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The Ohio State University, Ph.D., 1973
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DEVELOPING AN INTERACTION MATRIX (INTERMAT)
FOR SCHOOL-COMMUNITY RELATIONS

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

by
Donald J. Roberts, B.A., M.A.

* * * * *

The Ohio State University
1973

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The writer wishes to acknowledge the cooperation and assistance provided to the study by Dr. Robert Lucas, Superintendent, Princeton City Schools, and his administrative assistant, James Stock. Without the full support of Dr. Lucas and the Assistance of Mr. Stock the study could not have been made.

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<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
</tr>
<tr>
<td>VITA</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
</tr>
<tr>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>Chapter</td>
</tr>
<tr>
<td>I. THE PROBLEM AND SCOPE OF THE STUDY</td>
</tr>
<tr>
<td>The Problem</td>
</tr>
<tr>
<td>School-Community Relations-Status of the Profession</td>
</tr>
<tr>
<td>Review of the Literature</td>
</tr>
<tr>
<td>The Methodology for the Study</td>
</tr>
<tr>
<td>General Outline of Subsequent Chapters</td>
</tr>
<tr>
<td>II. AN INTERACTION MATRIX AS A BASIS FOR DESIGNING SCHOOL-COMMUNITY RELATIONS PROGRAMS</td>
</tr>
<tr>
<td>The Community</td>
</tr>
<tr>
<td>The People</td>
</tr>
<tr>
<td>III. A MODEL INTERACTION MATRIX FOR A PUBLIC SCHOOL DISTRICT IN OHIO</td>
</tr>
<tr>
<td>The Instrument</td>
</tr>
<tr>
<td>Utilizing the Instrument for Interaction</td>
</tr>
<tr>
<td>Summary</td>
</tr>
<tr>
<td>IV. THE FIELD TESTING OF THE MODEL INTERACTION MATRIX</td>
</tr>
<tr>
<td>Selection of the Test School District</td>
</tr>
<tr>
<td>The Setting for the Study</td>
</tr>
<tr>
<td>The Status of the School-Community Relations Program in the District</td>
</tr>
<tr>
<td>TABLE</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1. SCHOOL-COMMUNITY RELATIONS ACTIVITIES OF THE PRINCETON, OHIO CITY PUBLIC SCHOOLS</td>
</tr>
<tr>
<td>2. RATINGS GIVEN EACH OF THE Q-SORT OF STATEMENTS ABOUT THE PRINCETON CITY PUBLIC SCHOOLS BY THE SCHOOL-LEADERSHIP GROUP</td>
</tr>
<tr>
<td>3. Q-SORT STATEMENTS IN RANK ORDER AS SELECTED BY SCHOOL-LEADERSHIP GROUP RESPONDENTS WITH ORIGINAL Q-SORT STATEMENT NUMBERS IN PARENTHESES ON A SCALE FROM 12 TO 1, MOST AGREE TO LEAST AGREE</td>
</tr>
<tr>
<td>4. RATINGS GIVEN EACH OF THE Q-SORT STATEMENTS ABOUT THE PRINCETON CITY PUBLIC SCHOOLS BY THE CITIZENS GROUP</td>
</tr>
<tr>
<td>5. Q-SORT STATEMENTS IN RANK ORDER AS SELECTED BY CITIZENS GROUP RESPONDENTS WITH ORIGINAL Q-SORT STATEMENT NUMBERS IN PARENTHESES ON A SCALE FROM 12 TO 1, MOST AGREE TO LEAST AGREE</td>
</tr>
<tr>
<td>6. COMPARISON OF RANKINGS OF Q-SORT STATEMENTS ABOUT PRINCETON CITY PUBLIC SCHOOLS BY SCHOOL LEADERSHIP GROUP AND CITIZENS GROUP</td>
</tr>
</tbody>
</table>
### LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>INTERACTION MATRIX FOR PRINCETON CITY PUBLIC SCHOOLS, PRINCETON, OHIO</td>
<td>27</td>
</tr>
<tr>
<td>2.</td>
<td>PRINCETON CITY SCHOOL DISTRICT ADMINISTRATIVE ORGANIZATIONAL CHART</td>
<td>41</td>
</tr>
<tr>
<td>3.</td>
<td>TOTAL NUMBER OF RESPONSES TO QUESTION FILL-IN SLOTS IN INTERMAT ATTITUDE INQUIRY BLANK GIVEN BY MEMBERS OF THE SCHOOL-LEADERSHIP GROUP AND THE CITIZENS GROUP INDICATING INDIVIDUAL COLLECTIVE ATTITUDES ABOUT THE PRINCETON CITY SCHOOLS, SEPTEMBER 1972</td>
<td>58</td>
</tr>
<tr>
<td>4.</td>
<td>THE REDESIGNED INTERACTION MATRIX FOR PRINCETON CITY PUBLIC SCHOOLS</td>
<td>88</td>
</tr>
</tbody>
</table>
While the great American dream of a better life is a reality for many citizens of the United States, too many others have not been able to achieve it. Public education has been the one force, more than any other, in this democracy that has helped many Americans strive for and accomplish at least a part of the vision. If public school education in the nation was as good as it should be nearly all citizens could realize in some measure the hope of health, happiness, freedom from want, fear and ignorance. At the present time the dream is not within reach of many Americans. It could be, however, if public education could be improved.

