett, Shapiro, Cohodes, and Brubaker pointed out that the case for a small high school has both advantages and disadvantages. They emphasized that it is up to the administrator to weigh and compare each position (50, p. 45).

Called the "Smallway" model, it is based on a premise that small schools can compete successfully with large ones, and provide an effective range of experiences for students: if (1) the teaching model is shifted and (2) four organizational devices now being used can be synchronized.

Although the program is designed for a small school, the approaches it embodies can be applied to larger schools, contemplating "house" plans of other types of internal organization which seek to foster smallness and more personal education.

Relative to schools being predominantly black, the Civil Rights Act of 1964 (P. L. 88-352), which was signed by the late President Lyndon Johnson on July 2, 1964, prohibits discrimination in public education. It is an act (82, p. 103)

To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Opportunity, and for other purposes.

Yet there are many predominantly black secondary schools which are seeking ways to achieve quality in their classrooms just as are their predominantly white counterparts. Some definitive answers are given by Olson concerning ways of achieving educational quality in any school. It was the intent of his study to find answers to some of the major questions which have plagued educators for generations (66, p. 63).

A true evaluation of a school is governed by its philosophy and objectives. An instrument which can be used to show that schools which are quite different may be equally good is the Evaluative Criteria (62, p. 4).

This type of evaluation is based on the principle that a school should be evaluated in terms of what it is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students enrolled and of the community it serves. The philosophy and objectives must, of course, be acceptable to some agency (a community, an accrediting association, a state department of education, a board of trustees, a religious organization) if the evaluation based upon such philosophy and objectives is to be recognized beyond the confines of the school.

In spite of the apparent waning of public support and confidence in public schools and despite the fact that it costs more to operate a very small school than it does to operate a large one, there is an important role that the small secondary school can play in the destiny of the nation. This can only be done, however, if the small schools are vastly improved to meet the challenges of the people they serve.

The Elementary Secondary Education Act of 1965 is one of the many vehicles which may be utilized as a means of improving schools which meet the qualifications for financial assistance under the various titles of the act. The act, in general, gives the schools a sense of responsibility that was not present before.

Assistance through the above mentioned sources and many others similar to them has made it possible to greatly improve the quality of small schools. Money, however, has not been the only problem of small schools. This was pointed out by Donald F. Miller who helped investigate solutions to a broad range of small school problems. The problems include (57, p. 75):

- Multiple assignments for teachers
- High staff turnover
- Low professional status
- Salary disparity
- Inexperience of staff
- Cultural limitations
- Limited choice of offerings
- Lack of curriculum quality
- Lack of student exposure to the world of work

Other basic problem areas are low teacher morale; lack of buildings, facilities, and equipment; high per-pupil cost; and in many cases, poor leadership on the part of those in authority.

Statement of the Problem

It is not the purpose of this study to show the shortcomings of the small high school but rather to determine ways to improve them. This might be done:

- (1) through the promotion of high standards in small schools.
- (2) through the solution of special problems characteristic of small high schools.
- (3) by capitalizing on the potential advantages of small size and flexibility.
- (4) through the investigation of innovative practices.
- (5) by making provisions for evaluative techniques of the effectiveness of the total school program.

The problem of the investigation, then, is to identify the problems of the small Louisiana high school and to develop a model to help solve them.

More specifically, the problem is to answer the following questions:

1. What instructional, social, and financial problems are substantial barriers to the successful operation of the small school unit?
2. What recent legal and socio-economic changes have added problems to those of the small high school?
3. What recent legal and socio-economic changes have helped solve some of the problems of small schools?
4. Looking back five years, what were the major changes and what adaptations were made to continue operational effectiveness of these schools?
5. Which problems are race-location related and which are related to smallness?

6. Looking ahead five years, what will have to be accomplished for the small high school unit to continue operating in an effective and efficient manner?
7. What steps can local administrators and community patrons take in the solution of the problems of the small schools?
8. What problems must be solved at the state and national levels to help improve small secondary schools?
9. How can each of the above umbrella-type questions be related to the instructional systems, problems of people, processes and things?

Assumptions

The successful investigation in this research is, in part, dependent on the following assumptions:

- (1) that the principal and teachers are among the best respondents to determine the problems of the high school.
- (2) that some of the problems faced by the small secondary schools are associated with predominantly black enrollment and are located in the South, while other problems are related to small size.
- (3) that this is an especially good period in history to examine these schools since the trend to eliminate them has, at least temporarily, been reversed or is at a standstill.
- (4) that busing as a technique for equalizing educational opportunities will be rejected as a national policy.

- (5) that small schools as well as large schools can be improved if all who are concerned with the educational process are willing to do what would be required of them.

Need for the Study

It appears that the small secondary school is no longer the "vanishing ghost" it once was in the late 1960's and the early 1970's. This is particularly true of the small, predominantly black school in the South. It was the belief of many during the period mentioned that the two best ways to help solve many of the nation's ills were to consolidate the smaller white schools into larger ones and to integrate the small black schools into the white schools.

The idea seems to have reversed itself, and the trend appears to be toward the neighborhood or community school concept because of the busing problem and the resistance of minority groups to become totally absorbed into the culture of the majority race. Community pride in one of its dominant agencies is also a factor of worthy consideration.

This study, then, is designed to seek ways of improving the small secondary schools in Louisiana, regardless of their racial composition, in order to help them better prepare the people they serve to take their rightful places in society.

Terminology

For the purpose of this study, the terminology is operationally defined as follows:

- (1) Instructional Systems are defined as strategies to implement learning, employing performance objectives, analyzing functions of

teachers and learners, scheduling, training users of the system, producing material, evaluating, and modifying.

- (2) Small Secondary Schools are defined as those enrolling less than 600 students in grades 9-12 or enrolling less than 1,000 students in grades 7-12 where junior and/or senior high schools and other organizational arrangements are utilized. The anticipated mean enrollment will probably be less than 300 students in grades 9-12.
- (3) Predominantly Black Secondary Schools are defined as those with enrollments of more than 50 percent black students.
- (4) Predominantly White Secondary Schools are defined as those with enrollments of more than 50 percent white students.
- (5) Innovative Practices are defined as those perceived as new by an individual at any time, any place. They deviate from standard practice and serve as goals to be achieved.
- (6) Total School Program is defined as all experiences gained under the supervision of the school.
- (7) Multiple Assignments for Staff Members are defined as more than three different teacher preparations.
- (8) Staff Turnover is defined as leaving the small secondary school to accept employment in a large secondary school.
- (9) Morale is defined as a strong feeling of group unity where each member of the group has confidence in the goals of the group and has confidence in the group leader. Hostility is directed only to outsiders who threaten the progress of the group.

Delimitations of the Study

This study was limited to 107 small public secondary and/or junior high schools in the State of Louisiana.

The respondents completing the questionnaires were the principals, experienced teachers and inexperienced teachers in the schools investigated in the study during the period from September, 1967, through September, 1972.

Sources of Data

All of the data used in the investigation of the problem were taken from the questionnaires mailed to the principals, experienced teachers, and inexperienced teachers included in the study. The first 42 items on the questionnaire were devised by using the Certainty Method as developed by Warren, Klomlan, and Sabri (92).

Items and ideas used in the questionnaire were taken from Evaluative Criteria - 4th Edition, The Oregon Small Schools Program, Texas Small Schools Project 1969, Needs Assessment and Small Schools Improvement Models for the Ayrshire, Iowa, Consolidated School District, and professional literature on the subject.

REVIEW OF LITERATURE

The following review admittedly is exceptionally lengthy, however, it is intended to be an exhaustive, definitive treatment of the needs, potential, and future of small high schools, southern high schools, black/white high schools, and changing high schools. The reader is directed to the Table of Contents for convenience in finding the particular sub-problem of interest and to gain an understanding of the approaches used.

The American public school system has evolved from several countries of the world. It appears that during the seventeenth century, the colonists brought with them the educational ideas and institutions of their home countries (60). Monroe points out that "the most fundamental of these were that education is primarily a training through the home, the industrial organization, and that schools with their literary education were for a selected class" (60, p. 33). He further emphasized that the apprentice system of industry and trade together with the system of poor relief provided for the education of the masses.

Apprenticeship training was the major plan of education for the colonists during the early years of their existence. The early laws of education were based on this concept. The middle colonies attempted to develop the idea of education through the churches, and the government of those days actually supported, contributed, supervised, authorized, and tolerated those schools but would not assume the ultimate responsibility for them (60).

New England has been given credit for universalizing literary education because those colonies added the requirement of reading to the apprenticeship system already in use at that time. The New England colonies also universalized the opportunity for secondary or advanced education.

By the local development of the eighteenth century, free public education on the basis of universal taxation was established throughout these colonies. At the same time the control as well as the support of education was localized in the smallest community unit, and responsibility in education was universalized (60, pp. 134-135).

From the aforementioned early history of American education, the system went through the period of the Latin Grammar schools, the academies, and eventually the free public schools of today. Historians cite numerous obstacles which had to be overcome during each period.

The early writings of Langfitt and others (48) reveal many of the same facts mentioned earlier. They point out that

The development of secondary education in America has been characterized by three types of schools which represent different periods and movements: (1) the Latin grammar school, covering the colonial period, (2) the academy, extending from the latter half of the eighteenth century into the latter half of the nineteenth century, and (3) the public high school, beginning in 1827 and continuing, with extensions, to the present time (48, p. 18).

They further emphasized that "the institutions alone did not distinguish the movements, but were the result of social forces at work in American society and of modifications in the conceptions of the functions of secondary education as stated by Alexander Inglis" (49, p. 18).

A perusal of the literature showed that the public schools have, for the most part, met the basic needs of the people for whom they were established. The same trend is evident today. This fact appears to be more readily accepted by people when the school is large and comprehensive in

its scope. But what about the small high school? How good is it, and what part does it play in the educative process?

It is apparent that the small high school has a place in the community. It is a vital part of the community it serves. Langfitt and others (48) point out that "the community in which the pupils live is the greatest and most important division of the larger society which gives to the school the necessary financial support. Society supports the school that its youthful members may develop those aptitudes, skills, knowledges, understandings, appreciations, and attitudes, and in a general way be guided into those ways of life which promise most for the individual and for society" (48, p. 3). Those words were written in 1936 but appear to be relevant today.

The foresight of Langfitt and others (48) is also demonstrated in their writings concerning the limitations and problems of the small high school. Their statements include problems in financing, providing an effective teaching staff, building an adequate curriculum, securing proper administration and supervision, developing a satisfactory physical plant, and carrying on a desirable extra-curricular program (48). Many of the same problems mentioned by them in 1936 are still with us today.

A noteworthy point made in the literature indicates that the small secondary school in America has developed its program primarily through imitating the philosophy, methods, and techniques developed in larger schools.

While the larger school will always furnish important leadership and stimulation in the development of an adequate program of secondary education for rural areas, and while the basic philosophy of education is not affected by the size of the school, one of the most serious obstacles to progress is the blind imitation of the methods of large schools (48, p. 51).

Langfitt and others (48) agree that the small high school should be considered primarily as part of a social institution, and a fundamental function of the school is to promote the welfare of the society which supports it. The small high school should be evaluated just as any other part of the public school system.

The evidence cited has shown that the American public school had a very humble beginning. It has overcome many obstacles and has undergone many changes since its inception.

Instructional Systems

Banathy (4) has given a great impetus to the systems approach in education. He presents a number of recommendations for the use of the systems approach in designing curricula. He defines systems approach as "a pragmatic application of the scientific method; it is a synthesis of successful methodologies in problem solving, planning, and development used by many people in many fields over a long period of time. Briefly, the systems approach is common sense by design" (4, p. 16).

Banathy (4) attempts to assess the significance of the systems approach to education by determining that education is really a system in the sense he defined the term. He does this by observing that education is a man-made synthetic organism with a specific purpose

Its purpose is usually integrated with and influenced by the purpose of its suprasystem, society. It is society from which education receives its input, resources, constraints, and evaluation of adequacy. Education also has numerous subsystems such as the instructional subsystem, guidance, administration, and so on. Education is, furthermore, product oriented, its products being the educated man and the knowledge produced through research. Those responsible for conducting education also try to practice and promote economy. They attempt to maximize output, to improve continuously the performance of the product with the most econom-

ical use of resources. We can conclude, then, that education is a system in our specific sense of the term, and that education may therefore benefit from the application of the systems approach (4, p. 17).

The effectiveness of an instructional system can be measured by assessing the degree to which it provides a system for learning for the learner. An instructional system, according to Banathy, "serves its purpose to the extent to which it brings about in the environment of the learner all the possible interactions that result in the attainment of the desired performance" (4, p. 26).

Various aspects of the systems approach to education are cited in the literature, and various system strategies for transforming them into the domain of education are also mentioned. Nevertheless, inadequacies are inherent in their use. Those inadequacies include stating educational objectives, their testing and evaluation, the assessment of input competence, the implementation of objectives by a curriculum, in evaluation, and in the use of feedback for a continuous, built-in improvement of learning performance and systems operation (4).

Although there are deficiencies in the strategies used in education, tremendous strides have been made in making the educational system grow. This is true in all schools, regardless of their size. Needless to say, however, there is a great deal of room for improvement.

Improving Small Schools

The literature is replete with suggestions and techniques for improving small schools. One of the writers who has contributed significantly to this matter is J. Lloyd Trump (87). He has developed a training model for improving small schools. His ideas for improving small schools are gener-

ally the same as his model for improving all schools because the process of teaching and learning is the same in a small school as it is in a large school.

Trump (87) made the following suggestions for improving small schools in his training model:

You cannot make small changes in the school and produce better results. We have to change everything. The only way that you can improve your school is to change everything about it. The principal needs to spend three-fourths of his time working on improvement of instruction. Relieve the principal of some of his managerial functions. The principal is a teacher of teachers, and he must use, with respect to the teachers, the same principles of teaching and learning that he expects the teachers to use with their students (87, pp. 2 and 4).

Trump (87) also suggests several methodologies which may be used effectively in working with staff members and students. These include Large Group Instruction (LGI), Independent Study (IS), and Small Group Discussion (SGD). Teaching should be professionalized, and the typical teaching role would consist of approximately 40 hours per week. The functions include four presentations, 16 consultations, planning-supervising-evaluating, conferences, implementing the teacher-counselor role, and related activities. Special scheduling is required to accomplish this (87). The curriculum would have to be refined and would consist of English language arts, fine arts, health-fitness-recreation, language arts-other country, mathematics, practical arts, sciences, and social sciences. There would be a division of time in the curriculum based on the needs and aspirations of the students. The time is actually divided between what Trump (87) terms basic education and depth studies. In conjunction with this idea, teacher talk would be reduced, but the quality would be increased. It is assumed

that provisions would be made to handle LGI, SGD, and IS within and outside the school. Adjustments would also have to be made in the physical plant wherever necessary as well as in other facilities. A great deal of reliance would be placed on community resources as well as on materials which would help insure continuous progress. With all of this, there should be provisions made for handling reports of progress for pupils, parents, next school, universities, and employers should they be required by them. In addition, there should be individualized evaluation of pupil progress once the school has individualized learning (87). Trump makes it clear that in the program just described, we are trying to improve communication between pupils and the staff and eventually with all concerned with the total school program.

Although there are differences of opinion concerning Trump's proposal, there is a great deal of agreement in the literature to support the point of view that size does not necessarily dictate the quality of a school. Small schools can be good schools and can be quite innovative as well. Many of them actually are.

Heesacker (40) cites several examples of local success with new programs in small schools. He conducted a year-long study of activities designed to improve both the quality and quantity of rural education and discovered the existence of numerous high quality programs. His study revealed

that many innovative and exciting activities are currently in operation but that the persons responsible for their success—the principals—seldom find (or take) the time to let others know of their efforts. Often the justification for failing to "write for the journals" takes the form of "no one is interested in what we're doing out here." Perhaps a more plausible explanation, however, is that they believe they haven't done anything unusual;

in their own estimations, they have simply tried to provide programs their students needed (40, p. 1).

Pynner (74) reports how a small school can be improved in order to serve its constituents better. He pointed out that the budget was limited, transportation of students from their homes to school was a problem, and the attitude toward learning was in need of revitalization. Yet the school was able to initiate the following programs: individual progress, pass-fail study, independent study, developmental reading, improving the school library, flexible-modular scheduling, and in-service training for staff. The two features of the situation essential to success in his case were:

A superintendent and a board of education who are willing to encourage and support innovations, and who will stand behind the principal and his co-workers in the face of adverse criticism if it should occur, and a staff that is willing to go out and look for new methods and approaches, willing to put in extra time to develop programs, willing to try new things, and willing again to stand up in the face of criticism and defend their beliefs and their programs (74, p. 20).

Leggett and his consulting associates (50) suggest that it makes sense to consider a small secondary school because each student is needed (an important counterbalance to our impersonal culture) and new curriculum developments can help make the small school workable and desirable. They take a look at a projected program that could be adopted by small secondary schools of 250 down to a minimum of 50. It is called the Smallway model and "is based on a premise that small schools can compete successfully with larger ones, and provide an effective range of experiences for students if the teaching model is shifted and four organizational devices now being used can be synchronized. The four related organizational devices are phasing, short term mini-courses, a nongraded approach and uncommitted time" (50, p. 45). The Smallway proposal shows that with "creative use of pres-

ent technological and conceptual breakthrough, many of the severely damaging limitations of large and small school size can be eliminated, while the children and staff can benefit from the obvious and subtle advantages of smallness in a culture drowning in a sea of impersonality" (50, p. 47). The Smallway's rationale also offers the option for school districts to consider or modify themselves in terms of their needs and available community resources. The cost is comparative with the normal-sized high school (50).

Several small schools have shown that the idea of an occupational education center is workable. Heldman (41) explains why it is practical to incorporate the teaching of academic subjects into such a center's curriculum and furnish more advanced courses. He shows how the sharing of services on a regional basis among small school districts can supplement local program deficiencies and is of the opinion that the best way to achieve quality educational opportunities for the academically able youth in rural areas is to take advantage of the known benefits inherent in the shared service concept and at the same time allow the small school to continue to serve the local community until the community is ready to make a change.

Manatt and Meeks (54, p. 6) point out that the term "New Design" as used by Bush and Allen was in reference to a school organization and program which might be utilized to handle the possibilities for and demands upon the high schools of America and have "generated pressures that are so great that the high school may burst apart at the seams unless a New Design with greater flexibility is introduced to guide its operation and permit it to respond and adapt" (54, p. 6).

The New Design is a plan for staffing and organizing a school and stresses changing teaching and learning to individualize instruction as well as to humanize the school environment. Manatt and Meeks (54) further emphasized that "Bush and Allen, with the mathematical assistance of Robert V. Oakford, an industrial engineer at Stanford, had produced a computer-generated school schedule which they believed would take full advantage of the newly emerging developments of team teaching, teaching machines, programmed learning, and new curricula in the basic disciplines" (54, p. 6).

Regardless of the size of the school, the instructional programs should be evaluated. Recent emphasis has been placed on PPBS (planning-programming-budgeting systems) with special attention given to evaluation as one of its components. Worner (96) has given this matter some consideration and is of the opinion that in the realm of public education evaluation is in the most archaic state imaginable. He is of the opinion that evaluations of programs, processes, and personnel are practically nonexistent and are rarely objective when they are conducted. Yet, evaluation is necessary in order to determine the feasibility of expanding or terminating innovative programs. Principals might make this determination by asking three critical decision-oriented questions:

- (1) What was the extent of the benefits that accrued to the school as a result of the program?
- (2) What was the cost of the program?
- (3) Does the cost/benefit relationship for this program, when compared to other programs, justify the continuation, termination, or further study of the program? (96, p. 26).

Promotion of High Standards

A great deal has been written on ways of promoting high standards in small schools. Nelson (63) gives the opinion of many writers on the sub-

ject by saying that the quality of learning is not a function of numbers but rather a function of the presence or absence of desirable learning experiences. He suggests that major attention should be focused along five lines of effort.

First, we should recognize the pathway to improved quality in teaching and learning does not lie, uniquely, in attaining larger institutional size.

Second, no consideration of quality and equality in education today can afford to ignore the intensely sensitive area of race relations and the provision of superior education in integrated institutional settings.

Third, schools, like all other institutions, inevitably tend to develop static structures which, in turn, beget increasingly formal processes designed to serve the structure and preserve it.

Fourth, I confess to a vanity which, one suspects, is shared by most principals - namely, the tone and style of a school are, in large part, a reflection of the ideas, the leadership, and the personal impact of the principal.

Fifth, there is the matter of counseling and guidance. The instructional function and the guidance and counseling function cannot be sharply separated from each other (63, p. 188).

The literature shows that even with massive consolidation and redistricting, many small schools cannot be combined with others. An additional handicap is the fact that many of them cannot put more money into their programs. Such problems led to the decision to become involved in projects which could lead to the upgrading and improving of the teaching-learning process. Gann (31) reports how several isolated small schools solved the problems and thus avoided becoming inferior schools. The ten projects described by him in 1967 included the practices of multigraded classes, correspondence courses, multimedia instruction, programmed materials, curriculum development, and shared services. He concluded that the practices which held most promise for small schools were the nongraded system, team teaching, teacher aides, and individualized instruction. There must be community support, board of education support, and the employment of an

experienced and highly trained faculty. His overall attempt was to synthesize cases which seem relevant in upgrading isolated small school programs (31).

Other attempts have been made to challenge the gifted and improve isolated small schools. Sixteen central schools in three adjoining counties of rural New York State met the challenge through a program called Saturday Seminars for Able and Ambitious Students. The students were academically talented with IQ's generally between 110 and 130 and who were willing to give up their Saturday mornings to participate in the project. The program was a part of the Catskill Area Project in Small School Design and was financed for a four-year period (1957-1961) by a grant from the Ford Foundation's Fund for the Advancement of Education. The schools involved were faced with the problem of overcoming limitations relative to size, location, and budget to provide experiences stimulating to their able students. This was an example of excellent cooperation between a college and the area it served (71).

Trump (86) concurs with many other educators who are of the opinion that the principal is the most potent force in determining school excellence. He contends that preparation programs for principals should be more diverse and offer many options in order to help them become better prepared to meet the challenges of their positions. The assistant principal also should be well prepared because he is a key person in improving instruction, especially in the large schools where they are employed (86).

Solution of Special Problems of Small Schools

In an article, "A Change Recipe for Small Rural Schools," from NASSP in October, 1970, it was stated that research on change showed there were stages that meaningful change had to go through, and there were some basic ground rules that had to be met somewhere during the stages. The ground rules were:

1. Identify 15 to 25 opinion leaders from the school attendance area you want to improve and get them involved right off the bat.
2. Make sure your opinion leaders are a mixture from the community which should include students, teachers, parents, and nonparents.
3. Make sure you, your staff, and your outside help speak plain English when working with community people. Talk about what you can do for kids, not "educational outcomes."
4. Know the real world you administrate in.
5. All planning and decision-making should be in writing.
6. Make the work fun. You make work fun by giving everyone a piece of the action (involvement).
7. The group's "common sense" plan for change should override administrative textbooks or outside consultants.
8. Informal communications will support the change far better than formal communication.
9. Don't do the work for your opinion-leader team.
10. Don't break the law or even stretch the truth.
11. Be open and honest. No confidential information (36, pp. 89-93).

Buser and Stuck (13) reported that the principal of the smaller secondary school, daring enough to consider reorganizing the staff for instructional purposes, had to understand that he immediately was confronted by two realities. First, the organizational design of a small school was expected to accommodate essentially all of the functions that a large school would implement, even though the small school typically had fewer personnel and more limited resources than the larger school. Secondly, the small school staff and community usually were more conventional

in their attitudes than those of the large school, therefore, the process of organizational change was likely to be more painful.

In the remainder of their report, Buser and Stuck (13) stated that Ovard, in 1966, set forth a number of principles for the administrator contemplating organizational change. In essence those basic principles were:

1. Change should be initiated for a purpose rather than merely for the sake of change.
2. All persons who will be directly affected by the changed structure should be involved in its planning.
3. The new organizational plan should be flexible.
4. The new pattern should be simple in scope and design.
5. Any personnel, facilities, equipment, or supplies necessary for the success of the new organizational design should be available or likely to exist in the immediate future.
6. Both the stated and tacit support of the superintendent, board of education, and other community leaders is necessary for the success of the new organization.
7. Finally the principal and his staff must be prepared to resolve unexpected problems arising with the new pattern--innovation will "rock the boat" (13, pp. 108-109).

Buser and Stuck (13) developed a table showing a Taxonomy of Functions and Tasks to be achieved Through the Organization of the Secondary School and classified some 50 administrative responsibilities into eight task areas, excluding teaching and instruction, that must be attained through organizational structure. The taxonomy was offered as a checklist for use either by the practicing school administrator interested in evaluating his present structure or one contemplating the design of a new organization. It was to be utilized to: (1) ensure that the major organizational functions and tasks are assigned to a particular position within the organization; and (2) serve as a foundation from which to develop viable job descriptions for positions within the organization; and (3) provide a criterion base from which value judgments can be made relative to the effec-

tiveness of the total structure as well as individuals in positions within the structure (13, pp. 107-110).

In an article, "Program Development in Rural Schools," Sybouts (80) stated that rural school proponents had devoted a considerable amount of time contrasting rural schools with urban schools and debating claimed strengths and weakness. Areas of disadvantage in rural education centered around staffing problems, program limitations, and inadequacies of facilities, all of which had been reflected in less than complimentary results as reflected in follow-up studies of graduates from rural schools. Potential strengths in rural schools were as readily identified as were the disadvantages. Size, flexibility potential, accessibility to interpersonal relations, the advantages of rural living, and information via modern media and transportation all gave distinct advantages to rural schools. Teachers had an opportunity to become well acquainted with each student in a rural school. In like manner, the family became a better known quantity to the rural teacher, and better understanding and accessibility were derived.

