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AN INVESTIGATION OF THE OPERATIONAL FUNCTIONS OF
SCHOOL STUDY COUNCILS WITH RECOMMENDATIONS
FOR THE IMPROVEMENT OF THESE FUNCTIONS
IN OHIO COUNCILS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
John Babel, Jr., B.S., M.A.T.

* * * * * * *

The Ohio State University
1970

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CHAPTER I

INTRODUCTION

Background of The Problem

Educators, because of the increasing public interest in education, the demanding crises in society, the forceful voices of students, and the dynamic unrest within the profession, are being forced to reevaluate their objectives, roles, policies and procedures.

The renewed public interest in schools is vividly expressed in the vigorous campaigns for school board positions, the demands by parents for meaningful education for their children and the increased turnout in school bond and levy campaigns. The sputnik era, city riots, over-population, inequality of opportunity, challenges of authority and technology advancements are but a few of the societal pressures impacting on school systems. Active student organizations, court decisions supporting students’ freedoms and an educational process that is developing students who question, challenge and criticize have greatly increased student involvement. And at a time when the problems, challenges and demands on the educational system
seemingly multiply with great ease, forces within the profession are challenging the traditional power structures and decision-making processes through strong organizational structures. These organizations are demanding a part in the educational decision-making process in such areas as curricula change, evaluation procedure and resource allocation.

These continuous, forceful and accumulating demands on today's educational process are producing an explosive situation that will not tolerate the traditional methods and procedures presently operating in most educational institutions. As stated by Chase, "Our society is troubled and cries out to education for rescue; and at the same time it is obvious that education is in need of a rescue mission."\(^1\)

As education is confronted with these ever increasing problems and the complexities involved in solving them, more and more schoolmen are becoming aware of the fact that neither they nor the individual school systems can do the job alone. Leaders in the schools are turning in many different directions to obtain help. They look to universities for more and better pre and inservice teacher education, for new ideas, and for research and development. They turn to

private industry for ideas, research, technology and resources. They look to federal and state governments for information, inservice assistance, guidance, leadership and resources. Another and possibly the most effective direction in long range terms, they turn to fellow schoolmen for resources, knowledge and power to confront common problems. This voluntary cooperative effort of educational institutions has, in many cases, resulted in the establishment of school study councils. Education needs help and to some educators, the school study council mechanism seems to be a partial answer.

The school study council concept, as we know it today started in 1942 when the late Paul Mort at Columbia University organized the Metropolitan School Study Council. The philosophy underlying the establishment and continuous success of this council was that a consortium of school systems could provide the means by which school districts might pool their financial and human resources to provide needed research and services to meet their common needs. This concept had strong appeal to many educators as demonstrated by the establishment of over one hundred councils during the past twenty-eight years. The State of Ohio, to insure the opportunity for each school district to join a council, is divided into five geographic membership areas, each to be served by a council. New York State has thirteen very very active councils within its boundaries. Although a majority of the school study councils are located in the eastern part of the United
States, the concept has spread across the country as indicated by the establishment of councils in states such as Florida, Texas, California, Oregon, New Mexico and Minnesota.

The increasing number of councils being formed and the apparent success of many indicate that councils are serving a felt need of many school districts. But are all councils successful? If not, what are the variables that affect success? Why have some councils continued to function for over twenty-five years while others went out of existence within five years? Why do some councils function effectively as change agents within member schools and others cause little or no change? These are but a few of the many challenging questions that must be answered if school study councils are to be an effective structure in improving education.

Hooker, Mueller and Davis indicated that failure to survive is evidence that all councils are not successful. They identified reasons for these failures including poor financial support, poor relationships, and research not relevant to school operations.
In the twenty-four years that followed, more than one hundred such councils were formed, of which more than fifty were still in existence in 1966. Those which failed to survive were those that were poorly financed, lacked relationships which would make their programs meaningful, and dealt with 'research' which was not applicable to concrete improvement of education.  

Brickell using a restricted criterion for success, stated that since councils in New York State are not effective in causing educational change they are not successful. He contributed this lack of success to the inability of councils to determine what are their true objectives.

The councils have grown in number and in membership since 1940, but probably not in degree of effectiveness. They have an evident appeal to schools yet they fall far short of what a regional association might accomplish. It became apparent during interviews with school superintendents, principals, and teachers that few of them had a clear notion of what they expected or even hoped to receive when their school systems joined councils.  

The staff of the Educational Research and Development Council of The Twin Cities Metropolitan Area considered success in a more positive fashion. They stressed the importance of continuously

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striving to identify the unique functions of the school study council to increase success. To know why councils survive or fail is not enough, one must constantly strive to improve the present level of success.

New programs have generally resulted from efforts of member districts and the Council staff to answer the question, "What unique functions can be carried out by a coalition of several districts, other governmental agencies, and a major university?" It seems quite possible that only a fraction of the strength inherent in this relationship has been discovered. The vitality of the Council program depends upon imaginative responses to this question. 4

But, can the why question of success be answered? What are the variables that effect a council's success? Are these variables unique to each council or are there common variables that exist in all successful councils? The why question is a more subtle and a more complicated question that few individuals have attempted to answer. Hooker, Mueller and Davis provided reasons such as financial difficulties, poor relationships, and lack of meaningful research as reasons for failure. Brickell stressed the lack of identified objectives as reasons for lack of councils' success. The staff of The Educational Research and Development Council of the Twin Cities Metropolitan Area emphasized the need for councils to continuously strive to identify

the unique aspects of the organization if they are to be successful.

These are valid, but very general statements that really do not identify the specific factors that contribute to success.

What are the financial implications to success? Is budget size a success variable? Are dollars contributed per member school a success variable? Are external grants necessary for success? What are meaningful council projects? Is research a necessary activity of a successful council? If true what type of research, basic, action, survey, is necessary? How should problems be identified? Who should determine council's objectives? Does the director influence a council's direction? If so, how and to what degree? These are but a sample of the numerous aspects of the day to day operations of a council. These are practical questions that require practical, direct, to the point answers. In all probability, individual councils in the process of self-evaluation and reassessment of their operations have attempted to ask and sought answers to these questions about their own council. But, to-date no attempt has been made to look at councils in general and try to identify variables that effect success.

Statement of The Problem

Educational Research Councils in Ohio have been in existence for over four years with little measurable progress in the growth of individual councils and in the impact these councils have had on
education in Ohio. These councils have achieved one measure of success in that they still exist. But if other criteria of success such as impact on school operation, membership growth and meeting stated objectives are used, Ohio school study councils are not very successful.

The problem of this study was one of identifying operational variables that contribute to the success of study councils and using these data to develop a set of recommendations for the operation of Ohio councils to increase their impact on Ohio schools.

Objectives

The primary objectives of this study are:

1. To identify the objectives of the five school study councils in Ohio.

2. To identify successful school councils outside the state of Ohio with objectives similar to those of the Ohio councils.

3. To develop statements reflecting the operational variables of a council that are related to a council's success.

4. To test the validity of each statement using a limited sample.
5. To develop a set of recommendations to improve the operational functions of councils in Ohio.

6. To generate hypotheses that relate operational variables to council success that can be tested empirically by future researchers.

Assumptions

It is necessary that several assumptions be made relative to the conduct of this study. These assumptions are:

1. School study councils can perform a needed service to school districts in Ohio.

2. School study councils in Ohio have developed objectives which if achieved will provide a needed service to school districts in Ohio.

3. School study councils in Ohio have objectives that can be accomplished.

4. The school study councils in Ohio have been relatively unsuccessful in meeting their stated objectives.

5. Operational functions are factors that greatly influence the degree of success or failure of school study councils.

6. Successful school study councils with similar objectives will have similar operational functions.

7. Successful school study councils in the United States can be identified.
Definition of Terms

The following glossary of terms was developed to insure that the reader understands the frame of reference in which words or phrases are used throughout the study.

School Study Council, Study Council, Council - These three terms refer to a voluntary organization of educational institutions of which a majority of its membership are school districts and at least part of its financial resources are obtained from member units.

Educational Research Councils - The five school study councils in Ohio, incorporated in 1965 with each council having a certain membership area in order that all school districts in Ohio will have the opportunity to join a council.

Operational Functions - The related administrative actions of a council which contributes to the accomplishment of the council's objectives. (i.e. staffing, financing, programming.)

Objective - The aims or end of action to which the efforts of the council are directed.

Operational Variables - The individual tasks or parts of an operational function of a council. The breakdown of operational functions into smaller parts. The operational function, staffing, can be divided into tasks or parts such as director, other professional
personnel and non-professional personnel. These, in turn, can be further divided. For example, components of director would be, salary, duties, full or part time employment, educational requirements, how selected, etc.

Significance of The Study

The study council movement gained momentum throughout the United States with individual councils making major contributions towards the betterment of education. There are states, such as New York, that have many, very active councils which are making an impact on member schools. Educational leaders in the state of Ohio, visualized a similar potential for study councils in Ohio, when, in 1965 they, by mutual agreement, divided the state into five membership areas and encouraged the development of councils in each area. These councils have existed with limited degrees of success since 1965 but have not made any major impact on member schools and at this particular time there is serious doubt if all five councils will be in existence for the 1970-71 school year. Each council in Ohio, as well as individual councils outside the state of Ohio, have attempted with varying degrees of success to establish, operate and expand themselves with little general knowledge as to why some councils are successful and others are not. This study was an initial attempt to identify operational variables that seem to contribute to the success of
councils. It is hoped the results of this study will provide guidelines for the future expansion and increased success of Ohio councils. It is also anticipated that these same guidelines can be utilized by councils throughout the country to evaluate and alter their methods of operation. This study is intended to contribute to the very limited literature presently available on study councils. It is intended to provide direction and groundwork for future studies in which relationships between operational variables and council success can be tested empirically.

Limitations of This Study

This study has parameters that limit its scale, comprehensiveness and generalizability. This is a descriptive-survey investigation in which data were collected through interviews and questionnaires. The intent of this investigation was to provide insight into the operational problems councils have and provide possible direction and guidance to correct such problems. The design and definition of this investigation prevent positive cause and effect relationships from being established.

The focus of this study was to make recommendations concerning operational variables of the five Ohio educational research councils. No attempt was made to develop recommendations that would apply to councils across the United States. Data were obtained from council directors and member school superintendents; no attempt
was made to obtain data from other sources such as teachers, school board members, students, and parents. The data analysis and recommendations were based on the interpretive judgement of this researcher and no attempt was made to empirically test each variable.

Organization of The Study

Chapter two is a review of related literature. The focus of the review is placed on the purposes and objectives of study councils, the historical development of councils in the United States, and the present need in education for the services effective councils can provide.

Chapter three provides a description of the design of this study, populations used, data collection and data analysis procedures.

Chapter four contains a reporting of the data as collected from council directors and member school superintendents. These data are presented in table and narrative form.

Chapter five includes conclusions, recommendations for Ohio councils, and suggested hypotheses for future studies.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Examination of the literature and research related to school study councils indicated that the formal development of these types of organizations was relatively new and of such a nature that little attention was given it. The literature concerning councils was generally written and conducted by individuals involved in a council operation and received very limited distribution, in many cases only to individuals involved with that council or to similar councils within the state. A national distribution of school study council literature was virtually non-existent.

The gaps in the literature concerning school study councils, especially in reference to the present school study council concept and purposes, its historical development, its potential role in the educational structure, and factors of council operations that have limited the achievement of this potential have demanded that these be
brought together in this chapter. Only with an understanding of the role, development, potential and weaknesses of present council operations can one fully understand the development and purposes of this study.

This chapter is organized into four sections. The first section is a review of the concept of study councils, their purposes and present role in the educational structure. Section two includes a treatment of the historical development of councils in the United States and the future development of such councils. The third part of this chapter is devoted to potential roles councils could assume in the present educational structure. The last section is concerned with an exploration of reasons why councils have had only limited success in achieving their potential as a vital part of the educational structure.

Present Purposes of Study Councils

The study council movement began in 1942 with the founding of the Metropolitan School Study Council by Professor Paul R. Mort of Teachers College, Columbia University.¹ This movement progressed until there are now over eighty study councils located throughout the

United States serving hundreds of school districts. These councils are similar in that their main objectives are to encourage and promote meaningful change in member schools; they support the cooperative concept of operation; and they operate using concepts of self-governance and voluntary involvement. While most councils agree with these general concepts and philosophies, they do vary greatly in the emphasis and implementation of these concepts and philosophies.

Councils are similar in that their general objective is to encourage and promote meaningful change in member schools, yet are very different in their strategies to accomplish that change. The role as a change agent is perceived by some councils as a disseminator of information and as a provider of information of research findings, new programs and current ideas. Other councils have expanded their change agent role by providing needed services to enhance changes in member schools. These services depend upon the needs of schools and include inservice education, consultant services, computer services and project evaluations. A few councils have accepted a greater role as change agents by assuming major research projects, field testing such programs and actually implementing the new programs in member schools. The
objectives of one council that has accepted such a role are related to five primary areas of activity: planning, research, assessment, development, and dissemination. 2

Councils are similar in that the cooperative concept of operation is supported by every council but the implementation of this concept is remarkably different between councils. Most councils consider all school systems within a designated membership area as potential members of the council. Other councils limit membership by school district size, only schools within a certain pupil enrollment range being eligible for membership. 3 Many councils consider all colleges of education within the membership area as potential members. Other councils have only the sponsoring college as an active member. Some councils encourage and include educational related businesses as active council members; others do not have business organizations as active members. The membership areas vary among councils. The Associated Public School Systems 4 is nationwide in membership: the

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New England School Development Council\(^5\) has a membership area that includes school systems in six states. There are councils that consider all school systems in the state as eligible for council membership but most councils restrict themselves to a geographic membership area within a state.

The types of cooperative programs councils sponsor and/or conduct vary greatly. Many councils are involved with inservice education; some place high priority on information sharing among member schools; others stress development activities. There are councils that consider providing services, such as consultant and computer services, as important components of their operations. Councils also vary as to the types of school groups served, this varying from emphasis on only one group such as administrators to diverse groups including teachers, school board members and non-professional staff members.

A strong concept in the council movement has been the self-governing philosophy. Councils have incorporated within their organizational and decision-making structures the insurance that

member units will control the council. These structures and procedures vary among councils as to school representation, problem identification processes, decision-making policies and school systems involvement.

The one council concept that all councils aspire to is the voluntary concept of involvement. Member units join councils on a voluntary basis, each school system has full authority to determine whether it will or will not be a member. Member systems also have the option of determining the degree of involvement their particular school system will assume with the council. Membership in a council does not require a school system to meet a certain degree of involvement in council activities nor does it imply a maximum limit of involvement. The Western New York School Study Council\(^6\) has various types of membership depending upon the types of yearly services a school system desires from the council. Each group of services has a separate membership fee.

Griffiths, in the publication, *How School Study Councils Work*, attempted to tie these many similarities and differences together in providing this pragmatic definition of study councils.

In general, it can be said that a study council is an organization of public school systems which have banded together to meet their problems in a more efficient manner. While there are some problems which must be faced on the local level, there are probably more problems, both in number and significance which are faced better on a regional basis. A study council invariably has its central office in a college or university and has an executive officer who is a member of the college or university staff. The council is usually governed by a board of elected school people, usually administrators. Member schools pay varying amounts of dues for membership and for the different services which are provided.

Griffiths visualized councils as voluntary organizations, sponsored by higher educational institutions, governed by member schools and devoted to solving educational problems.

Mort's pool and share concept has permeated the council movement since its inception. The strength of pooling together resources, both financial and human, has been the backbone of many councils' success. The Educational Research and Development Council of The Twin Cities Metropolitan Area strongly supports this concept. They visualized cooperative action as inherent in the term "council." This term describes a unified whole formulated of diverse parts; thus the council should contribute to common purposes of separate

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7Griffiths, How Councils Work, p. i.


constituents. The Educational Research and Development Council
leaders indicated that there is no reason for a council to operate unless
its purposes can be best met in concert than in solo. The constant
challenge to councils is the varied purposes among school systems and
the transitional status of school system needs. This necessitates
flexibility in council organization and programming and demands
frequent reassessment of its function.

The National School Development Council defined a study
council as an organization of school districts with general purposes of
fostering educational innovation and change in member schools and
providing cooperative services and programs that school districts
need but could not easily afford. The strength of such an organi-
10
zation was the cooperative and participative aspects of the organiza-
tion in terms of structure and funding. This type of involvement by
local school districts generally increased their involvement in council
activities and projects.

Rosier viewed councils as organizations that structured the pooling together of school districts financial and intellectual

10John W. Kohl, "Targeted Communications: A Plan To Facilitate Research Analysis, Dissemination, Diffusion and Utilization in Areas of Immediate Need," (proposal for research and/or related activities submitted to the U.S. Commissioner of Education by The Pennsylvania State University on August 5, 1969), p. 3.
resources to better enable these districts to attack educational
problems which could not practicably be attacked by an individual
district. Rosier also emphasized that the major direction the
cooperative actions of councils must assume is the promotion and
fostering of desirable educational change in school districts. School
study councils came into existence as organizations dedicated to the
promotion and fostering of educational change. If schools are to keep
pace with current educational research an organization charged with
the tasks of continuously appraising and promoting such research is
mandatory. Many school study councils have assumed this as their
primary purpose.

Gibson supported the information transfer purpose of study
councils and emphasized their role as the transfer link between the
universities and public schools. Historically there has been various
efforts to provide a linkage between the sources of knowledge and their
use in practice. In the field of education it seems that the study council
movement arose in order to provide that link between knowledge and
its application in school systems.  

11Melvin Earl Rosier, "The Pennsylvania School Study Council
As An Agency for Educational Change," (unpublished Ph. D. disserta-
tion, The Pennsylvania State University, 1965), pp. 3-12.

12R. Oliver Gibson, Knowledge for Unanswered Questions: How
Can The Study Council Help? (Buffalo, New York: Western New York
Lonsdale supports very strongly this council role.

The councils... are showing that the public schools and the teacher education institutions can work closely together in a continuous relationship to better bridge the familiar gap between theory and practice.  

In summary the present roles of school study councils are to:

(1) promote desirable educational change; (2) encourage and support cooperative action; and (3) serve as the link between theory and practice. These are accomplished through the utilization of voluntary involvement, cooperative accomplishment of tasks, and the strong belief in self governance.

The Historical Development of The School Council Movement

The Metropolitan School Study Council was the pioneer among regional school improvement organizations in the United States. It was started in 1942 by a group of twenty-eight school superintendents and Professor Paul R. Mort of Teachers College, Columbia University, New York. The first few years this organization remained a superintendents' group but by 1945, there were launched a few committees


composed of teachers and other professional school personnel from the twenty-eight schools. By 1954, the Council had grown to a membership of seventy school communities and was no longer an organization of school administrators. It was an organization of school systems with literally hundreds of active enterprises that were simultaneously seeking to make better schools faster. There was an average of 700 man-days a month spent at MSSC conferences during each academic year. The annual budget, met by dues paid in by member systems and the sale of publications, equaled the yield that might be expected from over a million and a half dollars of endowment. The success and startling growth of this Council has been the inspiration and guidance for the council movement in the United States.

The results of the early achievements of the Metropolitan School Development Council and the felt need on the part of educational leaders in the New England area to study the problems common to all schools and advance public education in the New England area led to the founding of the New England School Development Council (NESDEC). 15 This council, the second of what was to be many councils established in the United States, was founded in 1945. More than 100 men having varied responsibilities for public education in New England met at Harvard University with Professor Alfred D. Simpson to consider ways

15Ibid., p. NESDEC 1.
and means for making educational administration increasingly effective in their communities. They felt that many educational interests could not be served by the efforts of single communities and school districts acting alone. These interests, including teachers' salaries, post war school building programs, more effective practices in individual classrooms, and many others, became the basis for cooperative study and united efforts. From this beginning, seventy superintendents of schools banded together to form a temporary organization. All agreed that the purposes of this organization must be different from those of any professional organization then existing and that it should not be another organization of superintendents. From this firm although tentative beginning, NESDEC has expanded to such proportions that it now serves over 300 school systems in six states.