Public education is not likely to improve nor to become the high quality factor in human life in this nation unless much greater citizen understanding, appreciation and participation is engendered by the public school leaders of today and tomorrow. The study with which this dissertation deals attempts to make use of interaction methods and techniques to bring about such citizen involvement. Interaction methods and techniques, it is believed, if developed more fully and practiced more extensively, can produce a higher degree of public appreciation of quality in public schools. This in turn, will contribute toward making possible a better life for most Americans.
The term "interaction," as used in this study, is the process of communication both by design and by chance, between educational leaders, citizens, public officials and others. It concerns matters pertaining to the planning and operating of public schools.

The improvement of public school education is dependent to a great extent upon the intensive use of interaction between school administrators and the communities they serve. School administrators must be communicators. They cannot lead effectively if they cannot interact with their constituencies.
CHAPTER I
THE PROBLEM AND SCOPE OF THE STUDY

Public education in America, with all its positive points and contributions to the greatness of the nation is not nearly as good as it should be. One important reason, in the opinion of this writer, is that most Americans do not fully appreciate or understand how much better their public schools must be. Citizens must be involved to a far greater degree in the process of public education decision-making if they are to gain these essential understandings.

There is a significant communications gap between public school leaders and average citizens. This gap has kept most school systems from receiving full community support. School-community interaction skills have not been acquired and utilized by most school administrators.

The public must both feel and be involved in improving and planning schools. Citizens must have confidence in their educational leaders if they are to vote additional tax money for school facilities and operations. Many schools in America suffer inadequate budgets and lack of community support and understanding because school leaders do not inspire confidence through interaction with their constituencies.
The average citizen knows that a better education will usually put a better life within the reach of his offspring. But, unless this citizen understands more fully the values of education and develops greater appreciation for the kinds of people and things necessary for providing functional learning situations, he will not lend his vote and other kinds of support to the community's schools.

The American Association of School Administrators, other professional organizations and many educational leaders are insisting that the greatest problem for today's public school leader is communication; communication that will overcome the lack of public involvement which prevents complete support of schools.

A recent study about the state of the school-community relations art by Lindley Stiles, *The Present State of Neglect*, sponsored by Project Public Information, found that only eight of the 198 institutions of higher learning polled in the United States had given any thought to combining journalism-communications education with the courses designed to produce educational administrators. He concluded that very few school administrators have had any kind of significant education dealing with communicating with the public.

The Problem

It was the purpose of this study (1) to develop a model for school-community interaction (Intemat) as a basis for designing

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school-community relations programs; (2) to field test the model in an Ohio public school district; (3) to analyze results of the field test; (4) to modify the model; and, (5) to draw conclusions and implications for further research relative to the preparation and operation of public school district school-community relations programs.