There were several areas of program development which were identified and sequenced through a school year by Sybouts (80). The following discussion was limited to a few areas of program development which included:

1. Planning and organizing
2. The implementation of the community-school concept
3. The relationship of a rural school to a service unit
4. The establishment of an in-service consortium of schools
5. Providing guaranteed financial support to all high school graduates
6. Follow-up and evaluation of program (80, p. 120)

Sybouts argued that rural school leaders carried a heavy load and shouldered a major responsibility for program development. The accomplishment of acquiring and developing programs came as rural school administra-

tors found ways of capitalizing on inherent strengths to overcome weaknesses (80).

Dale (21) also reviewed problems of the small rural high school. He stated that broad and varied curricular fare was not often available to youngsters who attended small, rural high schools in remote areas. School budgets were limited, and professionally qualified teachers were difficult to secure for every subject area. Thus, teachers frequently were assigned multiple subjects, some of which they were not professionally qualified to teach. The result of these factors was that curricular offerings were either quite limited or inadequately handled. Students, then, were educationally shortchanged. Dale (21) stated also that one possible solution was the application of the multimedia instructional systems designed to be used by students with little or no direction from a teacher.

Lehmann (51), when talking about "The Systems Approach to Education," stated that the systems approach was nothing new. It was what we had called in the past "the scientific method" and was a logical step-by-step approach to problem solving which we used continually, even though we performed many of the steps unconsciously. Yet it was surprising how often major problems were solved--or were attempted to be solved--by finding politically attractive solutions which were not based on a systematic analysis of the problem and alternate solutions and therefore ended up making the problem worse rather than solving it.

As developed by Project ARISTOTLE, the systems approach to education consisted of eight steps according to Lehmann (51, p. 145).

1. Need--the education/training program;
2. Objectives--measurable learning goals;
3. Constraints--restrictions or limitations;

4. Alternatives--candidate solutions;
5. Selection--choice of best alternative;
6. Implementation--pilot operation of the chosen solution;
7. Evaluation--measurement of results obtained against originally stated objectives;
8. Modification--the change of the system to correct for the deficiencies noted.

Nonetheless, as in the case with many self-evident "truths," these steps were not always followed properly, resulting in additional confusion rather than solution (51)

Lee (49) suggested that:

Prior to any attempt to implement the systems approach--whether at the unit level or in restructuring an entire curriculum--the instructional designer or other systems user should realize that there may be more than one system or approach that will work; decide therefore what it is that he wants the system to do; and select, adopt, adapt or produce a system that will best do the job that needs to be done, with due consideration for the time and cost factors involved (49, p. 31).

Morton and Dolori (61) reported the Granby High School (Connecticut) process used in considering the possibility of a modified program. It was reported that their first realization was that procedures should be developed which would involve both students and teachers in determining the duration and, especially, the nature of the electives. It was pointed out that each school system differed in regard to the nature of the electives it offered. The decision of determining specific offerings depended upon the community, the background and aspirations of the students, and the abilities and interest of the teachers (61).

Potential Advantages of Small Size and Flexibility

Many points of view have been presented which show the advantages of small high schools over the larger ones. One of the early proponents was Kate Wofford (94) who suggested that in order to bring the ideals of the

modern school to fruition, certain characteristics of the school to be served are necessary. These are:

(1) groups of children small enough for the teacher to know each child intimately; (2) the opportunity for checking the tool subjects and individual instruction in them, if necessary; (3) rich community resources, especially in the natural sciences; (4) a school organization which provides opportunities for democratic living; (5) community programs which supplement the school program; (6) an adequate supply of books; (7) tools with which children work; (8) proximity to men and machines at work; (9) a teacher who thinks in terms of children as well as subject matter (94, p. 13).

Wofford (94) pointed out that of the nine prerequisites outlined above which might be called the equipment of the modern school, the small rural school inherently has in it four of them. Most good schools contain even more.

Barker and Gump (6) conducted a series of interrelated studies on large schools and small schools. They attempted to determine the effects of school size upon the behavior and experiences of children. Their study was presented in four parts. Part I set forth the general framework of theories and concepts within which the investigations were carried out and the findings interpreted; Part II presented the major empirical investigations; Part III presented supplementary studies that enrich the basic research; and Part IV was a summary and discussion of the findings. Essentially their findings showed that

A large school provides a somewhat larger number and wider variety of nonclass activities than a small school. But in spite of specific large school advantages in the variety of settings, the small school makes the same general kinds of activities available to its students. Moreover, the small school provides a higher proportion of settings to the number of students (6, p. 92).

Many other findings in favor of the smaller schools were discovered in their study (6). These include satisfactions derived by students from non-

class settings, greater motivation to participate in the voluntary activities of their school environment, and although more school classes and more varieties of classes were available to them, the large school students participated in fewer classes and in fewer varieties of classes than the small school students. Their findings also suggest that the assumption of consolidated school superiority is in some aspects exaggerated (6).

What size should a school be? Barker and Gump (6) answered that question by saying that "the data of this research and our own educational values tell us that a school should be sufficiently small so that all of its students are needed for its enterprises. A school should be small enough that students are not redundant" (6, p. 202).

It is natural that there is a great deal of small group instruction in small schools. Clark and Ramsey (15) suggest that in addition to the usual good that comes from small group instruction, it can also nourish talent. They point out that "small group instruction can provide the learning climate in which student talent emerges, is recognized and provided for" (15, p. 65). This idea tends to support the point made by many educators that small schools can be good schools.

The strengths and limitations of the small high school were presented by Bohrson (9). He projected the hypothesis that "the small school can be a good school if we apply the newest research-supported programs in organization, operation, curriculum revision, and methods, and if our purposes are sound" (9, p. 113). The strengths include potential logistical flexibility and potential human closeness and high rapport in the small school.

Tyson (89) did a comparative study of the relationships between teachers and pupils in certain small and large high schools in Virginia during the 1955-56 school year. The purpose of his study was

to determine whether, in certain small and large high schools, there existed a difference in regard to certain conditions relative to teacher-pupil relationships. These conditions were: (a) the person-to-person interaction between teachers and pupils; (b) the willingness of pupils to talk with teachers in reference to personal problems; (c) the indication by pupils of problems related to teachers or teaching procedure; (d) the ability of teachers to recognize pupils who have many problems relative to home life, academic achievement, and planning for the future; and (e) the acquaintance of teachers with the parents of the pupils they teach (89, p. 2887).

Tyson's (89) study included the reactions of approximately 1,255 pupils and 135 teachers in 28 white, rural, 12-year high schools in Virginia. The range of enrollments varied from under 50 to over 1,400. The major instruments used were a Rating Scale for Person-to-Person Interaction Applied to Teacher-Pupil Relationships, constructed by W. B. Brookover, and The Mooney Problem Check List. Tyson (89) concluded that the data in his study "give support to the belief in a difference in teacher-pupil relationships in schools where enrollment is above 490, and in small schools with enrollment ranging from 273 to 490. This difference was in favor of the schools with enrollment ranging from 273 to 490."

Investigation of Innovative Practices

The literature abounds with innovative practices being used in small high schools throughout the United States. A rather concise report of promising practices in small high schools was published by the Northwest Regional Educational Laboratory (73). The participating states were Alaska, Idaho, Montana, Oregon, and Washington. The report identified and

described practices in the areas of vocational education, curricular innovation, and instructional innovation. The practices are described in sufficient detail to be adapted by the reader (73).

Hearn (38) defined an innovation as "something that is perceived as new by an individual at any given time in any community" (38, p. 358). He described the where, when, and how of trying innovations in an article. He suggested that the potential innovator should consider an innovation site with the following characteristics: (1) liberal community; (2) high income and educational levels of parents; (3) homogeneous community; (4) cosmopolitan staff; and (5) youthful staff. Hearn (38) was of the opinion that at least four opportunities should be considered in determining when to innovate. They include fiscal adjustments, personnel changes, media crusades, and crises. How to innovate, he argues, depends on the individual (38, pp. 358-359).

Ten basic questions that should be asked before plans for any innovative programs progress too far are suggested by Antonelli (3). They are:

1. Is the innovation an innovation ?
2. Is the innovation necessary?
3. Is the innovation realistic?
4. Is the innovation consistent to previous reforms?
5. Is the innovation properly utilized?
6. Is the innovation capable of growth?
7. Is the innovation reciprocal with the setting?
8. Is the innovation humanistic?
9. Is the innovation evaluated?
10. Is the innovation renovated? (3, pp. 10-16).

Thirty new approaches to innovative practices in education are presented in a volume by Von Haden and King (90). They suggest that some of them might more properly be called revivals rather than innovations, but all of them are having an impact on education today and promise to exert

increasing influence in the years ahead. They compiled the book in such a way that the section for each of the 30 innovations includes a definition of the practice together with brief background and illustrative material, significant components consisting of conditions that are necessary to make the innovation effective, proposed advantages and claims made by the proponents, criticisms of opponents and difficulties to be anticipated, a summary assessment of the present status of the innovation, a list of a few leaders and places associated with the movement, and a brief bibliography. The major categories of the innovations include individualized learning, accountability, curriculum expansion and improvement, reorganization for better living, and personnel utilization and improvement (90).

Hillson and Hyman (42) present a rather unique approach to change and innovation in school organization. They emphasize that the words "change" and "innovation" mean different things. The word change "connotes the idea of making something different in one or maybe two particulars, but not really the activity of converting to something wholly new. To innovate is to create something new, something that deviates from standard practice" (42, p. 1).

The main trend according to Hillson and Hyman (42) seems to be in the direction of the individualization or personalization of instruction. Other trends include attempts to create programs that develop limitless opportunities for growth on the part of the learner, programs that create collaborative or team endeavors in education, the concept of enlarging opportunities for teachers to become decision-makers through the cooperative planning process, and movement on the part of students toward greater involvement in determining the meaningful, relevant aspects of both the

content and the educative process of school (42). The basic intent of their text, however, is to give the reader a collection of materials "beyond the superficial that produces insight into the whole range of innovations that presently mark the educational scene" (42, p. vii).

Trump (87) is of the opinion that you cannot make small changes in the school and produce better results. "We have to change everything. The only way that you can really improve your school is that you change everything about it. We have to change the principal and what he does, the teachers and what they do, the pupils and their activities, the curriculum. We have to put everything together with changed ideas about time, money, and facilities--our whole concepts of teacher/learning processes. Only then will we, in fact, produce change" (87, p. 2). His model shows how the changes he proposes can help improve schools.

A new and total strategy for school program innovation is called Individually Guided Education (IGE). It is primarily a form of elementary school organization. The designers say they are deliberately "attempting to retain the best practices of past decades and substitute new ones where they are needed" (45, p. 25). Some of the innovations which must come as part of the total instructional program with the IGE arrangement are non-graded instruction, team teaching, continuous progress, peer-group instruction, and differentiated staffing. The effectiveness of the program seems to depend to a great extent on which the various IGE components are implemented (45).

Evaluating Effectiveness of the Total School Program

One of the best instruments which may be used in evaluating the effectiveness of the total school program is Evaluative Criteria (62). "The Manual for Evaluative Criteria, fourth edition, is divided into two parts: Part I: The Evaluation of Secondary Schools, and Part II: Instructions and Suggested Procedures. The first part discusses the background and development of Evaluative Criteria and its programs. The second part consists of suggestions for use of the Evaluative Criteria by school staffs in their self-evaluation and by visiting committees" (62, p. 3).

The Evaluative Criteria is designed to serve the needs of various types of secondary schools and programs. The sections of the instrument include manual, school and community, philosophy and objectives, curriculum, student activities program, educational media services--library and audio-visual, guidance services, school facilities, school staff and administration, individual staff member, and summary of the self-evaluation. Detailed instructions are given for the use of the instrument. The Evaluation Criteria is used by all of the regional accrediting associations for appraisal of high schools. Some (most notably the North Central Association) also use a modified version for junior high schools and middle schools.

Instructional Problems of Small Schools

Schoenholtz (77) contends that high schools with a relatively small enrollment offered a number of instructional advantages. First, in a day when accountability is the byword in every state and national meeting, the small school provides easy access to information; misuse of funds is an

uncommon occurrence. Another advantage cited is the opportunity for effective communication. Proximity is the key, of course. Quick and personal communication tend to strengthen the bonds of commitment for all concerned. Students, parents, and teachers have easy access to information, and they know there is opportunity to change bad situations without resorting to disruptive tactics (77, pp. 577-578). Smallness, according to Schoenholtz (77), implied a lack of bureaucratic obstacles; a person with an idea had a much better opportunity to see it come to fruition without being lost in a bureaucratic morass.

Of greater consequence than the assets outlined above was the ability of small districts to meet the social, emotional, and psychological needs of students effectively. Teachers generally saw each student as a person of worth, not as a number on a computer printout. Again, proximity is the key. Every student is needed. Organizations recruit participants. Very few students are left idle. This cannot help but contribute to the participating individual's feeling of self-worth. The small high school has an inherent edge over the large one, both in avoiding alienation and in venting feelings of frustration (77).

The most important weakness of the small high school was its frequent failure to prepare students well for college or an occupation. Outside of high per-pupil expenditures, the limited number of course offerings in small schools seems to be the most telling argument for consolidation. A cursory look at the typical small high school curriculum confirms its validity (77).

Pender (68) did a study that consisted of a survey of the curriculum and instructional problems of 37 secondary schools for Negroes enrolling

less than 300 pupils in grades seven through 12 in 27 counties of East Texas. The study was designed to obtain data on the curricula of the smaller secondary schools for Negroes in East Texas and the various degrees of difficulty the principals of the smaller secondary schools, by size of school, experienced during the 1957-1958 school year in (a) administering the educational program, (b) getting pupils to adjust to the program and to the people of the school, (c) adjusting the curriculum to the pupils' needs, (d) directing the study activities of pupils, (e) increasing the holding power of the school, (f) providing a balanced program of student activities, and (g) providing effective guidance services. Six of the schools offered courses in alternate years, but none of the schools made use of supervised correspondence study for expanding the curriculum (68).

Socio-Economic Problems of Small Schools

"The mission of American schools has changed. In theory, we have always believed in developing the child to his fullest ability. But social goals for the schools have broadened immeasurably" (59, p. 6).

Until recently, public schools acted as sorting out agencies whereas the middle-class children, predominantly white, were helped to prepare themselves for those tasks to which they were suited and others were encouraged to drop out and enter the working force. In the late 1960's, schools finally began to realize that there was a need to prepare the disadvantaged children for similar goals. The education for the disadvantaged created many problems because it was found that children of the minority groups, starting their first year in school, were at a much lower level of

scholastic readiness than those of the middle class, and each year after that they were relatively further behind than they had been at first.

Today, according to Mitchell and Hawley (59), the public schools are providing children with more social education than their parents. More and more students are being enrolled in colleges and universities. "In 1970, some 45.5 million young people attended public schools, and regardless of their mood, their color, and other distinguishing characteristics, the system had to provide for their housing, in most instances a part of their feeding, and their education" (59, p. 6). Schools are being asked to overcome the severe educational handicaps of minority groups as well as social deficiencies and racial attitudes.

Because public schools are to assume so many roles demanded by society, expenditures for education have increased rapidly. People are continuing to drift from rural to suburban and urban areas in search for employment, thus causing a larger percentage of our children to be educated in city schools. This in itself creates new problems because city schools have to deal with a high proportion of youngsters who bring with them a burden of disadvantages that require special effort and more costly educational approaches.

The U. S. Office of Education study made public January 16, 1972, revealed that a majority of the nation's big school systems receive a proportionately smaller share of state education funds than their suburban or rural counterparts. The study also found that 65 percent of all big-city school systems were able to raise more money on a per-pupil basis from local sources than the state wide average (59, p. 9).

If the Federal Government took over the whole public school operation, society would not go along with it. If the parents were given the opportunity to control the schools, then the disadvantaged would be deprived. Because of widespread criticism, many suggestions for reform have resulted in programs ranging from Title I of the Elementary and Secondary Education Act to provide special assistance to disadvantaged children in the "contracting-out" of public school programs to private business firms (59).

In order for schools to perform in the manner society seeks, patterns and structures must change. Society must be willing and able to change. It is true that schools cannot rebuild social order, but they must be able to cope with the discontentment and rebellion that accompany social and economic change. Because of this, the people who control our schools must be the first to lead the way (59).

In 1971, Dudley Dutton Heath conducted a study concerning the relationship between school size and personal and social adjustment of high school seniors. The specific problem was to ascertain whether high school seniors attending different types of schools in a certain geographical area and having similar personal and parental characteristics differ significantly in four particular aspects:

1. The students' personal and social adjustment.
2. The frequency with which they talk with adults in their school outside of the classroom.
3. The number of fellow students they know well.
4. The amount of time they spend with students whom they know well and where that time is spent (39).

The participants used came from two small coeducational, independent day schools with less than 200 students in grades 10-12, from two small

public schools with less than 400 students in grades 10-12, and two large public schools having over 1,400 students in grades 10-12 (39, p. 1916A).

In the study by Heath (39), the students were tested using a brief personal-parental questionnaire to provide background information and to ascertain the amount of contact they had with the school personnel. A fellow-student inventory was used to determine the number of fellow students the seniors felt they knew very well and fairly well. The California Test of Personality was also given to gather data on personal and social adjustment. Findings were:

1. There were no significant differences among the three groups of personal and social adjustment as measured by the CTP. There were significant differences on five of 11 specific questions in the CTP that were investigated. These questions concerned the seniors' feelings about their role in school, their participation in school activities, and their willingness to confide in teachers. The results favored those seniors in the small schools.
2. Small-school seniors had more out of class contact with the various groups of adults in the school than large-school seniors.
3. Seniors in the larger schools felt they knew more fellow seniors very well and fairly well than did those in the small schools.
4. Seniors in the small schools had more contact and spent more time with the seniors they knew very well (39, p. 1916A).

Heath (39) found that in both the large and small upper-middle-class, suburban, predominantly white schools, the personal and social needs of seniors are being met equally well. From the evidence gathered, there is no relationship between the size of school one attends and the personal development as measured by the California Test of Personality. The study does show that student participation and contact with adults in schools are greater in the smaller schools. Seniors in smaller schools have friend-

ships which derive from contact in more activities and classes than those friendships of larger schools (39, p. 1916A).

Trends in Education

Trump (85) feels that schools are growing toward humane opportunities for learning. The administrators and teachers are being given the opportunity to work together in the planning of the school's program and curriculum. The student is being thought of more and more as a total human being. Teachers are in a position to help him diagnose his needs, plan his program, make and change his schedule, evaluate his results accordingly for the future. The school's principal, more than anyone else, determines the humaneness of a school. He must organize a learning system for his teachers so that they can use the same system with their students. The principal needs to provide motivational experiences for teachers, such as more time to prepare, clerical assistance, mind stretching discussions, and special materials and consultants to help with the teacher's own independent study about humane schools (85, pp. 9-16). Varied councils are being developed whereas administrators, teachers, and students come together to coordinate the school's instructional program and development of plans for in-service study and develop guidance and pupil personnel procedures and practices. The past two decades have seen central offices grow with supervisors and assistants traveling throughout their districts to ensure each school's following the standard policies and procedures of the central administration.

Cooperatively, teachers, pupils, and the principal (along with his colleagues who help supervise and manage the school) can develop a more

humane program. However, the total changes that are required are not easy to produce--nor will they come quickly (85, pp. 15-16).

Financial Problems of Small Schools

The National Association of Secondary School Principals published a special paper in April, 1972, on Financing Public Education (27). It is their position that school finance is the concern of everyone. Inflation has raised the costs of education to such high levels that many communities are refusing to approve further increases in their tax levies. Yet, requests for quality education are still being made. That is very difficult to do without increased funding. The courts have brought the issue into sharper focus by handing down precedent-setting rulings that threaten to alter the structure of the nation's public schools. A few of them follow.

The California Supreme Court ruled in the case of *Serrano v. Priest* that the state's public school financing system, based primarily on property taxes, was unconstitutional under the equal protection clause of the U. S. constitution. The court found that the present system of financing discriminates against the poor school districts' allocations of public education resources equal to those in wealthy districts (27, p. 3).

Rodriguez et al. v. San Antonio Independent School District et al. of Texas might well be described as extending the California decision. The court ruled that Texas' billion-dollar-a-year funding system "tends to subsidize the rich at the expense of the poor," thus violating the equal protection clause of the Fourteenth Amendment (27, p. 5).

Directly in support of the decision in California and Texas are the New Jersey and Minnesota decisions. The Minnesota decision, *Van Dusartz et al. v. Hatfield et al.* ruled: The state makes the argument that what plaintiffs seek here is uniformity of expenditure for each pupil in Minnesota. Neither this case nor *Serrano* requires absolute uniformity of school expenditures. On the contrary, the fiscal neutrality principle (upon which the *Serrano* decision was based) not only removes discrimination by wealth but also allows free play to local effort and choice and openly per-

mits the state to adopt one of many optional school funding systems which do not violate the equal protection clause...(therefore) a system of public school financing which makes spending per pupil a function of the school district's wealth violates the equal protection guarantee of the 14th Amendment to the Constitution of the United States (27, p. 5).

Cases under appeal might reverse the decisions in some cases, but there is a great deal of uncertainty as to what will happen to the financial structure of the public education system. The cases seem to have a common theme that real estate taxes are unfair in allowing rich communities to spend more educating their youth than poor communities. It appears certain, however, that the present way of financing public education in the United States will change.

In a special paper, Financing Public Education (27), James B. Conant suggests that there be complete funding of school costs by the state government. In the same paper, H. Thomas James, President of the Spencer Foundation, recommends that distribution be based on budgets designed to meet individual school needs (27, p. 9). Numerous other personalities have voiced their suggestions and projections, and their conclusions, to a large degree, are voiced by President Nixon's Commission on School Finance, appointed in March, 1970, that the states assume the major responsibility for determining and raising on a state-wide basis, the amount of funds required for education, for the allocation of these funds among the school districts of the State, and for the evaluation of the effective uses of these funds (27, p. 20).

Rudiger and Pollack (75) pointed out that

The 1972-73 profile of school expenditures continues to show a lessening of the financial commitment to education. Prospects in the immediate future are not very bright. Federal revenue sharing has not been expanded to include school districts; the future of ESEA, NDEA and other federal programs is cloudy; the effect of an affirmative decision by the Supreme Court in the Rodriquez

case may result in a regression toward the mean in school expenditures rather than dramatic increases. School districts will need to demonstrate greater accountability for money now being spent before any substantial increases can be anticipated (75, p. 44).

Sam M. Lambert (47) presents a proposal for a national support program for public schools that guarantees federal funds to meet one-third of the cost of a basic educational program from early childhood through high school graduation, equalizes the states' ability to raise school revenues, and subsidizes high-cost programs of compensatory, vocational, and special education (47).

As mentioned earlier, numerous requests for additional requests for additional school funds from voters have been denied. Hoyle and Wiley (44) investigated the problem in Ohio and concluded that "in Ohio, at least, levies are failing because of excessive property taxes, not because people are dissatisfied with the schools" (44, p. 50). That idea is shared by many who are concerned about the financial plight of schools. Staub (78), Webb (93), and Conant (17) present similar points of view on this matter.

Court Cases Affecting Schools

Numerous court cases have affected small southern high schools in one way or another. One of the most concise reporting of them is that by Lee O. Garber (32) who is a school law columnist for *Nation's Schools*. He pointed out that between 1951 and 1971 many of the school cases were landmark decisions because they not only set precedents but also raised legal questions seldom if ever before considered in public school cases. Two major reasons for this include the fact that federal courts have abandoned their traditional hands-off policy in cases involving judgment or discre-

tion of school boards and school cases have become increasingly concerned with questions of constitutional rights.

A summary of the landmark cases in which the federal courts have rendered decisions relative to problems which have had their origins in the administration of schools as reported by Garber (32) are outlined below.

The first landmark decision, in 1953, was the *Zorach v. Clauson* case in which the Court held that a statutory released-time program which let pupils be excused from school to attend religious classes held off school property did not violate the free-exercise clause of the First Amendment.

In the *Brown v. Board of Education* case in 1954, which declared that racial segregation of pupils violated the equal-protection clause of the Fourteenth Amendment, the Court rendered one of its most important decisions. Coupled with the decision handed down the following year (1955, *Brown v. Board of Education*), it was to generate a tremendous amount of litigation. The Court, for the first time, directly faced up to the question of the constitutionality of the practice of segregating public school pupils on the basis of race.

In the *Engel v. Vitale* case in 1962, the Court held that a school board, even though following the recommendation of a state education agency, could not inaugurate a program of nondenominational prayers at the opening of school. It held that such a program, even though not requiring pupils to participate, was unconstitutional since it violated the establishment clause of the First Amendment.

In the *School District of Abington Township v. Schemp* case in 1963, the Court held that Bible-reading, including the recitation of the Lord's Prayer, was unconstitutional.

In the *Board of Education v. Allen* case in 1968, the Court held that a New York statute that required school officials to lend textbooks free of charge to all pupils in Grades 7-12, whether they were enrolled in private, parochial or public schools did not violate First and Fourteenth Amendment proscriptions.

In the *Tinker v. Des Moines Independent Community School District* case in 1969, the Supreme Court held that a board rule forbidding pupils from wearing black arm-bands as a protest against the war in Vietnam was unconstitutional.

In the *Lemon v. Kurtzman* case in 1971, the Court declared parochial aid laws in Rhode Island and Pennsylvania unconstitutional (32, pp. 54-55).

Fischer (28) expanded upon some of the cases mentioned above in his writings. He suggests that we are in the beginning stages of a sweeping redefinition of the purposes and functions of education in our society.

Leo Pfeffer (69) goes into great detail in discussing the parochial aid decisions decided by the Supreme Court. He reports that we can expect more bitter struggles in state legislatures and litigation in the courts.