The third council in this movement was the Metropolitan Detroit Bureau of School Studies, established in 1946 to serve the school districts in the five counties encompassing the metropolitan Detroit area. 16 The intent of the Bureau was to assist member school systems by providing information of mutual concern and by working on specific educational problems. The key concept was that of sharing; sharing problems, ideas, information, and solutions among the schools.

in the metropolitan area. The chief method used for this sharing process has been various committees appointed to seek answers to common problems.

The Pennsylvania School Study Council established in 1947 was the fourth council in this movement and was based on the pool and share concept as advocated by Mort. School systems, to meet their increased responsibilities and to solve the problems of modern day education, sought help from outside agencies. The Pennsylvania council was founded to provide such service and has made impact on many member school systems.

The council movement progressed slowly from 1942 to 1947 in that only these four councils were established. This progress did not increase to any great extent in the next few years in that by 1949, only fourteen councils were established and operating. Then during the early 1950s, there was a large effort on the part of many school districts and university leaders to organize study councils. The results of these efforts were the establishment of thirty-three councils by 1954. The movement moved south as evidenced by the establishment of the Southwest Alabama School Study Council at Troy State Teachers College, Troy, Alabama. The founding of the Rocky Mountain School Study Council at Denver, Colorado and the Bay Area School Study Council.

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Council at Stanford, California demonstrated the western movement of the council concept. Increased emphasis of this movement in the east was supported by the establishment of the Tri-State Area School Study Council located at Pittsburgh, Pennsylvania and the Delaware School Study Council located at Newark, Delaware. These are just a few of the councils established and in operation at this time and does demonstrate the power of this movement not only in the eastern part of this country, but throughout the United States.

The movement continued its expansion in the late 1950s and 1960s in that there were, as of February 1970, seventy-seven established councils within the United States with new councils being established each year. One of the recently organized councils that has had a major impact on the council development and on member schools is the Educational Research & Development Council (ERDC) of the Twin Cities Metropolitan Area, Inc. The council was founded in 1963 to serve the school systems in the metropolitan areas of Minneapolis and St. Paul. This council has made this impact through well designed research, development, evaluation and

19Kohl, Targeted Communications, pp. 20-25.
dissemination programs that have served member school systems. The results that ERDC has had in the areas of research and development has encouraged other councils to place more emphasis in these areas.

As the council movement progressed, there developed on the part of many council leaders a felt need for establishing processes of sharing ideas, problems and solutions among study councils. In the minds of many, there was need for an organization to serve councils in a manner similar to the way councils serve member schools. These desires lead to the establishment of an Annual Conference of council leaders. The results of the first conference held in 1950 was the publication, "The School Study Council at Work." This was the first attempt to provide councils' leaders with a guide in the development and operations of councils. The 1953 conference initiated a follow-up publication, "How School Study Councils Work." The foreword explains its origin.

At the 1953 meeting of the National Conference of School Study Councils, held in Philadelphia, there was much discussion of the need for pooling know-how in the fields of organization, administration and structure of school study councils. This conference authorized the publication of a manual which would be written by the leaders of each council and financed jointly. This cooperative approach typifies the general attitude of all council activity.22

21Lonsdale and Robinson, Councils at Work.
The purpose of the publication was to disseminate to all councils information that would be helpful in improving their operations. Councils which have survived the first few years of life shared with new councils and each other their experiences in getting established, activities proved to be effective, and organizational structures proved to be successful. The ideas found in the publication were to be examined in a critical manner by other councils to provide guidance for their own self-improvement.

During the early 1950s, this organization represented many of the independent councils and did provide the mechanism for them to communicate with each other and provide some means of sharing ideas and solutions to common problems. These annual meetings of independent council leaders evolved during the late 1950s into annual meetings for directors of school study councils. These meetings were held at Atlantic City in conjunction with the American Association of School Administrators Convention. Directors met each year with major responsibility for program planning rotating among the member councils.

During the February 1968 meeting, it was suggested that a more formal arrangement was necessary if councils were to have a greater impact on education. It was proposed that a National School
Development Council be organized. A feasibility study was conducted and at the 1969 annual meeting, the articles of agreement and by-laws for the National School Development Council were approved.

The purposes of this organization were to devise a mechanism for the initiation of cooperative projects between and among study councils and to act as a liaison for joint activities performed by the National Council or member councils and other national educational organizations. In addition, this organization was to provide a resource pool of talent for workshops, in-service education, conferences, and institutes, and to act as a clearing house for information on study councils. The organization, although only two years old, has a fee paying membership of twenty-four councils and seems to be providing leadership to the council movement.

The continuing increase in the number of councils being formed as made evident by the increasing requests by potential councils for assistance in getting established and the formation and operation of a formal national organization are evidence of the continuous progress of the council movement.

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23 Minutes of the February 15, 1969 Annual Meeting, National Study Councils held at the Claridge Hotel, Atlantic City. Present headquarters of the National School Development Council is Pennsylvania State University, University Park, Pennsylvania, pp. 1-3.

Potential Role of School Study Councils

Supporters of study councils vocalize the great potential of councils towards meeting educational challenges but readily admit that a major portion of this potential has gone untapped. Councils have tremendous potential for increasing the present state of very limited cooperative action among school systems. Councils have a natural potential to be the greatly needed link between the research and practitioner, practically non-existent in most educational settings. And finally, councils can assume one or more of the many roles in the educational change process, roles badly needed in education if the time gap between research and implementation is to close.

School District Cooperation

The need for schools to cooperate on common problems has been a long-standing challenge that has had renewed interest as educational problems have increased in complexity. Studies on metropolitan school organizations strongly support the advantages for cooperative action on the part of schools. Cunningham, in presenting a design for a Metropolitan Education District, visualized this district having primary functions in the areas of school finance, school construction, research and planning, special-education programs and centralized services such as purchasing, data processing, transportation, instructional materials centers, data banking and educational
television programming. Cooperative action in the areas of research and planning, special education programs and operating centralized services have been attempted, with varying degrees of success by some school study councils.

Brickell indicated that there is at present no adequate method for local school systems to collect and pool their instructional problems so that they can be transmitted to some central agency. If school systems are to meet the demands of the next quarter of century, there is need to have some agency to survey local needs and articulate requests for help on problems which are widely shared. This agency must be close to the school system and utilize some sort of "market survey" to help it set priorities among the almost infinite number of instructional problems it might try to solve.

The federal and state governments have encouraged and stimulated cooperative action of school districts through federal and state grants, studies and programs. Purdy in a report to the Ohio Assembly stressed the need for increased cooperation between Ohio

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school systems. The Elementary and Secondary Education Act Title III program, through the support of creative supplementary centers and services, assisted school systems in experimenting with various forms of cooperative approaches to educational problems. Studies, which have been undertaken across the country were made of the feasibility of cooperative centers to assist schools in areas of transportation, food services, pupil personnel services, data-processing, facilities planning, school-community relations, personnel recruitment, administrative services, school planning and financial services. Polemeni in a status study of initial ESEA Title III programs found only 16.1 percent of the Title III programs continued following the termination of federal funds. One recommendation to increase the success of these centers was that local districts and agencies make a greater commitment of personnel to the cooperative projects.

The need for increased cooperative action among educational agencies is well documented. The challenge is to discover how this cooperation can best be achieved. The school study council presents a very strong solution alternative.

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School-University Linkage

The communication gap between the researcher and practitioner has been a time-honored challenge that education has not solved. Halpin supported the need for practitioners and theorists to work together in developing theory and in communicating with each other.\(^{29}\) Unfortunately, because of the differences in their training, background and day-to-day sphere of operations, the members of these two groups tend to think about events in different ways with different time-perspectives. The way they think and conceptualize problems, their ideas and how they organize these ideas are different. But this does not mean that one way is right or the other wrong. Each can be right for his own purpose. Nor does it mean that the two approaches are irreconcilable and communication impossible.

Howe in discussing the role a Center for Science Education should assume stressed the present gap between diffusion and institutionalization in schools. To bridge this gap, education generally has used the one-shot relationship in fostering adoption of inventions through contact between university and school personnel. The

\(^{29}\text{Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 12.}\)

\(^{30}\text{Robert W. Howe and John S. Richardson, The Role of Center for Science Education in The Production, Demonstration and Dissemination of Research (Columbus, Ohio: The Ohio State University, 1966), pp. 92-94.}\)
professor is viewed as a consultant, hired on an individual basis to work briefly with a school staff on installing a new idea. In other cases, survey teams are employed to legitimate changes which the school system already had in mind. At no time was there developed a continuous, meaningful relationship between the university and the schools.

The Committee for Economic Development (CED) stressed the need for educational agencies to work together. The rapid advance in educational research, development and actual instructional innovation will be possible only when a pattern of order and effective cooperation is established among school districts, state departments, universities and federal agencies. Although many advancements have been made, a survey of the nation as a whole undoubtedly would show a discouraging lack of systematic effort and a waste of time, energy and resources.

As the complexity of society and the educational enterprise increases, the importance of closing the gaps between universities, school systems and other agencies increases in importance. Only

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through the cooperation, understanding, and acceptance among the various educational agencies can the American education system successfully meet the challenges of today and tomorrow.

School study councils, although unassuming and non-dynamic, seem to be a steady force that can bridge the gaps between research and practice.

Adaptability . . . seems to be the key to successful and emerging study councils around the country. Born in the dawn of awareness of the need for cooperative research between school systems back in the late '40's, threatened by massive federally sponsored research organizations of the '60's, the amazing study council movement continues to be a viable connecting link between research and practice for the educational practitioner. 32

Change Process

The fifty year gap between practice and best available knowledge that Paul Mort so vividly made educators aware of thirty years ago is still the unsolved educational problem of the 1970s. The time gap has decreased on some projects in certain fields but in general there is that same gap between knowledge availability and practice in the schools. In attempting to translate new knowledge into operation, greater concern and focus has been focussed recently on the change

process. This process has received considerable emphasis in the educational literature and although most writers agree that there are several steps or functions involved in this process, there is considerable disagreement on terminology used and the number and definition of steps involved.

Rogers viewed change or adoption as a decision-making process in which an individual is selecting a new alternative over those previously in existence, rather than choosing a course of action from a list of previous alternatives. Rogers conceptualized this as a four step process with each step serving a definite purpose and describing different mental activities of the individual as he adopts or rejects a new idea. These four steps are (1) knowledge, (2) persuasion, (3) decision and (4) confirmation. Knowledge is the stage in which an individual is exposed to a new idea but lacks complete information about it. This function centers around information flow, information seeking and exposure. As the individual starts to seek additional information, he moves into the persuasion stage. As additional information becomes available, the individual develops a favorable or unfavorable opinion toward the new idea. He starts to seek information and mentally applies the new idea to his present or anticipated future situation.

During the decision-making stage, the individual selects one of two alternatives, to use the innovation or to reject or not use the new idea. The last stage or function, confirmation, comprises the information seeking activities after an innovation decision. The individual at this stage seeks knowledge to support or confirm the decision he has made.

Guba and Clark looked at the process of educational change and noted four stages or steps in the process: (1) research, (2) development, (3) diffusion and (4) adoption. Research is the process of producing knowledge; development is the formulation of a solution to an action problem based on the knowledge gained from research. The diffusion stage involves informing people about the developed solution and adoption is the process of establishing the invented solution as part of the ongoing program of a particular system.

Bhola identified three similar steps in the educational change process: research, development and dissemination. Gallaher also identified three elements in a change process: innovation,

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dissemination and integration. 36 Kahn, using five stages, visualized the change process as one of awareness, interest, evaluation, trial and adoption. 37 Hobbs identified the following five stages in the change process: innovation, diffusion, legitimizing, adoption and adjusting or adopting. 38

Most writers agree that the change process involves a series of phases or steps. The steps, their definitions and involvements, vary among writers but all agree that there is a sequential process involved in change. The next question is where can school study councils best function in this process? If one used Guba and Clark formulation, is the council's function that of research, development, diffusion, adoption, or a combination of functions.

Bright and Gideonse stressed the importance of research in the change process and the need for every school system to be directly or


indirectly tied into a research and developmental program. Only by being so directly involved can schools keep abreast of new knowledge and techniques. This emphasized the meaningfulness of a cooperative approach to research when it is realized that most school districts cannot finance broad-scale research programs alone.

The Committee for Economic Development (CED) stressed the need for extensive development stages in educational technology. Only through careful designed developmental processes can innovation be adopted in school systems.

Brickell visualized schools in 1980 to be demanding information regarding what an innovative act might accomplish and under what conditions. The switching from existing instructional plans to a new one because of vague claims will not occur. Instead, schools will demand to know exactly what the benefits of a new process will be, under what conditions, and with what students. Only if the development was under conditions similar to those of the local setting will the school seriously consider adoption.


\[40\] CED, Innovation In Education, p. 47.

Bright and Gideonse stressed the need for real-life demonstrations of innovation as a last part of the diffusion process. These demonstration efforts must be well coordinated and well-conceived and must involve local school districts.

Goodlad visualized these as demonstration schools that represent the complete range of schools and school programs found in America. It is to these schools that educators would turn in seeking models of what might be attempted in their school. The demonstration schools must be a typical school of that region.

The change process literature and the concerns of educators towards meaningful change in schools have stressed the functions or steps involved in the change process, the need for cooperative action on the parts of all educational agencies and the necessity that the change process revolve around the needs and problems of the individual school.

The change thesis to be tested is that our high-sounding aims and proposals for education must be brought down to the single school, permeating its daily goals and all the means for their attainment.


44Ibid., p. 59.
Factors That Have Limited Councils' Success

Literature related to why councils have had only limited success in achieving their potential as agencies in the educational change process is very limited. Most of the literature related to council operations are written by individuals involved in council operations and tend to emphasize only the achievements of councils.

Hooker, Mueller and Davis proved an exception in their brief overview of the historical background of the council movement in which they indicated that many councils were unsuccessful because of poor finances, because they dealt with research that was not useful for the improvement of education, or because they lacked relationships which would make their programs meaningful to school systems. Many councils functioned as very loose associations with no legal requirements compelling them to develop policies to govern operations. Many councils had no established purposes or direction in which the council could strive to accomplish. There was very limited efforts on the part of many councils to develop a meaningful relationship with non-educational agencies interested in the betterment of education.

Brickell identified many of the reasons why councils have not been effective in the educational change process. One of the major factors was that councils, partly because of inadequate leadership and partly because of apathetic past responses by schools to council proposals for expanded services, have been unable to outline for member schools a body of services complete enough to justify substantial membership charges. This led to councils providing very limited types of services. Councils raised initial interest in new instructional programs but provided little help to schools to implement such programs. Councils received support and leadership from sponsoring colleges and for many this was the only reason they still exist. The lack of involvement in council activities by schools and the limited notion on the parts of superintendents, principals and teachers of what they expected to receive from councils has been a factor that has limited council success.

Rosier's study on the Pennsylvania School Study Council supported the thesis that school system involvement in council

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activities had a significant effect on the council influence on those schools. He strongly supported the condition that school involvement is a major factor in council success.

Howe and Richardson contributed councils' lack of success to a lack of resources and attempts to accomplish all aspects of the change process. Councils had no clear set of objectives from which to obtain direction. There was a lack of planning with activities being conducted on a hit and miss arrangement with no general purpose or goal previously established.

Aron found in her study of voluntary cooperative attempts of local governments within a metropolitan area that the factors that limited their success were: (1) jealousy between local governments; (2) fear of losing autonomy; (3) distrust of the other governments' motives; (4) lack of sincere interest in the organization; (5) inability to reach consensus; (6) lack of funds; (7) inability to implement recommendations; and (8) a lack of power.

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48 Howe and Richardson, Center for Science Education, pp. 90-93.

The literature does provide clues to why councils had limited success in achieving meaningful roles in the educational process. The limited resource base of many councils has been a major factor of limited success. Lack of planning, no sense of direction or stated objectives has hindered many councils. Lack of school system involvement, interest and commitment have been limiting factors. Relationships between schools, universities and other member agencies have not in many cases been developed to the extent necessary for the council to achieve maximum success. And finally, too many council projects and programs have not been in sufficient depth to be meaningful to member schools.

Summary

The review of literature indicated very strongly that school study councils have attempted with varying degrees of success to assume many of the roles defined in the educational change process. The council movement has progressed since 1942 on the premise that councils are the mechanism for cooperative school endeavors, can provide the university-school linkage and can assume change agent roles to assist schools to implement change. There was evidence that some councils have achieved varying degrees of success in these roles. It was also evident that many councils have had very limited success and in some cases had failed in their endeavors to make an impact on
schools. The potential of councils to make impact on schools, the success of a few councils to accomplish this impact, the limited success of many councils and failure of some councils provided the incentive for this study.
CHAPTER III

DESIGN OF THE STUDY

Introduction

An attempt was made in this study to identify operational variables which have contributed to the success of councils. These findings were then used as the basis for making recommendations to modify the present operations of the five educational research councils in Ohio. The five Ohio councils, which have been in existence since 1965, seem to have made very limited impact on Ohio schools. It is hoped these recommendations will provide the insights necessary to increase the impact of these five councils on Ohio schools and enable them to be an efficacious part of the educational process in the state.

The purposes which can be served by descriptive-survey investigations meet very well the needs of this study. These purposes as listed by Good are as follows:¹

(1) To secure evidence concerning the existing situation or current condition.

(2) To identify standards or norms with which to compare present conditions, in order to plan the next step.

(3) To determine now to take the next step (having determined where we are and where we wish to go).

The five educational research councils in Ohio were selected as the focus of this study because:

(1) Their combined membership areas encompasses the state of Ohio.

(2) They were established at the same time, with the same general purposes and similar organizational structures and they seem to have similar problems.

(3) The investigator had easy access to council directors and member schools, had experience working with Ohio councils, and an interest in their improvement.

The study is divided into six phases, these phases corresponding to the six operational objectives listed on page 8.

**Phase One**

The first phase involved the identification of the purposes of the five Ohio councils. This was necessary in that a select group of successful councils in the United States with purposes similar to those of the Ohio councils was used as a primary data source. This matching of successful councils to Ohio councils was necessary to make a
valid comparison of selected operational variables. It was assumed that the operational variable differences identified between the two groups of matched councils would provide information and support for making recommendations to modify Ohio councils operations.

A one hour interview was arranged via telephone with the director of each Ohio council. The interview sessions were relatively unstructured. Each director was encouraged to discuss his council's operation, its problems, accomplishments and directions for the future. At the end of the session, the director was asked to list the purposes of his council and requested to list the activities of the council over the past two years. The interviewer and director then compared the list of purposes with the list of activities to determine if activities were related to the purposes of the council. In all cases, the stated purposes were supported by council activities.

Prior to the interview, a comprehensive list of study council purposes were developed from an analysis of official documents of councils across the country.² (Appendix D) This list was given to the director at the end of the interview and he was requested to check the purposes on that list that matched his previously stated purposes. Opportunity was provided for each director to write in purposes on

²These official documents included study council constitutions, annual reports, brochures, activity reports and etc.
the comprehensive list if his stated purposes could not be matched to those on this list. Each director was then asked to rank the purposes in order of importance in serving the needs of member school systems. The intent of this procedure was to obtain a standard list of purposes of the Ohio councils that would facilitate identifying successful councils with similar purposes. There was general agreement among the five Ohio councils as to council purposes although the rank order of importance assigned was different. The four purposes that at least four of the five councils ranked as most important were:

1. To provide in-service programs.
2. To promote cooperation between schools and government agencies, private industry, universities and other schools, both private and public.
3. To conduct and/or sponsor development projects.
4. To serve as a catalyst to bring about innovative programs in member schools.

Although other purposes were listed and in some cases ranked quite high by a particular council, these four were determined to be the major purposes of the five councils and were used in the selection of the successful councils.

**Phase Two**

The second phase of this study included the actual identification of councils in the United States that had purposes similar to those of
the Ohio councils. This was accomplished by soliciting the aid of six individuals to serve as a panel to nominate successful councils. The criteria used in identifying these experts were:

1. They had at least three years of experience in working with study councils.
2. They were recommended as being knowledgeable of study councils.
3. They were in a position which required close contact with study council operations.

Using these criteria, a list of ten experts was developed. From this list of ten experts, six were selected to serve as panel to identify successful councils. In the selection of these six, an attempt was made to have various parts of the country represented. The six experts selected were from the states of New York, Pennsylvania, Minnesota, Wisconsin, Tennessee and Texas. Each expert was contacted via telephone and asked to participate as a panel member. All six agreed to help. A letter was forwarded to each further explaining the process and what their role would be. (Appendix A) A copy of the purposes of the Ohio councils was enclosed with each letter.