School-Community Relations As a Profession

Assessing the status of the school public relations profession, a 1971 study by the Educational Research Service of the American Association of School Administrators reported that 138 school districts in the nation have a full-time or part-time communicator. Such communicators are called everything from assistant superintendent to editor. Salaries range from a low of $8,000 to a high of about $32,000. Some school districts have several professional educators on the communications staff while others have former teachers or newspaper reporters. Only a few districts have persons with communication skills as well as sensitivities for education, people, the community and human relations.

Studies indicate that there is a great need in education for professional communicators who, as James Van Zwoll says, would link society to one of its most important institutions, the schools.

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Charles Redfield in *Communications Management* noted, "The Greeks and Romans had their forums and group meetings to discuss and communicate while we in early America had our town meetings." Today's American communities are too big and too complex for such devices, but we still must be concerned with individuals, with people. Skilled communicators are utilizing new techniques both with established media and with more modern technology to reach the community.

**Review of the Literature**

Only in recent years have scholars attempted to examine the subject of school public relations and school-community relations. Some of these studies have led to the development of the dozen or so textbooks in this field. Additionally, a few textbooks on school administration include sections or chapters about these matters.

A definition of school public relations was drawn by this study, in part, from the explanation of the subject by Leslie Kindred. Kindred sees school public relations as, "a process of communication between the school and community for the purpose of increasing citizen understanding of educational needs and practices and encouraging intelligent citizen interest and cooperation in the work of improving the school."¹

There are many other definitions of school public relations by many authors, but generally they all mean about the same and are

centered on a one-way flow of information. Another writer, putting the matter a bit less academically says, "A basic public relations program is simply good personal relations with the many individuals we contact through our school work. There's no particular magic in it, just consistent consideration of individuals who need information about their schools or wish to voice their opinions about the educational program."  

These definitions and those to follow are anchored to concepts of public attitude building linked to intensive message sending that would keep the community mesmerized and following. No real suggestions for a two-way communications system are apparent. That is, communications that would provide citizen input into decision-making processes through message feedback channels. The definition developed specifically for this study is found on page 21. Most authors and practitioners of school public relations insist on planning information programs and other activities with the school system's goals and objectives in mind and using present day methods of mass communications.  

Professional school people are often hesitant about calling attention to school plans, progress and achievements, but they should not be, according to many educators. "Public relations programs should be neither offensive nor defensive; they should be interpretive."  

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school system will keep the general public informed continually and sporadic efforts at defensive public relations in time of stress will not become necessary; nor will hasty offensive efforts to promote a particular levy or bond issue at the last minute be needed.\(^8\)

In addressing himself to the subject of school public relations, the late James E. Allen, former U.S. Commissioner of Education, said, "One of our big educational failings is not letting the people know what the problems are and their consequences. Too often we're afraid of criticism . . . Educators spend too much time talking to educators; the talk should be to businessmen and the public."\(^9\)

The literature of school public relations and communications indicates no significant effort to plan school-community interaction on the basis of a deep understanding of the needs, desires, goals, purposes and capabilities of communities.\(^10\) A survey of several school public relations efforts reveals that message design and communications channel selection are usually patterned after advertising and sales techniques developed by American industry, normally a one-way flow. While some positive results have been achieved, no public school district across the nation has reported a public relations

\(^8\)Ibid., pp. 514-519.

\(^9\)News item, The Intelligencer (Wheeling, West Virginia), Nov. 6, 1965.

program designed on specialized school-community interaction involving community analysis, staff and citizen attitude determination, coordinated communications planning and the several other elements of the model developed in this study.

Ward and Chaffee listed 182 works dealing with school-community relations, ranging from books to unpublished theses and dissertations. They conclude there are very few detailed pieces of research that have been designed to test theories in the field and produce findings that might be applied to larger samples. Only about six such studies have been reported. Most other studies deal only with one small sample in one district, or simply chart some development historically. These writings offer some helpful insights to the aspiring or practicing school public relations professional, but few experimental research findings.