School administrators and teachers should be made increasingly aware of the many decisions which affect the legal rights of students. The literature focuses a great deal of attention on such matters as student marriage and pregnancy, married students and extra-curricular activities, and pregnant students and school rights. Attention is also given to pupil school records, student publications, smoking in public schools, and search and seizure.

One of the most pressing issues being discussed in education circles is the matter of busing (for racial balance). Most people seem to feel that something needs to be done to calm the furor over this issue. It appears that Congress will be forced to play a major role in deciding the issue. An interesting factor is that the issue cuts across party lines. Typical views, pro and con, are given by Representative Edith Green and Senator Jacob K. Javits. Mrs. Green, a Democrat, is more favorably disposed toward the Nixon proposals to curb busing than Mr. Javits, a Republican, who feels that busing is a useful tool (72). Current information seems to indicate that the courts and Congress appear to be putting brakes on busing (10).

Carrison (14) seems to summarize the opinion of many people in the country by saying that

In a nation divided sharply on many issues, the unanimity of opposition to school busing is startling. Black and white, conservative and liberal, rich and poor - in the public streets or in the privacy of their homes - the American people are protesting against busing (14, p. 224).

Public opinion legitimately opposes busing, if only because the mass media have not transmitted adequately to all Americans the information available to the professionals who comprise our law-makers, jurists, sociologists, and educators. This results in an unhealthy polarization of attitude and purpose between laymen and professional which is detrimental to our national welfare (14, p. 226).

Race Location Problems

According to an article in the Public Affairs Research Bulletin (22), Louisiana schools are still surviving, even though school desegregation came with almost shocking suddenness. During the past two years, more than four times as much desegregation occurred than in all prior history in Louisiana. Two-thirds of all Louisiana public school students were enrolled in schools with substantial desegregation in 1970-71. There were at least ten percent of both races enrolled in each public school. In 1970-71, more than one-fourth of all Louisiana public school students were enrolled in heavily desegregated schools. There were at least 30 percent of both races enrolled in such schools. Enrollment losses were heavy. Although it was above ten percent in 19 parishes, it had been held to two percent state wide during this period of transition. In 1970-71, six of every seven schools were desegregated to some extent. Of the 66 systems, 54 had a majority of the students of both races enrolled in substantially

desegregated schools. All students of both races were enrolled in substantially desegregated schools in 1970-71. This was true of ten of the 66 systems (22).

Every source of data available indicated that desegregation has become a way of life in Louisiana. Even though this is true, research has also indicated that displacement of black educators continues to be a major problem.

In 1966-67, black principals comprised 35.3 percent of the total number of principals. By 1970-71, it had dropped to 25.9 percent of the total. During the same period, white principals showed a noticeably steady increase. In 1966-67, they made up 64.7 percent of the total, and by 1970-71, this percent had risen to 74.1. Other figures revealed a loss of 61 schools over the five-year period. Many schools were closed or consolidated under court order (23).

The changing racial composition of schools became more apparent when student/teacher and student/principal ratios for the state were computed. In 1966-67, there was one black principal for every 625.6 students. By 1970-71, that ratio had changed to 927.8 black students for every black principal. The ratio of white principals to students in 1966-67 was one white principal to 520.9 white students and in 1970-71 one principal to every 477.5 students. In 1966-67, the white student/teacher ratio was one white teacher to every 22.6 white students and one black teacher to every 25.4 students. By 1970-71, there was one white teacher for every 19.5 white students and one black teacher for every 26.1 black students.

Of Louisiana's 66 systems:

14 show an increase in number of schools,
 18 show no change in number of schools, and
 34 show a decrease in number of schools;
 32 show an increase in number of white principals,
 26 show no change in number of white principals, and
 8 show a decrease of white principals;
 4 show an increase in number of black principals,
 16 show no change in number of black principals, and
 46 show a decrease in number of black principals;
 40 show an increase in number of white teachers,
 0 show no change in number of white teachers, and
 26 show a decrease in number of white teachers;
 13 show an increase in number of black teachers,
 1 shows no change in number of black teachers, and
 52 show a decrease in number of black teachers (23, p. 10).

While the whole story cannot yet be told, available data have indicated that the number of black educators has been significantly diminishing during desegregation. This loss has produced a marked effect upon the black community (23).

David E. Wagoner (91) attacked the race location problem "head on." He revealed statistics that suggested that the South has assumed the leadership in the right direction. On the other hand, the school boards in the North are on the threshold of having to face vastly increasing pressure from the federal government--the executive and the courts--to desegregate their schools. This problem is evidenced by the shift of the white middle class from the cities to suburban areas where no significant integration is recognized. An index of the national situation is the fact that the great majority of black children in the United States attend a predominantly black school, while the great majority of white children go to a school that is largely white.

What are the alternatives? Wagoner (91) suggested several board members must stop running from integration and face the situation squarely,

state leaders must face up to their responsibilities, metropolitan school districts must be created, and adequate funding must be available.

Another alternative suggested in the Washington Report by John Beckler (8) was busing. The busing controversy has continued to spread, engulfing the farthest reaches of the education community, spilling into the broad plain of national policy. When the tide recedes, it seems certain it will leave behind fundamental changes in society and school. It was stated by Beckler (8) that:

Another likely end product of the busing controversy is an improved climate for experimentation with such concepts as educational vouchers and community control of schools. The evidence of the Florida primary, the public opinion polls, the votes in Congress and the President's anti-busing proposals all indicate that there is a national consensus that to the extent further desegregation requires more busing the limit has just about been reached. The search for alternatives that will continue the improvement in the education of black children that is the goal of desegregation, should encourage such experimentation (8, p. 5).

Beckler (7), in another report, pointed out again that busing pupils to achieve desegregation has become the hottest issue on the political scene. Busing involves children, race, and education. It mixes three emotion-laden subjects into a potent brew that politicians cannot resist.

In trying to look at both sides of the issue, the greatest difficulty is to get it in focus. From the President down, opponents of busing always say they are against its use to achieve "racial balance." From there they moved to a defense of neighborhood schools and the sanctity of the family and said that busing is destroying both.

It was finally concluded in the report by Beckler (7) that the problem before the Senate and the nation is whether they are going to try to understand and deal realistically with the legitimate concerns--and irra-

tional fears--which surrounds this explosive issue and whether they will abandon the courts and countless school districts to their own resources (7).

A different outlook on the matter of desegregation was presented by Gregory R. Anrig (2). In his article, he pointed out a number of things needed for quality integrated education. He indicated that the physical reassignment of students and faculty to eliminate racial identifiability of schools, while immensely controversial, is but a first step in the process of achieving quality integrated education.

Included in the suggested needs for quality integrated education was proper training of school personnel. There should be a broader concept of what training is and how it is organized. Participants should have a genuine role in making decisions about the actual training they are to experience. Widening the scope of training was suggested. Training should not be limited to school personnel. It should involve students and people from the community. This increased public awareness of the educational issues of desegregation.

The need for early training in the area of human relations was also indicated by Anrig (2). The best method of improving human relations was constructive inter-racial experiences--doing some meaningful work together rather than just listening to a speaker talk about it. A better training experience results when black and white school personnel, working together, actively address themselves to specific problems in their own setting, which they themselves have helped to identify. School districts should take the initiative in spelling out the kind of training needed and how institutions of higher education are best able to collaborate with them.

School districts and higher institutions of education should work together for the benefit of both parties.

Help for planning effective desegregation training can be obtained mainly through Title IV of the Civil Rights Act of 1964. Sixteen university-based desegregation assistance centers have been formed to provide aid. These centers have had extensive experience in working with school officials to plan and implement special training programs connected with school desegregation (2).

Despite the amount of progress being made, the picture is still somewhat confused concerning school desegregation. There are conflicting court rulings, ambiguous official statements, and statistics which have concealed more than they revealed. In the article "Four Key Issues in the 1969-70 School Integration Crisis," Charles R. Cooper (20) offered both analysis and opinion on the current integration crisis.

Four key terms were defined by Cooper (20) in connection with the controversial issue. They were:

- (1) Desegregation--used to refer to the process of eliminating dual systems and setting up unitary systems.
- (2) Integration--racially mixed classrooms.
- (3) Resegregation--situation where blacks are kept separate from whites within a single school and within its classrooms even though the school is officially integrated.
- (4) Segregation--legally divided, dual school systems (20, p. 41).

Again, one of the key issues is busing according to Cooper (20). It was Cooper's (20) opinion that the yellow school bus was the most important instrument for carrying out the mandate of the Supreme Court concerning desegregation. Reports show that the bus has been used for years to maintain segregation, yet after the use became so controversial, statements by politicians and administration officials seemed to imply that using buses

to move students was a totally new and diabolical idea. With all the fuss made over busing, polls have shown that the majority of parents are not really opposed to desegregation according to Cooper (20).

Another important element of the busing issue was the attempt in Congress to enact anti-busing legislation. After months of legal battles and scrimmages, the question of busing still remained unsettled.

The second key issue was the one of tax exemption for private schools. Several conflicting rulings had been made by the courts, yet there was quite a degree of uncertainty surrounding the issue.

Another key issue involved the uniform application of desegregation rulings. Southerners had begun insisting on enforcement of desegregation rulings equally all across the country.

A fourth issue, one of special importance to educators, was the adequacy of the grounds on which the school desegregation crisis has been argued by leaders. Up to this point, the arguing has been almost entirely on political, not educational, grounds. Yet all of the major court decisions beginning in 1954 were made on the basis of educational knowledge and research-educational in the broadest sense of the term, to include related knowledge from psychology, sociology, and anthropology.

Reports have shown that minorities in integrated schools score higher on achievement tests and show greater aspirations than those in segregated situations. Children from advantaged homes, whatever their "culture," brought a background into the schoolroom that enriched all the children.

What part these issues will continue to play in the general school desegregation crisis is hard to predict. Everyone has a stake in the prob-

lem and must work diligently to see that the proper avenues are taken to solve the problems of desegregation and school integration.

Problems of Smallness

Langfitt and others (48) were among the early writers who focused attention on problems of the small high school. They emphasized that many weaknesses and limitations of the small school because of its size had been listed in the educational literature in the early 1930's. The statements included problems in financing, providing an effective teaching staff, building an adequate curriculum, securing proper administration and supervision, developing a satisfactory physical plant, and carrying on a desirable extra-curricular program.

The early writers suggested that the only way in which the limitations might be overcome was to enlarge the attendance unit and thus increase the number of pupils who would be brought into one building. Although Langfitt and others (48) agreed that some of the small units should have been reorganized, they did not believe that this was the only solution to the problem. They pointed out that many small schools have shown that despite their size, or because of it, they can provide a very effective educational program in terms of the needs of the adolescent youth they serve. One of the advantages pointed out by them was that "in a small group the teacher has greater opportunity to know personally each individual pupil, and in the rural community, where the teacher necessarily participates in the social life of the community, he not only knows the pupil, but often his parents and relatives, his economic status, the church and other social organizations which he attends, the influences with which he is surrounded

out of school and during vacations, the forces which are shaping his life, his interests, and his ambitions" (48, p. 51).

It is also pointed out by Langfitt and others (48) that the small secondary school in America developed its program mainly through imitating the philosophy, methods, and techniques developed in large schools. They suggest that

While the larger school will always furnish important leadership and stimulation in the development of an adequate program of secondary education for rural areas, and while the basic philosophy of education is not affected by the size of the school, one of the most serious obstacles to progress is the blind imitation of the methods of large schools (48, p. 51).

Wofford (94) listed the inherent educational problems of the small rural school in the early 1930's. They are:

1. The educational and sociological problems attendant upon a society which has shifted from rural to urban within the short space of 75 years.
2. The problems of the rural child affected by this society, particularly in the resources offered by the modern rural community for his development.
3. The problems of organization within the small school to the end that children of different grades, interests, and experiences may become functioning members of the same educational group.
4. The need for differentiations in the curricula to meet the peculiar organization of the small school.
5. The lack of books and other equipment considered essential in modern education.
6. The rural teacher and her relationships to the school and the community (94, p. 5).

Writing a few years later, Wofford (95) pointed out problems of beginning teachers in small schools. They included planning the school day when there are few teachers and many children of differing ages, needs, and abilities; planning to teach so that time can be conserved and children served; understanding and using the resources of the small community and cooperating with it in a program best adapted to child growth; understand-

ing the children and their parents so well that cooperation in a program of child development can be effected; making the whole day an educational experience; and initiating, developing, and using, without adequate supervision, the newer methods in teaching (95, p. 6).

Conant (18), in one of his earlier writings, was critical of the small high school. It was his opinion that

The prevalence of such high schools--those with graduating classes of less than one hundred students--constitutes one of the serious obstacles to good secondary education throughout most of the United States. I believe such schools are not in a position to provide a satisfactory education for any group of their students - the academically talented, the vocationally oriented, or the slow reader. The instructional program is neither sufficiently challenging. A small high school cannot by its very nature offer a comprehensive curriculum. Furthermore, such a school uses uneconomically the time and efforts of administrators, teachers, and specialists, the shortage of whom is a serious national problem (18, p. 77).

Writing a few years later, Conant (19) maintains that an excellent comprehensive high school can be developed in any school district provided the high school enrolls at least 750 students and sufficient funds are available (19, p. 2). He emphasizes that inadequate finances spell an unsatisfactory school.

A perusal of the literature tends to indicate that, in many small schools, teacher morale is low. Ellenburg (25) examined the factors which affect teacher morale. Ellenburg (25) reported several factors which have a tendency to raise teacher morale regardless of the size of the school, but only the ones which tend to lower teacher morale will be reported here because it is implied in the literature that several of them are common in small high schools.

The most significant factors that tend to lower teacher morale were: lack of relief from pupil contact during the school day; clerical duties; lack of cooperation and support of principal; inadequate school plant; lack of staff cooperation, excessive teaching load; low salary; lack of parent cooperation and interest; poor pupil discipline; and, lack of proper equipment and supplies (25, p. 42).

Indications are that the administrator plays a significant role in the establishment and maintenance of morale among his staff. He should strive to keep lines of communication open at all times between himself and his staff as well as within the staff, he should strive to support his staff as much as possible, and he should involve all staff members in the operation of the school (25, p. 43). Morale may be better now (relatively speaking) in small schools as larger high schools find increased crime and militancy.

An investigation by Paul Ford (29) took a close look at the myth, reality, and potential of small schools. He generalized, on the basis of interview information, that "while there are definite advantages to smallness, neither administrators nor teachers used these advantages to design appropriate curricula and methodology. Rather, there is an adherence to the old and the traditional schemes of high school education, which probably never were suited to education in very small high schools" (29, p. 92).

The struggle for comprehensiveness, as reported by Gividen (33), is seen as the fundamental problem facing small high schools. Improvement depends on a return to community school emphasis, continued improvement in leadership at all levels, and serious consideration of new ideas in design of school buildings, instructional materials, and equipment (33).

William H. Clements (16) takes a critical look at the research findings relative to the ideal high school size. He suggests that each time

someone claims to have seen the vision of ideal high school size, it has turned out to be a mirage. His paper attempts to point out some of the mirages and then to identify sound criteria by which reasonable conclusions concerning ideal high school size may be reached (16, p. 2). He does conclude, however, that "it is unwise to bus students out of any community that is able to maintain a high school which can offer a good liberal curriculum and a few vocational-oriented courses. Such schools should be encouraged and helped, rather than harassed, by state and national officials" (16, p. 24).

Projections

Reforms and alternatives in education are discussed extensively in the literature. The pros and cons of numerous issues are given at great length. So-called "experts" have voiced their opinions, and the courts are determining the directions education will follow in many areas for many years to come. Schools are being criticized, taxpayers are becoming hesitant to raise their tax levies to finance the quality education they demand, the students are demanding more relevant course offerings. All of these problems, and others too numerous to mention, are crying for solutions. Some of the more popular projections and predictions found in the literature follow.

Mitchell and Hawley (59) believe that current criticisms of the schools should properly lead toward school reform, not rejection of schools and schooling as such.

The current reform movement began partly with the concern about national defense, crime, and social disorder and intertwined with the thrust for civil rights. Various strains and contradictions between integration and decentralization, between radical changes

in teaching techniques and community involvement have splintered the movement. But the basic fact, as we see it, is that children will continue to spend their days in school (59, p. 11).

One of the current thrusts in public school education is the move toward career education. Marland (55) is one of the chief proponents of the trend. He suggests that all education is career education or should be. He further states

And all our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school or to go on to further formal education. I propose that every young person completing our school program at grade 12 be ready to enter higher education or to enter useful and rewarding employment (55, p. 3).

Until we can recommend a totally new system we believe an interim strategy can be developed entailing four major actions: First, we are planning major improvements in the vocational education program of the Office of Education. Second, we must provide far more flexible options for high school graduates to continue on to higher education or to enter the world of work rather than forever sustain the anachronism that a youngster must make his career choice at age 14. Third, we can effect substantial improvement in vocational education within current levels of expenditures by bringing people from business, industry, and organized labor who know where the career opportunities are going to be and what the real world of work is like, into far closer collaboration with the schools. Fourth, we must build at all levels--federal, state, and local--a new leadership and a new commitment to the concept of a career education system (55, pp. 5-6).

This research project is geared toward improving the instructional systems in small junior and/or senior high schools in Louisiana. The Superintendent of Education for that state, Louis Michot (56), discusses changes he proposes to make in that state's educational system.

1. The state superintendent should be appointed by the elected State Board of Education from among candidates recommended by specified educational groups and public interest groups - and from qualified individuals who seek the position.
2. Building a system of accountability not only on the state level, but on the parish level as well.
3. Establishment of a fully computerized data bank.

4. Strengthen teacher education programs.
5. Strengthen certification of teachers.
6. Establish procedures for recertification of teachers.
7. Establish a massive in-service education and reeducation program.
8. Develop a complete plan for career development education for Louisiana.
9. Make the public fully aware of the great need for special education in the state.
10. Establish reading institutes designed to strengthen the ability of teachers to teach reading.
11. Provide a solution to the need for educating prison inmates.
12. Recommend the establishment of optional curricula in the high schools.
13. Determine method(s) of financing public education in the state.
14. Establish a research component within the educational enterprise that will look for better ways to help children learn.

Countless other projections may be found in the literature. Several have been previously discussed in this chapter of the research project.

Involvement of Administrators and Patrons in Solving Problems

In order for administrators and patrons to become involved in solving problems, communication must be considered. It has been stated that administrators are rarely advised of the need to get information from the people. Researchers have time and again classified the board of education as a communication channel which is virtually unrepresentative of the public. The goal of administrators and patrons involvement through communication has been to achieve a degree of parallelism between what is happening in the schools and what the various publics think is happening.

Rochester successfully used an involvement program titled "Dialogue." This presented the advantages of involvement of administrators and patrons in solving problems. The idea behind Dialogue was that people frequently needed information about the schools but were hesitant to ask. Dialogue

placed school information in the hands of citizen volunteers and, therefore, made it more accessible to more people (26).

Dialogue was composed of three volunteers from each school. The process of selection was designed to enhance the program's ability to listen. One member was selected by the central office, another by the local school PTA, and the third by the first two members selected. This somewhat diverse group attended informational training sessions dealing with all aspects of school operation. Volunteers were asked to squelch rumors by providing factual information. As a fringe benefit, they kept administrators alert to school-related concerns before they reached crisis stage (26, pp. 12-13).

An article in Today's Education NEA Journal (76) revealed that improved communication between home and school is imperative. By working together, parents and administrators can enhance a child's likelihood for success in his school experiences. Although home visitation is meaningful in terms of establishing a good relation with parents, it is just one step toward parent involvement (76).

In the fall of 1970, the Olive and P. K. Yonge Elementary Schools were selected for a pilot project funded under the ESEA Title I program. Each school supplemented home visitation by actively involving parents in activities specifically planned to stimulate interest in the educational process. Administrators participated in an extensive in-service program which enabled them to improve their skills in conferring with parents, obtaining and recording data, and evaluating information. When administrators visited the homes of children, they encouraged and helped each parent to participate in one of the adult activities sponsored by the school. In

time, parents were willing to accept responsibility for supervision and further development of these visitation projects, with teachers serving as consultants. Involvement in school-sponsored activities was a new experience for most parents of educationally disadvantaged children. The projects were designed to improve home-school relationship, offering administrators opportunities to communicate with parents at carnivals and school plays.

The following recommendations have been made by the National Urban Coalition according to Minzey (58, p. 151):

1. New forms of citizen participation should be encouraged to promote educational accountability to the public.
2. Communities must find new approaches to leadership development.
3. School systems must establish and refine new links to other sources of strength within their communities--business, industry, other institutions, other agencies.
4. The existing structure for citizen participation must be strengthened.

The demands of our communities called for some institution to assume a new leadership and service function in our social structure, and the schools seem to offer the most parsimonious solution to our dilemma. Schools have not been especially alert to these increasing demands. Cunningham, as reported by Minzey (58, p. 151), describes the school's failure to comprehend the solution:

Part of the problem stems from a basic fallacy in the school system approaches to school public relations. The preparation programs developed by colleges and universities for administrators in training have been urged to tell people about the schools, bring parents into the schools, sell the school to the people. Very few efforts of a continuing type have been mounted which allow parents and students opportunities to share their feelings about the schools with school officials. Information flow has been primarily one way. Legitimate outlets have not been provided for protest or discontent. PTAs and similar organizations have often ruled discussions of local school weaknesses

out of bounds in order to perpetuate a peaceful tranquil, and all-is-well atmosphere (58, p. 151).

Traditionally it has been the role of the teacher to teach and for the parents to provide the students to be taught. However, recent studies have shown that there is a trend toward a much more active role for the parents. The approach is new and from all indications will prove to be very effective.

Schaefer (76) reported that the child, although performing well in the classroom, very seldom carried it over into his everyday life (association with parents and siblings). Here he follows the example laid down by the parents and will take on the attitudes of them. If the parents are a great influence on the learning and performance of the child, why not take advantage of it? The new parents-centered educational programs do. These type programs in the early development stage have shown to be quite effective and promising. Even in the later years of his educational development, the parents' involvements have proven to be effective. British studies show that the achievement of the child is more closely aligned with the parents' involvement than with the school or the quality. Studies here have also proven that the influence of the home is much greater than that of the school (76).

Before this involvement can truly succeed, several problems must be solved. First, there is the teachers' attitude toward parents. Most teachers consider that they were trained to work with children and not parents. Others feel they can better achieve the desired results themselves and resent the intrusion by parents in their "area." Parents themselves present problems; often they are afraid of the teacher, but more seriously,

there may be some resentment against teachers due to the treatment (success and failure) they have experienced in school. The leadership for this involvement should come from the teacher-education institutions and the educators themselves. Knowing the potential of this involvement of the parents, much effort should be directed toward this end (76).

The challenge has been presented; will it be accepted? Parents have helped to raise money; they have sponsored many activities for the school. Now a new approach is needed to education, and parents can present it. Schools are necessary but often are not enough; the acceptance of parents in the programs can supplement and many cases fulfill the needs of the students.

METHODS AND PROCEDURES

This study was initiated in order to determine methods of improving the instructional systems in small junior and/or senior high schools in Louisiana. The investigation involved the perceptions of principals, experienced teachers, and inexperienced teachers relative to the instructional systems and related areas in operation in their schools. The major categories to be studied included school philosophy and objectives, school and community, curriculum, student activities program, educational media services, guidance services, school facilities, and school staff and administration. Several additional aspects of the educative process were also examined.

The writer became interested in developing this study during his administration of a small high school in northwest Louisiana. He became more keenly interested in the study because of his numerous contacts with principals of schools of similar size who were also concerned about the quality of their schools. It became increasingly evident that something needed to be done to focus attention on their many problems and to seek the best possible solutions to them. Interestingly enough, it was discovered that administrators of large high schools also had similar problems to which they, too, were seeking solutions. The opportunity to develop the study came while the writer served as a research assistant at Iowa State University during the 1970-1971 school year while he was on sabbatical leave from his regular position.

The idea of studying the instructional systems in small schools in Louisiana, Texas, and Mississippi was first considered.. However, after the

school directories were received from those states, it was decided that, due to the large number of schools which might be involved and the large geographical area to be covered, it might be more feasible to restrict the study to the writer's state of Louisiana. Acknowledgments are extended to the chief state educational leaders who were willing to give their cooperation to the study. Letters requesting their assistance in February, 1972, are included in the Appendix.

The Louisiana School Directory for the 1970-1971 session was used to secure the names and addresses of the small schools which would be invited to participate in the study. One hundred thirty-one schools which seemed to meet the criterion of size agreed to participate when they were contacted in February, 1972. The letters sent to them and the reply card are included in the Appendix. One hundred seven schools actually participated in the study after 24 schools were dropped or declined because of changes in enrollment, changes in organizational arrangements, school consolidations, and phasing out of some schools. Follow-up letters and postal cards used in the final contacts are included in the Appendix. Several telephone calls and personal contacts were also made in requesting schools to participate.

After the final list of the 107 participating schools was completed, questionnaires were sent to the following in each school:

1. High school principal
2. An experienced teacher
3. An inexperienced teacher.

Their names had been sent to the investigator on a reply card and is shown in the Appendix. It should be noted that the teachers were selected by

their principals, and the written contacts were made by the investigator. This included mailing the questionnaires directly to the participants in the study. The completed questionnaires were also mailed directly to the investigator. Confidentiality was assured.

A summary of the participants is outlined below:

<u>Positions</u>	<u>Number of Respondents</u>	<u>Percentage of Maximum Possible</u>
Principal	90	84
Experienced Teacher	83	77.5
Inexperienced Teacher	90	84
Totals	263	81.9

When classified by school racial composition, the samples included 61 principals of predominantly white schools, 29 principals of predominantly black schools, 54 experienced teachers from predominantly white schools, 29 experienced teachers from predominantly black schools, 61 inexperienced teachers from predominantly white schools, and 29 inexperienced teachers from predominantly black schools. Two hundred sixty-three out of a possible 321 questionnaires were returned for a net percentage of 81.9.