Each expert was requested to select three to six councils in the United States that he considered to be successful in achieving purposes similar to those of Ohio councils. Each was also requested to indicate the criteria they used in selecting these particular councils. The councils selected and criteria used by each expert were obtained via
a second telephone call one week after the initial contact. Each call was recorded to facilitate accuracy in recording the information.

Eighteen councils were nominated by this panel with seven councils receiving two or more votes. The breakdown of the votes was as follows:

- one council received six votes
- three councils received four votes
- one council received three votes
- two councils received two votes
- eleven councils received one vote

The seven councils receiving two or more votes were selected as successful councils. Two of the councils receiving only one vote were selected as alternates. The criteria the experts used to select these successful councils were:

1. Had large spectrum of activities; councils that had many different, very active kinds of programs such as in-service activities, development projects, publications and conferences.

2. Provided educational leadership; councils that were involved in educational change, developed programs that made impact on member schools, and were involved in new educational programs.

3. Demonstrated ability to change; councils that exhibited abilities to adapt quickly to new demands.
(4) Provided excellent programs; councils that had good in-service programs, well developed research projects and good publications.

(5) Had school commitment; councils that had good member school support.

(6) Served many educational groups; councils that had programs for the many different educational groups within the school such as administrators, teacher, school board members, custodians and office workers.

Phase Three

The third phase of this study involved the development of statements reflecting council operational variables that contributed to the success of that council. These statements were developed by the investigator through a process of literature review, contacts with individuals who had experience with study councils and an assessment of the current operational practices of an Ohio council.

The literature in the area of study councils was reviewed to determine clues to the success or failure of councils. This information was augmented with data obtained from individuals having experience with study councils. These individuals included council directors, an organizer of study councils and former graduate assistants of successful councils. They were contacted on an informal basis and asked general questions about council operations and the possible reasons for council success. The third source of data for developing these operational variables was an informal assessment of
the current operations of an Ohio council. This was possible through the privileges and knowledge this investigator had as the assistant director of that council. The operations of the Ohio council were analyzed and clues determined as to why it had only limited success.

Through this process, over one hundred operational variables were developed. Each variable was supported by listing reasons why that particular variable would effect the success of a council. From this list twenty-three variables were selected to be investigated. The criteria used in selecting these twenty-three variables were:

1. Importance to the operation of a council.
2. Feasibility of data collection.

The twenty-three operational variables selected were:

I. A successful council is sponsored by one college of education.

II. A successful council is located on a university campus.

III. A successful council will have colleges of education located within the membership area as fee paying members of the council.

IV. A successful council has been legally established with the state.

V. The membership composition of a successful council will include both large (over 10,000 pupils) and small (under 2,000 pupils) school districts.
VI A successful council will have at least one city school
district (over 50,000 pupils) as a member unit.

VII A successful council will have a membership of thirty
or more school districts.

VIII The personnel competencies to solve school problems
are within member schools.

IX A successful council has a planned problem identification process to identify council activities.

X The activities of a successful council in rank order of
importance to member schools are: inservice education,
disseminate information, surveys, action research,
special services and basic research.

XI A successful council will have as one product of at least
50 percent of its activities a written report that is in a
form that can be distributed to member and non-member
schools.

XII A successful council has a planned evaluation program
in operation.

XIII A successful council has a yearly written plan of action.

XIV The annual budget of a successful council will be $1000
per member school or a total budget of $100,000.

XV A successful council will have a budget of which no
more than 25 percent will be from membership fees.
XVI The director of a successful council is 40 years of age or older, male, holds an earned doctorate degree, had both public school and university work experiences and has a staff position at a university.

XVII The director of a successful council is employed by the council full time with this salary supported 100 percent by member unit fees.

XVIII A successful council will have a low directorship turnover (three or less since 1960).

XIX The superintendents of member schools of a successful council do accept, have confidence in, respect and support the council director.

XX Member schools of a successful council are continuously informed of the council's activities.

XXI The greater a superintendent's involvement in council activities the greater will be that total school district involvement in council activities.

XXII Teachers are the most effective workers on a council task force.

XXIII The individual task force members of a successful council are rewarded for their efforts in terms or deeds that will be recognized by their colleagues.
Phase Four

The fourth phase of this investigation included the collection of data from council directors and members school superintendents of the Ohio and selected successful councils to determine the degree of support for each statement. A structured interview schedule (Appendix B) was developed to obtain data from successful council directors. These data were used to test the level of support for each statement. The data also provided evidence for developing hypotheses that could be empirically tested in future studies. Each director was contacted by telephone to make arrangements for a one hour interview. Interview arrangements were made with six of the seven council directors contacted. In that arrangements could not be made to interview one of the original council directors, an alternate council was added to the successful council sample. The seven interviews, conducted during the American Association of School Administrators convention in Atlantic City, varied from one to one and one-half hours in length. At the conclusion of each interview, the director was requested to forward to the investigator a copy of his council's membership list, fee schedule, last annual report, by-laws, financial statement, and statement of philosophy. The same data were collected from the five Ohio council directors during the first interview. These data were augmented by reviewing a status survey of Ohio councils
conducted by McMahon and official council documents. Information from the interviews of each director and from the other sources were transcribed on individual interview schedules.

A questionnaire (Appendix C) was developed to obtain data from member school superintendents in order to test for support of each statement. This questionnaire was sent to a random sample of 77 member school superintendents of the selected successful councils and 41 member school superintendents of the Ohio councils. The returns from the first mailing totaled 44 from superintendents of successful councils and 25 from Ohio councils for a 59 percent return. Two weeks later, a second mailing was made to the non-respondents. The final useable returns were 28 from member school superintendents of Ohio councils for a 68 percent return and 52 returns from member school superintendents of the selected successful councils for a 67 percent return.

The results of the interviews and questionnaires were then analyzed to identify similarities and differences among selected successful councils, among Ohio councils and between the selected

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successful councils and the Ohio councils. These comparisons are reported in Chapter IV by listing each variable in a statement form, the questions asked and the data collected from the selected successful councils' member school superintendents and the Ohio councils' member school superintendents.

Phase Five

The fifth phase of this study involved developing a list of recommendations to improve the operational functions of Ohio councils using the data previously described. After analyzing these four kinds of data (from the directors and from the member school superintendents of the Ohio and selected successful councils), a list of operational recommendations for Ohio councils was developed. These recommendations are reported in Chapter V.

Phase Six

Phase six of this study was the development of a set of hypotheses relating to the operational variables of council success that could be tested empirically. This was a descriptive-survey investigation of study councils to secure evidence concerning the present situation in order to make recommendations for the next step for Ohio councils. But, in this process there were uncovered many
new questions, incomplete answers to some questions, and a refinement of some current questions. These challenges have been reported in this study in Chapter V as hypotheses for future studies.
CHAPTER IV

ANALYSIS OF DATA

Introduction

The data collection process, as outlined in Chapter III included five primary sources of data collected by three different methods: interviews with the five Ohio council directors, interviews with the seven directors of selected successful councils, questionnaires sent to a random sample of member school superintendents of the five Ohio councils, questionnaires sent to a random sample of member school superintendents of the selected successful councils and a review of official council documents such as by-laws, membership lists and annual reports. Data were collected to determine support for the twenty-three statements relating operational variables to council success.

The organization of this chapter is based on these twenty-three operational variable statements. Each statement is stated followed by the pertinent questions asked of each director and the questions on the questionnaire sent to member school superintendents. Replies from
the directors of the selected successful councils that directly pertain to the cited statement are listed. These are followed by representative comments made by these directors relating to that statement. The results from questionnaires sent to the member school superintendents of the selected successful councils are then listed, in many cases these are reported in tabular form. The replies from the directors of the Ohio councils that directly pertain to the cited statement are given followed by representative comments from these directors. The responses from the member school superintendents of the Ohio councils are given, again, in many cases in tabular form. A paragraph summarizing this information and indicating the degree of support for that statement concludes each statement section. In a few cases, the information collected was of such a nature that the replies from the Ohio and selected successful council directors and superintendents was reported together in one or more tables.

Some of the questions listed after the statements may not be directly related to that statement and the responses to these questions in many cases does not help in determining support for that particular statement. These questions were included to encourage the respondent to elaborate on the questions relating directly to the operational variable statement in hope this additional information will assist in tying the various statements together. These questions were also used to develop hypotheses for future studies.
Operating Variable Statements

STATEMENT I - A successful council is sponsored by a college of education.

Questions

(To directors) 1. Is your council sponsored by a college of education?

(To directors) 2. What are the advantages of this arrangement to the council?

(To directors) 3. What are the disadvantages?

Replies from Successful Councils

Five councils are sponsored by one college of education.

One council is sponsored equally by three colleges of education.

One council is not sponsored by a college of education.

Directors' Comments

This type of sponsorship enables the council to have close contact with the college's graduate program.

An advantage to this arrangement is that the college absorbs part of the council's operational costs.

This sponsorship provides the opportunity for a college academic appointment for the council director.

Sponsorship by a college of education increases the availability of college resources to the council.

Resources that colleges do provide to councils through this sponsorship includes office spaces, local telephone services, office equipment and supplies, library facilities, computer services, printing services, directors' salaries, graduate assistants and secretarial staffs.
A disadvantage to the council in being sponsored by a college of education is the very conservative structure of the college which may prohibit some council activities.

Some member schools do not realize the complete value of the council because they are not paying the total cost.

College sponsorship can lead to college domination of the council operation.

Replies from Ohio Councils

Four councils are sponsored by one college of education.

One council is not sponsored by a college of education.

Directors' Comments

The sponsoring college does absorb part of the council's operating expenses.

The sponsoring college pays the salary of the council's director.

The advantage to being sponsored by a college of education is the college resources that are made available for council use.

The sponsoring college provides local telephone services, printing and computer services, and office space and supplies.

A disadvantage to being sponsored by a college of education is the possibility of college domination of the council's operation.

Analysis of Data--Statement I

There seems to be a distinct advantage to a council to be sponsored by a college of education. The seven successful council directors strongly support this concept as did the five Ohio council
directors. The successful council presently not sponsored by a college of education had been so sponsored for the past twenty-four years and only recently terminated this relationship. The director of this council indicated that this sponsorship was needed during the earlier years of the council's existence. The director of the Ohio council not sponsored indicated that this lack of sponsorship was a serious hindrance to the operation of the council. The need for a council to be sponsored by a college is well supported. The type of sponsorship and amount of resources sponsoring colleges contribute to councils' operations was not analyzed in this study and may be a key in how successful a council will be. Statement I is supported as necessary for council operation but no differences between the operations of successful and Ohio councils were found.

**STATEMENT II** - A successful council is located on a university campus.

**Questions**

(To directors) 1. Where is your council housed?

(To directors) 2. What are the advantages of this arrangement to the council?

(To directors) 3. What are the disadvantages?

**Replies from Successful Councils**

Six councils are housed on a university campus.

One council is housed at a research and development center.
Directors' Comments

Being housed on a university campus makes it easier to use university resources.

Being housed on the campus increases the contact with the college.

The housing of the council on a college campus increases the opportunity for the college to absorb some of the council's overhead expenditures.

Being housed on the campus increases the possibility of the council becoming university dominated.

The council being housed on one campus can cause jealousy between member universities.

Housing of the council on the campus greatly increases the possibility of the council assuming a university image. This can be an advantage or a disadvantage, depending on the degree of the image and the prior relationship between the schools and the university.

Replies from Ohio Councils

Four councils are housed on a university campus.

One council is not housed on a university campus.

Directors' Comments

Being housed on a university campus makes it easier to tap university resources.

Housing on campus increases contact with university personnel.

The university absorbs part of the council's overhead expenditures if the council is housed on the university campus.

Being housed on the campus does increase the possibility of the council being dominated by the university and assuming a university image which is a definite disadvantage.
Analysis of Data--Statement II

Housing of the council on a university campus correlates very closely with statement one concerning sponsorship of a council. All councils sponsored by a university were housed on that university.  

The same advantages and disadvantages cited for university sponsorship were also cited for the council being housed on the campus. There seems to be a distinct advantage for a council to be housed on a university campus as this was strongly advocated by the council directors. The successful council not housed on a university campus was the council not sponsored by a university and had only recently moved from its headquarters located on the university. Again the increase in council size was indicated as reason for moving off the campus. The director of the Ohio council not housed on a university campus felt that this arrangement was a disadvantage in the operation of the council. Statement II is supported as necessary for council operation but no differences between the operations of successful and Ohio councils were found.

---

1The council that was sponsored by three universities was housed on the campus of one of the universities.
STATEMENT III - A successful council will have colleges of education located within the council's membership area as fee paying members of the council.

Questions

(To directors) 1. How many colleges of education are members of the council?

(To superintendents) 2. An increase in the number of colleges of education and/or universities holding membership in your council would:

   (a) increase the effectiveness of the council
   (b) decrease the effectiveness of the council
   (c) cause no change in the effectiveness of the council
   (d) have no opinion on this question

 Replies from Successful Councils

Two councils have only the sponsoring university as a member unit of the council.

One council has 2 colleges of education as member units.

One council has 3 colleges of education as member units.

One council has 5 colleges of education as member units.

One council has 10 colleges of education as member units.

One council has over 10 colleges of education as member units.

Directors' Comments

Sometimes it is very difficult to keep all universities happy, they get jealous if you do not use their personnel and resources.
Executive committee of the council is composed of school superintendents; there is no fear of university domination if too many universities become members.

Two out of the possible ten to twelve eligible colleges of education are members; if the others joined, we would have a better council as we could tap their resources.

Colleges of education within our membership area have their own councils.

A number of colleges of education are invited to council activities but are not members of the council.

Replies from Ohio Councils

Two councils have two colleges of education as member units.

Three councils have three colleges of education as member units.

Superintendents' Responses

TABLE 1

RELATIONSHIP OF INCREASED MEMBERSHIP OF A COLLEGE OF EDUCATION TO COUNCIL EFFECTIVENESS AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Selected Successful Councils</th>
<th>Ohio Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the effectiveness of the council</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Decrease the effectiveness of the council</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Cause no change in the effectiveness of the council</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>No opinion</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total N</td>
<td>52</td>
<td>28</td>
</tr>
</tbody>
</table>
Analysis of Data--Statement III

Statement III is supported as five of the seven successful councils do have colleges of education, other than the sponsoring college as members of their council. The director of a council that had only a few colleges as members of the council felt that the increase in college membership would increase the effectiveness of the council. Some directors did indicate that it was difficult to get colleges interested in council programs. As reported in Table 1, the member school superintendents considered the university memberships as a valuable aspect to the success of the council. Member school superintendents of Ohio councils strongly supported the need for increased university membership, 60 percent indicated that such membership would increase the effectiveness of the council and no one felt an increase in university membership in the council would decrease the council's effectiveness. Statement III is supported as necessary for council operation but no differences between the operations of successful and Ohio councils were found.

STATEMENT IV - A successful council has been legally established with the state.

Questions

(To directors) 1. Do you have a legal status within the state?

(To directors) 2. What are the advantages of this status?
Replies from Successful Councils

Five councils have a legal status with the state.

One council conducts all business transactions through the university.

One council conducts all business transactions through a member school.

Directors’ Comments

The council is incorporated within the state as a non-profit corporation.

We have a tax exempt status if incorporated.

The council being incorporated provides liability protection.

It is necessary to be incorporated to obtain federal monies.

Replies from Ohio Councils

The five councils are incorporated within the state as non-profit corporations.

Analysis of Data--Statement IV

The directors of all councils indicated that a legal status with the state provides advantages well worth the efforts. Legal status gives a council a certain degree of autonomy, provides liability protection, and develops a feeling among member units that this is their organization, legally as well as action-wise it is responsive to the members. Statement IV is supported as necessary for council operation but no differences between the operations of successful and Ohio councils were found.
STATEMENT V - The membership composition of a school council will include both large (over 10,000 pupils) and small (under 2,000 pupils) school districts as member units of the council.

Data Collection

Each director was requested to forward to the investigator his council's membership list including each school district's pupil population.

Analysis of Successful Councils' Membership Lists

Six councils have both large and small school districts as member units of the council.

One council's membership includes only school districts of 5,000 to 20,000 pupil enrollment.

Analysis of Ohio Councils' Membership Lists

The five councils have both large and small school districts as member units.

Analysis of Data--Statement V

The data clearly indicates that successful councils include both large and small school districts as member units. The directors did indicate that although some school problems are related to school system size, there are enough common problems among school systems and the understanding and cooperation that are developed between the various size school systems are strong assets to the success of a council. The only council that did not have both large and small school
systems, did so by design. Membership was open to school districts between 5,000 to 20,000 pupil enrollment. The stress in this council was commonality. Statement V is supported as necessary for council operation but no differences between the operations of successful and Ohio councils were found.

**STATEMENT VI -** A successful council will have at least one city school district (over 50,000 pupils) as a member unit.

**Questions**

(To directors) 1. Are city school districts (over 50,000 pupil enrollment) member units of the council?

(To directors) 2. What are the advantages of a city school district as a member unit?

(To superintendents) 3. The membership of at least one city school system (over 50,000 pupil population) in your council has or would:

   (a) increase(d) the effectiveness of the council
   (b) decrease(d) the effectiveness of the council
   (c) not cause(d) any change in the effectiveness of the council
   (d) have no opinion on this question

**Replies from Successful Councils**

Six councils have at least one city school district as a member unit.

One council did not have a city school district as a member unit.
Directors' Comments

City school districts have a tendency not to participate as fully as they could, very difficult to get them involved.

City school districts have different problems; they tend to get problems first, or at least are the first to admit a problem: if they are a part of the council, the council gets involved in these problems quicker.

City systems as council members are helpful in obtaining federally funded projects.

There are no advantages in having city systems in the council.

One advantage of a city system as a member of the council is the use of their buildings, printing services and specialists.

Replies from Ohio Councils

Only one Ohio council has a city school district as a member unit.

Directors' Comments

City school system as a member unit would be an asset to the operations of the council.

There are no city systems within our membership area.
Superintendents' Responses

TABLE 2

THE RELATIONSHIP BETWEEN THE MEMBERSHIP OF A CITY SCHOOL SYSTEM AND COUNCIL EFFECTIVENESS AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Selected Successful Councils</th>
<th>Ohio Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases the effectiveness of the council</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Decreases the effectiveness of the council</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Causes no change in the effectiveness of the council</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>No opinion</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td><strong>52</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Analysis of Data--Statement VI

Six of the seven successful councils have city school systems as member units of their councils. Many directors indicated that city systems as members were an asset to the council but also implied that it was very difficult to get these city systems involved in council activities. Directors of the Ohio councils have had little success in getting city systems to join councils as only one of the five councils has a city system as a member. Member school superintendents responses to question three supports the need for city systems as
member units of a council. The superintendents of forty-four schools reported that city systems as members of the council would or have increased the effectiveness of the council while only ten felt that these systems did or would decrease council effectiveness. Statement VI is strongly supported as necessary for successful council operation and differences between the operations of successful and Ohio councils were found.

**STATEMENT VII** - A successful council will have a membership of thirty or more school districts.

**Data Collection and Questions**

Each director was requested to forward to this writer a copy of their council's membership list.

(To superintendents) 1. If the number of schools of your council decreased by 33 percent, the effectiveness of the council to achieve its objectives would:

   (a) increase
   (b) decrease
   (c) not be changed
   (d) have no opinion on this question

(To superintendents) 2. If the number of member schools of your council increased by 33 percent, the effectiveness of the council to achieve its objectives would:

   (a) increase
   (b) decrease
   (c) not be changed
   (d) have no opinion on this question
Analysis of the Successful Councils' Membership Lists

One council has a membership of less than 20 member school districts.

Two councils have a membership between 40 to 49 member school districts.

One council has a membership between 50 to 59 member school districts.

One council has a membership between 60 to 69 member school districts.

One council has a membership between 70 to 79 member school districts.

One council has a membership over 250 member school districts.

Analysis of Ohio Councils' Membership Lists

Three councils have a membership less than 20 member schools.