The examination of the literature revealed an underlying fundamental for human relations communications—interaction. The literature did not address this concept directly but it approached it with such words as "two-way communication" or "full-range communications."

For practical details of school public relations such works as Gloria Dapper's Public Relations for Educators proved helpful. Dapper's handbook for school administrators on how to prepare release information about school activities is basic. It deals with things

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11 Ibid., pp. 42-52.
to do and not to do and explains the reasons for each. Dapper holds that school public relations is not a science nor an art but a job for people who know how to employ a variety of techniques in reaching other people.

In 1966 The National School Public Relations Association assembled several top professional school leaders for the purpose of designing standards for school public relations programs. These standards called for a strong commitment of talent, time and funds by the school leadership. The standards assume that communication between school leadership and the citizenry is a top priority matter for almost any school system.

A school board member's view of the subject is well represented in a booklet published by the New York State School Boards Association. It makes a good case for communication between the community and the schools and offers many guidelines. Suggestions for making community opinion surveys are given along with advice on dealing with the mass media and its representatives.

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13Ibid., p. 1.


Other school public relations functions are described in a booklet published by the American Association of School Administrators, A b c's of School Public Relations, A Check List. This listing provides the teacher, principal and administrator with suggested tasks and activities for school communications. Also, this booklet offers this specific guidance for school public relations, "Sound school public relations must be honest in intent and execution, intrinsic in the school program, continuous in application, positive in approach, comprehensive in character, sensitive to the public concerned and simple in meaning and conception."\(^{16}\)

Still more material has been perused as background for later practical stages of the study from the Texas State Teachers Association, and the Pennsylvania State Department of Education.\(^{17}\) These offer suggestions for communicating by a public school district with its people, not only in the form of solid procedures but illustrated with case studies from local school districts.

Because the interaction matrix designed and tested by this study required, as one of its elements, some community analysis procedures, some community analysis procedures, some community analysis procedures, some community analysis procedures, some community analysis procedures,


\(^{17}\)The Texas State Teachers Association. PR Ideas for Educational Public Relations (Austin, Texas, The Texas State Teachers Association, no date), 24 pp.

Warren's work on studying the community was thoroughly reviewed. Warren provides a list of questions for community analysis which were used as a part of Step 1 of the matrix for communication between the school district staff and community officials. His long lists of specific questions seek information needed for a rather extensive community examination.

Robert Bullock has reported the results of a project designed to discover attitudes of citizens in one public school district in central Ohio. This work was employed as background in this study. Using a long list of statements about the schools Bullock and his investigators surveyed a school community by selection of interviewees according to occupations and station in life. Their data enabled them to compare attitudes about the local schools among the various population segments. They found that managers, officials, and proprietors, identified as an occupational group, showed high approval of the school program, high educational enlightenment, and high esteem for teachers. This group also appeared to show high intimacy of interaction, high unity, and high integration. The occupational grouping lowest in approval of the school was that composed of craftsmen, foremen, and kindred workers.

The findings of a national study, the Third Annual Survey of the Public's Attitude Toward the Public Schools, 1971, by George Gallup,

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apply to the nation as a whole and not to any local school district as such. He discovered that most tax payers would like to have good schools but would also like to have relief from rising taxes.

Other school district attitude and opinion studies include A Report to the Columbus Board of Education, comprising "Recommendations of The Ohio State University Advisory Committee on Problems Facing the Columbus Public Schools" and a "Report of the Study Team."21 Published in 1968, the study attempted to find out how the citizens of Columbus, Ohio felt about their schools. It reported that most citizens were satisfied and believed the schools were doing a good job but that there were things that could be improved.

Providing additional philosophical and practical foundation for this interaction matrix is a declaration from Battelle Research Outlook by Marx and Milstead, "If the school is keeping the community informed of its plans, needs and activities, this is noteworthy: but the school may be doing only half a job. As we have emphasized, two-way communication is essential, and the school must give equal attention to realizing the second goal of the school-community communications; to determine the community's opinions and expectations in regard to its schools."22

21The Ohio State University. A Report to the Columbus Board of Education (Columbus, Ohio: The Ohio State University Advisory Commission on Problems Facing the Columbus Public Schools, The Ohio State University, June 15, 1968), 332 pp.