Mailing expenses were borne by the investigator. Some respondents decided, however, to return their questionnaires by air mail rather than by regular first-class mail provided.

The questionnaires sent to principals included 65 items, and the questionnaires sent to teachers included 53 items. Copies of the questionnaires are included in the Appendix. The questionnaires were color coded: white for principals, yellow for experienced teachers, and pink for inexperienced teachers. Number coding to insure anonymity was also used. The

first 50 items on the questionnaires were the same for all respondents. The first 42 items were statistically analyzed as will be outlined below. The open-ended items on all questionnaires were summarized by giving the five highest frequency counts from the respondents where practical. Other items are summarized by giving the actual frequencies, percentage, or total requested. Averages and ranges will also be used in some instances.

Analysis of Data

In the evaluation of the first 42 items on all questionnaires, it was decided to use the certainty method for response. "The certainty method of scoring incorporates a given response framework as well as assigning of numbers to stimuli" (92, page 7). The data were analyzed by using the following assignments of weighted value based on the certainty method:

<u>Responses</u>	<u>Numerical Values</u>	<u>Transformed Values</u>	<u>Meaning</u>
D5	-8	0	Strongly Disagree
D4	-5	3	Disagree
D3	-3	5	Disagree
D2	-2	6	Disagree
D1	-1	7	Slightly Disagree
D/A	0	8	Uncertain
A1	1	9	Slightly Agree
A2	2	10	Agree
A3	3	11	Agree
A4	5	13	Agree
A5	8	16	Strongly Agree

The data received from the respondents were number coded. A programmer and statistician at Iowa State University assisted the researcher in coding all other essential data to be placed on IBM cards at the Iowa State University Computer Center. The techniques and procedures used in developing the program were based on the STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES (64 and 65). The analysis of variance technique was used in testing

for significant differences between means of two or more groups. When significant differences occurred, the Scheffe Test was used to determine in which direction the differences occurred. The procedures may be found in *STATISTICAL METHODS IN EDUCATION AND PSYCHOLOGY* (34).

After verifying the coded data used, the means, standard deviations, sum of squares, and the usual items in the analysis of variance tables were obtained for the variables under investigation. The one and five percent levels were used to denote significance. An "F" test was used for comparing the means of the variables using the proper degrees of freedom. The table of "F" values at the one and five percent levels verified any significant differences in the means.

The questions posed in the Introduction lead to the following hypotheses:

Null hypothesis 1

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school exists basically for the benefit of the students of the community it serves.

Null hypothesis 2

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the philosophy and educational program of the school are adapted to the community and the surrounding area it serves.

Null hypothesis 3

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the students are being adequately prepared to meet the minimum standards required to pursue their future goals.

Null hypothesis 4

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the holding power of the school is relatively good.

Null hypothesis 5

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the basic reason for withdrawal from school is the lack of a challenging curriculum.

Null hypothesis 6

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the economic climate of the community compares favorably with the state level. (The average family income for Louisiana was \$7,530 according to a report on the 1970 census.)

Null hypothesis 7

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the educational status of the adults in the community compares favorably with the state

level. (19.2 percent of adults 25 years of age and older had completed grades 9-11 in Louisiana according to a report on the 1970 census.)

Null hypothesis 8

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the employment level of people in the community compares favorably with the state level. (The unemployment rate for Louisiana - seasonally adjusted - was 5.7 percent in April, 1972, according to the Louisiana Department of Employment Security.

Null hypothesis 9

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs.

Null hypothesis 10

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that more than half of the students in the school are classified as rural or from towns of fewer than 2,500 population.

Null hypothesis 11

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the staff participated in the formulation of the philosophy and objectives of the school.

Null hypothesis 12

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participated in the formulation of the philosophy and objectives of the school.

Null hypothesis 13

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that course offerings are adequate and appropriate for the youth of the community.

Null hypothesis 14

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that an achievement program is used to evaluate and improve the curriculum.

Null hypothesis 15

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that programs for the academically talented are provided for in the curriculum.

Null hypothesis 16

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that community resources are effectively used by teachers.

Null hypothesis 17

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the quality of instructional activities throughout the school is basically good.

Null hypothesis 18

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participate in curriculum development.

Null hypothesis 19

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that resources such as materials and specialists are used in curriculum development.

Null hypothesis 20

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized student activities program is in operation in the school.

Null hypothesis 21

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the student activities program meets the needs and interests of most of the students.

Null hypothesis 22

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the faculty provides guidance and supervision of student activities.

Null hypothesis 23

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate provisions are made for student participation in school government.

Null hypothesis 24

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment.

Null hypothesis 25

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that educational media are easily accessible to staff members and students.

Null hypothesis 26

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that, generally, the guidance services meet the needs of the students.

Null hypothesis 27

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the roles of the school counselor are being adequately performed.

Null hypothesis 28

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that teachers carry out their roles in the guidance program in an effective manner.

Null hypothesis 29

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school facilities are arranged to permit and encourage community use.

Null hypothesis 30

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the buildings and facilities meet the required safety standards.

Null hypothesis 31

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers have no more than three (3) different preparations daily.

Null hypothesis 32

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that free or preparation periods are provided for the majority of the teachers.

Null hypothesis 33

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that at least 85 percent of the regular teachers will return to their jobs next school year.

Null hypothesis 34

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that teachers in nearby larger schools or larger school districts receive salaries more than 10 percent higher than the one you receive for similar experiences and responsibilities.

Null hypothesis 35

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers working with you have less than five (5) years of teaching experience.

Null hypothesis 36

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school community has severe cultural limitations.

Null hypothesis 37

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers appear to be happy teaching in this school.

Null hypothesis 38

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school shares services of professional personnel with other schools or other school districts.

Null hypothesis 39

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that good teachers are actively recruited by the school system.

Null hypothesis 40

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized in-service program is provided for staff members.

Null hypothesis 41

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that inter-school visitations by staff members are encouraged in order to see exemplary programs in action.

Null hypothesis 42

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the use of lesson plans and/or curriculum guides by teachers is required in the school system.

FINDINGS

This chapter contains the findings of this investigation which compares the perceptions of principals, experienced teachers, and inexperienced teachers relative to the instructional systems in small junior and/or senior high schools in Louisiana. The major categories involved include school philosophy and objectives, school and community, curriculum, student activities program, educational media services, guidance services, school facilities, and school staff and administration.

The findings will be presented primarily through the use of tables of tabulated means and the analysis of variance of the variables studied. Narrative statements will also be used to describe the results. Frequency counts and percentages will be included where applicable. No attempt will be made to interpret the findings in this chapter.

One hundred seven junior and/or senior high schools in Louisiana were included in this study. Principals, experienced teachers, and inexperienced teachers were questioned as to their perceptions of the instructional programs in their schools. The mean enrollment of the schools was 227.6 students.

The questionnaire for principals consisted of 65 statements, and the questionnaire for teachers consisted of 53 statements. The first 42 items on the questionnaire were statistically analyzed as mentioned above, and narrative statements were used to present the major responses of the respondents to other items on the questionnaire.

The directions for completing the questionnaire were as follows:

After reading each statement, please circle the "A" (agree) if you agree with the statement or the "D" (disagree) if you disagree with the statement. After you have made this decision, please indicate how strongly you agree or disagree with each statement by circling one of the numbers. Circle 1 if you only slightly agree or disagree with the statement. The numbers 2, 3, or 4 may better describe how strongly you agree or disagree with the statement. If this is the case, then circle the appropriate number. If undecided, circle A and D.

In this research project, the answers that reflect your own feelings as they relate to your school will be most helpful.

The data were analyzed by using the following assignment of weighted values based on the Certainty Method:

<u>Responses</u>	<u>Numerical Values</u>	<u>Transformed Values</u>	<u>Meaning</u>
D5	-8	0	Strongly Disagree
D4	-5	3	Disagree
D3	-3	5	Disagree
D2	-2	6	Disagree
D1	-1	7	Slightly Disagree
D/A	0	8	Uncertain
A1	1	9	Slightly Agree
A2	2	10	Agree
A3	3	11	Agree
A4	4	13	Agree
A5	5	16	Strongly Agree

Comparison of Mean Responses

The purpose of this portion of the survey was to determine the overall school and community characteristics that provided the setting for the "improvement model."

Table 1 contains the mean responses of principals, experienced teachers, and inexperienced teachers to school philosophy and objectives. Variables include items 2, 11, and 12 on the questionnaire. On item 2, "philosophy adapted to community," the means ranged from a high of 13.42 for the principals of the predominantly white schools to a low of 11.48 for the

Table 1. Mean appraised responses of principals, experienced teachers, and inexperienced teachers to school philosophy and objectives

Variable	Means ^a				All		
	Principals	Experienced teachers	Inexperienced teachers				
2. The philosophy and educational program of the school are adapted to the community and the surrounding area it serves.	12.96 ^b	13.42 ^c	11.62 ^b	12.79 ^c	11.48 ^b	11.70 ^c	12.43
11. The staff participated in the formulation of the philosophy and objectives of the school.	13.72	13.73	11.82	12.09	10.65	10.91	12.19
12. Students and community patrons participated in the formulation of the philosophy and objectives of the school.	10.37	9.04	5.65	6.53	7.96	7.80	7.89

^a Responses range from -8 (strongly disagree) to +8 (strongly agree) with transformed values ranging from 0 to 16.

^b In predominantly black schools.

^c In predominantly white schools.

inexperienced teachers in predominantly black schools. Each of these means would fall in the "agree" range. On item 11, "staff participation," the means ranged from a high of 13.73 for the principals of the predominantly white schools to a low of 10.65 for the inexperienced teachers in the predominantly black schools. On item 12, "student and patron participation," the means ranged from a high of 10.37 for the principals of predominantly

black schools to a low of 5.65 for experienced teachers in predominantly black schools. Black principals generally responded agree while experienced black teachers disagreed.¹

Table 2 contains the mean responses of principals, experienced teachers, and inexperienced teachers to school and community items. The variables include items 1, 4, 6, 7, 8, 10, and 36 on the questionnaire. On item 1, "student benefit," the means ranged from a high of 14.59 for principals of predominantly white schools to a low of 12.82 for inexperienced teachers in predominantly black schools (all in the agree range). On item 4, "holding power," the means ranged from a high of 13.24 for principals of predominantly black schools to a low of 10.72 for inexperienced teachers in predominantly black schools with all being in the agree range. On item 6, "economic climate," the means ranged from a high of 7.67, slight disagreement, for principals of predominantly white schools to a low of 2.13, strong disagreement, for inexperienced teachers in predominantly black schools. On item 7, "educational status," the means ranged from a high of 9.98, slight agreement, for principals of predominantly white schools to a low of 5.96, disagreement range, for experienced teachers in predominantly black schools. On item 8, "employment level," the means ranged from a high of 10.75, agreement range, for experienced teachers in predominantly white schools to a low of 6.82, disagreement level, for principals in predominantly black schools. On item 10, "student classification," the means

¹Throughout this discussion, the terms black principals and white principals will be used for brevity, however, the reader should understand that some few predominantly black schools have white principals and, in a few instances, a black principal administers a small white high school in Louisiana this year 1972-73.

Table 2. Mean appraised responses of principals, experienced teachers, and inexperienced teachers to school and community

Variable	Means ^a						
	Principals	Experienced teachers		Inexperienced teachers		All	
1. The school exists basically for the benefit of the students of the community it serves.	14.37 ^b	14.59 ^c	14.03 ^b	13.81 ^c	12.82 ^b	13.47 ^c	13.86
4. The holding power of the school is relatively good.	13.24	12.62	12.31	11.81	10.72	11.32	11.98
6. The economic climate of the community compares favorably with the state level.	2.86	7.67	3.44	6.98	2.13	6.70	5.69
7. The educational status of the adults in the community compares favorably with the state level.	6.58	9.98	5.96	9.38	6.79	7.86	8.20
8. The employment level of people in the community compares favorably with the state level.	6.82	10.37	8.00	10.75	7.31	10.21	9.42
10. More than half of the students in the school are classified as rural or from towns of fewer than 2,500 population.	12.89	13.55	14.37	12.61	13.96	13.39	13.38
36. The school community has severe cultural limitations.	12.55	9.70	13.00	9.98	12.37	10.88	11.00

^aResponses range from -8 (strongly disagree) to +8 (strongly agree) with transformed values ranging from 0 to 16.

^bIn predominantly black schools.

^cIn predominantly white schools.

ranged from a high of 14.37 for experienced teachers in predominantly black schools to a low of 12.61 for experienced teachers in predominantly white schools with both means in the agreement range. On item 36, "school community," the means ranged from a high of 13.00, agreement range, for experienced teachers in predominantly black schools to a low of 9.70, slightly agreement, for principals of predominantly white schools.

Table 3 contains the mean appraised curriculum responses of principals, experienced teachers, and inexperienced teachers. Variables include items 3, 5, 9, and 13-19 on the questionnaire. On item 3, "student preparation," the means ranged from a high of 12.86 for principals of predominantly black schools to a low of 10.55 for inexperienced teachers in predominantly black schools with all being in the agreement range. On item 5, "reason for withdrawal," the means ranged from a high of 6.32 for principals of predominantly white schools to a low of 2.79 for experienced teachers in predominantly black schools with all means in the disagree range. On item 9, "follow-up data," the means ranged from a high of 11.89, agreement range, for principals of predominantly black schools to a low of 8.03, uncertain range, for inexperienced teachers in predominantly black schools. On item 13, "course offerings," the means ranged from a high of 10.82, agreement range, for principals of predominantly black schools to a low of 9.10, range of slight agreement, for experienced teachers in predominantly black schools. On item 14, "testing program," the means ranged from a high of 12.95 for principals of predominantly white schools to a low of 10.03 for inexperienced teachers in predominantly black schools with all means in the agreement range. On item 15, "program for academically talented," the means ranged from a high of 11.10, range of agreement, for principals of

Table 3. Mean appraised responses of principals, experienced teachers, and inexperienced teachers to curriculum

Variable	Means ^a						
	Principals	Experienced teachers		Inexperienced teachers		All	
3. The students are being adequately prepared to meet the minimum standards required to pursue their future goals.	12.86 ^b	12.04 ^c	10.58 ^b	11.79 ^c	10.55 ^b	10.70 ^c	11.44
5. The basic reason for withdrawal from school is the lack of a challenging curriculum.	6.17	6.32	2.79	4.63	3.51	5.13	4.98
9. Follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs.	11.89	10.90	8.44	8.87	8.03	8.60	9.47
13. Course offerings are adequate and appropriate for the youth of the community.	10.82	10.80	9.10	10.11	9.17	10.03	10.11
14. An achievement testing program is used to evaluate and improve the curriculum.	12.48	12.95	12.20	12.50	10.03	12.04	12.19
15. Programs for the academically talented are provided for in the curriculum.	11.10	10.29	8.44	8.13	5.69	8.63	8.84

^a Responses range from -8 (strongly disagree) to +8 (strongly agree) with transformed values ranging from 0 to 16.

^b In predominantly black schools.

^c In predominantly white schools.

Table 3. (Continued)

Variable	Means ^a						
	Principals		Experienced teachers		Inexperienced teachers		All
16. Community resources are effectively used by teachers.	9.86	10.32	9.10	9.33	8.58	9.29	9.50
17. The quality of instructional activities throughout the school is basically good.	12.86	12.72	12.44	12.51	12.13	11.83	12.39
18. Students and community patrons participate in curriculum development.	8.96	9.26	6.31	6.83	6.51	7.36	7.66
19. Resources such as materials and specialists are used in curriculum study.	12.24	11.60	10.31	10.11	9.79	9.68	10.58

predominantly black schools to a low of 5.69, agreement range, for inexperienced teachers in predominantly black schools. On item 16, "community resources," the means ranged from a high of 10.32, stage of agreement, for principals of predominantly white schools to a low of 8.58, uncertain range, for inexperienced teachers in predominantly black schools. On item 17, "quality of instructional activities," the means ranged from a high of 12.86 for principals of predominantly black schools to a low of 11.83 for inexperienced teachers in predominantly white schools, with all means within the agreement range. On item 18, "participation in curriculum development," the means ranged from a high of 9.26, slight agreement range, for principals of predominantly white schools to a low of 6.31, disagree-

ment, for experienced teachers in predominantly black schools. On item 19, "use of resources," the means ranged from a high of 12.24, range of agreement, for principals of predominantly black schools to a low of 9.68 for inexperienced teachers in predominantly white schools. The inexperienced teachers reported slight agreement with the statement.

Table 4 contains the mean appraised responses of principals, experienced teachers, and inexperienced teachers to items regarding the student activities program. Variables include items 20-23 on the questionnaire. On item 20, "well-organized student activities program," the means ranged from a high of 11.86, within the range of agreement, for principals of predominantly black schools to a low of 7.86, range of slight disagreement, for inexperienced teachers in predominantly black schools. On item 21, "student activities program meeting needs of students," the means ranged from a high of 11.83, agreement range, for principals of predominantly white schools to a low of 8.10, range of uncertainty, for inexperienced teachers in predominantly black schools. On item 22, "guidance and supervision of student activities," the means ranged from a high of 14.27, strongly agree range, for experienced teachers in predominantly black schools to a low of 12.63, range of agreement, for inexperienced teachers in predominantly white schools. On item 23, "participation in school government," the means ranged from a high of 12.03, range of agreement, for principals of predominantly black schools to a low of 7.00, slightly disagree range, for inexperienced teachers in predominantly black schools.

Table 5 contains the mean appraised responses of principals, experienced teachers, and inexperienced teachers to educational media services. Variables include items 24 and 25 on the questionnaire. On item 24, "ade-

Table 4. Mean appraised responses of principals, experienced teachers, and inexperienced teachers to student activities program

Variable	Means ^a						
	Principals		Experienced teachers		Inexperienced teachers		All
20. A well-organized student activities program is in operation in the school.	11.86 ^b	11.73 ^c	9.79 ^b	10.77 ^c	7.86 ^b	8.88 ^c	10.25
21. The student activities program meets the needs and interests of most of the students.	11.41	11.83	9.41	10.77	8.10	9.47	10.34
22. The faculty provides guidance and supervision of student activities.	14.17	13.60	14.27	13.38	13.93	12.63	13.50
23. Adequate provisions are made for student participation in school government.	12.03	11.26	10.82	9.59	7.00	9.21	10.01

^aResponses range from -8 (strongly disagree) to +8 (strongly agree) with transformed values ranging from 0 to 16.

^bIn predominantly black schools.

^cIn predominantly white schools.

quate funds for purchasing materials," the means ranged from a high of 11.44, range of agreement, for principals of predominantly black schools to a low of 8.10, uncertain range, for inexperienced teachers in predominantly black schools. On item 25, "educational media," the means ranged from a high of 13.03 for principals of predominantly black schools to a low

Table 5. Mean appraised responses of principals, experienced teachers, and inexperienced teachers to educational media services

Variable	Means ^a				All		
	Principals	Experienced teachers	Inexperienced teachers				
24. Adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment.	11.44 ^b	10.24 ^c	10.86 ^b	9.55 ^c	8.10 ^b	8.18 ^c	9.58
25. Educational media are easily accessible to staff members and students.	13.03	12.47	12.86	11.16	11.51	10.18	11.67

^aResponses range from -8 (strongly disagree) to +8 (strongly agree) with transformed values ranging from 0 to 16.

^bIn predominantly black schools.

^cIn predominantly white schools.

10.18 for inexperienced teachers in predominantly white schools with all means within the agreement range.

Table 6 contains the mean appraised responses of principals, experienced teachers, and inexperienced teachers to the guidance services. Variables include items 26-28 on the questionnaire. On item 26, "guidance services," the means ranged from a high of 11.65, agreement range, for principals of predominantly black schools to a low of 9.34, slightly agree range, for inexperienced teachers in predominantly black schools. On item 27, "roles of counselor," the means ranged from a high of 11.00, agreement

Table 6. Mean appraised responses of principals, experienced teachers, and inexperienced teachers to guidance services

Variable	Means ^a						
	Principals	Experienced teachers	Inexperienced teachers	All	Principals	Experienced teachers	Inexperienced teachers
26. Generally, the guidance services meet the needs of the students.	11.65 ^b	11.04 ^c	9.55 ^b	9.51 ^c	9.34 ^b	9.88 ^c	10.17
27. The roles of the school counselor are being adequately performed.	11.00	10.67	9.17	8.92	8.65	9.73	9.74
28. Teachers carry out their roles in the guidance program in an effective manner.	11.06	11.14	10.00	9.90	10.00	10.32	10.44

^aResponses range from -8 (strongly disagree) to +8 (strongly agree) with transformed values ranging from 0 to 16.

^bIn predominantly black schools.

^cIn predominantly white schools.

range, for principals of predominantly black schools to a low of 8.65, uncertain range, for inexperienced teachers in predominantly black schools. On item 28, "rules of teachers in guidance," the means ranged from a high of 11.14, agreement range, for principals of predominantly white schools to a low of 9.90, slightly agree range, for experienced teachers in predominantly white schools.

Table 7 contains the mean appraised responses of principals, experienced teachers, and inexperienced teachers to school facilities. Variables include items 29 and 30 in the questionnaire. On item 29, "school facili-

Table 7. Mean appraised responses of principals, experienced teachers, and inexperienced teachers to school facilities

Variable	Means ^a						
	Principals	Experienced teachers	Inexperienced teachers	All			
29. The school facilities are arranged to permit and encourage community use.	11.62 ^b	12.41 ^c	11.75 ^b	10.13 ^c	9.62 ^b	11.06 ^c	11.16
30. The buildings and facilities meet the required safety standards.	12.20	12.13	11.93	12.11	11.10	12.09	11.99

^aResponses range from -8 (strongly disagree) to +8 (strongly agree) with transformed values ranging from 0 to 16.

^bIn predominantly black schools.

^cIn predominantly white schools.

ties," the means ranged from a high of 12.41, agreement range, for principals of predominantly white schools to a low of 9.62, range of slight agreement, for inexperienced teachers in predominantly black schools. On item 30, "safety of buildings and facilities," the means ranged from a high of 12.20 for principals of predominantly black schools to a low of 11.10 for inexperienced teachers in predominantly black schools, with all means within the agreement range.

Table 8 contains the mean appraised responses of principals, experienced teachers, and inexperienced teachers to school-staff and administration. Variables include items 31-35 and 37-42 on the questionnaire. On item 31, "teacher preparation," the means ranged from a high of 12.10,

Table 8. Mean appraised responses of principals, experienced teachers, and inexperienced teachers to school staff and administration

Variable	Means ^a						
	Principals		Experienced teachers		Inexperienced teachers		All
31. The majority of the teachers have no more than three different preparations daily.	12.10 ^b	11.19 ^c	9.75 ^b	9.14 ^c	8.93 ^b	10.27 ^c	10.25
32. Free or preparation periods are provided for the majority of the teachers.	13.27	13.72	12.20	12.48	11.48	12.96	12.82
33. At least 85 percent of the regular teachers will return to their jobs next school year.	14.41	14.68	14.24	13.61	12.96	14.49	14.15
34. Teachers in nearby larger schools or larger school districts receive salaries more than 10 percent higher than the one you receive for similar experiences and responsibilities.	3.89	5.32	7.77	4.79	8.48	6.09	5.85
35. The majority of the teachers working with you have less than 5 years of teaching experience.	2.34	3.57	3.10	3.44	3.93	4.08	3.51

^aResponses range from -8 (strongly disagree) to +8 (strongly agree) with transformed values ranging from 0 to 16.

^bIn predominantly black schools.

^cIn predominantly white schools.

Table 8. (Continued)

Variable	Means ^a						
	Principals		Experienced teachers		Inexperienced teachers		All
37. The majority of the teachers appear to be happy teaching in this school.	12.58	13.52	12.41	12.44	11.41	12.21	12.53
38. The school shares services of professional personnel with other school districts.	11.00	11.09	10.20	10.96	10.72	9.85	10.63
39. Good teachers are actively recruited by the school system.	12.62	12.57	10.51	11.18	11.72	11.86	11.80
40. A well-organized in-service program is provided for staff members.	11.31	11.49	9.86	7.92	9.31	8.62	9.65
41. Inter-school visitations by staff members are encouraged in order to see exemplary programs in action.	9.86	9.04	8.55	8.37	7.89	8.55	8.70
42. The use of lesson plans and/or curriculum guides by teachers is required in the school system.	11.55	11.41	12.44	11.16	12.62	10.55	11.42

for principals of predominantly black schools to a low of 8.93, uncertain range, for inexperienced teachers in predominantly black schools. On item 32, "free periods," the means ranged from a high of 13.72 for principals of predominantly white schools to a low of 11.48 for inexperienced teachers in predominantly black schools, with all means in the agree range. On item 33,

"return to jobs," the means ranged from a high of 14.68, strongly agree, for principals of predominantly white schools to a low of 12.96, agree range, for inexperienced teachers in predominantly black schools. On item 34, "salaries in other schools," the means ranged from a high of 8.48, level of uncertainty, for inexperienced teachers in predominantly black schools to a low of 3.89, disagreement range, for principals of predominantly black schools. On item 35, "teaching experience," the means ranged from a high of 4.08, disagreement range, for inexperienced teachers in predominantly white schools to a low of 2.34, strongly disagree, for principals of predominantly black schools. On item 37, "teacher morale," the means ranged from a high of 13.52 for principals of predominantly white schools to a low of 11.41 for inexperienced teachers in predominantly black schools, with all means in the agreement range. On item 38, "shared services," the means ranged from a high of 11.09, range of agreement, for principals of predominantly white schools to a low of 9.85, slightly agreement range, for inexperienced teachers in predominantly white schools. On item 39, "teacher recruitment," the means ranged from a high of 12.62 for principals of predominantly black schools to a low of 10.51 for experienced teachers in predominantly black schools, with all means in the agreement range. On item 40, "in-service program," the means ranged from a high of 11.49, agreement range, for principals of predominantly white schools to a low of 7.92, slightly disagree range, for experienced teachers in predominantly white schools. On item 41, "inter-school visitations," the means ranged from a high of 9.86, slightly agree, for principals of predominantly black schools to a low of 7.89, slightly disagree, for inexperienced teachers in predominantly black schools. On item 42, "use of lesson plans," the

means ranged from a high of 12.62 for inexperienced teachers in predominantly black schools to a low of 10.55 for inexperienced teachers in predominantly white schools, with all means in the agreement range.