One council has a membership between 20 to 30 member schools.

One council has a membership between 30 to 40 member schools.
Superintendents' Responses

TABLE 3

THE RELATIONSHIP BETWEEN INCREASE OR DECREASE MEMBER SCHOOL MEMBERSHIPS IN A COUNCIL AND COUNCIL EFFECTIVENESS AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS

<table>
<thead>
<tr>
<th>Council Effectiveness</th>
<th>Superintendents of Selected Successful Councils</th>
<th>Superintendents of Ohio Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If Membership Increased by 33 percent</td>
<td>If Membership Increased by 33 percent</td>
</tr>
<tr>
<td></td>
<td>If Membership Decreased by 33 percent</td>
<td>If Membership Decreased by 33 percent</td>
</tr>
<tr>
<td>Increase</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>Decrease</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Not be changed</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>No opinion</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total N</td>
<td>52</td>
<td>28</td>
</tr>
</tbody>
</table>

Analysis of Data—Statement VII

Six of the seven successful councils but only two of the five Ohio councils had a membership of thirty or more school systems.

The percentages of the school superintendents of successful councils and Ohio councils that indicated a decrease in council membership would decrease the effectiveness of the council were 92 and 82 percent respectively. The percentage of the successful councils' superintendents
and Ohio councils' superintendents that felt an increase in council membership would increase the councils effectiveness were 60 and 82 percent respectively. The superintendents and directors strongly supported Statement VII in that councils must have a membership of at least thirty school districts. In fact, they indicated that more than thirty member schools is a key to a council's success. How much more is not evidenced and would be an excellent factor to explore. Statement VII is strongly supported as necessary for successful council operations and differences between the operations of successful and Ohio councils were found.

STATEMENT VIII - The personnel competencies to solve school problems are within member schools.

Questions

(To directors) 1. Where does the council obtain the personnel competencies necessary to accomplish council activities?

(To superintendents) 2. Please rank in order of importance, 1, being most important, where your council should obtain the personnel to accomplish council activities.

   (a) hired consultants
   (b) personnel from member universities
   (c) council staff
   (d) personnel from member schools
   (e) others (please specify)
Replies from Successful and Ohio Councils

The directors were asked to respond to question one by indicating in percentages where their council obtained the personnel competencies necessary to accomplish the council's activities. This is reported in Tables 4 and 5 with A through G representing the seven successful councils and H through L the five Ohio councils.

TABLE 4

WHERE SELECTED SUCCESSFUL COUNCILS OBTAINED THE PERSONNEL COMPETENCIES NECESSARY TO ACCOMPLISH COUNCIL ACTIVITIES

<table>
<thead>
<tr>
<th>Sources</th>
<th>Percentages&lt;sup&gt;a&lt;/sup&gt; Successful Councils</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Hired consultants</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>University personnel</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Council staff</td>
<td>45</td>
<td>25</td>
</tr>
<tr>
<td>Member school personnel</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Other sources</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<sup>a</sup>These are estimates made by council directors.
TABLE 5
WHERE OHIO COUNCILS OBTAINED THE PERSONNEL
COMPETENCIES NECESSARY TO ACCOMPLISH
COUNCIL ACTIVITIES

<table>
<thead>
<tr>
<th>Sources</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hired consultants</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>70</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>University personnel</td>
<td>80</td>
<td>30</td>
<td>10</td>
<td>25</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Council staff</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td>15</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>Member school personnel</td>
<td>0</td>
<td>0</td>
<td>70</td>
<td>0</td>
<td>0</td>
<td>14</td>
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<tr>
<td>Other sources</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

These are estimates made by council directors.

Superintendents' Responses

TABLE 6
A RANK ORDER OF SOURCES OF PERSONNEL COMPETENCIES
NECESSARY TO ACCOMPLISH COUNCIL ACTIVITIES AS
PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS
OF SUCCESSFUL COUNCILS

<table>
<thead>
<tr>
<th>Sources</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Order ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hired consultants</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>University personnel</td>
<td>12</td>
<td>13</td>
<td>17</td>
<td>8</td>
<td>2b</td>
</tr>
<tr>
<td>Council staff</td>
<td>19</td>
<td>16</td>
<td>9</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Member school personnel</td>
<td>12</td>
<td>12</td>
<td>18</td>
<td>8</td>
<td>2b</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Total N</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>--</td>
</tr>
</tbody>
</table>

Compiled by giving a 1st ranking a 4 weight, 2nd ranking a 3 weight, 3rd ranking a 2 and 4th ranking a 1. Highest total number was considered 1st, next highest total 2nd, etc.

bTied for second ranking.
### Table 7

**A Rank Order of Sources of Personnel Competencies Necessary to Accomplish Council Activities as Perceived by Member School Superintendents of Ohio Councils**

<table>
<thead>
<tr>
<th>Sources</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Compiled Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hired consultants</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>University personnel</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Council staff</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Member school personnel</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>--</td>
</tr>
</tbody>
</table>

*Compiled using the method used in Table 6.*

**Analysis of Data Collected**

**Statement VIII**

In Table 5, a wide range of sources of personnel competencies necessary to accomplish council activities are reported. Four out of the seven selected successful councils used member school personnel for over 50 percent of their activities and all successful councils used school personnel to accomplish some activities. With Ohio councils, only one used member school personnel in accomplishing council activities. Also the Ohio councils tended to utilize university personnel to a much greater degree than did the seven successful councils.
The superintendents from both groups of councils reported that competencies to accomplish council activities should be obtained from the council staff. The superintendents of successful councils ranked university personnel second with member school personnel a close third. The Ohio councils ranked these sources of personnel competencies in the same order with a larger gap between the second and third rankings. Both groups ranked hired consultants a distant fourth.

It was assumed for this study that if member school superintendents and council directors believed that the personnel competencies to solve school problems are within member schools they would use these individuals to accomplish council activities. To a limited degree successful councils did use member school personnel to accomplish councils activities thus providing support to Statement VIII. Statement VIII is strongly supported as necessary for successful council operation and differences between the operations of successful and Ohio councils were found.

**STATEMENT IX -** A successful council has a planned problem identification process to identify council activities.

**Questions**

(To directors) 1. How does the council decide what activities to undertake?

(To directors) 2. How are data obtained to make decisions concerning activities?
(To directors) 3. How are administrators, teachers, students, parents and lay citizens involved?

(To superintendents) 4. Please check the following groups of people who are directly involved in identifying problems that the council might want to undertake. (This is not necessarily the group who make the final decision as to the activities the council will do.)

- (a) superintendents
- (b) central staff personnel
- (c) principals
- (d) teachers
- (e) students
- (f) school board members
- (g) lay community people
- (h) council director
- (i) council staff
- (j) others (please specify)

(To superintendents) 5. Please rank the items checked in the preceding question as to degree of influence by placing a 1 in front of the one or two individuals or groups who have the most influence in this process.

Replies from Successful Councils

Six of the seven directors indicated that their councils have formal problem identification processes. These processes assumed various forms such as standing steering committees, planning commissions, field surveys, comprehensive year end evaluations and special board of directors meetings for planning purposes. Seven directors indicated that school administrators were involved in the problem identification process and six indicated that teachers were also involved. No councils reported the involvement of students and parents in this process.
Directors' Comments

We have four commissions that recommend activities to the board of directors, the board also generates ideas, staff makes suggestions and we do conduct a research needs survey.

Each council committee develops its theme for the year.

We get closure from the steering committee as to topic, then the staff makes recommendations as to types of activities to board of trustees who generally approve the recommendations.

Superintendents' Responses

TABLE 8

INDIVIDUALS INVOLVED IN PROBLEM IDENTIFICATION PROCESS AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS OF SUCCESSFUL COUNCILS

<table>
<thead>
<tr>
<th>Individuals or Groups</th>
<th>Directly Involved In This Process</th>
<th>Most Influential In This Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>52</td>
<td>37</td>
</tr>
<tr>
<td>Central staff</td>
<td>37</td>
<td>9</td>
</tr>
<tr>
<td>Principals</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Students</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>School board members</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Lay community people</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Council director</td>
<td>46</td>
<td>34</td>
</tr>
<tr>
<td>Council staff</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total N</td>
<td>52</td>
<td>48</td>
</tr>
</tbody>
</table>
Replies from Ohio Councils

The directors of the Ohio councils indicated that no formal problem identification processes were utilized in their council operations. Councils' activities were generated by council staffs and at boards of directors meetings. One council utilized a modified Delphi process as one means of identifying problems. School administrators, generally the superintendents, were involved in problem identification process in all councils. Only one council formally included teachers in this process.

Superintendents' Responses

TABLE 9

INDIVIDUALS INVOLVED IN PROBLEM IDENTIFICATION PROCESS AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS OF THE OHIO COUNCILS

<table>
<thead>
<tr>
<th>Individuals and Groups</th>
<th>Directly Involved In This Process</th>
<th>Most Influential In This Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>Central staff</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Principals</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Students</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>School board members</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Lay community people</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Council director</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Council staff</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td><strong>28</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

Analysis of Data--Statement IX

Six of the seven successful councils gave evidence that their council had a problem identification process that involves member
school personnel. The superintendents indicated that various individuals within their schools are involved in this problem identification process but perceived that their imput, as school superintendents, and the council directors imput were most influential in this process. The Ohio councils directors reported that they did not have a formal problem identification process other than deciding council activities at boards of directors meetings. But member school superintendents of the Ohio councils did indicate that many individuals within their system were involved in the councils problem identification process. These superintendents also supported the notion that although many different individuals are involved in this process, the most influential are superintendents and council directors and staff members.

Successful councils have a formal problem identification process, therefore Statement IX is supported. The exact nature of this process, individuals involved, and the power sources in this process were not analyzed in this study. These intricacies seem to have a direct influence on a council's success and are worthy of additional study. Statement IX is strongly supported as necessary for successful council operation and differences between the operations of successful and Ohio councils were found.
STATEMENT X - The activities of a successful council in their rank order of importance to member schools are: providing inservice education, disseminating information, conducting surveys, conducting action research, providing special services and conducting basic research.

Questions

(To directors) 1. Please rank the following council activities as to the importance of the activity to member schools: action research, basic research, information, disseminating, inservice education, special services, surveys and others.

(To superintendents) 2. Please rank the following council activities in order of importance for your school. (1 being the most important, 2 the next, etc.) Do not rank the activities your council does not do.

   _ (a) inservice activities (workshops, seminars, etc.)
   _ (b) disseminate information (newsletters, reports of research activities occurring in other schools, etc.)
   _ (c) publications (developing publications, books, etc. that could be distributed beyond the council membership area)
   _ (d) surveys (conducting surveys of the local areas such as salary schedules, financial status, etc.)
   _ (e) action research (helping schools implement new practices)
   _ (f) basic research (discovering new techniques)
   _ (g) provide services (computer service, use of specialists, etc.)
   _ (h) others (please specify)__________
(To superintendents) 3. Please check the groups whom you feel the council should direct its activities towards:

__(a) teachers
__(b) para professionals
__(c) superintendents
__(d) principals
__(e) guidance counselors
__(f) central supervisory staff
__(g) higher education personnel
__(h) cafeteria personnel
__(i) office workers
__(j) school business officials
__(k) school board members
__(l) others

(To superintendents) 4. Indicate the two or three most important groups in question 3 by placing a 1 in the space in front of those groups.

Replies from Successful Councils

TABLE 10

RANK ORDER OF IMPORTANCE OF SUCCESSFUL COUNCILS ACTIVITIES AS PERCEIVED BY EACH COUNCIL DIRECTOR

<table>
<thead>
<tr>
<th>Activities</th>
<th>Successful Councils</th>
<th>All Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Inservice</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Disseminate information</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Surveys</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Action research</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Special services</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Basic research</td>
<td>-</td>
<td>6</td>
</tr>
</tbody>
</table>

^aThe combined ranking for all councils was determined by adding the ranking given each activity and dividing by seven, the number of council directors. Activities that were not ranked, indicated by a dash on the chart were considered a sixth ranking.

^bTied for first ranking.
Directors' Comments

We are getting more requests for inservice education but feel we cannot do more at this time.

We do very little basic research because we do not have the staff.

We do not get involved in basic research, we feel this is the university's role.

Superintendents' Responses

TABLE 11
RANK ORDER OF IMPORTANCE OF SUCCESSFUL COUNCILS
ACTIVITIES AS PERCEIVED BY MEMBER
SCHOOL SUPERINTENDENTS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Rank Order</th>
<th>Not Ranked</th>
<th>Final Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inservice</td>
<td>24 11 -- 2 1 1</td>
<td>7 1</td>
<td></td>
</tr>
<tr>
<td>Disseminate information</td>
<td>9 10 11 8 6 2</td>
<td>7 2b</td>
<td></td>
</tr>
<tr>
<td>Surveys</td>
<td>10 8 14 9 1 1</td>
<td>10 2b</td>
<td></td>
</tr>
<tr>
<td>Action research</td>
<td>6 9 1 4 6 5</td>
<td>21 4</td>
<td></td>
</tr>
<tr>
<td>Special services</td>
<td>- 1 3 6 7 4</td>
<td>31 5</td>
<td></td>
</tr>
<tr>
<td>Basic research</td>
<td>- 4 1 3 3 11</td>
<td>31 6</td>
<td></td>
</tr>
</tbody>
</table>

aFinal rank order was determined by giving each first place ranking a six weight, second place ranking a five weight, third place ranking a four weight, etc. Activity with the highest number was ranked first, second highest second, etc.

bTied for second ranking.
TABLE 12
THE GROUPS COUNCILS SHOULD DIRECT THEIR ACTIVITIES TOWARDS AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS OF SUCCESSFUL COUNCILS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Should Direct Activities Towards</th>
<th>Most Important Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>41</td>
<td>23</td>
</tr>
<tr>
<td>Para professionals</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Superintendents</td>
<td>47</td>
<td>35</td>
</tr>
<tr>
<td>Principals</td>
<td>45</td>
<td>17</td>
</tr>
<tr>
<td>Guidance counselors</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Central staff</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Higher education personnel</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Cafeteria personnel</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Office workers</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>School business officials</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>School board members</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td><strong>51</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Replies from Ohio Councils

TABLE 13
RANK ORDER OF IMPORTANCE OF OHIO COUNCILS ACTIVITIES AS PERCEIVED BY EACH COUNCIL DIRECTOR

<table>
<thead>
<tr>
<th>Activities</th>
<th>Ohio Councils H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>All Councils¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Disseminate information</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Surveys</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Action research</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Special services</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Basic research</td>
<td>5</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Othersb</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

¹ Determined using the same method as used in Table 10.
² Training researchers.
Directors' Comments

Activities are generally research studies or surveys conducted by university personnel with the final reports distributed to council members.

Council projects are conferences for all administrators.

We assist member schools in federal project writings and evaluations.

We conduct drive-in conferences for member school personnel.

Superintendents' Responses

TABLE 14

THE RANK ORDER OF IMPORTANCE OF OHIO COUNCILS ACTIVITIES AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Rank Order</th>
<th>Not Ranked</th>
<th>Final Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inservice</td>
<td>21 3 - - 2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Disseminate information</td>
<td>3 14 3 4 -</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Surveys</td>
<td>1 2 5 6 1 2</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Action research</td>
<td>1 8 3 1 2 3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Special services</td>
<td>- - 1 1 3 2</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>Basic research</td>
<td>2 - 3 3 3 1</td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>

\[a\] Determined by using the same method as used in Table 11.
### TABLE 15

**THE GROUPS COUNCILS SHOULD DIRECT THEIR ACTIVITIES TOWARDS AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS OF OHIO COUNCILS**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Should Direct Activities Towards</th>
<th>Most Important Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Para professionals</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Superintendents</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Principals</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>Guidance counselors</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Central staff</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Higher education personnel</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Cafeteria personnel</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Office workers</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>School business officials</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>School board members</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td><strong>28</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

**Analysis of Data--Statement X**

Statement X is supported. In Table 16, the rank ordering of the importance of council activities to member schools by the directors and the member school superintendents of successful councils are compared with the order listed in Statement X. The combined ranking is obtained by adding together the ranking made by the directors and superintendents and dividing by two.


TABLE 16

COMPARISONS OF RANK ORDERS OF IMPORTANCE OF COUNCIL ACTIVITIES OF SUCCESSFUL COUNCILS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Statement X</th>
<th>Directors</th>
<th>Superintendent</th>
<th>Combined Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Disseminate inform</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Surveys</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Action research</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Special services</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Basic research</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6.0</td>
</tr>
</tbody>
</table>

The combined rankings of the directors and superintendents corresponds very closely to the order listed in Statement X. The only discrepancy is surveys and action research which tied for third ranking instead of third and fourth.

A similar chart for Ohio councils shows greater discrepancies between council directors, member school superintendents and Statement X.
TABLE 17

COMPARISONS OF RANK ORDERS OF IMPORTANCE OF COUNCIL ACTIVITIES OF OHIO COUNCILS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Statement X</th>
<th>Directors</th>
<th>Superintendent</th>
<th>Combined Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Disseminate information</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Surveys</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>Action research</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>Special services</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Basic research</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5.5</td>
</tr>
<tr>
<td>Others (training researchers)</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>5.0</td>
</tr>
</tbody>
</table>

The combined ranking of Ohio council directors and member school superintendents agree with Statement X on inservice (first), disseminate information (second), but placed action research (third) instead of (fourth), tied surveys and special services (fourth) instead of (third and fifth), placed training researchers (sixth) and basic research (seventh).

Reported in Tables 12 and 15 are the school personnel council activities should be directed towards as perceived by member school superintendents. These are not directly related to Statement X but do provide insights as to groups councils should focus activities towards. Statement X is supported as a direction councils should pursue to obtain success and differences between the directions of successful and Ohio councils were found.
**STATEMENT XI** - A successful council will have as one product of at least 50 percent of its activities a written report that is in a form that can be distributed to member and non-member schools.

Questions

(To directors) 1. What percent of your activities have a written publication as one end product of that activity?

(To directors) 2. Why do you do this?

Replies from Successful Councils

One council has a written report as one product of at least 30 percent of its activities.

Two councils have a written report as one product of at least 75 percent of its activities.

Four councils have a written report as one product of at least 90 percent of its activities.

Directors' Comments

You need a written follow-up so people know and remember what has happened.

Every meeting has a written summary, some are published in our quarterly publication, some committees have their own monthly newsletters, some committees write publications. We do this because teachers want them.

The benefits of research must be disseminated.

We have very few written reports, too expensive.
Replies from Ohio Councils

All five councils indicated that a written report is one end product of at least 75 percent of the council activities.

Analysis of Collected Data--
Statement XI

The directors of the Ohio and successful councils indicated the desirability to have a written product as one end product of most activities. Although these reports are expensive and time consuming, most directors reported that the value of written reports for communication purposes, record keeping and internal communications offset these costs. The directors did emphasize that the written reports were a secondary end product of council activities and not the sole purpose of an activity. Statement XI is supported as necessary for council operation but no differences between the operations of successful and Ohio councils were found.

STATEMENT XII - A successful council has a planned evaluation program in operation.

Questions

(To directors) 1. How do you evaluate the councils progress?

(To directors) 2. How are individual activities evaluated?

(To directors) 3. How is this evaluation used?
Replies from Successful Councils

Six councils do conduct a form of evaluation on the operations of the council. These have been in the forms of annual reports, formal yearly evaluation processes, self-evaluations of what councils have accomplished during the year and special committees appointed to evaluate councils' activities and make recommendations. One council for the first time this year, developed broad objectives for the council, from these developed more specific behavioral objectives and then designed activities to meet these objectives. Future evaluation will be based on these behavioral objectives.

Six councils also conducted some form of evaluation of many of its individual activities. These evaluations, in most cases, were check-lists distributed to participants after the activity.

Replies from Ohio Councils

None of the five Ohio councils conducted an evaluation of council operations.

Council directors indicated that some individual council activities were evaluated, generally this was either part of a research project or a check-list distributed to the participants of that activity.

Analysis of Data--Statement XII

The directors of the successful councils indicated that evaluation is an important aspect of a council's operation. However, they did disclose that the evaluation process that is now used could be improved. Two councils conducted comprehensive evaluations of their operations, one using behavioral objectives as a basis, the other programming into the council's operation a comprehensive evaluation of the council every three to five years. The Ohio councils
have devoted a very limited effort towards the evaluation of the total council operation and to individual activities. Statement XII is strongly supported as necessary for successful council operation and differences between the operations of successful and Ohio councils were found.