One of the major assumptions of this study is that more citizens must be brought into the public school decision-making process. Since the proposed interaction matrix was being designed to provide for this, it was necessary to examine the literature on decision-making.

Alexis and Wilson have approached organizational decision-making from three major directions; behavioral aspects relevant to organizational decisions, quantitative concepts and problem solving models useful to organizations in decision-making, and problems of planning and control of organizational decisions in relation to behavioral concepts and quantitative concepts.\(^\text{23}\) Intermat, through steps 1, 5 and 6, will attempt to direct the behavior of school leaders and citizens by providing interaction based on common goals and information exchange, so as to allow the desires of more people to enter the school board decision-making process.

Alexis and Wilson offer explanations of information processing in decisions through the "input," "output" categories. Also, the "closed" and "open" types of organizations are explained. Decisions are measured by Alexis and Wilson on a scale with "input" at one end and "output" at the other. The "input" is made up of information with the "output" being the decision. A "closed" system of "input" and "output" allows only certain information into the decision-making process and that information is altered in accordance with present ideas and procedures of the decision-makers and their staffs. The

"output," decision, is usually less realistic and valid than in the "open" type of organization where "input" information is freely accepted from any source and evaluated by open-minded staff before being fed into the decision-making process and emerging as "output," decisions. Intermat is designed to provide an "open" system for the decision-making process that will allow valid "output," decisions, carrying more citizen participation.

In discussing how decisions are validated, Alexis and Wilson write, "If decisions are correctly made, expansion to larger problem areas will occur; if incorrect, the problem areas may remain stationary or may contract due to decreased changeability." Additionally, they write, "Relative size of the problem area can thus be used as a measure of the correctness of one's decisions." They point out that this is not necessarily a precise measurement tool, but can assist in evaluating organizational decisions. Intermat Step 6, planning the school-community relations, if adequately done, would lead to an expanded problem area.

The basic framework for decisions can be charted with a list of elements claimed by Alexis and Wilson to be, "common to all decisions." Understanding these elements is useful to the school administrator desiring to involve more citizens in board decision-making. They are: 1. State of Nature (decision-maker's environment), 2. Decision

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Maker, 3. Goals or ends to be served, 4. Relevant alternatives and set of actions from which choice will be made, 5. Relation that produces a preference ordering of alternatives, and 6. The choice itself; selection of one or some combination of alternatives. 25

A type of decision analysis has been identified by Miller and Starr with some tie to a theory they have called, "the payoff matrix." 26 They advance theories on decision-making climates, listing them as: 1. Under certainty, 2. Under risk, 3. Under uncertainty, 4. Under partial information, and 5. Under conflict. Adding such factors as pessimism, optimism and regret on the part of the decision-makers, Miller and Starr feel that all decisions are colored with some degree of the climates within which they are made.

Many school administrative staff and school board decisions are made under singular or combinations of conditions suggested in the preceding paragraph. Intermat can provide a better set of conditions for educational decision-making by involving more people with more information. That is, elimination of some uncertainty, providing of more information, reduction of conflict, adding of optimism, all by including more interacting people in the decision-making process.

The Methodology for the Study

Following the formulation of these tasks; model development, model testing, result analysis, model modification and conclusions


and implications for further research, the literature relating to school-community relations and decision-making was examined in order to create a mechanism by which a school administrative staff can interact with its constituency more effectively.

The basic problem of this study is to design and carry out an interaction matrix, Intermat, involving an Ohio public school district staff and the related community. On the basis of the try out in this public school district the Intermat is to be evaluated, modified and improved.

The Intermat design itself includes as Step 1, two tasks to be performed by the public school district superintendent and his staff. These tasks are (1) to gather data on the school district as a basis for an analysis of the public school district community, and (2) analyze the data in detail in a series of staff discussion sessions. This is Step 1 of the Intermat.