Analysis of Variance

The problem of this investigation is to answer the following questions:

1. What instructional, social, and financial problems are substantial barriers to the successful operation of the small school unit?
2. What recent legal and socio-economic changes have added problems to those of the small high school?
3. What recent legal and socio-economic changes have helped solve some of the problems of small schools?
4. Looking back five years, what were the major changes, and what adaptations were made to continue operational effectiveness of these schools?
5. Which problems are race-location related, and which are related to smallness?
6. Looking ahead five years, what will have to be accomplished for the small high school unit to continue operating in an effective and efficient manner?
7. What steps can local administrators and community patrons take in the solution of the problems of the small schools?
8. What problems must be solved at the state and national levels to help improve small secondary schools?

9. How can each of the above umbrella-type questions be related to the problems of people, processes, and things (the basic components of the instructional system).

To answer the more global questions above and to determine if the differences in mean response of principals and teachers were significant, the following empirical hypotheses were tested with analysis of variance:

1. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school exists basically for the benefit of the students of the community it serves.
2. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the philosophy and educational program of the school are adapted to the community and the surrounding area it serves.
3. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the students are being adequately prepared to meet the minimum standards required to pursue their future goals.
4. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the holding power of the school is relatively good.
5. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the basic reason for withdrawal from school is the lack of a challenging curriculum.
6. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the economic climate of the community compares favorably with the state level. (The average family income for Louisiana was \$7,530 according to a report on the 1970 census.)
7. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the educational status of the adults in the community compares favorably with the state level. According to a report on the 1970 census, 19.2 percent of adults 25 years of age and older had completed grades 9-11 in Louisiana.
8. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the

employment level of people in the community compares favorably with the state level. (The unemployment rate for Louisiana - seasonally adjusted - was 5.7 percent in April, 1972, according to the Louisiana Department of Employment Security.)

9. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs.
10. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that more than half of the students in the school are classified as rural or from towns of fewer than 2,500 population.
11. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the staff participated in the formulation of the philosophy and objectives of the school.
12. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participated in the formulation of the philosophy and objectives of the school.
13. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that course offerings are adequate and appropriate for the youth of the community.
14. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that an achievement program is used to evaluate and improve the curriculum.
15. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that programs for the academically talented are provided for in the curriculum.
16. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that community resources are effectively used by teachers.
17. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the quality of instructional activities throughout the school is basically good.
18. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participate in curriculum development.

19. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that resources such as materials and specialists are used in curriculum development.
20. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized student activities program is in operation in the school.
21. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the student activities program meets the needs and interests of most of the students.
22. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the faculty provides guidance and supervision of student activities.
23. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate provisions are made for student participation in school government.
24. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment.
25. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that educational media are easily accessible to staff members and students.
26. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that generally the guidance services meet the needs of the students.
27. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the roles of the school counselor are being adequately performed.
28. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that teachers carry out their roles in the guidance program in an effective manner.
29. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school facilities are arranged to permit and encourage community use.

30. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the buildings and facilities meet the required safety standards.
31. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers have no more than three different preparations daily.
32. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that free or preparation periods are provided for the majority of the teachers.
33. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that at least 85 percent of the regular teachers will return to their jobs next school year.
34. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that teachers in nearby larger schools or larger school districts receive salaries more than 10 percent higher than the ones they receive for similar experiences and responsibilities.
35. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers working with them have less than five years of teaching experience.
36. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school community has severe cultural limitations.
37. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers appear to be happy teaching in their school.
38. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school shares services of professional personnel with other schools or other school districts.
39. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that good teachers are actively recruited by the school system.
40. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized in-service program is provided for staff members.

41. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that inter-school visitations by staff members are encouraged in order to see exemplary programs in action.
42. There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the use of lesson plans and/or curriculum guides by teachers is required in the school system.

Table 9 contains the analysis of variance for appraised responses among principals, experienced teachers, and inexperienced teachers. Items 1-42 of the questionnaire are included.

Null hypothesis 1

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school exists basically for the benefit of the students of the community it serves. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of the principals and the inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 2

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the philosophy and educational program of the school are adapted to the community and the surrounding area it serves. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses for principals and inexperienced teachers with the principals agreeing more strongly on the question.

Table 9. The analysis of variance for appraised responses among principals, experienced teachers, and inexperienced teachers

(Variables) Category	ANOV F values	Scheffe Test-F values		
		P/I	P/E	I/E
1. The school exists basically for the benefit of the students of the community it serves.	3.3181	2.56*	N.S. ^a	N.S. ^a
2. The philosophy and educational program of the school are adapted to the community and the surrounding area it serves.	4.7380	3.11**	N.S.	N.S.
3. The students are being adequately prepared to meet the minimum standards required to pursue their future goals.	5.2605	3.24**	N.S.	N.S.
4. The holding power of the school is relatively good.	6.5891	1.69**	N.S.	N.S.
5. The basic reason for withdrawal from school is the lack of a challenging curriculum.	6.1280	2.51*	3.36**	N.S.
6. The economic climate of the community compares favorably with the state level.	0.6880	N.S. ^a	N.S.	N.S.
7. The educational status of the adults in the community compares favorably with the state level.	1.5031	N.S.	N.S.	N.S.
8. The employment level of people in the community compares favorably with the state level.	0.3239	N.S.	N.S.	N.S.

**Significant at or beyond the 1 percent level.

*Significant at or beyond the 5 percent level.

^aN.S. - no significant difference.

Table 9. (Continued)

(Variables) Category	ANOVA F values	Scheffe Test-F values		
		P/I	P/E	I/E
9. Follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs.	9.0379	3.89**	3.40**	N.S.
10. More than half of the students in the school are classified as rural or from towns of fewer than 2,500 population.	0.1143	N.S.	N.S.	N.S.
11. The staff participated in the formulation of the philosophy and objectives of the school.	9.8869	4.41**	2.58*	N.S.
12. Students and community patrons participated in the formulation of the philosophy and objectives of the school.	11.8651	2.50*	4.87**	N.S.
13. Course offerings are adequate and appropriate for the youth of the community.	1.8496	N.S.	N.S.	N.S.
14. An achievement testing program is used to evaluate and improve the curriculum.	3.0089	N.S.	N.S.	N.S.
15. Programs for the academically talented are provided for in the curriculum.	9.1253	4.04**	3.20**	N.S.
16. Community resources are effectively used by teachers.	1.9351	N.S.	N.S.	N.S.
17. The quality of instructional activities throughout the school is basically good.	1.7459	N.S.	N.S.	N.S.
18. Students and community patrons participate in curriculum development.	8.5324	3.23**	3.84**	N.S.

Table 9. (Continued)

(Variables) Category	ANOV F values	Scheffe Test-F values		
		P/I	P/E	I/E
19. Resources such as materials and specialists are used in curriculum study.	8.0355	3.83**	2.93*	N.S.
20. A well-organized student activities program is in operation in the school.	13.9999	5.27**	N.S.	2.84*
21. The student activities program meets the needs and interests of most of the students.	9.0873	4.27**	N.S.	N.S.
22. The faculty provides guidance and supervision of student activities.	1.7476	N.S.	N.S.	N.S.
23. Adequate provisions are made for student participation in school government.	8.9677	4.24**	N.S.	N.S.
24. Adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment.	6.3126	3.43**	N.S.	2.52*
25. Educational media are easily accessible to staff members and students.	6.4502	3.66**	N.S.	N.S.
26. Generally, the guidance services meet the needs of the students.	3.6469	N.S.	2.46*	N.S.
27. The roles of the school counselor are being adequately performed.	3.0779	1.89 ^b	2.34 ^b	N.S.
28. Teachers carry out their roles in the guidance program in an effective manner.	2.5162	N.S.	N.S.	N.S.

^b Scheffe Test of Significance not as powerful as analysis of variance.

Table 9. (Continued)

(Variables) Category	ANOV F values	Scheffe Test-F values		
		P/I	P/E	I/E
29. The school facilities are arranged to permit and encourage community use.	3.5540	2.51*	N.S.	N.S.
30. The buildings and facilities meet the required safety standards.	0.2002	N.S.	N.S.	N.S.
31. The majority of the teachers have no more than three different preparations daily.	3.3692	N.S.	2.48*	N.S.
32. Free or preparation periods are provided for the majority of the teachers.	1.6736	N.S.	N.S.	N.S.
33. At least 85 percent of the regular teachers will return to their jobs next school year.	1.3396	N.S.	N.S.	N.S.
34. Teachers in nearby larger schools or larger school districts receive salaries more than 10 percent higher than the one you receive for similar experiences and responsibilities.	2.6128	N.S.	N.S.	N.S.
35. The majority of the teachers working with you have less than five years of teaching experience.	0.9181	N.S.	N.S.	N.S.
36. The school community has severe cultural limitations.	0.5806	N.S.	N.S.	N.S.
37. The majority of the teachers appear to be happy teaching in this school.	3.7187	2.75*	N.S.	N.S.
38. The school shares services of professional personnel with other schools or school districts.	0.9370	N.S.	N.S.	N.S.
39. Good teachers are actively recruited by the school system.	3.5736	N.S.	2.70*	N.S.

Table 9. (Continued)

(Variables) Category	ANOV F values	Scheffe Test-F values		
		P/I	P/E	I/E
40. A well-organized in-service program is provided for staff members.	10.4819	3.79**	4.09**	N.S.
41. Inter-school visitations by staff members are encouraged in order to see exemplary programs in action.	1.0653	N.S.	N.S.	N.S.
42. The use of lesson plans and/or curriculum guides by teachers is required in the school system.	0.1700	N.S.	N.S.	N.S.

Null hypothesis 3

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the students are being adequately prepared to meet the minimum standards required to pursue their future goals. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses for principals and inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 4

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the holding power of the school is relatively good. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses for principals and inex-

perienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 5

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the basic reason for withdrawal from school is the lack of a challenging curriculum. The null hypothesis is rejected at the .01 level, and the Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question. Also, a highly significant difference exists between the mean responses of principals and experienced teachers with the teachers more strongly disagreeing with the item.

Null hypothesis 6

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the economic climate of the community compares favorably with the state level. (The average family income for Louisiana was \$7,530 according to a report on the 1970 census.) There was no significant F value for this hypothesis. All groups generally disagreed with this statement.

Null hypothesis 7

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the educational status of the adults in the community compares favorably with the state level. (19.2 percent of adults 25 years of age and older had completed

grades 9-11 in Louisiana according to a report on the 1970 census.) There was no significant F value for this hypothesis. All groups from predominantly black schools tended to disagree as did inexperienced teachers from white schools.

Null hypothesis 8

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the employment level of people in the community compares favorably with the state level. (The unemployment rate for Louisiana - seasonally adjusted - was 5.7 percent in April, 1972, according to the Louisiana Department of Employment Security.) There was no significant F value for this hypothesis. The mean responses of the respondent groups clustered around the "undecided" level.

Null hypothesis 9

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers, and also, a highly significant difference exists between the mean responses of principals and experienced teachers. In each case, the principals tended to agree; teachers were undecided.

Null hypothesis 10

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the place of residence for more than half of the students in the school are classified as rural or from towns of fewer than 2,500 population. There was no significant F value for this hypothesis. All groups tended to agree.

Null hypothesis 11

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the staff participated in the formulation of the philosophy and objectives of the school. The null hypothesis rejected at the .01 levels. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the questions, and also, a significant difference exists between the mean response of principals and experienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 12

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participated in the formulation of the philosophy and objectives of the school. The null hypothesis is rejected at the .01 levels. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers, and a highly significant difference exists between the mean responses

of principals and experienced teachers with the principals agreeing with the item and teachers disagreeing.

Null hypothesis 13

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that course offerings are adequate and appropriate for the youth of the community. There was no significant F value for this hypothesis. All groups' responses were in the agreement range.

Null hypothesis 14

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that an achievement program is used to evaluate and improve the curriculum. There was no significant F value for this hypothesis. Agreement with this item was general.

Null hypothesis 15

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that programs for the academically talented are provided for in the curriculum. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses for principals and inexperienced teachers, and a highly significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing with the item; teachers were undecided or disagreed.

Null hypothesis 16

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that community resources are effectively used by teachers. There was no significant F value for this hypothesis. Inexperienced teachers in black schools disagreed slightly; all others slightly agreed.

Null hypothesis 17

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the quality of instructional activities throughout the school is basically good. There was no significant F value for this hypothesis. All groups agreed.

Null hypothesis 18

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participate in curriculum development. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers, and also, a highly significant difference exists between the mean responses of principals and experienced teachers with both groups of teachers more strongly disagreeing with the statement.

Null hypothesis 19

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that resources such

as materials and specialists are used in curriculum development. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question, and a significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 20

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized student activities program is in operation in the school. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers, and a significant difference exists between the mean responses of inexperienced teachers and experienced teachers. Inexperienced teachers were undecided while experienced teachers and principals agreed with the item.

Null hypothesis 21

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the student activities program meets the needs and interests of most of the students. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses for principals and inexperienced teachers with the princi-

pals agreeing and inexperienced teachers from predominantly black schools generally uncertain.

Null hypothesis 22

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the faculty provides guidance and supervision of student activities. There was no significant F value for this hypothesis. All groups agreed with the statement.

Null hypothesis 23

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate provisions are made for student participation in school government. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing with the description while inexperienced teachers from the predominantly black schools disagreed.

Null hypothesis 24

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment. The null hypothesis is rejected at the .01 and .05 levels. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals

agreeing while inexperienced teachers were uncertain, and a significant difference exists between the mean responses of inexperienced teachers and experienced teachers with the experienced teachers agreeing.

Null hypothesis 25

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that educational media are easily accessible to staff members and students. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 26

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that generally the guidance services meet the needs of the students. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 27

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the roles of the school counselor are being adequately performed. On item 27, there was a significant F value. The Scheffe Test was applied but did not indicate a

significant difference in response because the analysis of variance F test has more power than the Scheffe Test. However, the principals agreed with the description as did experienced teachers from black schools and inexperienced teachers from white schools; the remaining groups were uncertain.

Null hypothesis 28

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that teachers carry out their roles in the guidance program in an effective manner. There was no significant F value for this hypothesis. All groups agreed.

Null hypothesis 29

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school facilities are arranged to permit and encourage community use. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 30

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the buildings and facilities meet the required safety standards. There was no significant F value for this hypothesis. All groups agreed.

Null hypothesis 31

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers have no more than three different preparations daily. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing more strongly on the question. Inexperienced teachers from predominantly black schools were undecided.

Null hypothesis 32

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that free or preparation periods are provided for the majority of the teachers. There was no significant F value for this hypothesis. All groups agreed.

Null hypothesis 33

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that at least 85 percent of the regular teachers will return to their jobs next school year. There was no significant F value for this hypothesis. All groups strongly agreed.

Null hypothesis 34

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that teachers in nearby larger schools or larger school districts receive salaries more than

ten percent higher than the one they receive for similar experiences and responsibilities. There was no significant F value for this hypothesis. All groups disagreed.

Null hypothesis 35

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers working with them have less than five years of teaching experience. There was no significant F value for this hypothesis. All groups disagreed.

Null hypothesis 36

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school community has severe cultural limitations. There was no significant F value for this hypothesis. All groups agreed with the description.

Null hypothesis 37

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers appear to be happy teaching in their school. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 38

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school shares services of professional personnel with other schools or other school districts. There was no significant F value for this hypothesis. All groups agreed.

Null hypothesis 39

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that good teachers are actively recruited by the school system. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 40

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized in-service program is provided for staff members. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers, and also, a highly significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing more strongly on the question. Experienced teachers from predominantly white schools had a mean response of "slightly disagree."

Null hypothesis 41

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that inter-school visitations by staff members are encouraged in order to see exemplary programs in action. There was no significant F value for this hypothesis. The group mean range was from slight disagree to slight agreement.

Null hypothesis 42

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the use of lesson plans and/or curriculum guides by teachers is required in the school system. There was no significant F value for this hypothesis. All groups agreed.

Analysis of Responses for Predominantly Black Schools

Next differences in perception were analyzed among principals, experienced teachers, and inexperienced teachers in predominantly black schools. Table 10 contains these results. Items with nonsignificant differences were not tabled.

Null hypothesis 3

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the students are being adequately prepared to meet the minimum standards required to pursue their future goals. On item number 3, there was a significant F value. The Scheffe Test was applied but did not indicate a significant difference

Table 10. The analysis of variance for appraised responses among principals, experienced teachers, and inexperienced teachers in predominantly black schools where significant differences occurred

(Variables) Category	ANOV F values	Scheffe Test-F values		
		P/I	P/E	I/E
3. The students are being adequately prepared to meet the minimum standards required to pursue their future goals.	3.2960	2.24 ^a	2.20 ^a	N.S. ^b
4. The holding power of the school is relatively good.	4.0627	2.82*	N.S. ^b	N.S.
5. The basic reason for withdrawal from school is the lack of a challenging curriculum.	4.4316	N.S. ^b	2.82*	N.S.
9. Follow-up data of graduates is kept by the school to help determine if it is meeting their needs.	5.8671	3.15**	2.80*	N.S.
11. The staff participated in the formulation of the philosophy and objectives of the school.	3.5570	2.65*	N.S.	N.S.
12. Students and community patrons participated in the formulation of the philosophy and objectives of the school.	8.4729	N.S.	4.11**	N.S.
15. Programs for the academically talented are provided for in the curriculum.	8.6070	4.13**	N.S.	N.S.
20. A well-organized student activities program is in operation in the school.	6.8956	3.70**	N.S.	N.S.

^aScheffe Test of Significance not as powerful as analysis of variance.

^bN.S. - no significant difference.

**Significant at or beyond the 1 percent level.

*Significant at or beyond the 5 percent level.

Table 10. (Continued)

(Variables) Category	ANOV F values	Scheffe Test-F values		
		P/I	P/E	I/E
21. The student activities program meets the needs and interests of most of the students.	4.0474	2.83*	N.S.	N.S.
23. Adequate provisions are made for student participation in school government.	7.4235	3.70**	N.S.	2.82*
24. Adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment.	4.3336	2.76*	N.S.	N.S.
34. Teachers in nearby larger schools or larger school districts receive salaries more than 10 percent higher than the one you receive for similar experiences and responsibilities.	4.7372	2.84*	N.S.	N.S.

because the analysis of variance F Test has more power than the Scheffe Test. However, the principals agreed more strongly with the item.

Null hypothesis 4

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the holding power of the school is relatively good. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 5

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the basic reason for withdrawal from school is the lack of a challenging curriculum. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and experienced teachers in black schools with the principals disagreeing more strongly on the question.

Null hypothesis 9

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs. The null hypothesis is rejected at the .01 and .05 levels. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers, and a significant difference exists between the mean responses of principals and experienced teachers (with the principals agreeing with the item and teachers generally undecided).

Null hypothesis 11

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the staff participated in the formulation of the philosophy and objectives of the school. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the

mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 12

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participated in the formulation of the philosophy and objectives of the school. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing to the description and teachers disagreeing.

Null hypothesis 15

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that programs for the academically talented are provided for in the curriculum. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of black school principals and inexperienced teachers with the principals agreeing to the item; experienced teachers were undecided and inexperienced teachers disagreeing.

Null hypothesis 20

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized student activities program is in operation in the school. The null hypoth-

esis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals and experienced teachers agreeing with the item; inexperienced teachers disagreed.

Null hypothesis 21

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the student activities program meets the needs and interests of most of the students. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing and the inexperienced teachers undecided.

Null hypothesis 23

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate provisions are made for student participation in school government. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers, and a significant difference exists between the mean responses of inexperienced teachers and experienced teachers. Principals and experienced teachers agreed; inexperienced teachers disagreed.

Null hypothesis 24

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals and experienced teachers agreeing, and the inexperienced teachers were generally undecided.

Null hypothesis 34

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that teachers in nearby larger schools or larger school districts receive salaries more than 10 percent higher than the one they receive for similar experiences and responsibilities. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the inexperienced teachers undecided while principals and experienced teachers disagreed with the item.

Analysis of Responses for Predominantly White Schools

Table 11 contains the analysis of variance for appraised responses among principals, experienced teachers, and inexperienced teachers in predominantly white schools where significant differences occurred. Items where significant differences did not occur were not included.

Table 11. The analysis of variance for appraised responses among principals, experienced teachers, and inexperienced teachers in predominantly white schools where significant differences occurred

(Variables) Category	ANOVA F values	Scheffe Test-F values		
		P/I	P/E	I/E
2. The philosophy and educational program of the school are adapted to the community and the surrounding area it serves.	4.3082	2.87*	0.98 ^a	1.80 ^a
3. The students are being adequately prepared to meet the minimum standards required to pursue their future goals.	3.0876	2.47*	0.34 ^a	1.86 ^a
9. Follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs.	3.9427	2.59*	2.18 ^a	0.33 ^a
11. The staff participated in the formulation of the philosophy and objectives of the school.	6.2386	3.49**	1.93 ^a	1.45 ^a
12. Students and community patrons participated in the formulation of the philosophy and objectives of the school.	4.6834	1.51 ^a	3.05*	1.58 ^a
15. Programs for the academically talented are provided for in the curriculum.	3.5816	2.05 ^a	2.57*	0.58 ^a
18. Students and community patrons participate in curriculum development.	5.4062	2.49*	3.17**	0.76 ^a
19. Resources such as materials and specialists are used in curriculum study.	4.9732	3.05**	2.28 ^a	0.61 ^a

**Significant at or beyond the 1 percent level.

*Significant at or beyond the 5 percent level.

^aScheffe Test of Significance not as powerful as analysis of variance.

Table 11. (Continued)

(Variables) Category	ANOVA F values	Scheffe Test-F values		
		P/I	P/E	I/E
20. A well-organized student activities program is in operation in the school.	7.5838	3.83**	1.25 ^a	2.47*
21. The student activities program meets the needs and interests of most of the students.	5.2068	3.23**	1.40 ^a	1.73 ^a
23. Adequate provisions are made for student participation in school government.	3.5391	2.51*	1.98 ^a	0.45 ^a
25. Educational media are easily accessible to staff members and students.	5.3124	3.26**	N.S. ^b	N.S. ^b
29. The school facilities are arranged to permit and encourage community use.	4.1840	N.S. ^b	2.86*	N.S.
37. The majority of the teachers appear to be happy teaching in this school.	3.2517	2.47*	N.S.	N.S.
40. A well-organized in-service program is provided for staff members.	11.3425	3.67**	4.42**	N.S.

^bN.S. - no significant difference.

Null hypothesis 2

There is no significant difference among the responses of principals, experienced teachers, and beginning teachers in regards to their perceptions that the philosophy and educational program of the school are adapted to the community and the surrounding area it serves. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and

inexperienced teachers with the principals agreeing more strongly on the question. On the same item, there was a significant F value in the comparisons between the principals and experienced teachers and also in comparisons between the inexperienced teachers and experienced teachers. There was a significant F value and the Scheffe Test was applied but did not indicate a significant difference because the analysis of variance F Test has more power than Scheffe's Test. But in each case, the principal agreed more strongly on the question.

Null hypothesis 3

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the students are being adequately prepared to meet the minimum standards required to pursue their future goals. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question. There is also a significant F value in the comparisons between the principals and experienced teachers as well as between inexperienced teachers and experienced teachers. The Scheffe Test was applied in the latter two instances but did not indicate a significant difference because the analysis of variance F Test has more power than Scheffe's Test. In each case, the principal agreed more strongly on the question.

Null hypothesis 9

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that follow-up data

of graduates is kept by the school to help the school determine if it is meeting their needs. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean response of principals and inexperienced teachers with the principals agreeing more strongly on the question. There was also a significant F value in comparisons between the principals and experienced teachers as well as between the inexperienced teachers and the experienced teachers. The Scheffe Test was applied in the latter two instances but did not indicate a significant difference. In each case, the principals agreed more strongly on the question, while teachers tended to be undecided.

Null hypothesis 11

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the staff participated in the formulation of the philosophy and objectives of the school. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question. There was also a significant F value in the comparisons between the principals and experienced teachers as well as between the inexperienced teachers and the experienced teachers. The Scheffe Test was applied in each of the latter two cases but did not indicate a significant difference. In each case, the principals agreed more strongly on the question and the experienced teachers agreed more strongly on the questions than did the inexperienced teachers.

Null hypothesis 12

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participated in the formulation of the philosophy and objectives of the school. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing more strongly on the question. There was also a significant F value in comparisons between the principals and inexperienced teachers and between the inexperienced teachers and experienced teachers. The Scheffe Test was applied but did not indicate a significant difference. In each case, the principal agreed with the item while both groups of teachers disagreed.

Null hypothesis 15

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that programs for the academically talented are provided for in the curriculum. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing and the teachers undecided. There was also a significant F value when comparisons were made between the principals and inexperienced teachers. The Scheffe Test was applied but did not indicate a significant difference. Generally speaking, inexperienced teachers were undecided on the item.