STATEMENT XIII - A successful council has a yearly written plan of action to be implemented.

Questions

(To directors) 1. Does your council have a written plan of action?

(To directors) 2. Has it been implemented?

Replies from Successful Councils

Five councils have yearly written plans of action. Two councils have informal planning sessions but do not develop a written plan of action.

Directors' Comments

This year was our first well-developed plan of action; previously it was just a list of activities and the budget.

We have a yearly five day retreat to develop this plan, also have a five year plan of action.

Our long range planning committee does this on a continuous basis, the board of directors, using this committee's input, develops an annual plan.

Replies from Ohio Councils

None of the five councils have a yearly plan of action.
Analysis of Collected Data--
Statement XIII

The directors tended to agree that a yearly plan of action would be helpful in council operation, but only five exerted efforts in developing such a plan. It was expressed by a few directors that if an evaluation process is to be meaningful, a comprehensive yearly plan of action will be necessary. But as successful councils presently operate, Statement XIII is only partly supported as only five of the seven councils have such a plan and differences between the operations of successful and Ohio councils were found.

STATEMENT XIV - The annual budget of a successful council will be $1000/per member unit or a total budget of $100,000.

Questions

(To directors) 1. What is the annual budget of the council?

(To directors) 2. How many schools are members of the council?

Replies from Successful Councils

The annual budgets of the seven successful councils, the number of member units in each council and the dollars spent per member unit are reported in Table 18.

Replies from Ohio Councils

The same data for the five Ohio councils are shown in Table 19.
TABLE 18
THE ANNUAL BUDGET AND DOLLARS SPENT PER MEMBER UNIT OF SUCCESSFUL COUNCILS

<table>
<thead>
<tr>
<th>Items</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual budget(^a)</td>
<td>$125</td>
<td>$300</td>
<td>$35</td>
<td>$9.8</td>
<td>$26</td>
<td>$100</td>
<td>$58</td>
<td>$93</td>
<td>$58</td>
</tr>
<tr>
<td>Number of member units</td>
<td>75</td>
<td>250</td>
<td>69</td>
<td>19</td>
<td>56</td>
<td>44</td>
<td>48</td>
<td>80</td>
<td>56</td>
</tr>
<tr>
<td>Dollars spent per member unit</td>
<td>$1,666</td>
<td>$1,200</td>
<td>$500</td>
<td>$500</td>
<td>$464</td>
<td>$2,272</td>
<td>$1,208</td>
<td>$1,115</td>
<td>$1,200</td>
</tr>
</tbody>
</table>

\(^a\)In thousands.
<table>
<thead>
<tr>
<th>Items</th>
<th>Ohio Councils</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Budget</td>
<td>$4,000</td>
<td>$3,000</td>
<td>$10,000</td>
<td>$4,000</td>
<td>$43,000</td>
<td>$10,800</td>
<td>$4,000</td>
</tr>
<tr>
<td>Number of Member Units</td>
<td>20</td>
<td>12</td>
<td>16</td>
<td>13</td>
<td>28</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Dollars Spent Per Member Units</td>
<td>$200</td>
<td>$250</td>
<td>$555</td>
<td>$300</td>
<td>$1,534</td>
<td>$568</td>
<td>$300</td>
</tr>
</tbody>
</table>
Successful councils' annual budgets run the gamut from less than $10,000 to over $300,000. Breaking this down as to expenditures per member school district, there still is a diversity from $464 spent per member school district to over $2,272 per member school district. Four of the seven successful councils have annual budgets in which $1,000 or more is spent per member unit. Three of the seven successful councils and four of the five Ohio councils have a budget in which less than $1,000 is spent per member unit. Since some successful councils do operate on less than $1,000 per member unit, Statement XIV is not supported. It must be remembered that these figures are the dollar amounts that flow through the council's treasury. At no time were university and member school resources considered that were given to the council in a form other than dollars, i.e. school personnel working on council projects, director as a paid member of the university staff, use of buildings and office space. These types of resources vary between councils and undoubtedly would present a different perspective on the operational costs of each council. Statement XIV is partially supported as necessary for successful council operation and differences between the operations of successful and Ohio councils were found.
STATEMENT XV - A successful council will have an annual budget of which no more than 25 percent will be from membership fees.

Questions

(To directors) 1. What percent of the annual budget is derived from membership fees?

(To directors) 2. What other sources of financial aid do you have?

Replies from Successful Councils

TABLE 20

PERCENT OF THE SUCCESSFUL COUNCILS BUDGETS DERIVED FROM MEMBERSHIP FEES

<table>
<thead>
<tr>
<th>Items</th>
<th>Successful Councils</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>$125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>$300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>$35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>$9.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>$26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>$100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>$58</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$93.4</td>
<td>$58</td>
</tr>
<tr>
<td>Percent derived from membership fees</td>
<td></td>
<td>63.5</td>
<td>63</td>
</tr>
<tr>
<td>A</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a In thousands.

Directors' Comments

Other sources of income included federal funding, contracts with State Departments, royalties, sale of publications, and contract with school districts for special services and grants.
<table>
<thead>
<tr>
<th>Items</th>
<th>Ohio Councils</th>
<th></th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>I</td>
<td>J</td>
<td>K</td>
</tr>
<tr>
<td>Annual budget</td>
<td>$4,000</td>
<td>$3,000</td>
<td>$10,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Percent derived from membership fees</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Directors' Comments

Other sources of income included federal funding, contracted services and sale of publications.

Analysis of Data--Statement XV

Since all councils received more than 25 percent of their income from membership fees, Statement XV is not supported. One successful council received 33 percent of its annual budget from membership fees as opposed to the six other successful councils receiving 50 or more percent of their monies from membership fees. The mean for the seven successful councils was 63.5 percent and the median was 63 percent. The evidence is strong that member units must provide a large share of the councils' operational budget. Statement XV is not supported and differences between the operations of successful and Ohio councils were found.

STATEMENT XVI - The director of a successful council is 40 years of age or older, male, holds an earned doctorate degree, had both public school and university work experiences and has a staff position at a university.

Questions

(To directors) 1. Is the age of a director a factor in the council's success, such as, should he be over 40 years of age?

(To directors) 2. What graduate degrees do you hold?
(To directors)  3. How many years of public school work experience do you have?

(To directors)  4. How many years of university work experience do you have?

(To directors)  5. Do you feel both public school and university experiences are needed to be a council director? Why?

(To directors)  6. How are you presently associated with an university?

(To superintendents)  7. If you were on a selection committee to hire a council director what importance would you attach to the following characteristics? Please indicate by placing a 1 in front of those you feel he must possess, a 2 in front of those desirable to have, a 3 in front of those nice to have and a 4 in front of those that are not a factor in the selection.

__ (a) over 40 years of age
__ (b) doctoral degree
__ (c) public school experience as an administrator
__ (d) public school experience as a teacher
__ (e) university work experience
__ (f) on a university staff
__ (g) ability to write well
__ (h) outstanding writing ability
__ (i) ability to work with people
__ (j) very dynamic, personable individual
__ (k) idea man-openness, ability to create ideas
__ (l) ability to carry through on a given project
__ (m) ability to organize
__ (n) very strong organizational ability
(o) knowledgeable of the change concept
(p) a commitment to change
(q) strong research background
(r) others (please specify)

Replies from Successful Councils

TABLE 22

THE STATUS OF THE DIRECTORS OF THE SEVEN SELECTED SUCCESSFUL COUNCILS AS TO AGE, SEX, HIGHEST EARNED DEGREE, PRIOR EXPERIENCES AND PRESENT UNIVERSITY RELATIONSHIP

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number of Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 40 years of age</td>
<td>5</td>
</tr>
<tr>
<td>Males</td>
<td>7</td>
</tr>
<tr>
<td>Earned doctorate degree</td>
<td>7</td>
</tr>
<tr>
<td>Had previous public school experience</td>
<td>7</td>
</tr>
<tr>
<td>Had previous university experience</td>
<td>6</td>
</tr>
<tr>
<td>Presently on a university staff</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

Directors' Comments

Age

The director's age is not a factor in the council's operation, but you need a balanced staff; if the director is young and a "university type," you should have an older individual from the field on the staff.

Age is a factor, superintendents want a director who is like them, thinks like they do.
Age is not a factor, if I had to make a preference it would be a young person because there is lots of legwork involved.

Director should be young, retired superintendent as director is bad.

Degree

Doctorate degree helps in working with university personnel. Our council wants the director to be paid the same as the best paid member school superintendent so we need a man with experience and education.

Degree is not a major factor, but it may provide the individual with a different perspective, provide a different type of leadership.

Ph. D. degree is like a union card. Most superintendents have Ph. D. degrees, it provides the opportunity to get in the circles to make contacts.

Obtaining the Ph. D. degree has increased that individual's growth and knowledge, thus, hopefully he will be a stronger director.

It is helpful, people we work with have Ph. D.'s, so having one gives the director more confidence.

Need a doctorate because of the university relationship.

Experience

Having university work experience makes it easier to tap university personnel for help.

I found that having public school experience was not necessary, but the reason for this could be the large staff of this council which provides the opportunity to hire people who have had such experiences.

Need both university and school experiences to feel at ease with both groups.
Very important to have public school experiences.

Experience not necessary as long as you can relate with people.

Need to know the practical aspects of schools.

Must know the superintendents' language.

Superintendents' Responses

TABLE 23

CHARACTERISTICS MEMBER SCHOOL SUPERINTENDENTS OF SUCCESSFUL COUNCILS CONSIDER IMPORTANT IN THE SELECTION OF A COUNCIL DIRECTOR

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Must possess</th>
<th>Desirable to have</th>
<th>Nice to have</th>
<th>Not a factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 40 years of age</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>6</td>
<td>19</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Public school experience as an administrator</td>
<td>34</td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Public school experience as a teacher</td>
<td>29</td>
<td>12</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>University work experience</td>
<td>5</td>
<td>19</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>On a university staff</td>
<td>5</td>
<td>14</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Ability to write well</td>
<td>25</td>
<td>19</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Outstanding writing ability</td>
<td>6</td>
<td>20</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Ability to work with people</td>
<td>48</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Very dynamic, personable individual</td>
<td>20</td>
<td>27</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Idea man</td>
<td>27</td>
<td>20</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Ability to carry through a given project</td>
<td>39</td>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ability to organize</td>
<td>43</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Very strong organization ability</td>
<td>26</td>
<td>20</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Knowledgeable of change concept</td>
<td>26</td>
<td>16</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Commitment to change</td>
<td>16</td>
<td>19</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Strong research background</td>
<td>6</td>
<td>28</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Total N</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
</tbody>
</table>
Replies from Ohio Councils

**TABLE 24**

THE STATUS OF DIRECTORS OF THE FIVE OHIO COUNCILS AS TO AGE, SEX, HIGHEST EARNED DEGREE, PRIOR EXPERIENCES AND PRESENT UNIVERSITY RELATIONSHIPS

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number of Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 40 years of age</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
</tr>
<tr>
<td>Earned doctorate degree</td>
<td>5</td>
</tr>
<tr>
<td>Had previous public school experience</td>
<td>5</td>
</tr>
<tr>
<td>Had previous university experience</td>
<td>5</td>
</tr>
<tr>
<td>Presently on a university staff</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>
### TABLE 25

CHARACTERISTICS THAT MEMBER SCHOOL SUPERINTENDENTS
OF OHIO COUNCILS CONSIDER IMPORTANT IN THE
SELECTION OF A COUNCIL DIRECTOR

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Must possess</th>
<th>Desirable to have</th>
<th>Nice to have</th>
<th>Not a factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 40 years of age</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>1</td>
<td>11</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Public school experience as an administrator</td>
<td>14</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Public school experience as a teacher</td>
<td>15</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>University work experience</td>
<td>3</td>
<td>13</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>On a university staff</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Ability to write well</td>
<td>15</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Outstanding writing ability</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Ability to work with people</td>
<td>27</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Very dynamic, personable individual</td>
<td>14</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Idea man</td>
<td>19</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Ability to carry through on a given project</td>
<td>23</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Ability to organize</td>
<td>25</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very strong organization ability</td>
<td>10</td>
<td>13</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Knowledgeable of change concept</td>
<td>13</td>
<td>10</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Commitment to change</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Strong research background</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td><strong>27</strong></td>
<td><strong>27</strong></td>
<td><strong>27</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>
Analysis of Data--Statement XVI

The data collected clearly supports four of the five characteristics listed in Statement XVI. The directors of the successful councils were males, all had earned doctorate degrees, all had public school experience, all were presently on a university staff and six out of the seven had university work experience. The only characteristic that was not supported was age. Two of the seven directors were under 40 years of age and three that were over 40 had been directors before reaching that age. Most directors indicated that age itself was not a key factor. Most directors felt that a doctorate degree was helpful and public school experience was a necessary qualification for a council directors position. The superintendents strongly supported the need for public school experience but placed little emphasis on age of director, degrees, university experience and university staff relationship. Besides the need for public school experiences, their emphasis was on the ability to work with people, ability to carry through a project and organizational ability. Statement XVI is supported in five of the six characteristics. The age factor is not supported. It must be noted that the six characteristics listed in Statement XVI may not be the vital characteristics of a council director. The feedback from superintendents clearly indicated this and does provide
information for developing hypotheses for future testing. Statement XVI is supported as necessary for council operation, but no differences between the operations of successful and Ohio councils were found.

**STATEMENT XVII** - The director of a successful council is employed by the council full time with this salary supported 100 percent by member unit fees.

**Questions**

(To directors) 1. Are you employed full time as council director?

(To directors) 2. If employed part time, what percent of your salary is paid by the council?

(To directors) 3. What percent of your salary is supported by membership fees?

(To superintendents) 4. The employment of a council director full time does or would effect the operation of your council by:

- (a) increasing its effectiveness
- (b) decreasing its effectiveness
- (c) causing no change in its effectiveness
- (d) have no opinion on this question

**Replies from Successful Councils**

Two directors are employed full time as council directors.

One director is employed two-thirds time as council director.

Three directors are employed half-time as council director.

One director is employed one-third time as council director.
Five councils paid 100 percent of the directors' salaries for the time devoted to councils' duties from membership fees.

The salary of two directors were paid by the sponsoring university.

Replies from Ohio Councils

One director is employed full time as council director.

One director is employed half-time as council director.

Three directors are employed less than one-third time as council directors.

The salary of three directors were paid by the sponsoring university.

One director received a small stipend from the council as payment for his time as council director.

One director was paid with council funds and federal grant monies.

Superintendents' Responses

TABLE 26

RELATIONSHIP BETWEEN FULL TIME STATUS OF DIRECTOR AND COUNCIL SUCCESS AS PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Selected Successful Councils Responses</th>
<th>Ohio Council Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the council's effectiveness</td>
<td>42</td>
<td>27</td>
</tr>
<tr>
<td>Decrease the council's effectiveness</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cause no change in the council's effectiveness</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Have no opinion</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total N</td>
<td>52</td>
<td>28</td>
</tr>
</tbody>
</table>
Analysis of Data--Statement XVII

The present employment status of the seven successful councils does not support Statement XVII. Only two of the seven successful council directors are employed full time as council directors. The other five directors have some responsibility at the university, including teaching, research and advising students. Most directors indicated that they were more effective as council directors if they performed some university functions. The superintendents of both successful and Ohio councils reject that notion by strongly supporting the need for a full time council director. Statement XVII is not supported but differences between the operations of successful and Ohio councils were found.

STATEMENT XVIII - A successful council will have a low directorship turnover (three or less directors since 1960).

Questions

(To directors) 1. How many directors has this council had during the past ten years?

(To superintendents) 2. The turnover in council directors of your council during the last ten years has:

   _ (a) increased the effectiveness of the council
   _ (b) decreased the effectiveness of the council
   _ (c) caused no change in the effectiveness of the council
   _ (d) have no opinion on this question or question not applicable to our council
Replies from Directors of Successful and Ohio Councils

TABLE 27
NUMBER OF COUNCIL DIRECTORS SINCE 1960

<table>
<thead>
<tr>
<th>Number of Directors</th>
<th>Successful Councils</th>
<th>Ohio Councils&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Three</td>
<td>2&lt;sup&gt;b&lt;/sup&gt;</td>
<td>1</td>
</tr>
</tbody>
</table>

<sup>a</sup>These councils were established in 1965 so these figures represent number of directors since 1965.

<sup>b</sup>One council was established in 1963.

Superintendents' Responses

TABLE 28
SUPERINTENDENTS' OPINION AS TO THE EFFECT THE DIRECTORSHIP TURNOVER SINCE 1960<sup>a</sup> HAD ON SUCCESSFUL COUNCIL EFFECTIVENESS

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Number of Directors Since 1960</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Increased the effectiveness</td>
<td>2</td>
</tr>
<tr>
<td>Decreased the effectiveness</td>
<td>1</td>
</tr>
<tr>
<td>Caused no change</td>
<td>2</td>
</tr>
<tr>
<td>No opinion or no turnover</td>
<td>18</td>
</tr>
</tbody>
</table>

<sup>a</sup>One council was established in 1963.
TABLE 29
SUPERINTENDENTS' OPINION AS TO THE EFFECT THE DIRECTORSHIP TURNOVER SINCE 1965 HAD ON OHIO COUNCIL EFFECTIVENESS

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Number of Directors Since 1965</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Increased the effectiveness</td>
<td>0</td>
</tr>
<tr>
<td>Decreased the effectiveness</td>
<td>1</td>
</tr>
<tr>
<td>Caused no change</td>
<td>3</td>
</tr>
<tr>
<td>No opinion or no turnover</td>
<td>8</td>
</tr>
</tbody>
</table>

Analysis of Data--
Statement XVIII

The turnover of council directors for successful councils has been three or less during the past ten years. It is interesting to note that three successful councils had the same director for the past ten or more years. The Ohio councils had a greater director turnover considering the fact that they have only been in existence since 1965, yet one council had three directors and two councils had two. Member school superintendents do not provide any conclusive clues for this statement. Member school superintendents of the two councils that had two directors reported that this turnover decreased the effectiveness of the council, yet superintendents of the two councils that had three directors reported turnover either increased the effectiveness or caused no change. The member school superintendents of the one Ohio council that had three directors since 1965 reported that this
turnover did decrease council effectiveness. The statement is supported in that successful councils had three or less council directors since 1960 but did not indicate any differences between successful and Ohio councils.

STATEMENT XIX - The superintendents of member schools of a successful council do accept, have confidence in, respect and support the council director.

Questions

(To directors) 1. How close a relationship do you have with member school superintendents?

(To superintendents) 2. Check the statement that best describes your relationship with the director of your council.

__ (a) Very close relationship, would not hesitate to discuss a personal problem with him.
__ (b) Close relationship, would not hesitate to discuss a personal professional problem with him.
__ (c) Strong relationship, would not hesitate to discuss privately with him your dissatisfaction with council's operation. Your relationship is strong enough that you feel you can do this without the director becoming offended or defensive.
__ (d) Know the director and generally respect his judgements in council operations.
__ (e) Know the director by name and face only.
__ (f) Do not know the director.
Replies from Successful Councils

Very close, I know each superintendent personally, can call or drop in on anyone at any time.

I was a superintendent of a school within the membership area, know most superintendents personally.

Very close, I am their man at the university.

I have a very close relationship with some superintendents, not with others.

Yes, feel I have a close relationship with most member school superintendents, experience as a superintendent is helpful in developing this relationship.