Null hypothesis 18

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that students and community patrons participate in curriculum development. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing slightly with the item, teachers disagreeing. A highly significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing slightly and experienced teachers disagreeing. There was also a significant F value in comparing the mean responses of inexperienced teachers and experienced teachers. The Scheffe Test was applied in this case but did not indicate a significant difference. In the comparison between the inexperienced teachers and the experienced teachers, the experienced teachers evidenced more disagreement.

Null hypothesis 19

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that resources such as materials and specialists are used in curriculum development. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question. There was also a significant F value discovered when the mean responses between principals and experienced teachers were compared and when the mean responses of inexperienced teachers and experi-

enced teachers were compared. The Scheffe Test was applied in the latter instances but did not indicate a significant difference. However, by inspection it appears that experienced teachers agreed more strongly on the question than did the inexperienced teachers.

Null hypothesis 20

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized student activities program is in operation in the school. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question. There is also a significant difference existing between the mean responses of inexperienced teachers and experienced teachers with the experienced teachers agreeing more strongly on the question. On this same item there is a significant F value when the mean responses of the principals and experienced teachers are compared. The Scheffe Test was applied but did not indicate a significant difference thus significance direction could not be determined.

Null hypothesis 21

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the student activities program meets the needs and interests of most of the students. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals

agreeing more strongly on the question. There was also a significant F value discovered in the comparisons between the principals and experienced teachers and between the inexperienced teachers and experienced teachers. The Scheffe Test was applied in the latter two cases but did not indicate a significant difference. However, by inspection of the means, it can be noted that the experienced teachers agreed more strongly on the question than did the inexperienced teacher.

Null hypothesis 23

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that adequate provisions are made for student participation in school government. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question. There was a significant F value also discovered in the comparisons between the principals and experienced teachers and between the inexperienced teachers and experienced teachers. The Scheffe Test was applied in the latter two instances but did not indicate a significant difference. Generally speaking, the experienced teacher evidenced a higher agreement score on the question than did the inexperienced teachers.

Null hypothesis 25

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that educational media are easily accessible to staff members and students. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison

indicates a highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 29

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the school facilities are arranged to permit and encourage community use. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and experienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 37

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that the majority of the teachers appear to be happy teaching in their school. The null hypothesis is rejected at the .05 level. The Scheffe method of comparison indicates a significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question.

Null hypothesis 40

There is no significant difference among principals, experienced teachers, and beginning teachers in their perceptions that a well-organized in-service program is provided for staff members. The null hypothesis is rejected at the .01 level. The Scheffe method of comparison indicates a

highly significant difference exists between the mean responses of principals and inexperienced teachers with the principals agreeing more strongly on the question. There is also a highly significant difference existing between the mean responses of principals and experienced teachers with the principals agreeing and the experienced teachers averaging "slightly disagree."

Analysis of Principals' Responses

Table 12 contains the analysis of variance for appraised responses between principals of predominantly black schools and principals of predominantly white schools where significant differences occurred. Items where there were no significant differences were not tabled.

Null hypothesis 6

There is no significant difference among principals in their perceptions that the economic climate of the community compares favorably with the state level. (The average family income for Louisiana was \$7,530 according to a report on the 1970 census.) The null hypothesis is rejected at the .01 level with the black school principals disagreeing more strongly on the question.

Null hypothesis 7

There is no significant difference among principals in their perceptions that the educational status of the adults in the community compares favorably with the state level. (19.2 percent of adults 25 years of age and older had completed grades 9-11 in Louisiana according to a report on

Table 12. The analysis of variance for appraised responses between principals of predominantly black schools and principals of predominantly white schools where significant differences occurred

(Variables) Category	ANOV F values	Scheffe Test- F values PB/PW
6. The economic climate of the community compares favorably with the state level.	18.5027	-**
7. The educational status of the adults in the community compares favorably with the state level.	8.1157	-**
8. The employment level of people in the community compares favorably with the state level.	9.5310	-**
36. The school community has severe cultural limitations.	7.1233	-**

**Significant at or beyond the 1 percent level.

the 1970 census.) The null hypothesis is rejected at the .01 level with the white principals agreeing and the black school principals disagreeing.

Null hypothesis 8

There is no significant difference among principals in their perceptions that the employment level of people in the community compares favorably with the state level. (The unemployment rate for Louisiana - seasonally adjusted - was 5.7 percent in April, 1972, according to the Louisiana Department of Employment Security.) The null hypothesis is rejected at the .01 level with the white school principals agreeing with the statement and the principals of the predominantly black schools disagreeing.

Null hypothesis 36

There is no significant difference among principals in their perceptions that the school community has severe cultural limitations. The null hypothesis is rejected at the .01 level with the black school principal agreeing more strongly on the question.

Analysis of Experienced Teachers' Responses

Table 13 contains the analysis of variance for appraised responses between experienced teachers in predominantly black schools and experienced teachers in predominantly white schools where significant differences occurred.

Null hypothesis 5

There is no significant difference among experienced teachers in their perceptions that the basic reason for withdrawal from school is the lack of a challenging curriculum. The null hypothesis is rejected at the .05 level with the experienced teachers in predominantly black schools disagreeing.

Null hypothesis 6

There is no significant difference among experienced teachers in their perceptions that the economic climate of the community compares favorably with the state level. (The average family income for Louisiana was \$7,530 according to a report on the 1970 census.) The null hypothesis is rejected at the .01 level with the experienced teachers in black schools disagreeing more strongly on the question.

Table 13. The analysis of variance for appraised responses between experienced teachers in predominantly black schools and experienced teachers in predominantly white schools where significant differences occurred

(Variables) Category	ANCOV F values	Scheffe Test- F values EB/EW
5. The basic reason for withdrawal from school is the lack of a challenging curriculum.	4.4538	-*
6. The economic climate of the community compares favorably with the state level.	11.7610	-**
7. The educational status of the adults in the community compares favorably with the level.	8.7891	-**
8. The employment level of people in the community compares favorably with the state level.	6.1373	-*
34. Teachers in nearby larger school or larger school districts receive salaries more than 10 percent higher than the one you receive for similar experiences and responsibilities.	5.4004	-*
36. The school community has severe cultural limitations.	10.4777	-**

**Significant at or beyond the 1 percent level.

*Significant at or beyond the 5 percent level.

Null hypothesis 7

There is no significant difference among experienced teachers in their perceptions that the educational status of the adults in the community compares favorably with the state level. (19.2 percent of adults 25 years of age and older had completed grades 9-11 in Louisiana according to a report

on the 1970 census.) The null hypothesis is rejected at the .01 level with the white experienced teachers agreeing with the statement and the experienced teachers in predominantly black schools disagreeing.

Null hypothesis 8

There is no significant difference among experienced teachers in their perceptions that the employment level of people in the community compares favorably with the state level. (The employment rate for Louisiana - seasonally adjusted - was 5.7 percent in April, 1972, according to the Louisiana Department of Employment Security.) The null hypothesis is rejected at the .05 level with the experienced teachers in white schools agreeing with the question and their counterparts in black schools generally undecided.

Null hypothesis 34

There is no significant difference among experienced teachers in their perceptions that teachers in nearby larger schools or larger school districts receive salaries more than 10 percent higher than the one you receive for similar experiences and responsibilities. The null hypothesis is rejected at the .05 level with the experienced teachers in black schools disagreeing more strongly on the question.

Null hypothesis 36

There is no significant difference among experienced teachers in their perceptions that the school community has severe cultural limitations. The null hypothesis is rejected at the .01 level with the experienced teachers of black schools agreeing more strongly on the question.

Analysis of Inexperienced Teachers' Responses

Table 14 contains the analysis of variance for appraised responses between inexperienced teachers in predominantly black schools and inexperienced teachers in predominantly white schools where significant differences occurred. Items where there were no significant differences were not included in this section.

Null hypothesis 6

There is no significant difference among beginning teachers in their perceptions that the economic climate of the community compares favorably with the state level. (The average family income for Louisiana was \$7,530 according to a report on the 1970 census.) The null hypothesis is rejected at the .01 level with the inexperienced teachers of black schools disagreeing more strongly.

Null hypothesis 8

There is no significant difference among beginning teachers in their perceptions that the employment level of people in the community compares favorably with the state level. (The unemployment rate for Louisiana - seasonally adjusted - was 5.7 percent in April, 1972, according to the Louisiana Department of Employment Security.) The null hypothesis is rejected at the .01 level with the inexperienced teacher of white schools agreeing more strongly.

Null hypothesis 14

There is no significant difference among beginning teachers in their perceptions that an achievement testing program is used to evaluate and

Table 14. The analysis of variance for appraised responses between inexperienced teachers in predominantly black schools and inexperienced teachers in predominantly white schools where significant differences occurred

(Variables) Category	ANOV F values	Scheffe Test- F values IB/IW
6. The economic climate of the community compares favorably with the state level.	19.1274	-**
8. The employment level of people in the community compares favorably with the state level.	7.5265	-**
14. An achievement testing program is used to evaluate and improve the curriculum.	4.0824	-*
15. Programs for the academically talented are provided for in the curriculum.	6.9795	-**
33. At least 85 percent of the regular teachers will return to their jobs next school year.	4.8648	-*

**Significant at or beyond the 1 percent level.

*Significant at or beyond the 5 percent level.

improve the curriculum. The null hypothesis is rejected at the .05 level with the inexperienced teachers of white schools agreeing more strongly to the item.

Null hypothesis 15

There is no significant difference among beginning teachers in their perceptions that programs for the academically talented are provided for in the curriculum. The null hypothesis is rejected at the .01 level with the

inexperienced teachers of black schools disagreeing and their counterparts undecided.

Null hypothesis 33

There is no significant difference among beginning teachers in their perceptions that at least 85 percent of the regular teachers will return to their jobs next school year. The null hypothesis is rejected at the .05 level with the inexperienced teachers of white schools agreeing more strongly on the question.

Other Item Responses

The first portion of the survey instrument was devoted to an overview of school and community characteristics. The second half of the questionnaire was comprised of a series of "needs assessment" type items designed to establish instructional techniques used and instructional system components available. The principals responded to these items on the questionnaire as outlined below:

Item 43: Check each of the following offerings which are available in your school.

<u>Offerings</u>	<u>Number of Schools</u>
1. Teacher aides	63
2. Learning laboratories	56
3. Programmed materials	49
4. Small-group arrangement	46
5. Adult education	38
6. Flexible scheduling	35
7. Ungraded classes	34

8. Career education	32
9. Independent study	31
10. Large-group arrangement	27
11. Mobile laboratories	26
12. Correspondence study	24
13. Team teaching	22
14. Television	21
15. Learning packages	20
16. Summer school	19
17. Assistant teachers	6
18. Automated retrieval system	2

A number of the items regarding instructional practice were open-ended. For these, responses were classified and continued. The five major responses of principals to items 44 through 62 will be outlined below. In some instances, less than five classifications were possible.

Item 44: List ways the staff acquires knowledge of the characteristics of individual students.

1. Cumulative records
2. Achievement, personality, and interest tests
3. Observations
4. Individual counseling
5. Individual parent-teacher conferences

Item 45: List ways students are used in evaluating the curriculum.

1. Through test results
2. Student suggestions
3. Student follow-up on college success

4. Conferences
5. Faculty discussions

Item 46: List ways or techniques used in evaluating teacher effectiveness.

1. Observations
2. Test results
3. Principal visitations
4. Visting supervisors
5. Evaluation instruments

Item 47: List any weaknesses you are aware of in the instructional program in your school.

1. Need for more vocational subjects
2. Limited course offerings
3. Additional teaching aids
4. Lack of certified well-qualified teachers in some areas
5. Lack of professional growth by some teachers

Item 48: List any strengths you are aware of in the instructional program in your school.

1. Individualized instruction
2. Up-to-date modern methods and techniques in most classes
3. Personal interest taken by faculty members
4. Well-qualified teachers for the most part
5. A strong elective program

Item 49: Give any suggestions for improving the instructional systems in small junior and/or senior high schools.

1. Offer more career education
2. Try to meet the needs of the students

3. Provide teacher aides
4. Offer electives for strong and weak students
5. Offer more vocational courses

Item 50: List any additional sources of information you think would be helpful in this study.

1. Junior high school guidance programs
2. NASSP Model Schools Projects
3. Opinions from students and schools included in study
4. NASSP Bulletin Number 348 dated October, 1970
5. Questionnaires sent to parents

Item 51: List procedures used to evaluate the total curriculum.

1. The Southern Association of Schools and Colleges
2. The utilization of test results to some extent
3. Follow-up records of students
4. Student questionnaires
5. Faculty evaluation committees

Item 52: List suggestions made by graduates, former students, and by community patrons to improve the total school program.

1. Offer more vocational classes leading to jobs
2. Offer more electives
3. Expand athletic program
4. Add new or improved buildings
5. Offer more career education

Item 53: List organizational devices or techniques used to schedule students and course offerings.

1. Allow students to request courses and try to include them in the curriculum
2. Provide individual and group conferences on scheduling suggested courses based on interest and needs
3. Use computerized scheduling
4. Schedule students by hand
5. Revise programs of study each year

Item 54: List ways community patrons are used in evaluating the curriculum.

1. Use feed-back from parent-teacher organizations
2. Utilize parent-teacher conferences
3. Have informal discussions with parents
4. Use questionnaires
5. Have parent-teacher committees meet on clarification of courses offered

Item 55: List ways students and parents are kept aware of student progress.

1. Through report cards
2. Through teacher-parent conferences
3. Personal letters to parents concerning progress of students in school
4. Conferences with students
5. Interviews at the mid-point of the grading period

Item 56: List ways professional research and experimentation are being used to evaluate the school's curriculum

1. By implementing recommendations of the Southern Association of Colleges and Schools
2. Through faculty-study projects
3. Through in-service programs
4. Through comparisons of research and experimental findings to present program
5. Through the National Assessment Project

Item 57: Looking back five years, list the major instructional changes and courses added to improve your school.

1. Business courses added
2. Special education added
3. T and I programs added
4. Reading programs added
5. Remedial courses added

Item 58: List improvements made in your school facilities during the last five years.

1. Added library facilities
2. Added air conditioning
3. Added general purpose classrooms
4. Added physical education facilities
5. Added audio-visual aids to most departments

Item 59: List areas in which the school staff and administration are most in need of improvement.

1. There is a need for a part-time or full-time counselor
2. Provide in-service training
3. Provide more clerical workers
4. Provide an administrative assistant to the principal
5. Expand the library and/or library facilities.

Item 60: List the over-all weaknesses of the school.

1. Curriculum offerings are somewhat limited
2. There is some difficulty in scheduling
3. Vocational-technical training is limited
4. Some physical improvements need to be made in the plant
5. Few resources are available in some instances

Item 61: List the over-all strengths of the school.

1. There is excellent faculty cooperation in the over-all school program
2. There is basically a strong teaching staff in evidence
3. The curriculum is good for the most part
4. Students and teachers get along well with each other
5. The students cooperate well

Item 62: List subjects taught by the principal this past session.

1. None
2. Social studies
3. Mathematics
4. Physical education
5. Foreign languages

Item 63: Cite any innovative or exemplary practices in operation in your school.

1. Small group instruction
2. Large group instruction
3. Programmed learning
4. Independent study
5. Team teaching

Item 64 requested the percentage of dropouts of original ninth graders who started with the 1972 graduates. The answers ranged from less than 1 percent to slightly more than 50 percent.

Item 65 asked for the estimated expenditure per pupil in the school. The average expenditure per pupil based on average daily membership was approximately \$738 based on reports from all levels of public education in the State of Louisiana for the 1970-1971 session.

Other Item Responses of Teachers

The teachers responded to other items on the questionnaire as outlined below:

Item 43: Check each of the following offerings which are available in your school.

<u>Offerings</u>	<u>Number of Schools</u>
1. Teacher aides	88
2. Flexible scheduling	86
3. Small-group arrangement	77
4. Programmed materials	75
5. Adult education	66

6. Large-group arrangement	60
7. Independent study	57
8. Learning laboratories	53
9. Summer school	51
10. Career education	49
11. Television	39
12. Learning packages	35
13. Ungraded classes	33
14. Mobile laboratories	29
15. Team teaching	26
16. Correspondence study	15
17. Assistant teachers	15
18. Automated retrieval system	0

The five major responses of teachers to items 44 through 52 are outlined below.

Item 44: List ways the staff acquires knowledge of the characteristics of individual students.

1. Through observations
2. Through cumulative records
3. Through guidance counselors
4. Through standardized tests
5. From parents

Item 45: List ways students are used in evaluating the curriculum.

1. Through achievement tests
2. How well students perform in college who are graduates of the school

3. By the use of student survey sheets
4. By individual teachers asking for student's opinions
5. By student interest in courses

Item 46: List ways or techniques used in evaluating teacher effectiveness.

1. Through principal's visitations
2. By the success of students
3. Through supervisory visits
4. Through test results
5. By observations

Item 47: List any weaknesses you are aware of in the instructional program in your school.

1. The curriculum not geared to meeting the needs of students
2. Lack of instructional media
3. Some classes overcrowded
4. Need more curriculum activities aimed at developing vocational-technical skills
5. Too many preparations for teachers in some cases

Item 48: List any strengths you are aware of in the instructional program in your school.

1. Qualified teachers
2. Good supervisory assistance from the principal and supervisory personnel
3. Adequate audio-visual material
4. Good pupil-teacher relations
5. Individualized learning techniques

Item 49: Give any suggestions for improving the instructional systems in small junior and/or senior high schools.

1. Add more vocational classes for students who don't plan to go to college or who aren't capable of passing the traditional courses
2. Utilize team teaching
3. Provide more teacher aides
4. Individualize instruction
5. Offer continuous progress courses

Item 50: List any additional sources of information you think would be helpful in this study.

1. Secure student opinions
2. Use the resources of the state department of education
3. Secure parental opinions
4. Visit small junior and/or senior high schools
5. Rely somewhat on personal experience

Item 51: List subjects taught by you this past session.

1. English
2. Physical education
3. Social studies
4. Mathematics
5. Science

Item 51b: List those courses taught by you which are out of your major or minor field.

1. General science
2. English

3. Mathematics
4. Physical education
5. Speech

Item 52: List extra duties assigned to you this past year.

1. Coaching
2. Playground duty
3. Bus duty
4. Sponsor of student council
5. Game duty

Item 52b: List those extra duties performed by you without pay and which were assigned to you this past year.

1. Game duty
2. Bus duty
3. Selling tickets at athletic events
4. Sponsor of pep-squad
5. Class sponsor

Survey of Teaching Techniques

The following open-faced table was adapted from the Needs Assessment and Small Schools Improvement Models for the Ayrshire, Iowa, Consolidated School District in January, 1972, a Title III grant proposal (pp. 64-65). The frequencies were compiled from the responses of the participating teachers in this investigation.

Items on the chart flagged with a (+) are recommended by the literature and "model developers" as holding great promise for individualizing the teaching/learning systems of small high schools. Items marked (-) are

generally regarded to be contra-productive while those indicated (0) are neutral. Keep in mind that this is the teacher's best class taught this year and that a two-hour block of time five days a week for 12 weeks is the scheduling configuration.

Using the rationale of the value system just described, the areas for most fruitful teacher behavior change would include:

Encourage

Small group discussion
 Small group team
 Long-term individual projects
 Student reports
 Student demonstrations
 Laboratory work
 Resource persons
 Learning activity packages
 Field trips

Discourage

Lecture
 Recitation
 Heavy reliance on textbooks
 Total class discussion (except where classes are under 10)

Generally speaking the responses to this part of the questionnaire looked very favorable - perhaps too much so! It is unlikely that over 70 percent of the teachers in small schools in Louisiana actually have behavioral objectives prepared for their "best class taught" yet the responses came out that way.

Item 53: In order to assess current methodological practices in your school, please report the frequency of using the teaching/learning practices contained in the following open-faced table in relation to your "best class taught."

Value	Techniques	Frequency of Use			
		Never	Seldom	Usually	Always
(+)	Have developed behavioral objectives.	4	16	80	39
(+)	Involved the students in planning.	3	40	64	24
(+)	Used a unit approach different from the textbook.	3	51	73	13
(0)	Used textbooks.	5	36	61	45
(-)	Used lecture.	6	65	59	17
(-)	Used daily homework assignments.	5	61	79	13

Value	Techniques	Never	Frequency of Use		
			Seldom	Usually	Always
(+)	Used assignments that can be completed on school time.	0	36	89	9
(-)	Used total class discussion.	2	30	79	30
(+)	Used small group discussion.	7	72	62	5
(0)	Used daily quizzes.	20	90	40	2
(+)	Used small groups working on problems as a team.	9	57	70	9
(+)	Used individual projects over several week's time.	23	50	73	9
(+)	Used student reports.	10	53	68	11
(+)	Used student demonstrations.	10	55	75	8
(+)	Used laboratory work.	41	51	57	7
(0)	Used motion pictures.	20	53	51	10
(-)	Used seat work.	4	39	59	12
(-)	Used recitation.	14	70	34	9
(+)	Used resource people as guest speakers.	40	71	31	3
(+)	Used students as volunteer teacher aides.	27	71	48	7
(+)	Used time outside of class to work with individuals inside class.	13	59	45	15
(+)	Used teacher-made worksheets.	9	33	70	19
(+)	Used learning activity package.	55	51	33	6
(+)	Used transparencies and overhead projector.	14	42	75	22
(+)	Took field trips.	55	43	47	7
(0)	Used tests with more than ten questions.	2	25	63	35
(+)	Talked with another educator about how and what to teach in the class.	5	35	74	28
(+)	Talked with another educator about how to evaluate instruction and learning in class.	5	39	79	20
(+)	Talked with students about our success in this class.	0	16	73	53
(+)	Talked with parents about student progress.	9	44	65	25

DISCUSSION

Twenty-three of the 42 null hypotheses were rejected when the perceptions of principals, experienced teachers, and inexperienced teachers were statistically analyzed by using analysis of variance and the Scheffe Test where significant differences were found. Most of the differences of opinion which occurred were between principals and teachers. In fact, significant differences occurred between the experienced teachers and inexperienced teachers only twice when the data were analyzed without regard to whether the respondents worked in predominantly black schools or predominantly white schools. Those differences occurred in null hypothesis 20, which referred to a well-organized student activities program, and null hypothesis 24, which concerned the provisions of adequate funds for purchasing and producing audio-visual materials and equipment.

It is apparent that the principals, as a group, took a more optimistic view of the instructional systems existing in their schools than did teachers. The experienced teachers were more critical of the programs than the principals, and inexperienced teachers were the most critical of all in their responses.

When areas in which differences occurred were examined, it became apparent that the small high schools should exert greater efforts to meet the needs of the students they served. All respondents generally agreed, however, that steps have been taken and action has been planned to accomplish that goal. Many of the problems of small schools will be reduced, if not solved, once this is done.

One of the other major weaknesses discovered in the investigation is the low level of parental involvement in the operation of the schools. A needs assessment technique as being promoted nationally by Phi Delta Kappa or the one from the Center for the Study of Evaluation at U.C.L.A., among others, might be tried. The literature is replete with instances where schools have been vastly improved when parents take active roles in helping to improve their educational systems. Guidance and direction of their efforts is essential, but they should become members of the "team" to help make their schools better institutions. School administrators can no longer afford to overlook this tremendous source of assistance.

The results of this study also showed that too few of the strengths of small schools were mentioned. School officials might consider ways of accentuating the good characteristics inherent in small schools in whatever ways possible and help remove the fears of many people that small schools cannot be good schools. The small school advantages to capitalize upon include: personal involvement, one-to-one relationships, sharing materials, taking trips, teaming, and involving the community, among others.