Replies from Ohio Councils

The five directors indicated that they had a fairly close relationship with member school superintendents.
Superintendents' Responses

**TABLE 30**

SUPERINTENDENTS' RELATIONSHIP TO THE DIRECTOR OF THEIR STUDY COUNCIL

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Superintendents of Successful Councils</th>
<th>Superintendents of Ohio Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very close relationship, would not hesitate to discuss a personal problem with him.</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Close relationship, would not hesitate to discuss a personal professional problem with him.</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Strong relationship, would not hesitate to discuss privately with him your dissatisfaction with council's operation. Your relationship is strong enough that you feel you can do this without the director becoming offended or defensive.</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Know the director and generally respect his judgements in council operations.</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Know the director by name and face only.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Do not know the director.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total N</td>
<td>51</td>
<td>25</td>
</tr>
</tbody>
</table>
Analysis of Data--Statement XIX

The directors of the successful and Ohio councils felt they had a fairly close relationship with most member school superintendents. Some directors indicated this relationship was very strong. The responses from member school superintendents generally supported the directors' feeling about these relationships. Only four successful council superintendents indicated a limited relationship with their council director while fifteen implied that there was a close relationship. The directors' opinions in this matter and the strong support evident by the superintendents' responses supports Statement XIX. Statement XIX is supported as necessary for council operation but no differences between the operations of successful and Ohio councils were found.

STATEMENT XX - Member schools of a successful council are continuously informed of the council's activities.

Questions

(To directors) 1. How are member schools informed of the council's activities?

(To superintendents) 2. Approximately what percent of the following groups in your system know the council operations well enough that they could describe in general terms its operation and a few of its current projects?
Replies from Successful Councils

The directors of the seven councils indicated that they keep member schools informed of council activities. Methods used included notices, memorandums, brochures, announcements, mail packets, flyers, newsletters, annual reports, conferences, meetings and telephone calls.

Superintendents' Responses

<table>
<thead>
<tr>
<th>TABLE 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE PERCENT OF VARIOUS GROUPS WITHIN SUCCESSFUL COUNCIL MEMBER SCHOOLS THAT COULD DESCRIBE IN GENERAL TERMS THE OPERATIONS OF THE COUNCIL AND A FEW OF ITS CURRENT PROJECTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-19</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Principals</td>
<td>8</td>
</tr>
<tr>
<td>Central staff</td>
<td>0</td>
</tr>
<tr>
<td>Guidance counselors</td>
<td>15</td>
</tr>
<tr>
<td>Non-professional staff</td>
<td>33</td>
</tr>
<tr>
<td>School board members</td>
<td>8</td>
</tr>
<tr>
<td>Students (9-12)</td>
<td>34</td>
</tr>
<tr>
<td>PTA members</td>
<td>35</td>
</tr>
</tbody>
</table>

The total N varies between groups as some superintendents did not give a figure for every group.
Replies from Ohio Councils

The five Ohio council directors indicated that member schools were kept informed of council activities. The methods used included meetings, notices, and task force reports.

Superintendents' Responses

TABLE 32

THE PERCENT OF VARIOUS GROUPS WITHIN OHIO COUNCIL MEMBER SCHOOLS THAT COULD DESCRIBE IN GENERAL TERMS THE OPERATIONS OF THE COUNCIL AND A FEW OF ITS CURRENT PROJECTS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-19</td>
</tr>
<tr>
<td>Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Principals</td>
<td>6</td>
</tr>
<tr>
<td>Central staff</td>
<td>2</td>
</tr>
<tr>
<td>Guidance counselors</td>
<td>12</td>
</tr>
<tr>
<td>Non-professional staff</td>
<td>20</td>
</tr>
<tr>
<td>School board members</td>
<td>7</td>
</tr>
<tr>
<td>Students (9-12)</td>
<td>21</td>
</tr>
<tr>
<td>PTA members</td>
<td>21</td>
</tr>
</tbody>
</table>

The total N varies between groups as some superintendents did not give a figure for every group.
Analysis of Data--Statement XX

The directors of the successful councils indicated that they continuously informed member schools of council activities and they exhibited samples of newsletters, reports and conference announcements that were used to accomplish this task. The superintendents' responses to the question relating to the councils' attempts to keep member schools informed of council activities challenges the effectiveness of these attempts. Most member school administrators and school board members seemed to be acquainted with council operations and activities but the other school groups including teachers were less informed of the council and its activities. The data collected did support Statement XX and differences between successful and Ohio councils were found.

STATEMENT XXI - The greater a superintendent's involvement in council activities the greater will be that total school district's involvement in council activities.

Questions

(To directors and superintendents) 1. Please list the names of the five superintendents that are most active in the council's operations.

(To directors and superintendents) 2. Please list the names of the five school districts that are most active in council activities.
Replies from Successful Councils

Each director was asked the above two questions and in each case at least four of the five schools listed as the most active, the superintendent of that school was also listed as most active in council activities.

Directors' Comments

If superintendent is sold, district will belong and be active.

There probably is a correlation between quality of the district and participation in the council; the higher the quality the higher the participation.

I'm sure there is a .90 correlation of interest of superintendent in the council and involvement of his school in council activities.

There is a strong relationship between superintendent commitment and school involvement in the council.

As the council was developing, the superintendents were very active, very visible, but now that we are established, we find middle management making suggestions, carrying on activities. Now we must do a selling job on superintendents to keep them interested.

Superintendents' Responses

A total of 37 superintendents responded to these two questions by first listing the five school districts that are most active in council activities and then later, in the questionnaire, listing the names of the five most active superintendents and their school districts. The responses to these questions are listed in Table 33.
### TABLE 33

A RELATIONSHIP OF THE MOST ACTIVE SUPERINTENDENTS AND THE MOST ACTIVE SCHOOL DISTRICTS IN SUCCESSFUL COUNCILS

<table>
<thead>
<tr>
<th>Combinations</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of those listed most active superintendents were superintendents of one of the five listed most active school systems.</td>
<td>0</td>
</tr>
<tr>
<td>One listed most active superintendents was superintendent of one of the five listed most active school systems.</td>
<td>4</td>
</tr>
<tr>
<td>Two listed most active superintendents were superintendents of the two of the five listed most active school systems.</td>
<td>9</td>
</tr>
<tr>
<td>Three listed most active superintendents were superintendents of three of the five listed most active school systems.</td>
<td>6</td>
</tr>
<tr>
<td>Four listed most active superintendents were superintendents of four of the five listed most active school systems.</td>
<td>4</td>
</tr>
<tr>
<td>Five listed most active superintendents were superintendents of the five listed most active school systems.</td>
<td>14</td>
</tr>
</tbody>
</table>

It should be noted that only 37 out of the 79 superintendents answered this question.

**Analysis of Data--Statement XXI**

The directors' replies strongly supported this statement by both their individual listing of active school systems and active superintendents and their supporting statements. It should be noted
that the director has an excellent vantage point in making this judgement in that he has a continuous view of the total operation of the council. Although the responses from superintendents were less supportive, there still was support for this statement. A majority of the superintendents (24) listed at least three most active superintendents that matched their list of most active school systems. The negative aspect of the superintendents' responses is the low returns on this particular question. Two possible reasons for this low return might be that superintendents did not have the information to answer this question or they did not answer because this was the only completion type of question on the questionnaire. Statement XXI is supported as necessary for council operation but no differences between the operations of successful and Ohio councils were found.

**STATEMENT XXII** - Teachers are the most effective workers on a council task force.

**Question**

(To directors) 1. What group of individuals are most effective in task force work?

**Replies from Successful Councils**

There was no clear answer to this question from council directors. Two directors indicated that their council uses task forces for planning purposes only. One director felt that curriculum people were the most active and had the most enthusiasm. One director felt teachers in general were most effective. Other directors felt it depended upon the type of task force and the current project.
Replies from Ohio Councils

Only one council used task forces as a method of accomplishing council activities. Teachers have been very effective in these operations as have been other school groups such as school psychologists and administrators.

Analysis of Data--Statement XXII

The data collected do not support this statement. There were no clues indicating that any one group such as teachers, administrators or curricular specialists were more effective than another group in task force operations. The effectiveness of any task force group depended upon the type of task force, its objectives and current project. Statement XXII is not supported.

STATEMENT XIII - The individual task force members of a successful council are rewarded for their efforts in terms or deeds that will be recognized by their colleagues.

Questions

(To directors) 1. How are task force members rewarded?

(To directors) 2. Do educators in member schools have high regard for task force workers? Is it an honor to be asked to serve?

Replies from Successful Councils

The directors indicated that no special attempts were made to reward task force members. In most cases the individual's transportation costs were paid and sometimes release time was provided to attend meetings. One council rewarded task
force personnel by having evening meetings and the council absorbing the cost of the evening meal. The names of task force members were included in newsletters and publications developed by that group.

Most directors, in response to the question concerning task force workers' attitudes on serving on the task forces thought it was an honor for an individual to serve but had very little objective data to support such a statement.

Replies from Ohio Council

Only one council utilized the task force approach; release time was provided for task force members and task force members' names were included in the resulting publications.

Analysis of Data--Statement XXIII

The data collected in this study do not support Statement XXIII. Task force members are rewarded but in most cases, these rewards are not publicized widely. There were no special attempts made by councils to reward task force members in forms that would be recognized by task force member colleagues. Statement XXIII is not supported.

Success Factors

The final question asked of the directors of the seven successful councils was for them to identify the major factors that led to the current success of their council. This question was not asked to obtain support for any particular statement but was used to provide the director an opportunity to expand on any previous questions and
hopefully provide data for the development of hypotheses for future testing. The following statements are summaries of the directors' responses to this question. The numbers to the left of each statement indicates the number of directors that made that type of response.

3 Ability of our council to respond quickly to the demands of its members.
3 The leadership provided to the council by the council staff and the boards of directors.
3 Very active participation by members of the council.
3 A strong feeling on the part of members that it is their council.
1 The broad scope of council activities.
1 Being innovative, willing to try something different.
1 A very close relationship between the director and his staff and member school superintendents.

The member school superintendents of the successful councils were asked to respond to the following forced choice question to obtain opinions on why their council was successful. This question was not related to any operational statements but hopefully would provide data that would reflect on some of the previously stated operational variable statements and provide data for the development of hypotheses for future testing. The question was:
Your council has been identified by a panel of experts as being one of the more successful councils in the country. Rank the following statements as to their importance in contributing to this success by placing a 1 in front of the two most important reasons why your council has been so successful, a 2 in front of next two most important reasons and a 3 in front of the next two most important reasons.

____(a) Leadership provided by the council staff.
____(b) Quick response to expressed needs of the member schools.
____(c) Strong feelings by member schools that the council is our organization.
____(d) Strong involvement of member schools in the activities of the council.
____(e) The broad kinds of council activities that meet the needs of many different groups within the school system (teachers, administrators, board members, etc.).
____(f) Involvement of university personnel in council activities.
____(g) The lack of university domination.
____(h) A clear, concise purpose of what the council is to accomplish that is understood by member schools.
____(i) A strong financial base.
____(j) Large membership.
____(k) Involvement of many different types and size school districts.
____(l) Others (please specify)______________

The results are reported in Table 34.
<table>
<thead>
<tr>
<th>Reasons</th>
<th>Two Most Important Reasons</th>
<th>Next Two Most Important Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership provided by the council staff.</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>Quick response to member schools needs.</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Strong feelings that it is our organization.</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Strong involvement of member schools.</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Many kinds of council activities.</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Involvement of university personnel.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>The lack of university domination.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A clear, concise purpose of the council</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>A strong financial base.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Large membership.</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Involvement of many different size school districts.</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

The reasons for council success that received support from both council directors and member school superintendents were (1) the leadership provided, (2) the feeling that the council belonged to the member schools, (3) member schools involvement in council activities, and (4) quick response to member schools needs.

Member school superintendents of both successful councils and Ohio councils were asked to respond to the following question.
concerning the factors that presently hinder their council in achieving maximum success. This question was asked to assist in clarifying some of the previous operational variable statements and to provide data for the development of hypotheses for future testing. The question was:

Rank the following items as you feel they are a hindrance to your council in achieving maximum success. Place a 1 in front of the two major blocks to maximum success and a 2 in front of the next two major blocks.

___ (a) Need for additional financial support.
___ (b) Need for increased membership.
___ (c) Need for better council staff leadership.
___ (d) University domination.
___ (e) Programs need to be more closely related to school need.
___ (f) Need for a better public relations program.
___ (g) Lack of school involvement in planning council activities.
___ (h) Lack of clearly stated goals.
___ (i) City school districts are not active members of the council.
___ (j) Lack of communications between schools and council.
___ (k) Too many member schools.

The results obtained from this question are reported in Tables 35 and 36.
### Table 35

**The Factors Hinderling Council Success as Perceived by Member School Superintendents of Successful Councils**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Two Major Blocks</th>
<th>Next Two Major Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for additional financial support.</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>Need for increased membership.</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Need for better council leadership.</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>University domination.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Programs need to be more closely related to school need.</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Need for a better public relations program.</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Lack of school involvement in planning council activities.</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Lack of clearly stated goals.</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>City school districts are not active members of the council.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Lack of communications between schools and council.</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Too many member schools.</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
### TABLE 36

THE FACTORS HINDERING COUNCIL SUCCESS ARE PERCEIVED BY MEMBER SCHOOL SUPERINTENDENTS OF OHIO COUNCILS

<table>
<thead>
<tr>
<th>Factors</th>
<th>Two Major Blocks</th>
<th>Next Two Major Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for additional financial support.</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Need for increased membership.</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Need for better council leadership.</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>University domination.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Programs need to be more closely related to school need.</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Need for a better public relations program.</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Lack of school involvement in planning council activities.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Lack of clearly stated goals.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>City school districts are not active members of the council.</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Lack of communications between schools and council.</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Too many member schools.</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The two factors that were indicated as causing the greatest hindrance to increased council success by both successful and Ohio councils member school superintendents were (1) need for additional funds and (2) increased membership.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Description</th>
<th>Number of Councils that Operate as Described by the Statement</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Sponsorship</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>Housing</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>College membership</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>IV</td>
<td>Legal establishment</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>V</td>
<td>Membership composition</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>VI</td>
<td>City system membership</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>VII</td>
<td>School membership</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>VIII</td>
<td>Competencies</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>IX</td>
<td>Problem identification</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>X</td>
<td>Activities</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>XI</td>
<td>Written reports</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Statement</td>
<td>Description</td>
<td>Number of Councils that Operate as Described by the Statement</td>
<td>Level of Support</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>XII</td>
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<td>SSD</td>
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<tr>
<td>XIII</td>
<td>Plan of action</td>
<td>5 0</td>
<td>PSD</td>
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<td>Budget size</td>
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<tr>
<td>XV</td>
<td>Budget source</td>
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<td>XVI</td>
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<td>PS</td>
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<td>NS</td>
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<td>Director turnover</td>
<td>7 5</td>
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<tr>
<td>XIX</td>
<td>Directors relationships</td>
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<td>7 5</td>
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TABLE 37-Continued

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<td>Task forces</td>
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<td>XXIII</td>
<td>Rewards</td>
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<td></td>
<td>Total N</td>
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SSD = Strongly supported and indicated a difference between the two groups of councils.

PSD = Partially supported and indicated a difference between the two groups of councils.

S = Supported but did not indicate a difference between the two groups of councils.

PS = Partially supported but did not indicate a difference between the two groups of councils.

NS = Not supported.
The conclusions drawn from the data, their implications and recommendations to Ohio councils and hypotheses for future testing are discussed in Chapter V.
CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Introduction

This chapter includes a summary of the findings and conclusions, implications for study council operations, recommendations for the operations of Ohio councils, and hypotheses for future testing. The initial portion of this chapter consisting of a review of the problem and design of the study is intended to assist in relating the problem, design, findings and conclusions in a logical, comprehensive manner.

Summary

The problem

The five Educational Research Councils in Ohio have been in existence for over five years with little progress in the membership growth of individual councils and little apparent impact on schools in Ohio. It is evident across the country that some councils with objectives similar to those of Ohio councils have achieved a high
degree of success. It was the intent of this study to identify differences
in the mode of operations between these successful councils and the
Ohio councils assuming the identification of such differences would
provide guidance for the improvement of Ohio councils.

The problem of this study was one of (1) identifying operational
variables of study councils that contribute to the success of councils
and (2) based on these data, developing a list of recommendations for
the operation of Ohio councils to increase their impact on Ohio schools.

The specific objectives of this study were:

1. To identify the objectives of the five school study
councils in Ohio.

2. To identify successful school councils outside the state
   of Ohio with objectives similar to those of the Ohio councils.

3. To develop statements reflecting the operational variables
   of a council that are related to a council's success.

4. To test the validity of each statement using a limited
   sample.

5. To develop a set of recommendations to improve the
   operational functions of councils in Ohio.

6. To generate hypotheses that relate operational variables
to council success that can be tested empirically in future
   studies.
The design

The study was divided into six phases corresponding to the six objectives of the study. The first phase involved identification of the objectives of the five Ohio councils in order that successful councils with similar objectives could be matched to Ohio councils. This matching was essential in order to make valid comparisons of the selected operational variables. The director of each Ohio council was interviewed and encouraged to discuss his council's operations, its problems, objectives, accomplishments and direction for the future. Each interview was terminated with the director ranking the objectives of the council.

Phase two was the identification of successful councils with purposes similar to those of Ohio councils. This was achieved with the aid of six experts knowledgeable of study council operations across the country. These experts nominated eighteen councils of which seven were selected as the sample of successful councils.

The third phase involved the development of statements reflecting the operational variables of a council that contributed to the success of that council. Over one hundred such statements were developed through a process of reviewing literature in the area of study councils, discussing council problems with individuals
experienced in council operations and assessing the internal operations of an Ohio council. From this list of over one hundred statements, twenty-three statements were selected for study.

The fourth phase of this study was the collection of data to determine levels of support for these statements. A structured interview was conducted with the directors of the selected successful councils and a questionnaire sent to a random sample of member school superintendents of the successful and Ohio councils. The data obtained from these interviews and questionnaires, in addition to data collected in phase one, was analyzed to identify similarities and differences within and between the two groups of councils. These comparisons were used to determine support for each statement.

The fifth phase of this study was the development of a set of recommendations to Ohio councils to modify their mode of operation. These recommendations were directly related to the twenty-three variable statements and were based on the data collected and the investigator's judgement.

Phase six was the development of hypotheses for future testing that are related to the operational variable statements of this study. These are reported the last section of this chapter.
Findings

The findings of this study were summarized by placing each operational variable statement in one of five groups: (1) strongly supported as necessary for council success and indicated a difference between the operations of successful and Ohio councils, (2) partially supported as necessary for council success and indicated a difference between the operations of successful and Ohio councils, (3) supported as necessary for council success but indicated no difference between the operations of successful and Ohio councils, (4) partially supported as necessary for council success but indicated no difference between the operations of successful and Ohio councils, (5) not supported as necessary for council success. The criteria used in placing each statement in one of these five groups were:

1. If six or more successful councils and one or less Ohio councils operated as described in the statement, the statement was considered strongly supported as necessary for council success and indicated a difference between the operations of successful and Ohio councils.

2. If four or five successful councils and one or less Ohio council operated as described in the statement, the statement was considered partially supported as necessary for council success and indicated a difference between the operations of successful and Ohio councils.
3. If six or more successful councils and three or more Ohio councils operated as described in the statement, the statement was considered supported as necessary for council success but indicated no difference between the operations of Ohio and successful councils.

4. If four or five successful councils and three or more Ohio councils operated as described in the statement, the statement was considered partially supported as necessary for council success but indicated no difference between the operation of successful and Ohio councils.

5. If less than four successful councils operated as described in the statement, the statement was considered not supported.

The statements that were strongly supported as necessary for council success and indicated differences between the operations of successful and Ohio councils were:

VI A successful council will have at least one city school district (over 50,000 pupils) as a member unit.

VII A successful council will have a membership of thirty or more school districts.

VIII The personnel competencies to solve school problems are within member schools.
IX A successful council has a planned problem identification process to identify council activities.

XII A successful council has a planned evaluation program in operation.

The statements that were partially supported as necessary for council success and indicated a difference between the operations of successful and Ohio councils were:

XIII A successful council has a yearly written plan of action that is implemented.

XIV The annual budget of a successful council will be $1000 per member school district or a total budget of $100,000.

The statements that were supported as necessary for council success but indicated no difference between the operations of successful and Ohio councils were:

I A successful council will be sponsored by a college of education.

II A successful council will be housed on a college campus.

V The membership composition of a successful council will include both large (over 10,000 pupils) and small (under 2,000 pupils) school districts.

XI A successful council will have as one product of at least 50 percent of its activities a written report that is in a form that can be distributed to member and non-member schools.
XVIII  A successful council will have a low directorship turnover, (three or less since 1960).

XIX  The superintendents of member schools of a successful council do accept, have confidence in, respect and support the council director.

XX  Member schools of a successful council are continuously informed of the council's activities.

XXI  The greater a superintendent's involvement in council activities the greater will be that total school district's involvement in council activities.

The operational statements partially supported as necessary for council success but indicated no difference between the operation of successful and Ohio councils were:

III  A successful council will have the colleges of education located within the membership area as fee paying members of the council.

IV  A successful council has been legally established with the state.

X  The activities of a successful council in rank order of importance to member schools are: inservice education, disseminate information, surveys, action research, special services and basic research.
XVI  The director of a successful council is 40 years of age or older, male, holds an earned doctorate degree, had both public school and university work experiences and has a staff position at a university.

The operational statements not supported as necessary for council success were:

XV  A successful council will have a budget of which no more than 25 percent will be from membership fees.

XVII The director of a successful council is employed by the council full time with this salary supported 100 percent by member unit fees.

XXII Teachers are the most effective workers on a council task force.

XXIII The individual task force members of a successful council are rewarded for their efforts in terms or deeds that will be recognized by their colleagues.

Conclusions and Recommendations for Council Operations

The conclusions drawn from this study and recommendations to Ohio councils are directly related to the twenty-three operational variable statements. The conclusions and recommendations are as follows:
A council, to obtain a high degree of success should have a membership of forty or more school districts. It is recommended that Ohio councils devote a greater effort to obtain at least that large a membership.

Council directors and member school superintendents strongly supported the need for a council to have at least thirty member school districts and indicated that a membership of more than thirty schools is a key to a council's success. Six of the seven successful councils had a membership of over forty schools but not one Ohio council had that large a membership. The member school superintendents of both groups of councils indicated an increase in membership would increase council effectiveness. These same superintendents also indicated that a decrease in membership would decrease effectiveness. The data collected in this study do not indicate the ideal number of schools that should compose a council but do strongly support the need for at least forty schools. The advantages this membership base has are as follows: (1) a financial base that covers more than council maintenance costs thus providing funds for program activities, (2) opportunity to tap the ability of many specialists, (3) a large base for which specialized programs can be designed, (4) greater opportunity to share ideas, personnel, and (5) a greater power base in which to obtain external resources. No attempt was made in this study to support these cited advantages but the overall support for a council membership
of at least forty schools and the projected advantages this size membership would have for Ohio councils are the basis for the recommendation that Ohio councils exert efforts to increase their membership.

2. A council, to achieve a high degree of success should have at least one city school system (over 50,000 pupils) as a member of the council. It is strongly recommended that the Ohio councils obtain city school systems as active members of their councils.

The need for at least one city school system as a member unit of a council was strongly supported by council directors and member school superintendents. Six of the seven successful councils have such membership but only one Ohio council had a city system as a member unit of their council. The responses from member school superintendents of both groups of councils indicated that the membership of a city system increased the effectiveness of the council. The assets a city system membership brings to a council are many and include financial, personnel, material and plant resources and a problem identification process that seems to result in problem identification earlier than in suburb schools. The city system membership fee which in many cases is higher, provides financial support. But the greatest importance, this membership brings to a council is the opportunity to tap the many specialists found in city
The dollar value of such knowledge is very difficult to measure but is many times the membership fee of a city system. The opportunity to tap the material and plant facilities of a member city system is another definite asset to the council. The use of a city system's buildings, printing and computer services assist in keeping council overhead costs low. A city system has many challenging problems and seems at times, to have many problems prior to their becoming prevalent in suburban school systems. Their active membership in a council requires the council to be involved in these problems earlier. The contributions an active city school system can provide to a council, especially the use of specialists, strongly dictates that Ohio councils should have such systems in their councils.

3. A council, to obtain a high degree of success should use member school personnel to conduct some council activities. It is recommended that Ohio councils make a concerned effort to get member school personnel i.e. administrators, teachers, and central staff personnel involved in planning and conducting council activities.

The findings of this study strongly support the need for councils to involve member school personnel in the planning and conducting of council activities. The seven successful councils involved member school personnel in planning and conducting council activities with four councils utilizing school personnel for over 50 percent of their
activities. In contrast, only one of the five Ohio councils utilized school personnel in any degree to conduct council activities. Member school superintendents of both groups of councils supported the use of school personnel to accomplish council activities. The use of school personnel provides to the council the following assets that seem to be necessary if a council is to achieve success: (1) the use of school personnel to conduct activities is relatively inexpensive to the council and increases the number of activities a council can conduct, (2) as member school systems contributions to the council increase, their commitment to the council increases, (3) the involvement of school personnel increases their commitment to the council's objectives, (4) school personnel are the practitioners and define and design solutions to problems in a context understood by practitioners, (5) school personnel have the desire and competencies to develop solutions to school problems, (6) the involvement of member school personnel increases the school's control of council activities, (7) the council's creditability to school people is enhanced if school personnel conduct council activities, and (8) the council's visibility to individuals within member schools is increased.

The evidence that successful councils do involve school personnel in conducting council activities, the lack of such involvement
in most Ohio councils and the cited advantages of this technique as felt by this investigator forces a very strong recommendation that Ohio councils involve school personnel in conducting council activities.

4. **A council, to obtain a high degree of success should**

have a planned problem identification process to

identify council activities. **It is recommended that**

Ohio councils increase their efforts in problem

identification by incorporating this as a formal

process in their operations. **This process should**

include administrators, teachers, and students.

The directors of six of the seven successful councils indicated that their councils do have a planned problem identification process. This process has assumed many different forms such as steering committees, retreats, planning committees, and special board of directors meetings and in most cases involved council staff, administrators and teachers. The Ohio councils have a less formal problem identification process; most council planning activities were generated from council staffs and at regular boards of directors meetings. The member school superintendents of both groups of councils indicated that principals, central staff, teachers, and school board members were involved in the problem identification process but the most influential were superintendents, council directors and their staffs.
The differences in the problem identification processes between successful and Ohio councils are (1) the formal structure utilized by successful councils, as opposed to a very unstructured process utilized by Ohio councils and (2) the larger effort and time devoted by successful councils to this process.

The success in conducting programs and activities meaningful to member schools is strong evidence that a well developed problem identification process from which activities are planned contributes to overall council success. Ohio councils do not have formal problem identification processes, nor have they devoted the effort and time to this function. Ohio councils, to achieve greater success should devote a larger percent of their efforts in this process. In fact, the next few years may require an undue amount of effort in this area until a workable process is established that meets the needs of that council.

5. A council, to obtain a high degree of success should have a planned evaluation program of the council's operation to include evaluations of individual council projects. It is recommended that Ohio councils develop and implement an evaluation program of council operations and include an evaluation procedure as part of every council project. This evaluation program should be used by Ohio councils as one data source for the decision-making and planning processes of the councils.
The directors of successful councils indicated that they evaluate council progress at least once a year and utilize these findings as one input in planning next year's activities. The successful councils also evaluated many individual council activities although these, in many cases involved only the participants' reactions to that activity. The Ohio council directors did not conduct any formal evaluations of the councils but some did indicate that a few individual activities were evaluated. Only through a planned evaluation program can a council objectively determine what it has accomplished and what its weaknesses and strengths have been plus have data for future planning. Successful councils had an evaluation process and utilized this information to improve and plan council programs. Ohio councils, if they are to become more successful, must exert greater efforts in the area of council evaluation and utilize the data collected through the evaluation programs in the decision-making and planning processes of the councils.

6. A council should develop a yearly written plan of action.

It is recommended that Ohio councils exert a greater effort in planning a yearly program of council activities.

This plan of action should be written and utilized as the basis for a year end evaluation.
The directors only partially supported the importance a written plan of action has to the success of a council. The directors of five councils did indicate that planning was an important aspect of their council's operation and considerable time and effort were devoted to it. The two successful councils that did not have a written plan of action indicated that they did hold planning sessions. The five Ohio council directors indicated that council planning was attempted but generally this planning was very informal and no written plans of action were developed.

From these findings, it is evident that all councils do plan; the difference between successful and Ohio councils seems to be one of degree. The amount of detail, the formality of the process, the time involved and the efforts to develop these plans in writing are a few examples of differences in degree. It was noted that most successful councils devote considerable time and effort in planning and the directors of these councils considered planning as an important aspect of a council's operation. It was for these reasons that it is recommended that Ohio councils exert a greater effort in planning and have a yearly written plan of action. This plan is necessary to provide direction for council operation, to communicate council objectives to all member units and to provide a basis for year end evaluation.
7. **Councils, to achieve a high degree of success should**

have an annual expenditure of $500 or more per member school. **It is recommended that Ohio councils increase their annual expenditure per member school to at least $500 and preferably to $1200.** The annual council budget should be at least $25,000 and preferably closer to $50,000.

Six of the seven successful councils had an annual expenditure per member unit of $500 or more. The range for these seven councils was from $464 to $2272, the mean was $1,115, the median $1200. In contrast, three of the five Ohio councils had an annual expenditure per member unit of less than $500. The range for the Ohio councils was $200 to $1574, the mean was $568, the median $300. Considering the low membership of Ohio councils, it is apparent that these councils had very small annual budgets. As a comparison, the range of annual budgets of successful councils was from $9,800 to $300,000, the mean was $93,000 and the median $58,000. For Ohio councils the range was from $3,000 to $43,000, the mean was $10,800 and the median $4,000.

These findings support the relationship of council budget to council success. Successful councils spent more money per member school, had larger memberships and had much larger annual budgets. It is extremely difficult to determine what a minimum council budget should be. There are many factors to consider such as the council
programs and the amount of contributions a council receives from member units in non-dollar resources such as school personnel to conduct activities, use of school buildings and use of school services such as printing and computer.

Considering these factors, it is strongly recommended that Ohio councils increase both these figures. It seems that councils to be effective should have an annual budget that will allow an expenditure of at least $500 per member school and preferably closer to $1200. Annual budgets should be at least $25,000 and preferably closer to $50,000 regardless of the amount of non-dollar resources contributed by member units to the council.

8. A council should obtain approximately 25 percent of its annual budget from sources other than membership fees. It is recommended the Ohio councils investigate various methods of obtaining external funding for some council activities up to approximately 25 percent of its annual budget. It is recommended that this external funding not exceed 50 percent of the annual budget.

Membership fees were the major source of funds for six of the seven successful councils but for only one council was this source over 80 percent of the annual budget. The mean percentage of the annual budgets derived from membership fees for successful councils
was 63 percent. Other sources of funds included federal funds, contracts with state departments, royalties and grants from private corporations. In contrast, four of the five Ohio councils' annual budgets were derived 100 percent from membership fees. The analysis of the data clearly supports the conclusion that councils should not depend upon membership fees for 100 percent of its operations. The obvious advantage of external funding for some council activities is extra support for council operation. The less obvious advantage is the increased opportunity for a council to conduct innovative programs if these funds are federal or private grants.

A very serious disadvantage to external funding is having it become too large a percentage for the total council's budget. There are three reasons for this statement. (1) A strong feeling on the part of member schools that this is their organization is a major factor of council success. As external funding increases it is hypothesized that this feeling of it being their organization will decrease. (2) Too much outside funding may lead a council towards seeking funds first, meeting present needs of member schools second. The efforts to obtain funding may become the dominant factor in council operation and these external agencies may get too involved in the decision-making process. (3) Too much time and effort may be devoted to meeting external funding requirements, thus less time is devoted to meeting needs of member schools.
A certain amount of external funding assists councils and seems to be a positive factor for council success. It gives the council a certain degree of flexibility and provides opportunities to attempt innovative projects. But too much external funding can become a liability: a council may lose its ability to determine its directions, it may lose its ability for member control and it may lose its ability to meet member school needs. These are factors successful councils considered as important contributions to their success.

9. A council, to achieve a high degree of success should employ a council director for at least half-time but not full time. It is recommended that Ohio councils hire a council director to spend at least half time in this position. It is recommended that this individual have responsibility with the sponsoring university and not be employed full time as council director.

The directors of six successful councils devoted half or more of their time to council activities but only two were employed full time as council directors. Most directors indicated that being employed full time would decrease their effectiveness as council director. A director being on a university staff with some teaching and advising responsibilities contributes to the success of the council. It provides the strong tie the council needs with the university: it provides the connection to tap university resources, especially personnel.
resources; it provides council visibility to university personnel; and it adds a certain degree of prestige to the council. There are certain disadvantages to such an arrangement including the expectation that one individual is to function in two positions. This can cause conflicts of effort, time and commitment of that individual as to his role as director of the council and as a member of the university staff. These disadvantages can be very detrimental and can only be resolved by the director being aware of such potential conflict and designing personnel and organizational processes of the council to minimize this conflict.

10. Council activities which have had a high degree of importance for many councils are inservice education, information dissemination, action research and surveys. It is recommended that Ohio councils place greater emphasis on these kinds of activities and direct them towards teachers, superintendents, central staffs, principals and school board members.

The major activities of successful councils were inservice education, information dissemination and action research as this was one criterion in identifying these councils. The value of this statement was how these were ranked in order of importance to the council. As a group, the directors of successful councils ranked inservice education and information dissemination as most important and action
research third. The superintendents' rankings were slightly different in that they ranked inservice education first, placed survey and information dissemination second and ranked action research fourth.

Ohio council directors as a group ranked inservice education as most important yet only three ranked it first, one fifth and one did not consider it an appropriate council activity. Information dissemination was ranked second by the group yet only two directors actually ranked it second, one placed it third and two ranked it fourth. Special services was ranked third by the group as two directors ranked this first, one fifth and two indicated they did not perform special services. In contrast to this wide variation among Ohio council directors as to council activities, member school superintendents of Ohio councils as a group were in general agreement that inservice education is most important, information dissemination second, action research third and surveys fourth in order of importance to their schools.

The success councils have had providing inservice education, information dissemination, action research and survey type activities to member schools is strong support that councils should conduct such programs. This, coupled with Ohio councils member school superintendents' responses that reported these as the most important council activities, strongly supports the recommendation that Ohio councils concentrate on these types of activities.
11. A council, to perform its role as a link between the colleges of education and schools should have colleges of education located within its membership area as fee paying members of the council. It is recommended that Ohio councils make a concerned effort to obtain, as fee paying members, the colleges of education within its membership area and have these colleges become active in council activities.

The relationship between colleges of education membership on a council and the success of that council is only partially supported. Some very successful councils have only one college, the sponsoring college, as a member of the council. Directors of other councils indicated that although colleges were members, they were not very involved in council activities. However, the superintendents' responses to this question strongly supported the need for additional colleges of education as members of a council. Over 50 percent indicated the effectiveness of a council is increased if college memberships are increased. There is strong evidence that councils have not tapped with any degree of success the resources the membership colleges of education could provide. Whether this is due to a limited effort on the part of councils and colleges of education or a lack of know-how is not known.
Even though the role memberships of many colleges of education have in the success of a council is only partially supported, it is recommended that Ohio councils not only attempt to obtain the memberships of colleges of education but exert a concerned effort to have these colleges become a vital part of each council. The potential colleges of education have towards increasing the success of a council seems high; the challenge is how best to tap that potential. It seems that the college effectiveness might likewise be increased by participation in council activities. Councils and colleges should explore this relationship as both could benefit.

12. A council, to obtain a high degree of success should be sponsored by a college of education and housed on that college campus. It is recommended that Ohio councils continue to be sponsored by colleges of education and housed on those college campuses. But Ohio councils, to obtain maximum advantages of college sponsorships must develop relationships that prevent college domination of council activities.

Six of the seven successful councils are presently sponsored by a college of education and housed on that college campus. The directors of these councils strongly supported the role a sponsoring college has in the success of a council. The financial advantages, contacts with university personnel, availability of university resources,
and the prestige that sponsoring colleges offer councils are important factors that contribute to council success. The housing of the council on the college campus increases the accessibility of these factors. The possibility of college domination of council affairs and the council assuming the sterile university image are liabilities of college sponsorship that each council must be well aware of and continuously guard against.

There is great variation in terms of sponsorship. The kinds and amount of financial and personnel resources sponsoring colleges contribute to councils are factors directly related to this sponsorship, especially in the early stages of council development. There is evidence that the sponsoring colleges of some Ohio councils have contributed a very limited amount of resources to council operations.

College domination leads to council activities that are not meeting the needs of schools, tends to develop a paternal instead of an involvement type of relationship between the college and schools. The many research studies conducted by college personnel, the high percentage of college involvement in council activities and the lack of a formal plan of action developed by member schools are evidence of at least partial domination of Ohio councils by sponsoring colleges.

It must be noted that college domination of a council is not by design or desire of colleges but evolves from lack of planning, lack of direction, lack of involvement and lack of commitment on the part of
member schools. When superintendents and directors of successful councils were asked why they felt their council had achieved success, two very strong responses were member schools' involvement and the strong belief on the part of member schools that this was their organization. This guards against college domination. The advantages college sponsorship offers a council and the evidence from successful councils that the disadvantages of such a relationship can be controlled are the basis for recommending to Ohio councils to continue colleges of education sponsorship but to develop a relationship that will prevent college domination.

13. An important factor in the success of a council is the involvement of member school superintendents in council activities. It is recommended that Ohio councils modify council operations and activities to increase the member school superintendents' involvement in council activities.

Directors and superintendents strongly supported the notion that school system involvement in council activities is directly related to the school superintendent's involvement in council activities. If the superintendent is actively involved in council activities, that school system will be actively involved in council activities. This, tied to the importance school involvement has in council success, is strong evidence that superintendents must be involved in council activities.
An important aspect of the council concept is the voluntary aspect of membership and the cooperative sharing of resources. This type of arrangement not only relates to general council operation, but also to the conduct of individual activities and projects. School personnel and resources are used to staff many council activities; many times these assignments for school personnel are above their normal work load. The superintendent's involvement in council activities encourages other members of the system to get involved by example, enthusiasm and support. A superintendent who is active, is involved, is enthusiastic about council activities, will transmit these same feelings and enthusiasm to his staff and system. The active superintendent in council activities will also support active participation of his school personnel in council activities.

14. A council, in order to achieve a high degree of success should have a council director that member school superintendents accept, have confidence in, respect and support. It is recommended that Ohio councils, to insure this type of relationship, develop director selection procedures and director-superintendents communication procedures that will increase a positive relationship between the director and member school superintendents.
The directors of both successful and Ohio councils had a close relationship with member school superintendents. The directors felt their relationships with superintendents were strong and these feelings were supported by most superintendents. Council organizations, which are federations of school systems have very loose organizational and decision-making structures that require directors to make many decisions. These directors are constantly going to school systems for input to this decision-making process but they in many cases are the individuals who make the final decisions and are involved in all aspects of the implementation of those decisions. This type of organization with its lack of standard procedures, an unclear chain of command and a set of non-routine activities requires council directors to make many decisions that have major impact on council operations. To accomplish this effectively, the director must have the support, confidence and respect of member school superintendents.

15. A council should have a legal status with the states that will enable it to have fiscal entity. It is recommended that the five Ohio councils maintain their present non-profit incorporative status.

The directors did indicate that the need for a non-profit corporation status increased as the number of council activities increased and was essential, at least in some states, if federal monies were to be utilized by the council. The legal establishment of the
council does provide to member school personnel and council staff the feeling of some degree of stability. It is apparent from the information collected that a council's legal status with the state is not a major factor to council success, (the five Ohio councils have had such a status since inception), but does seem to add some legitimacy to council operation. This may provide advantages to a council operation such as the feeling among council participants and staff of the council being an established entity, being recognized by other agencies as a legal organization and increasing funding opportunities. It is for these reasons that it is recommended that Ohio councils maintain this legal status.

**Recommendations for Future Study**

The following set of hypotheses relating to the operational variables of study councils have been generated from the information compiled in this study. The empirical testing of these hypotheses would be a major contribution to presently very limited research of school study councils in the United States.

1. There is an inverse relationship between member school involvement in council activities and university domination of council activities.

2. There is a direct relationship between member schools contributions (excluding membership fees) to council operations and success of the council.
3. There is a direct relationship between the contributions (excluding membership fees) of a member school system and the benefits that school system derives from the council.

4. There is a direct relationship between the superintendent's involvement in council activities and that school system's involvement in council activities.

5. There is a direct relationship between the percent of eligible school systems that are members of the council and the success of the council.