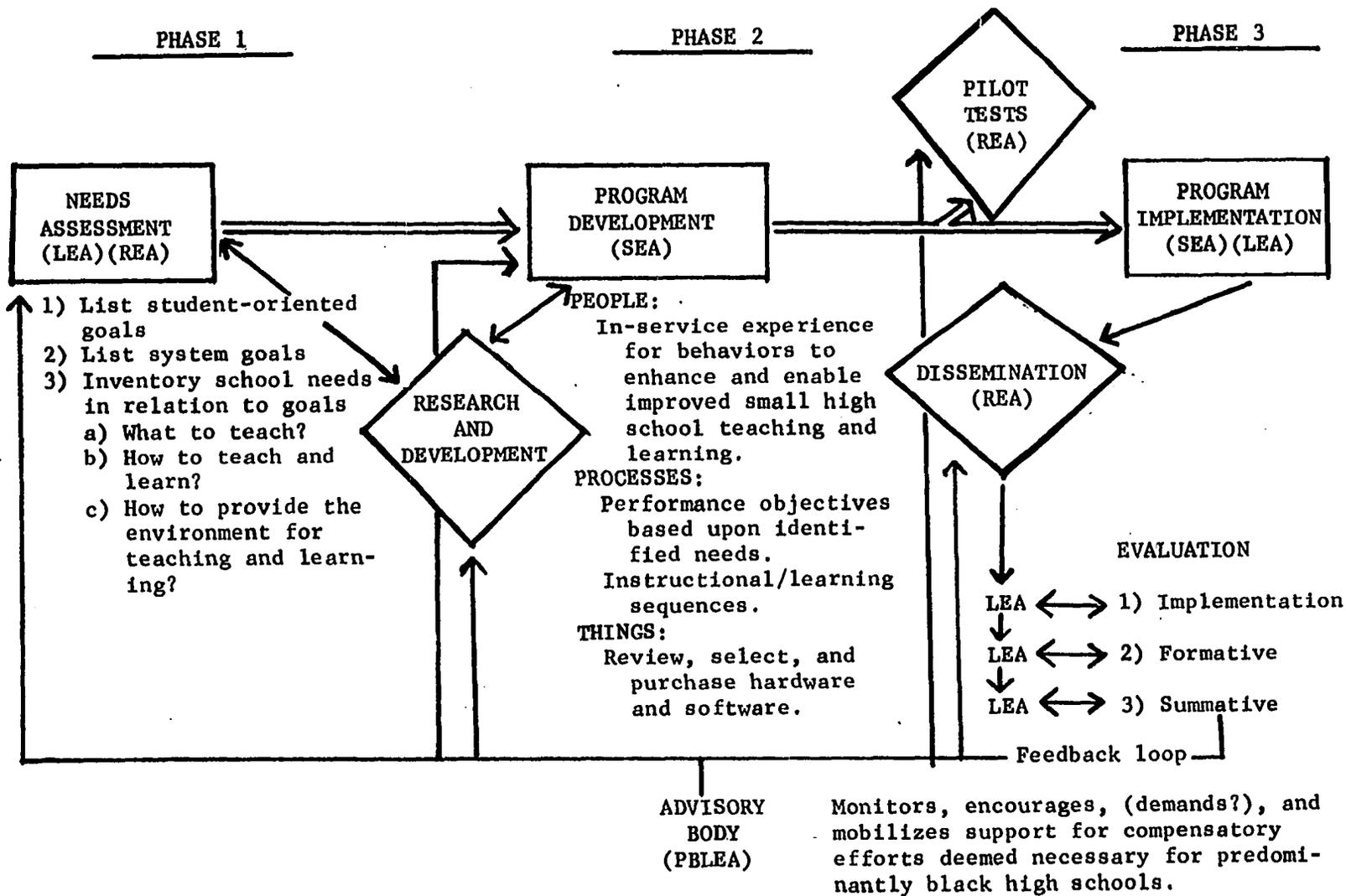
A Model for Improvement of Small Schools in Louisiana

After giving due consideration to the suggestions of the literature and careful examination and analysis of the findings of this investigation, a model has been developed to provide for a three- to five-year state wide effort to improve small schools in Louisiana. Figure 1 following is a schematic model for this improvement task. It is composed of three phases each of which would generally take a year, however, some of the phases will

Figure 1. Schematic model for improvement of small schools in Louisiana

Code:

- LEA - Local Education Agency**
- REA - Regional Education Agency**
- SEA - State Education Agency**
- PBLEA - Predominantly Black Local Education Agency**



continue for more than one year, and the total task may take as long as five years.

In Phase 1, a needs assessment must be conducted (designed by the state education agency) and carried out by the local education agencies and the regional education agencies. In this step, each district will be expected to list student-oriented goals by working with parent, teacher, and student groups (following either the Phi Delta Kappan or the Center for the Study of Evaluation needs assessment model).

Second, the districts will list system goals to meet these student-oriented goals. Third, an inventory of the school district's needs in relation to the goals must be completed. This step examines what to teach, how to teach and learn in this district, and how to provide the environment for teaching and learning. At about the same time the needs assessment is taking place across the state, a research and development team should be set up at the state education level to develop programs of instruction to meet the needs found in Phase 1. The program development step in Phase 2 will be controlled and directed by the state, however, a number of the research and pilot endeavors and the dissemination steps may be done by regional units of cooperating multidistrict groups.

Using the usual classification system for instruction mentioned earlier in this investigation, the tasks for program development have been listed under people, processes, and things. In the "people" category, the program development team will have to provide in-service experiences to produce the kinds of behaviors teachers will have to exhibit in order to enhance and enable the improved small high school teaching and learning sought. Second, under "processes," performance objectives will have to be

developed based on the identified needs. At this time, the instructional and learning sequences will be created to meet those objectives. Finally, in the "things" classification, teachers and districts must review, select, and purchase the hardware and software to provide the improved instruction. Also in Phase 2, there will have to be pilot tests of each program to see how it works in individual school districts. These should be coordinated and directed by the regional cooperatives. Once again "shared-service" possibilities should be sought. At about the same time, dissemination centers can be set up on a regional basis to teach other school districts about the pilot programs that work well. In Phase 3, "program implementation," the state education agency and the local parishes will cooperate in setting up successful programs in all subject matter areas that have been researched as a part of the program development phase. Each local agency will be helped by the regional and state agencies to develop an evaluating approach to include implementation evaluation, formative evaluation, and summative evaluation as a result of Phase 3 program implementation.

Implementation evaluation looks at how well we are putting into operation our proposed programs. Formative evaluation is a one- or two-year follow up of how well the students succeed in the program. Summative evaluation is the final determination of how well the programs have worked (sometimes called "seal of approval" evaluation). At that point, state, regional, and local school boards can decide if they want to continue each of the programs. The evaluation circle is hooked into the three phases by a feedback loop which means that, in each case, all parties involved have a chance to determine how well the various operations are producing and can change, modify, or drop anything that doesn't work. Finally, in the sche-

matic of the model there is an advisory body for the predominantly black educational agencies (small predominantly black high schools) which will monitor, encourage, and in some cases demand and mobilize support for compensatory efforts deemed necessary for predominantly black high schools.

Figure 2 is a time line and a list of priorities for the model activities. The reader will notice under Year Three a footnote reference to the fact that it is likely that five years will be needed. The state education agency referred to at the top of the figure will be the Department of Education for the State of Louisiana. In Year One, this agency will mandate needs assessment. In Illinois, for example, it was necessary only to have the state superintendent require needs assessment for school certification. However, in Oregon it was mandated by the legislature. Second, during Year One, the state education agency will inaugurate the state-level research and development center for the improvement of small high schools, perhaps patterned after the Oregon Small Schools Center. During Year One, the regional or multidistrict cooperatives will also be formed. Usually these are started by having a number of districts which have had some reason to work together in the past, e.g., as an athletic conference, will select and operationalize a multidistrict steering committee (or committees) which will then develop a list of priorities for their cooperative--such as the pilot project sites and setting up regional priorities. Also during Year One, all local districts with small high schools will conduct a needs assessment and complete steps one and two of Phase 1 using teacher, students, and school patrons for input. The last rank across the bottom of Figure 2 represents the time line for predominantly black small high schools, hereafter referred to as PBLEA's. During the first year, such

Figure 2. Time line for model activities

<u>Agency</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three^a</u>
Louisiana State Department of Education (SEA)	1) Mandates needs assessments 2) Investigates state level R & D ^b Center for improvement of small high schools	1) Develops model programs to reach commonly identified goals of district needs assessment	1) Operationalizes state wide evaluation scheme for implementation, formative, and summative evaluation.
Regional, Multi-District Cooperatives (REA)	3) Select and operationalize multidistrict steering committees 4) Select pilot project sites 5) Set regional priorities	2) Allied with Louisiana universities, conceptualize change strategies for teachers to use program developed by SEA - R & D ^b	2) Pilot test programs devised 3) Provide massive in-service programs vis-a-vis all completed programs
All Small High Schools (LEA)	6) Conduct needs assessment - steps 1 and 2 of model using teachers, students, and patrons input	3) Complete steps 3a, b, and c of model	4) Observe and study pilot programs, set priorities, and develop systems of adoption of successful, appropriate pilot programs
Predominantly Black Small High Schools (PBLEA)	7) Monitor and recommend special needs of small predominantly black schools	4) Special task - create career education sequence and scope for PBLEA's	5) Identify and remediate special problems of model program implementation

^aYears four and five will be needed for feedback and modification of pilot tests and total state-wide dissemination.

^bResearch and Development.

schools will be expected to monitor for and recommend the special needs of small predominantly black schools.

In Year Two, the state agency will develop model programs to reach commonly identified goals from the district needs assessment. The regional or cooperative districts allied with Louisiana universities will conceptualize the change strategies for teachers to be able to use the programs developed by the state level research development task force. The small high schools during Year Two will complete the steps of the model--especially the inventory--(3a, b, c) which compares what they're doing now to what their goals say they ought to be doing. For example, what learning content should we teach? What kinds of strategies shall we use? Shall we move to individualized instruction or team teaching? How can we provide the kind of facilities and spaces necessary to meet the teaching-learning specifications of Item 3b, etc? In Year Two, PBLEA's will have a special task, the creation of a career educational sequence with proper scope for black high schools. This will, of course, include a much increased series vocational education offerings which are usually thought of as the preparation stage of career education.

In Year Three, the state level unit will operationalize a state-wide evaluation scheme for implementation, formative, and summative evaluation of all of the various projects and programs developed in the first two years. The regional unit will pilot test the programs devised and will provide massive in-service conferences in regards to all the completed programs developed in Years One and Two. Small high schools will observe and study the pilot programs which have been set up by the regionals. They will determine which programs seem best for their needs. Then LEA's will

set up priorities and plan a system of adoption for the successful, appropriate pilot programs.

In Year Three, PBLEA's would identify and remediate special problems of model program implementation in such schools. It should be remembered that Years Four and Five will be needed for feedback and modification of the pilot tests and for total state-wide dissemination. The final concern of the model must be directed toward the specific shortcomings of small high schools identified in this investigation. They will be discussed under the instructional system organization of people, processes, and things. Added to that will be the concepts of time use, space use, innovative ideas, and financial resources.

People

In order to change people, who in this case represent an average of 228 students per school and their teachers, the community patrons and pupils must become involved in the total input into the educational system. Heretofore only staff members have been involved. The lower educational and economic levels must be raised if the small school systems are to be improved. This is particularly true in the predominantly black schools throughout the State of Louisiana.

The evidence shows that teachers are remaining in their positions longer, thus fewer beginning teachers are needed yearly. This fact suggests that more and better in-service training will be needed in the future.

Processes

If the processes are to be changed, inter-school and intra-school visitations might be tried to help teachers see successful programs in action.

Cooperation on a district-wide basis or on a regional basis is needed. The positive aspects of the Texas small schools projected are suggested as a remedy for this problem.

Things

In changing things (aides, learning laboratories, programmed materials, etc.), more money will be needed. Inexperienced teachers in this investigation charged that not enough money is being spent on media needed to help them do a better job of teaching. Flexible and variable-time schedules may be used to provide the necessary time required to carry out the type of programs suggested by the respondents to this item. Open-space concepts, carpeting, and air conditioning would be assets to the schools where they are not already provided.

Some ideas and suggestions made by the respondents show that the majority of the programs and school philosophies are adapted to the needs of the local communities, but problems are often encountered when the students graduate or move to other sections of the country. The world of work outside their parish is often strange to them.

The majority of the respondents said that students are not dropping out of school due to inadequate programs of study. We need to find why the dropouts leave school before graduation. Teachers insist, however, that the curricula are meeting the minimum standards for the projected future but are weak in career and vocational education offerings. The needs of the academically talented often are not being met satisfactorily, either.

The problem of financing public education must also be solved satisfactorily. Small schools, especially predominantly black small schools,

need help. The per-pupil cost for the economically deprived systems is extremely low compared to national averages. Financial help is needed. The writer suggests that categorical aid, in addition to any other financial aid, might be the answer, especially as the Elementary and Secondary Education Act provisions are replaced with revenue sharing.

Limitations

The following limitations should be considered before the results of this study may be utilized:

1. The study consisted of only 107 small junior and/or senior high schools in Louisiana.
2. A mailed questionnaire was used instead of in-depth interviews with the participants in the study or questionnaires plus interviews.
3. In each school included in this study, only the principal, one experienced teacher, and one inexperienced teacher were contacted.
4. Community patrons and students were excluded.
5. Principals appeared very optimistic in their perceptions of the instructional systems whereas teachers were rather critical in their views.
6. A parallel study of large junior and/or senior high schools in Louisiana was not done.
7. There is no inexpensive way of determining what is happening in classrooms, yet what is called for to really know the status of small high schools is a detailed classroom environment evaluation.

8. The wording of some items on the questionnaire might have appeared too vague to some respondents or not relevant to others. The survey instrument was not subjected to a rigorous validation process prior to use.
9. Some of the respondents working in schools with the majority of students not of their race might have responded more critically than they would have under other circumstances.
10. A final limitation was that building principals picked the teacher-respondents. Personal face-to-face contact was lacking.

Recommendations for Further Research

Improvement of small high schools provides ample basic and action research opportunities for the university-based investigator.

Attempts should be made to determine the reasons for the significant disagreements among principals and teachers (obtained in this investigation) relative to the instructional systems and related areas in their schools. The principals were far more optimistic in their perceptions than the teachers were. In many instances, the teachers were quite critical. Questions which might be raised include: "Does this lack of agreement have any harmful effect on the students served by the schools?" "Are administrators covering up?" "How can the dissatisfaction of beginning teachers be harnessed to improve instruction?"

There is a great lack of career and vocational education in many of the schools studied. Principals and teachers suggested that these are badly needed to help meet the needs of their students and community patrons.

These areas should receive top priority when attempts are made to improve the schools.

Steps must be taken to raise the cultural levels of the communities. Predominantly black communities apparently are suffering more in this area than the predominantly white communities. How shall cultural deprivation in the rural South be overcome? Busing, use of outstanding speakers, inter-cultural visitations, and many other techniques might be considered in improving this situation.

This investigation revealed a need for useful and meaningful instructional materials for small schools that teachers can use for diagnostic and prescriptive purposes. Most teachers appear eager to use the materials.

Methods of adequately financing public education must be found. This is an urgent need if the schools are to meet the needs of the people they serve. Means must be found to put the money back where the kids are -- and enough money. Louisiana, more than many southern states, has used severance taxes and industrial taxation to support local schools. Other southern states would be in even worse shape in regards to support of small rural high schools.

Finally, attempts should be made to see that principals and teachers are happy in the schools to which they have been assigned. Many professionals working in schools of the opposite race (i.e., students black-teachers white) are experiencing difficulty in relating to the constituency of their schools.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the study, conclusions, discussion, limitations of the study, a suggested model for helping to solve some of the problems of small schools, as well as recommendations for further research. Projections are based on the data analyzed from principals, experienced teachers, and inexperienced teachers who participated in the study and from research relevant to improving the instructional systems in small junior and/or senior high schools.

Summary

The problem of this study was to determine ways of improving the instructional systems in small junior and/or senior high schools in Louisiana. The major categories considered were school philosophy and objectives, school and community, curriculum, student activities program, educational media services, guidance services, school facilities, and school staff and administration. Perceptions from principals, experienced teachers, and inexperienced teachers in those categories were analyzed by comparing their mean responses to items on a questionnaire and by using analysis of variance as the primary statistical procedure in analyzing the data.

One hundred seven schools in Louisiana participated in the study. The mean enrollment of the responding high schools was 228 students. Responses were received from 90 principals, 83 experienced teachers, and 90 inexperienced teachers. A mailed questionnaire was used to gather the information.

School philosophy and objectives

All groups generally agreed that:

1. The philosophy and educational program of the school are adapted to the community and the surrounding area it serves.
2. The staff participated in the formulation of the philosophy and objectives of the school.

Areas of disagreement indicate that:

1. Principals generally agreed, but teachers tended to disagree, that students and community patrons participated in the formulation of the philosophy and objectives of the school.

School and community

All groups generally agreed that:

1. The school exists basically for the benefit of the students of the community it serves.
2. The holding power of the school is relatively good.
3. More than half of the students in the school are classified as rural or from towns of fewer than 2,500 population.
4. The school community has severe cultural limitations. Those from predominantly black schools agreed more strongly with this statement than did those from predominantly white schools.

The proposed model in Figure 1 can help solve this problem. Phase 1, section 3c, makes allowances for handling such situations. The overall approach might include state-wide educational television or viewing of such programs as Sesame Street (recently banned in

Mississippi) and other similar type programs sponsored on regular television channels during the school day.

Communities which have severe cultural limitations should accentuate the good qualities they have and strive for improvement in areas where they are deficient. More study is also needed to determine what is actually meant by "cultural limitations."

Areas of disagreement indicate that:

1. The respondents disagreed with the statement that the economic climate of the community compares favorably with the state level. Those from predominantly black schools disagreed more strongly than did those from predominantly white schools with the principals of predominantly black schools registering the strongest disagreement.

The poor economic climate probably means limited work experience opportunities. This usually leads to an exodus from the community by the students as soon as they finish high school, if not sooner, and by adults in search of jobs.

2. All respondents from predominantly black schools and inexperienced teachers from predominantly white schools generally disagreed with the statement that the educational status of the adults in the community compares favorably with the state level.

Principals and experienced teachers in predominantly white schools tended to agree with the statement.

3. Respondents from predominantly white schools agreed that the employment level of people in the community compares favorably with the state level.

Principals and inexperienced teachers in predominantly black schools generally disagreed with the statement, and the experienced teachers from predominantly black schools were generally uncertain.

Curriculum

All groups generally agreed that:

1. The students are being adequately prepared to meet the minimum standards required to pursue their future goals.
2. Course offerings are adequate and appropriate for the youth of the community.
3. An achievement testing program is used to evaluate and improve the curriculum.
4. Community resources are effectively used by teachers.
5. The quality of instructional activities throughout the school is basically good.
6. Resources such as materials and specialists are used in curriculum study.
7. All respondents generally disagreed that the basic reason for withdrawal from school is the lack of a challenging curriculum.

Areas of disagreement indicate that:

1. Principals agree that follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs. The teachers were somewhat uncertain about the statement.
2. Principals agree that programs for the academically talented are provided for in the curriculum.

All the experienced teachers and the inexperienced teachers from predominantly white schools were generally uncertain about the statement while inexperienced teachers from predominantly black schools disagreed with it.

3. Principals slightly agreed with the statement that students and community patrons participate in curriculum development.

The teachers tended to disagree with the statement.

Constructive steps should be taken to solve the dilemma of principals and teachers who have different views on this matter. The principals should take leadership roles to see that this is done. Generally, however, the inexperienced teachers are more dissatisfied than the other respondents in most areas studied. Perhaps they are more aware of what is happening around them or are determined to help make things better.

Student activities program

All groups generally agreed that:

1. The student activities program meets the needs and interests of most of the students.

It should be noted, however, that the inexperienced teachers in the predominantly black schools were somewhat uncertain about this statement.

2. The faculty provides guidance and supervision of student activities.

Areas of disagreement indicate that:

1. Principals and experienced teachers generally agree that a well-organized student activities program is in operation in the school. Inexperienced teachers in predominantly white schools tended to be uncertain about the statement, and inexperienced teachers from predominantly black schools generally disagreed with the statement.
2. All respondents with the exception of inexperienced teachers in predominantly black schools agreed with the statement that adequate provisions are made for student participation in school government.

The inexperienced teachers from the predominantly black schools generally disagreed with the statement.

Educational media services

All groups generally agreed that:

1. Educational media are easily accessible to staff members and students.

Areas of disagreement indicate that:

1. Principals and experienced teachers agree that adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment. Inexperienced teachers tended to be uncertain about the statement.

Guidance services

All groups generally agreed that:

1. The guidance services meet the needs of the students.

2. Teachers carry out their roles in the guidance program in an effective manner.

Areas of disagreement show that:

1. All respondents with the exception of experienced teachers in predominantly white schools and inexperienced teachers in predominantly white schools generally agree that the roles of the school counselor are being adequately performed.

The experienced teachers in predominantly white schools and inexperienced teachers in predominantly white schools were generally uncertain about the statement.

School facilities

All groups generally agreed that:

1. The school facilities are arranged to permit and encourage community use.
2. The buildings and facilities meet the required safety standards.

School staff and administration

All groups generally agreed that:

1. The majority of the teachers have no more than three different preparations daily.
2. Free or preparation periods are provided for the majority of the teachers.
3. At least 85 percent of the regular teachers will return to their jobs next school year.
4. The majority of the teachers appear to be happy teaching in their schools.

5. The school shares services of professional personnel with other school districts.
6. Good teachers are actively recruited by the school system.
7. The use of lesson plans and/or curriculum guides by teachers is required in the school system.
8. All respondents disagreed with the statement that teachers in nearby larger schools or larger school districts receive salaries more than 10 percent higher than the salary they receive for similar experiences and responsibilities.

It should be noted, however, that the inexperienced teachers in the predominantly black schools tended to be uncertain about this statement.

9. All respondents tended to disagree with the statement that the majority of the teachers working with them have less than five years of teaching experience. This could pose a problem for new college graduates who are seeking teaching jobs because there is little turnover on the staffs presently employed.

Areas of disagreement indicate that:

1. All principals and teachers in predominantly black schools generally agreed with the statement that a well-organized in-service program is provided for staff members.

Inexperienced teachers in predominantly white schools were generally uncertain about this statement, and experienced teachers in predominantly white schools disagreed with the statement.

2. Principals slightly agreed with the statement that inter-school visitations by staff members are encouraged in order to see exemplary programs in action.

All experienced teachers in the study and the inexperienced teachers in predominantly white schools were uncertain about the statement while the inexperienced teachers in the predominantly black schools tended to disagree with the statement.

Legal decisions

All groups generally agreed with Dr. Lee O. Garber who is of the opinion that "federal courts have abandoned the traditional hands-off policy in cases involving judgment or discretion of school boards, and school cases have become increasingly concerned with questions of constitutional rights." Several landmark decisions seem to support his reasoning. Interestingly, many Louisiana school boards and administrators have found that integration steps under a court approved plan come easier than local initiative because they can always answer complaints with "we have to do it, we're under court order you know!"

Other Findings

Major findings from the open-ended items on the questionnaire included types of innovative practices used, diagnostic techniques used for curriculum building, evaluating teacher effectiveness, shortcomings of the instructional program, strengths of the instructional program, and suggestions for improvement of the instructional program from the respondents. Additionally, respondents were asked to look back five years and list major changes which had occurred in instructional content and school facilities.

A per-pupil cost estimate was requested which revealed that the average expenditure per pupil was approximately \$730 as compared to the state average of approximately \$738 during the 1970-71 session.

Dropout figures obtained (for all four high school years) were rather encouraging. An average of about 23 percent, which is below the national average of about 25 percent, was reported.

Teachers reported on subjects taught last session, those taught outside their major or minor fields, extra teaching duties, and teaching-learning practices used in the best class taught during that school term.

The most common innovative practices according to the principals were use of teacher aides, use of learning laboratories, small group arrangements, and use of programmed materials.

The teachers most often reported the use of: teacher aides, small group arrangements, programmed materials, flexible scheduling, and adult education classes being taught by high school teachers.

In addition to the foregoing statements, respondents from predominantly black schools added that:

1. Staff members should become more familiar with the environment from which their students come.
2. Small schools should be made more responsive to the needs of the students.
3. Small schools should strive to improve pupil-teacher relationships.
4. Small schools should encourage more professional growth on the part of teachers.

Conclusions

The paramount conclusion of this study in regards to differences among predominantly black and predominantly white high schools is that their problems are generally similar. Within the limitations of the methodology of this research, it appears that the major shortcomings are "small school" rather than "black" or "white." It should be made perfectly clear that although racial normalcy, cooperation, and understanding have increased markedly in the past five years, much work remains to be finished. In the next five years, race-problem solutions must go hand in hand with "small school" solutions. This finding was carefully incorporated in the model.

Subordinate conclusions for each of the global questions asked in the Introduction will be considered in order.

1. What instructional, social, and financial problems are substantial barriers to the successful operation of the small school unit?
 - (a) There is too little participation in the formulation of the school philosophy and objectives by students and community patrons.
 - (b) The economic climate of the communities needs to be improved, especially "black communities," before work experiences for the students will be plentiful and productive.
 - (c) The educational status of adults in these small communities is relatively low and provides a fertile area for continuing education programs.

- (d) Special attention should be given to the dropout problems -- where do they go, how do they fare, why is the percentage range so broad?
 - (e) There is too little participation by students and community patrons in curriculum development.
 - (f) More funds are needed to supply the necessary materials and equipment needed in improving the instructional systems.
 - (g) The salary scales are generally too low to attract and hold the type of personnel needed in the schools. (The teacher supply "glut" may ease this problem.)
 - (h) Many of the school communities have severe cultural limitations. The predominantly black communities are more deprived than the predominantly white communities.
 - (i) In-service education programs are generally omitting the phase of inter-school visitation. Additionally, in-service education appears to be a local high school operation and not a multi-school cooperative endeavor (shared services).
2. What recent legal and socio-economic changes have added problems to those of the small high school?

The recent legal and socio-economic changes which have added problems to those of the small high school are generally the same as those of the large high school facing integration and student due process demands: equal programs, integrated faculties, and student bodies, as well as compensatory programs for deprived students. Problems inherent in the desegregation process have caused a great deal of concern to those involved in the educative process.

3. What recent legal and socio-economic changes have helped solve some of the problems of small schools?

Solutions to the problems encountered in the desegregation process have helped to focus attention on areas of concern which had been ignored previously. These problems involved getting blacks and whites to work together (teachers and students), parents to relate to and accept teachers not of their race, and special busing conflicts (e.g., routing buses around certain homes and communities). Working toward solutions to the problems have tended to help improve the total school program in many cases.

4. Looking back five years, what were the major changes and what adaptations were made to continue operational effectiveness of these schools?

The phasing out of some schools and the consolidation of others are among the major changes made in recent years. The chief adaptations made have been to involve as many of the people included in the change as possible in helping to operate the remaining schools in an effective manner.

One problem which still is in need of solution is that of teacher displacement.

5. Which problems are race and/or locational and which are related to smallness?

It is difficult, then, to determine which problems are race-location related because they occur throughout the United States and not just in the South. Those which are related to smallness include those mentioned in the Introduction which are: multiple

assignments for teachers, high staff turnover, low professional status, salary disparity, inexperience of staff, cultural limitations, limited choice of offerings, lack of curriculum quality, and lack of student exposure to the world of work. Many of these same shortcomings reappeared in this investigation.

6. Looking ahead five years, what will have to be accomplished for the small high school unit to continue operating in an effective and efficient manner?

Change should not be made just for the sake of change but should be made on the basis of need to improve what is being done. Additional research is needed to determine ways of making the necessary changes, and experimentation should be encouraged when new or different approaches seem to be feasible.