6. There is a direct relationship between the involvement of member school personnel in conducting council activities and success of the council.

7. The greater the congruence between council director's concept and member school superintendents' concepts of the change process the greater will be the council's success.

8. The greater the congruence between the council director's and member school superintendents' concept of the council's objectives the greater will be the council's success.

9. The council director is the most influential individual in the council's decision-making process.
10. The clearer the council objectives are stated and understood by council staff and member school personnel, the greater will be the council's success.

11. There is a direct relationship between the variations of member school systems sizes (as defined by pupil enrollment) and diversity of the council's activities.

12. There is a direct relationship between member school personnel involvement in a council's problem identification process and the number of council activities that directly meet the needs of member schools.

13. There is a direct relationship between the effort council members expend towards council planning and success of the council.

14. There is a direct relationship between the thoroughness of a council's written plan of action and the success of the council.

15. There is a direct relationship between school personnel involvement in council activities and member school control of council operations.

16. There is a direct relationship between the variations of member school system sizes and the innovativeness of council activities.
17. The percent of the annual budget devoted to maintenance cost per member unit of a council decreases as council membership increases.

18. There is a direct relationship between dollars spent per member unit and success of a council.

19. There is an inverse relationship between the degree of planning conducted by a council and the university domination of council activities.

20. There is an inverse relationship between the percent of the resources a council receives from sources external to the council and the control member schools have on council operation.

Summary of Conclusions and Recommendations

The analysis of the data collected in this study and the conclusions and recommendations made in regard to the twenty-three variable statements supported very strongly five general factors that seem to be related to a council success. These factors were:

(1) Resource base. A council, to achieve success needs a fairly large resource base as defined by financial and personnel resources schools and universities contribute. (2) Involvement. A council to achieve success needs a high degree of involvement from member schools and universities, this involvement being in all aspects of the
council's operation—problem definition, planning, decision-making, implementation and evaluation. (3) Membership control. A council to achieve success must be controlled by member schools. (4) School needs. A council to achieve success must adapt quickly to meet the needs of member schools. (5) Leadership. A council to achieve success must have dynamic leadership from council staff and member school superintendents.
Dear

I would like to thank you for your time and willingness to share with me the operations and your insights of the Ohio Educational Research Council. I am very enthusiastic about this particular study and do hope I will provide information that will be helpful to us in the operations of the councils.

Sincerely,

John Babel, Jr.
Letter of instruction to experts.

3050 St. Johns Court
Columbus, Ohio 43202
January 28, 1970

Dear

I have enclosed a list of the purposes of the school study councils in Ohio as identified by council directors. As Dr. Anderson and I indicated over the phone, I would like you to select three to six school study councils in the United States that, in your opinion, are successful in achieving purposes similar to those of Ohio councils. I would also like you to indicate why you selected these particular councils. I will call you Tuesday, February 3 to obtain your nominations and reasons for selecting those particular councils.

My next step will be to interview the directors and superintendents of member schools of these successful councils in an attempt to identify components of a council's operational functions such as staffing, financing, and programming that seems to be related to success. I will use this data to develop recommendations and/or a council model that will, hopefully, provide guidance and direction for improving Ohio councils. I also anticipate that this knowledge will be useful to all councils.

I thank you for your assistance in what I feel is a very exciting and hopefully useful study. I am looking forward to talking with you this Tuesday.

Sincerely,

John Babel, Jr.
Thank you letter to experts.

3050 St. Johns Court
Columbus, Ohio 43202
February 26, 1970

Dear

I thank you for your help in identifying successful school study councils. I identified seven successful councils across the United States and was successful in interviewing the directors of those councils at Atlantic City. This information will be most useful to me in the development of my study.

Again, my thanks for your help in a most difficult and very vital aspect of my study.

Sincerely,

John Babel, Jr.
Dear

My sincere thanks for your time and willingness to share with me your insights of the operation of the School Study Council. This information will be most helpful in the development of my study.

At Atlantic City, I had an opportunity to discuss dissertation studies with William Danenburg and he indicated a willingness to share with me the data he has collected if this was in agreement with the councils providing that data. The information he has collected would be very beneficial to my study and I would be most appreciative if you would permit Mr. Danenburg to share it with me. I have enclosed a statement and addressed envelope indicating to Bill your permission to release this information to me.

I have also enclosed a list of council materials I requested from you.

Again, my thanks for all your assistance and I do hope the results of this study will be beneficial to the school study council movement.

Sincerely,

John Babel, Jr.
Dear

Thank you for the council material you forwarded to me and your permission to use the data William Danenburg has collected.

As the final step in my data collection I am planning to send the enclosed questionnaire to a random sample of superintendents of member schools of successful councils. As you may remember, I had planned to talk to some superintendents at Atlantic City. For many reasons that did not work out, I sincerely feel I should have input from member schools and do feel this questionnaire will accomplish that involvement.

If you have reservations about this process or any particular questions on the questionnaire as it would affect your council operations, let me know by letter or calling me collect at my office, 614-293-6766 or home 614-262-0297. I plan to send these questionnaires out on April 10.

Thanks again for your cooperation and help on this study.

Sincerely,

John Babel, Jr.
March 30, 1970

Dear

As a second step in the data collection for my study of school study councils, I plan to send the enclosed questionnaire to superintendents of member schools of Ohio councils. I sincerely feel I should have input from member schools and do feel this questionnaire will accomplish that involvement.

If you have reservations about this process or any particular questions on the questionnaire, please let me know by letter or call me collect at my office 614-293-6766 or home 614-262-0297. I plan to send these questionnaires out on April 10.

Thanks again for your help and cooperation on this study.

Sincerely,

John Babel, Jr.
Cover letter for questionnaire sent to member school superintendents of successful councils.

April 10, 1970

Dear Superintendent:

John Babel, a graduate student in Educational Administration at The Ohio State University has embarked on a most challenging and useful dissertation study in which he is attempting to identify the operational variables of study councils that are related to councils' success.

The council movement has seen a rapid change within the last five years as evidenced by the increased number, size and scope of study councils across the United States. This movement has also witnessed large variations in degrees of success, some councils operating at minimal levels and others, such as the one to which your system belongs, being highly successful. John's study is an attempt to determine the reasons behind this large variation and hopefully to provide recommendations to improve councils' success.

To accomplish this end, he has identified a number of successful councils throughout the country and collected information from council directors. Additional data must be sought from the systems which are served by and contribute to council endeavors and that is the reason for this letter. Enclosed is a relatively short questionnaire; we would appreciate your taking fifteen minutes to complete and return it to John as soon as possible.

For John and myself, sincere thanks for your assistance.

Sincerely,

Donald P. Anderson
Assistant Dean

(Original typed on College of Education, The Ohio State University letterhead)
Cover letter for questionnaire sent to member school superintendents of Ohio councils.

April 10, 1970

Dear Superintendent:

John Babel, a graduate student in Educational Administration at The Ohio State University has embarked on a most challenging and useful dissertation study in which he is attempting to identify the operational variables of study councils that are related to councils' success.

The council movement has seen a rapid change within the last five years as evidenced by the increased number, size and scope of study councils across the United States. This movement has also witnessed large variations in degrees of success, some councils operating at minimal levels and others being highly successful. John's study is an attempt to determine the reasons behind this large variation and hopefully to provide recommendations to improve councils' success.

To accomplish this end, he has identified a number of councils and collected information from council directors. Additional data must be sought from the systems which are served by and contribute to council endeavors and that is the reason for this letter. Enclosed is a relatively short questionnaire; we would appreciate your taking fifteen minutes to complete and return it to John as soon as possible.

For John and myself, sincere thanks for your assistance.

Sincerely,

Donald P. Anderson
Assistant Dean

(Original typed on College of Education, The Ohio State University letterhead)
May 5, 1970

Dear Superintendent:

I am conducting a doctoral study on the success variables of school study councils and in the process of getting school involvement, I forwarded to you a brief questionnaire concerning your school's involvement and your opinion about your Study Council. In the development of my study I realized the constant demands placed upon your time and hesitated to ask you for the time to complete this questionnaire. But, quite frankly, I could conceive of no other way to get your involvement in this study and feel very strongly that your opinion of Council operation is vital if my study is to have meaning.

My records indicate that I have not received a completed questionnaire for your school system. If this is accurate, I would be most appreciative if you could complete the enclosed questionnaire and return it to me as soon as possible.

Thank you.

Sincerely,

John Babel, Jr.

(Original typed on College of Education, The Ohio State University letterhead)
On the original interview schedule, space was provided after each question to record answers.

Interview Schedule

Council Directors

1. Where is your council housed?
2. Is your council sponsored by one college of education?
3. What are the advantages of this arrangement to the council?
4. What are the disadvantages?
5. How many other universities are members of the council?
6. What, in your opinion, would occur if college of education membership in the council exceeded 20%?
7. Do you have a legal status with the state? (i.e., incorporated as a non-profit organization)
8. What are the advantages of this legal status?
9. What are the advantages of a city school system as a member school? (20,000 pupil enrollment)
10. Why do schools join the council?
11. Where does the council obtain the competencies necessary to accomplish council's activities? (Task forces)
12. How does the council decide what activities to undertake?
13. How is data obtained to make decisions concerning activities?
15. Please rank the following council activities as to the importance of the activity to obtain council success. Inservice activities, surveys, publications, action, research, provide services, disseminate information, basic research.
16. What percent of your activities have a written publication as one end product? (Written in form for distribution to member and non-member schools.)

17. Why do you do this?

18. How do you evaluate the council's progress?

19. How are individual activities evaluated?

20. How is evaluation used or how could it be used?

21. Are specific objectives developed for each activity?

22. Does your council have a written plan of action?

23. Has it been implemented? How?

24. How often is it reviewed?

25. How are member school personnel utilized in Council activities? What % of total council activities?

26. How is the council's staff utilized in these activities?

27. What is the annual budget of the council?

28. How many schools are members of the council?

29. What % of the budget is derived from membership fees?

30. What other sources of financial aid do you have?

31. Is age a factor in a council director's affectiveness?

32. What graduate degrees do you hold?

33. What were your areas of study?

34. How many years of public school work experience do you have? What kinds?

35. How many years of university work experience do you have? What kinds?
36. Do you feel both public school and university experiences are needed to be a council director? Why?

37. How are you presently associated with an university?

38. Are you employed full time as director?

39. If employed part time, what % of your salary is paid by the council?

40. How many directors has this council had during the past 10 years?

41. What % of your salary is supported by membership fees?

42. How close a relationship do you have with member school superintendents?

43. What is your public relations program?

44. How are member schools informed of council's activities?

45. Superintendents from what schools are most active in the council? (List at least five)

46. What school districts are most active in the council?

47. Do you feel there is a relationship between superintendents' involvement and districts' involvement in the council?

48. In your opinion, what group of individuals (teachers, students, administrators, supervisors, etc.) are most effective in task force work dealing with curriculum and teacher change?

49. How are task force members selected?

50. How are task force members rewarded?

51. Do educators in member schools have high regard for task force workers? Is it an honor to be asked to serve?

52. What leadership is provided to task forces?

53. How often do they meet?
54. Are task force members paid?

55. How are task forces given direction?

56. What are the major factors that has led to your council's success?
APPENDIX C

QUESTIONNAIRE
Please answer the following questions as they relate to your experiences as a superintendent of a member school of a study council. The identity of the respondents will be kept confidential in the reporting of these data.

1. An increase in the number of colleges of education and/or universities holding membership in your council would:

   ____ (a) increase the effectiveness of the council
   ____ (b) decrease the effectiveness of the council
   ____ (c) cause no change in the effectiveness of the council
   ____ (d) have no opinion on this question

2. The membership of at least one city school system (over 50,000 pupil population) in your council has or would:

   ____ (a) increase(d) the effectiveness of the council
   ____ (b) decrease(d) the effectiveness of the council
   ____ (c) not cause(d) any change in the effectiveness of the council
   ____ (d) have no opinion on this question

3. If the number of member schools of your council decreased by 33 percent the effectiveness of the council to achieve its objectives would:

   ____ (a) increase
   ____ (b) decrease
   ____ (c) not be changed
   ____ (d) have no opinion on this question
4. If the number of member schools of your council increased by 33 percent the effectiveness of the council to achieve its objectives would:

____ (a) increase
____ (b) decrease
____ (c) not be changed
____ (d) have no opinion on this question

5. List five school districts that are most active in council activities.

School Districts

1. __________________________________________________

2. __________________________________________________

3. __________________________________________________

4. __________________________________________________

5. __________________________________________________

6. Please rank in order of importance, 1 being most important, where your council should obtain the personnel to accomplish council's activities.

____ (a) hired consultants
____ (b) personnel from member universities
____ (c) council staff
____ (d) personnel from member schools
____ (e) others (please specify) ________________________________
7. If personnel from your school work on council projects check the statements that best explain how this is accomplished.

____ (a) release time from the school day to work on council activity

____ (b) council work is after school hours without pay

____ (c) council work is after school hours with additional pay

____ (d) combination of these statements (If this is checked, please indicate the statement that best explains the most common method.)

8. Approximately what percent of the activities of your council is accomplished by personnel from member schools? %

9. Please check the following groups of people who are directly involved in identifying problems that the council might want to undertake. (This is not necessarily the group who make the final decision as to the activities the council will do.)

____ (a) superintendents  ____ (f) school board members
____ (b) central staff personnel  ____ (g) lay community people
____ (c) principals  ____ (h) council director
____ (d) teachers  ____ (i) council staff
____ (e) students  ____ (j) others (please specify)

10. Please rank the items checked in the preceding question as to degree of influence by placing a 1 in front of the one or two individuals or groups who have the most influence in this process.

11. Check the statement that best describes the success of your council.

____ (a) Exceedingly successful, the type and quality of the council's activities have exceeded by expectations.

____ (b) Very successful, the council activities are of the type and quality that I hoped they would be.

____ (c) Successful, generally the type and quality of the council activities have been good and although they could be better, I am generally pleased with what the council is doing.
(d) Fairly successful, the type and quality of activities have not been that effective to-date but I am willing to continue our membership for at least one more year.

(e) Unsuccessful, generally I have been dissatisfied with the council's progress and probably will not join next year because of the type and quality of the programs.

12. If you were on a selection committee to hire a council director, what importance would you attach to the following characteristics? Please indicate by placing a 1 in front of those you feel he must possess, a 2 in front of those desirable to have, a 3 in front of those nice to have and a 4 in front of those that are not a factor in the selection.

(a) over 40 years of age
(b) doctoral degree
(c) public school experience as an administrator
(d) public school experience as a teacher
(e) university work experience
(f) on a university staff
(g) ability to write well
(h) outstanding writing ability
(i) ability to work with people
(j) very dynamic, personable individual
(k) idea man-openness, ability to create ideas
(l) ability to carry through on a given project
(m) ability to organize
(n) very strong organizational ability
(o) knowledgeable of the change concept
(p) a commitment to change
(q) strong research background
(r) others (please specify) ______________________________________

13. Please rank the following council activities in order of importance for your school. (1 being the most important, 2 the next, etc.) Do not rank the activities your council does not do.

(a) inservice activities (Workshops, seminars, etc.)
(b) disseminate information (Newsletters, reports of research activities occurring in other schools, etc.)
(c) publications (developing publications, books, etc. that could be distributed beyond the council membership area)
(d) surveys (conducting surveys of the local areas such as salary schedules, financial status, etc.)

(e) action research (helping schools implement new practices)

(f) basic research (discovering new techniques)

(g) provide services (computer service, use of specialists, etc.)

(h) others (please specify) ____________________________

14. Please check the groups who you feel the council should direct its activities towards:

   (a) teachers
   (b) para professionals
   (c) superintendents
   (d) principals
   (e) guidance counselors
   (f) central supervisory staff
   (g) higher education personnel
   (h) cafeteria personnel
   (i) office workers
   (j) school business officials
   (k) school board members
   (l) others (specify)

15. Indicate the two or three most important groups in question 14 by placing a 1 in the space in front of those groups.

16. The employment of a council director full time does or would effect the operation of your council by:

   (a) increasing its effectiveness
   (b) decreasing its effectiveness
   (c) causing no change in its effectiveness
   (d) have no opinion on this question

17. The turnover in council directors of your council during the last 10 years has:

   (a) increased the effectiveness of the council
   (b) decreased the effectiveness of the council
   (c) caused no change in the effectiveness of the council
   (d) have no opinion on this question or question not applicable to our council
18. Check the statement that best describes your relationship with the director of your council.

( ) (a) Very close relationship, would not hesitate to discuss a personal problem with him.

( ) (b) Close relationship, would not hesitate to discuss a personal professional problem with him.

( ) (c) Strong relationship, would not hesitate to discuss privately with him your dissatisfaction with council's operation. Your relationship is strong enough that you feel you can do this without the director becoming offended or defensive.

( ) (d) Know the director and generally respect his judgements in council operations.

( ) (e) Know the director by name and face only.

( ) (f) Do not know the director.

19. Approximately what percent of the following groups in your system know the council operations well enough that they could describe in general terms its operation and a few of its current projects.

% (a) teachers

% (b) principals

% (c) central staff supervisory personnel

% (d) guidance counselors

% (e) non-professional staff

% (f) school board members

% (g) students (9-12)

% (h) PTA members

20. Can an increased effort in time and money by the council to increase this awareness be justified in that the council will be more effective?  ■ yes  ■ no
21. List the names of five superintendents that are most active in council activities and the names of their districts.

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<tr>
<th>Superintendent</th>
<th>School District</th>
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22. Your council has been identified by a panel of experts as being one of the more successful councils in the country. Rank the following statements as to their importance in contributing to this success by placing a 1 in front of the two most important reasons why your council has been so successful, a 2 in front of next two most important reasons and a 3 in front of the next two most important reasons.

___ (a) Leadership provided by the council staff.
___ (b) Quick response to expressed needs of the member schools.
___ (c) Strong feelings by member schools that the council is our organization.
___ (d) Strong involvement of member schools in the activities of the council.
___ (e) The broad kinds of council activities that meet the needs of many different groups within the school system (teachers, administrators, board members, etc.).
___ (f) Involvement of university personnel in council activities.
___ (g) The lack of university domination.
___ (h) A clear, concise purpose of what the council is to accomplish that is understood by member schools.
___ (i) A strong financial base.
___ (j) Large membership.
___ (k) Involvement of many different types and size school districts.
___ (l) Others (please specify) __________________________
___ (m) __________________________
___ (n) __________________________
23. Rank the following items as you feel they are a hinderance to your council in achieving maximum success. Please place a 1 in front of the two major blocks to maximum success and a 2 in front of the next two major blocks.

   (a) Need for additional financial support  1
   (b) Need for increased membership  
   (c) Need for better council staff leadership  
   (d) University domination  
   (e) Programs need to be more closely related to school need  
   (f) Need for a better public relations program  
   (g) Lack of school involvement in planning council activities  
   (h) Lack of clearly stated goals  
   (i) City school districts are not active members of the council  
   (j) Lack of communications between schools and council  
   (k) Too many member schools  

24. Status of your school district

   (a) The number of years your district has been a member of the council _____.

   (b) The number of pupils enrolled in your district is _______.
APPENDIX D

PURPOSES OF STUDY COUNCILS
Purposes of School Study Councils

To conduct and/or sponsor basic educational research.

To conduct and/or sponsor developmental research. (Developmental is defined as assisting a school or schools in implementing a new program.)

To provide in-service programs.

To provide joint school courses for member schools. (Voc Ed. Special Ed.)

To provide cooperative school services for member schools. (Psychological, speech therapist, centralized purchasing)

To serve as a catalyst to bring about innovative programs in member schools.

To conduct surveys of current practices and status of member schools.

To identify major educational and cultural resources within the council's membership area that are not associated with member schools.

To conduct state-wide surveys of current educational practices.

To provide opportunities for the training of research workers.

To promote cooperation between schools and/or between schools and other government agencies and/or between schools and private industry.

To provide requested assistance to individual member schools.
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BIBLIOGRAPHY

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Minutes of the February 15, 1969, Annual Meeting—National Study Councils held at the Claridge Hotel, Atlantic City. Present headquarters of the National School Development Council is Pennsylvania State University, University Park, Pennsylvania, 16802.