7. What steps can local administrators and community patrons take in the solution of the problems of the small schools?

In comparing predominantly black schools with predominantly white schools, the following conclusions were reached:

- (a) Inexperienced teachers in predominantly black schools said that their activities programs were inadequate.
- (b) Inexperienced teachers in predominantly black schools reported that student participation in school government was inadequate.
- (c) Staff members in predominantly black schools should take time to "know" their communities.
- (d) Staff members in predominantly black schools should strive to be more responsive to pupils' needs.

- (e) Staff members in predominantly black schools should try to make pupil-teacher relationships better.
- (f) Staff members in predominantly black schools should be encouraged to grow professionally.
- (g) Staff members in predominantly white schools were more critical of counselors.

There should be total involvement of all persons concerned with the educative process. Parental and student participation is essential in Phase 1 of the model.

8. What problems must be solved at the state and national levels to help improve small secondary schools?

Financing public education appears to be the major problem which must be solved at the local, state, and national levels to help improve small secondary schools. Moreover, it would be inefficient to plan for each small school improvement at the parish level in Louisiana. Therefore, the Research and Development activities proposed in the model (as well as the dissemination unit) should be located in the State Department of Education.

In the opinion of this writer, small school financial aid from the state level should be significantly increased and in "categorical form."

9. How can each of the above umbrella-type questions be related to the instructional systems, problems of people, processes, and things?

The proposed model for improvement is intended to be the systems-approach answer to this question.

Assessment of Methodological Practices

A technique from the Ayrshire (Iowa) improvement model was used to assess current methodological practices in the schools which participated in the study. Items recommended by the literature and "model developers" as holding great promise for individualizing the teacher/learning systems and which were usually practiced by the majority of the respondents in this study include:

Developed behaviorial objectives.

Involved the students in planning.

Used unit approach different from textbook.

Used assignments that can be completed on school time.

Used small group discussion.

Used small groups working on problems as a team.

Used individual projects over several weeks' time.

Used student reports.

Used student demonstrations.

Used laboratory work.

Used students as volunteer teacher aides.

Used time outside of class to work with individuals inside class.

Used teacher-made work sheets.

Used transparencies and overhead projector.

Took field trips.

Talked with another educator about how and what to teach in the class.

Talked with another educator about how to evaluate instruction and learning in class.

Talked with students about our success in this class.

Talked with parents about student progress.

It is truly remarkable that such good work is being done in the participating schools. This lends credence to the belief of many that small schools can be good schools. On the other hand, the teacher respondents may have simply answered in a manner to make themselves look good. For example, it is hard to believe that the majority of Louisiana's small schools are using behavioral objectives!

Items generally regarded as contra-productive but still practiced by the majority of the respondents include:

Used lecture.

Used daily homework assignments.

Used total class discussion.

Used seat work.

Items generally regarded as being neutral but being practiced by the majority of the respondents include:

Used textbooks.

Used motion pictures.

Used tests with more than ten questions.

It is apparent that teachers need help in the areas designated as contra-productive and in the "neutral zone."

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APPENDIX A: QUESTIONNAIRES FOR PRINCIPALS AND TEACHERS

Improving the Instructional Systems in Small Junior and/or
Senior High Schools in Louisiana

Questionnaire for Principals

Your Name _____

Male _____ Female _____

Name of School _____

Parish _____

Total Years Served as Principal _____

Total Years Served as Principal of This School _____

Directions:

After reading each statement, please circle the "A" (agree) if you agree with the statement or the "D" (disagree) if you disagree with the statement. After you have made this decision, please indicate how strongly you agree or disagree with each statement by circling one of the numbers. Circle 1 if you only slightly agree or disagree with each statement. Circle 5 if you very strongly agree or disagree with the statement. The numbers 2, 3, or 4 may better describe how strongly you agree or disagree with the statement. If this is the case, then circle the appropriate number. If undecided, circle A and D.

In this research project, the answers that reflect your own feelings as they relate to your school will be most helpful.

1. The school exists basically for the benefit of the students of the community it serves.

A	1	2	3	4	5
D					

2. The philosophy and educational program of the school are adapted to the community and the surrounding area it serves.

A	1	2	3	4	5
D					

3. The students are being adequately prepared to meet the minimum standards required to pursue their future goals.

A	1	2	3	4	5
D					

4. The holding power of the school is relatively good.

A	1	2	3	4	5
D					

5. The basic reason for withdrawal from school is the lack of a challenging curriculum.

A	1	2	3	4	5
D					

6. The economic climate of the community compares favorably with the state level. (The average family income for Louisiana was \$7530 according to a report on the 1970 census.)

A	1	2	3	4	5
D					

7. The educational status of the adults in the community compares favorably with the state level. (19.2% of adults 25 years of age and older had completed grades 9-11 in Louisiana according to a report on the 1970 census.)

A	1	2	3	4	5
D					

8. The employment level of people in the community compares favorably with the state level. (The unemployment rate for Louisiana - seasonally adjusted - was 5.7% in April 1972 according to the Louisiana Department of Employment Security.)

A	1	2	3	4	5
D					

9. Follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs.

A	1	2	3	4	5
D					

10. More than half of the students in the school are classified as rural or from towns of fewer than 2500 population.

A	1	2	3	4	5
D					

- | | |
|--|------------------------------------|
| 11. The staff participated in the formulation of the philosophy and objectives of the school. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 12. Students and community patrons participated in the formulation of the philosophy and objectives of the school. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 13. Course offerings are adequate and appropriate for the youth of the community. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 14. An achievement testing program is used to evaluate and improve the curriculum. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 15. Programs for the academically talented are provided for in the curriculum. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 16. Community resources are effectively used by teachers. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 17. The quality of instructional activities throughout the school is basically good. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 18. Students and community patrons participate in curriculum development. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 19. Resources such as materials and specialists are used in curriculum study. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 20. A well-organized student activities program is in operation in the school. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 21. The student activities program meets the needs and interests of most of the students. | <hr/> A
1 2 3 4 5
D
<hr/> |

22. The faculty provides guidance and supervision of student activities.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
23. Adequate provisions are made for student participation in school government.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
24. Adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
25. Educational media are easily accessible to staff members and students.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
26. Generally, the guidance services meet the needs of the students.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
27. The roles of the school counselor are being adequately performed.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
28. Teachers carry out their roles in the guidance program in an effective manner.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
29. The school facilities are arranged to permit and encourage community use.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
30. The buildings and facilities meet the required safety standards.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
31. The majority of the teachers have no more than three (3) different preparations daily.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
32. Free or preparation periods are provided for the majority of the teachers.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |

33. At least 85% of the regular teachers will return to their jobs next school year.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
34. Teachers in nearby larger schools or larger school districts receive salaries more than 10% higher than the one you receive for similar experiences and responsibilities.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
35. The majority of the teachers working with you have less than five (5) years of teaching experience.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
36. The school community has severe cultural limitations.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
37. The majority of the teachers appear to be happy teaching in this school.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
38. The school shares services of professional personnel with other schools or school districts.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
39. Good teachers are actively recruited by the school system.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
40. A well-organized in-service program is provided for staff members.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
41. Inter-school visitations by staff members are encouraged in order to see exemplary programs in action.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
42. The use of lesson plans and/or curriculum guides by teachers is required in the school system.
- | | | | | | |
|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |

43. Check each of the following offerings which are available in your school:

- Flexible scheduling
- Ungraded classes
- Summer school
- Television
- Programmed materials
- Teacher aides
- Assistant teachers
- Learning laboratories
- Correspondence study
- Team teaching
- Large-group arrangement
- Small-group arrangement
- Independent study
- Learning packages
- Automated retrieval system
- Mobile laboratories
- Career education
- Adult education
- Other (Please list)

44. List ways the staff acquires knowledge of the characteristics of individual students.

- a.
- b.
- c.
- d.
- e.

45. List ways students are used in evaluating the curriculum.

- a.
- b.
- c.
- d.
- e.

46. List ways or techniques used in evaluating teacher effectiveness.

- a.
- b.
- c.
- d.
- e.

47. List any weaknesses you are aware of in the instructional program in your school.
- a.
 - b.
 - c.
 - d.
 - e.
48. List any strengths you are aware of in the instructional program in your school.
- a.
 - b.
 - c.
 - d.
 - e.
49. Give any suggestions for improving the instructional systems in small junior and/or senior high schools.
- a.
 - b.
 - c.
 - d.
 - e.
50. List any additional sources of information you think would be helpful in this study.
- a.
 - b.
 - c.
 - d.
 - e.
51. List procedures used to evaluate the total curriculum.
- a.
 - b.
 - c.
 - d.
 - e.
52. List suggestions made by graduates, former students, and by community patrons to improve the total school program.
- a.
 - b.
 - c.
 - d.
 - e.
53. List organizational devices or techniques used to schedule students and course offerings.
- a.
 - b.
 - c.
 - d.
 - e.

54. List ways community patrons are used in evaluating the curriculum.
- a.
 - b.
 - c.
 - d.
 - e.
55. List ways students and parents are kept aware of student progress.
- a.
 - b.
 - c.
 - d.
 - e.
56. List ways professional research and experimentation are being used to evaluate the school's curriculum.
- a.
 - b.
 - c.
 - d.
 - e.
57. Looking back five (5) years, list the major instructional changes and courses added to improve your school.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
 - i.
 - j.
58. List improvements made in your school facilities during the last five (5) years.
- a.
 - b.
 - c.
 - d.
 - e.
59. List areas in which the school staff and administration are most in need of improvement.
- a.
 - b.
 - c.
 - d.
 - e.

60. List the over-all weaknesses of the school.
- a.
 - b.
 - c.
 - d.
 - e.
61. List the over-all strengths of the school.
- a.
 - b.
 - c.
 - d.
 - e.
62. List subjects taught by the principal this past session.
- a.
 - b.
 - c.
 - d.
 - e.
63. Cite any innovative or exemplary practices in operation in your school.
(Use the reverse side of this sheet if more space is needed.)
64. The percentage of dropouts of original 9th graders who started with your 1972 graduates is approximately _____%.
65. The estimated expenditure per pupil in your school is \$ _____
yearly. (One source of information for your parish is the Annual Report issued by the State Department of Education of Louisiana.)

N. B.

Items and ideas used in this questionnaire were taken from Evaluative Criteria - 4th Edition, The Oregon Small Schools Program, Texas Small Schools Project 1969, Needs Assessment and Small Schools Improvement Models for the Ayrshire, Iowa Consolidated School District, and professional literature on the subject. Bibliographic notations are included in the dissertation.

Thank you for your time and patience in completing this questionnaire.
Please return it to me today in the enclosed envelope.

Van Ray Fields, Researcher
Educational Administration
Iowa State University
230 Curtiss Hall
Ames, Iowa 50010

Improving the Instructional Systems in Small Junior and/or
Senior High Schools in Louisiana

Questionnaire for Teachers

Your Name _____

Male _____ Female _____

Name of School _____

Parish _____

Total Years Taught _____ Years Taught in Present School _____

Directions:

After reading each statement, please circle the "A" (agree) if you agree with the statement or the "D" (disagree) if you disagree with the statement. After you have made this decision, please indicate how strongly you agree or disagree with each statement by circling one of the numbers. Circle 1 if you only slightly agree or disagree with each statement. Circle 5 if you very strongly agree or disagree with the statement. The numbers 2, 3, or 4 may better describe how strongly you agree or disagree with the statement. If this is the case, then circle the appropriate number. If undecided, circle A and D.

In this research project, the answers that reflect your own feelings as they relate to your school will be most helpful.

- | | |
|--|------------------------------------|
| 1. The school exists basically for the benefit of the students of the community it serves. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 2. The philosophy and educational program of the school are adapted to the community and the surrounding area it serves. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 3. The students are being adequately prepared to meet the minimum standards required to pursue their future goals. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 4. The holding power of the school is relatively good. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 5. The basic reason for withdrawal from school is the lack of a challenging curriculum. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 6. The economic climate of the community compares favorably with the state level. (The average family income for Louisiana was \$7530 according to a report on the 1970 census.) | <hr/> A
1 2 3 4 5
D
<hr/> |
| 7. The educational status of the adults in the community compares favorably with the state level. (19.2% of adults 25 years of age and older had completed grades 9-11 in Louisiana according to a report on the 1970 census.) | <hr/> A
1 2 3 4 5
D
<hr/> |
| 8. The employment level of people in the community compares favorably with the state level. (The unemployment rate for Louisiana - seasonally adjusted - was 5.7% in April 1972 according to the Louisiana Department of Employment Security.) | <hr/> A
1 2 3 4 5
D
<hr/> |
| 9. Follow-up data of graduates is kept by the school to help the school determine if it is meeting their needs. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 10. More than half of the students in the school are classified as rural or from towns of fewer than 2500 population. | <hr/> A
1 2 3 4 5
D
<hr/> |

- | | |
|--|------------------------------------|
| 11. The staff participated in the formulation of the philosophy and objectives of the school. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 12. Students and community patrons participated in the formulation of the philosophy and objectives of the school. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 13. Course offerings are adequate and appropriate for the youth of the community. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 14. An achievement testing program is used to evaluate and improve the curriculum. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 15. Programs for the academically talented are provided for in the curriculum. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 16. Community resources are effectively used by teachers. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 17. The quality of instructional activities throughout the school is basically good. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 18. Students and community patrons participate in curriculum development. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 19. Resources such as materials and specialists are used in curriculum study. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 20. A well-organized student activities program is in operation in the school. | <hr/> A
1 2 3 4 5
D
<hr/> |
| 21. The student activities program meets the needs and interests of most of the students. | <hr/> A
1 2 3 4 5
D
<hr/> |

22. The faculty provides guidance and supervision of student activities.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
23. Adequate provisions are made for student participation in school government.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
24. Adequate funds are provided for the purchase of printed materials and for the purpose of purchasing and producing audio-visual materials and equipment.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
25. Educational media are easily accessible to staff members and students.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
26. Generally, the guidance services meet the needs of the students.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
27. The roles of the school counselor are being adequately performed.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
28. Teachers carry out their roles in the guidance program in an effective manner.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
29. The school facilities are arranged to permit and encourage community use.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
30. The buildings and facilities meet the required safety standards.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
31. The majority of the teachers have no more than three (3) different preparations daily.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
32. Free or preparation periods are provided for the majority of the teachers.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |

33. At least 85% of the regular teachers will return to their jobs next school year.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
34. Teachers in nearby larger schools or larger school districts receive salaries more than 10% higher than the one you receive for similar experiences and responsibilities.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
35. The majority of the teachers working with you have less than five (5) years of teaching experience.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
36. The school community has severe cultural limitations.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
37. The majority of the teachers appear to be happy teaching in this school.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
38. The school shares services of professional personnel with other schools or school districts.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
39. Good teachers are actively recruited by the school system.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
40. A well-organized in-service program is provided for staff members.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
41. Inter-school visitations by staff members are encouraged, in order to see exemplary programs in action.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |
42. The use of lesson plans and/or curriculum guides by teachers is required in the school system.
- | | | | | | |
|---|---|---|---|---|---|
| A | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| D | | | | | |

43. Check each of the following offerings which are available in your school:

- _____ Flexible scheduling
- _____ Ungraded classes
- _____ Summer school
- _____ Television
- _____ Programmed materials
- _____ Teacher aides
- _____ Assistant teachers
- _____ Learning laboratories
- _____ Correspondence study
- _____ Team teaching
- _____ Large-group arrangement
- _____ Small-group arrangement
- _____ Independent study
- _____ Learning packages
- _____ Automated retrieval system
- _____ Mobile laboratories
- _____ Career education
- _____ Adult education
- _____ Other (Please list)

44. List ways the staff acquires knowledge of the characteristics of individual students.

- a.
- b.
- c.
- d.
- e.

45. List ways students are used in evaluating the curriculum.

- a.
- b.
- c.
- d.
- e.

46. List ways or techniques used in evaluating teacher effectiveness.

- a.
- b.
- c.
- d.
- e.

47. List any weaknesses you are aware of in the instructional program in your school.
- a.
 - b.
 - c.
 - d.
 - e.
48. List any strengths you are aware of in the instructional program in your school.
- a.
 - b.
 - c.
 - d.
 - e.
49. Give any suggestions for improving the instructional systems in small junior and/or senior high schools.
- a.
 - b.
 - c.
 - d.
 - e.
50. List any additional sources of information you think would be helpful in this study.
- a.
 - b.
 - c.
 - d.
 - e.
51. List subjects taught by you this past session. Place an asterisk by those out of your major or minor field.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
52. List extra duties assigned to you this past year. Place an asterisk by those performed without pay.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.

53. In order to assess current methodological practices in your school, please report the frequency of using the teaching/learning practices contained in the following open-faced table in relation to your "best class taught."

TECHNIQUES	FREQUENCY OF USE			
	Never	Seldom	Usually	Always
Have developed behavioral objectives.				
Involved the students in planning.				
Used a unit approach different from the textbook.				
Used textbooks.				
Used lecture.				
Used daily homework assignments.				
Used assignments that can be completed on school time.				
Used total class discussion.				
Used small group discussion.				
Used daily quizzes.				
Used small groups working on problems as a team.				
Used individual projects over several week's time.				
Used student reports.				
Used student demonstrations.				
Used laboratory work.				
Used motion pictures.				
Used seat work.				
Used recitation.				
Used resource people as guest speakers.				
Used students as volunteer teacher aides.				
Used time outside of class to work with individuals inside class.				
Used teacher-made worksheets.				
Used learning activity package.				
Used transparencies and overhead projector.				
Took field trips.				
Used tests with more than ten questions.				
Talked with another educator about how and what to teach in the class.				
Talked with another educator about how to evaluate instruction and learning in class.				
Talked with students about our success in this class.				
Talked with parents about student progress.				

N. B.

Items and ideas used in this questionnaire were taken from Evaluative Criteria - 4th Edition, The Oregon Small Schools Program, Texas Small Schools Project 1969, Needs Assessment and Small Schools Improvement Models for the Ayrshire, Iowa Consolidated School District, and professional literature on the subject. Bibliographic notations are included in the dissertation.

Thank you for your time and patience in completing this questionnaire.
Please return it to me today in the enclosed envelope.

Van Ray Fields, Researcher
Educational Administration
Iowa State University
239 Curtis Hall
Ames, Iowa 50010

APPENDIX B: CORRESPONDENCE

IOWA STATE
UNIVERSITY

Telephone 515-294-5450

February 16, 1972

Mr. William J. Dodd
State Superintendent of Education
State Department of Education
Baton Rouge, Louisiana 70804

Dear Mr. Dodd:

The Educational Administration Division of the Iowa State University College of Education is conducting research on improving the instructional systems of small secondary schools in the South Central United States. We should like to have your small secondary schools participate in the study.

The researcher presently serves as principal of the Logansport Rosenwald High School in Logansport, Louisiana and is president of the Louisiana Association of Secondary School Principals. The research is being conducted as partial fulfillment of the requirements for the Ph.D. in Educational Administration.

Please forward us a copy of your school directory and any pertinent information relative to what your state has done in this area of research.

Thank you for all attention given this request.

Respectfully yours,

Van Ray Fields
Researcher

Richard P. Manatt
Associate Professor
Chairman, Educational Administration

VRF:RPM:jpb

IOWA STATE
UNIVERSITY

Telephone 515-294-5450

February 23, 1972

Dear Administrator:

The Educational Administration Division of the Iowa State University College of Education is conducting research in improving the instructional systems of small secondary schools in the South Central United States. We would like to have your school participate in the study.

Please complete the enclosed postal card, and return it to us immediately if you are willing to participate in the study. Additional information and details will then be forwarded to you.

The researcher presently serves as principal of the Logansport Rosenwald High School in Logansport, Louisiana and president of the Louisiana Association of Secondary School Principals. The research is being conducted as partial fulfillment of the requirements for the Ph.D. in Educational Administration.

Respectfully yours,

Richard P. Manatt
Associate Professor
Chairman, Educational Administration

Van Ray Fields
Researcher

Carbon copies:

Mr. William J. Dodd, Superintendent of Education (Louisiana)
Mr. Garvin Johnston, Superintendent of Education (Mississippi)
Mr. J. W. Edgar, Commissioner of Education (Texas)
Mr. Owen Kiernan, Executive Secretary, NASSP

RPM:VRF:jpb

LOGANSPORT ROSENWALD HIGH SCHOOL

P. O. BOX 579 217
LOGANSPORT, LOUISIANA 71049
VAN RAY FIELDS, PRINCIPAL

May 17, 1972

Dear Administrator:

Thank you for consenting to participate in my research relative to improving the instructional systems in small junior and/or senior high schools in Louisiana. The successful completion of this research is one of the final requirements leading to the Ph.D. Degree in Educational Administration at Iowa State University in Ames, Iowa.

A questionnaire will be mailed to you, to one of your newest teachers, and to one of your more experienced, capable teachers during the second week in June. The two teachers will be selected by you. The summer addresses of the selected teachers are requested in order to mail the questionnaires directly to them, and for follow-up purposes if the questionnaires are not returned in a reasonable period of time. It is my hope that the questionnaires will be completed and returned to me by Friday, June 23, 1972.

The questionnaire will be quite easy to complete, and no special preparation is needed to respond to the items. Information sought will be focused on instructional systems which are operationally defined in the study as "strategies to implement more effective learning." A listing of innovative or exemplary programs in operation in your school will also be requested. Identical questionnaires will be sent to you and your selected teachers. All information will be held strictly confidential.

Please complete the enclosed postal card, and return it to me immediately in order that the questionnaires may be mailed within the next few days.

Thank you for your interest in the project, and a summary of the findings will be sent to you after the dissertation is completed.

Sincerely yours,

Van Ray Fields
Researcher

Carbon copies:

Dr. Richard P. Manatt, Chairman, Educational Administration,
Iowa State University

Selected Teachers in Participating Schools

Improving the Instructional Systems in Small Jr. and/or
Sr. High Schools in Louisiana

May 1972

Name of School _____ Parish _____

Address of School _____

Name of Principal _____

Summer Address of

Principal _____

Name of New Teacher _____

Summer Address of

New Teacher _____

Name of Experienced Teacher _____

Summer Address of

Experienced Teacher _____

September 15, 1972

Dear Fellow Educator:

Please help me collect the data I need to complete the research described in the enclosed letter by checking the appropriate statement below.

Please mail this card to me today (Van Ray Fields). Thank you very much.

_____ Send another questionnaire.

_____ Will mail the questionnaire within the next few days.

(Your Name)

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D.C. 20036

March 6, 1972

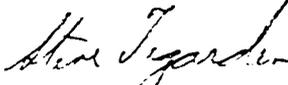
Mr. Van Ray Fields
Educational Administration
Iowa State University
230 Curtiss Hall
Ames, Iowa 50010

Dear Mr. Fields:

I have received the information you sent out concerning your research project on improving the instructional systems of small secondary schools in the South Central United States. As secretary of the NASSP Smaller Secondary School Committee, I am most interested in your research.

I call your attention to the October, 1970 Bulletin on innovations in small schools. If we at NASSP can be of any assistance, please feel free to contact us.

Yours very sincerely,



Steve Tegarden
Assistant to the
Executive Secretary

ST:ja

Texas Education Agency 221

201 East Eleventh Street
Austin, Texas

78701



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

March 16, 1972

Mr. Van Ray Fields, Researcher
Iowa State University
of Science and Technology
Ames, Iowa 50010

Dear Mr. Fields:

Re your letter of February 17 to Dr. J. W. Edgar, State Commissioner of Education.

I am sending you material concerning the Texas Small Schools Project which is a self-improvement program for schools having fewer than 500 pupils enrolled in 12 grades.

I trust that the material will be useful to you.

Very cordially yours,

A handwritten signature in cursive script that reads "Dale Carmichael".

Dale Carmichael
Educational Program Director
Texas Small Schools Project

DC:jb

Enclosures



APPENDIX C: PARTICIPATING SCHOOLS

Participating Schools

Reeves	Logansport
Bunkie Junior High	Mansfield
Fifth Ward	Second Ward
Mansura	Stanley
East Beauregard	Broadmoor Junior High
Merryville	Chaneyville
South Beauregard	Northwestern Junior High
Gibsland-Coleman	Park Forest Junior High
Saline	Southern University Laboratory
Southside Junior High	Monticello
George W. Carver Junior High	Mamou
Linwood Junior High	Baskin
Valencia Junior High	Central
Arnett Junior High	Fort Necessity
Bell City	Gilbert
Alonzo LeBlanc Junior High	Ward Three
W. W. Lewis Junior High	Winnsboro Junior High
Mossville Junior High	Montgomery
Starks	Loreauville
Hackberry	Thomas A. Levy
Homer	Shady Grove
Pineview	Chatham
Vidalia	Weston
All Saints	Fenton
Golden Meadow Junior High	Romeville Boys

LaSalle	Reserve Junior High
Simsboro	Eunice Junior High
Doyle	Morrow
French Settlement	Breaux Bridge Junior High
Live Oak	Centerville
Reuben McCall Junior High	Chahta - Ima Junior High
Reuben McCall Senior High	Folsom Junior High
Campti	Independence Girls
Robeline	Loranger
St. Matthew	Newellton
P. G. T. Beauregard	Linville
Calhoun	Spearsville
Sterlington	Indian Bayou
Port Sulphur	Maurice
Oak Hill	Rosepine
Carter C. Raymond	Angie
A. Wettermark	Enon
Springville Junior High	Thomas
Florien	Wesley Ray
Negreet	Central
Pleasant Hill	Cotton Valley
Woodland	Heflin
Lutcher Boys	Shongaloo
Brusley	Plaisance
Epps	Thomastown
Atlanta	Allen

Dodson

Stonewall

Winnfield Junior High

Pelican

Logansport Rosenwald