Step 2 of the Intermat consists of administering to members of the superintendent's staff and selected school system leaders a Q-Sort attitude discovery exercise. The Q-Sort, made up of a series of statements about the school system and printed on 3 x 5 inch cards, will be given to all members of the leadership staff. Each member,

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27 Chapters 3, 4, 7, 14 and 20 of Warren's *Studying Your Community* are the basis for the community analysis element of the Intermat.

individually, will be asked to sort out the statements by listing them
in the order of most agreed with, least agreed with, and in strengths
of agreement between the two extremes. Results of the Q-Sort will
then be recorded on response sheets, APPENDIX D, and then tabulated
to find rank order. Analysis of this rank ordering is expected to
provide better insights into the attitudes about their public school
system held by members of the staff.

Step 3 of the Intermat will be to administer to members of the
staff a general inquiry blank that seeks to determine their feelings
about the school system. This inquiry blank has 12 statements which
paraphrase the statements in the Q-Sort. The inquiry blank results
will be tabulated and analyzed.

Results of both the Q-Sort and of the Inquiry blank will be ex­
amined by the staff and citizens in a discussion session which will
be Step 5 of the Intermat.

Step 4 of the Intermat requires selecting representatives of the
various segments of the public school district community, a public
official, the Parent-Teacher Association, the business community, a
clergyman, parents, all residents of each of the six municipalities
in the school district; and administering both the attitude inquiry
blank and the Q-Sort to them. Staff members having themselves re­
scribed to these instruments will be able, with guidance from the
researcher, to observe Q-Sort administration to the citizens. Results
will then be tabulated and analyzed as was done previously with the
staff results.
Step 5 of the Intermat requires that the superintendent and his staff together with representative citizens discuss in detail all procedures in Steps 1 through 4 of the Intermat and the resulting data as a basis for Step 6, the planning and preparing of a school-community relations program.

Step 6 of the Intermat will be the formulation of a positive program of interaction with the community. In this phase, using what they believe to be the best opinions from their constituency, the staff members will begin a series of planning sessions to develop appropriate material for available communications and feedback channels in order to establish two-way dialogue with the people of the district. This phase will conclude with a detailed design of a school-community relations program.

This program should include informing as many citizens as possible concerning citizen and staff attitudes revealed by the previous measures. Also, it should involve disseminating pertinent community analysis data, such as district resources for school support, educational needs, citizen beliefs about the school program, plans for improvement, procedures in school matters, current school progress, school system problems and people's attitudes toward such problems.

Procedures for evaluation, modification and improvement of the Intermat will be: 1. Dividing the list of community analysis questions into groups and assigning a member of the school leadership group to decide which are relevant to the Princeton district by
personal selection and by obtaining answers to them through contacts with public officials, citizens and other school boards employees. Also, periodic staff discussions on the questions and results of answering them will assist in eliminating questions from the list, editing questions and altering questions. 2. Results of the Q-Sort and inquiry blanks will be analyzed and drafted by the researcher. 3. Results of the discussion by the school leadership group and the citizen group in Step 5 will be recorded and evaluated by the researcher and used as a guide for consultation with the two groups in Step 6, formulation of a school-community relations program. Modification of the Intermat, after field testing, will be based on the foregoing procedures.

Dr. William Staats of the Southwestern Ohio Educational Research Council assisted the researcher in the execution of this study.

Definition of Terms

Interaction Matrix (Intermat). A mechanism within which interaction can originate. A model for the detailed, systematic and organized interaction of educational leaders and citizens in a public school district providing an examination of that district, including but not limited to, its social customs, economic conditions, political behavior, citizen beliefs and attitudes, communications media, natural and human resources and other elements.

School Public Relations School-Community Relations. A program of two-way communication between a school system and the public,
including internal and external actions, in order that the public may assess, understand, appreciate, support and be involved in the education of pupils; a management function; a duty of management.

Q-Methodology. A general name used by William Stephenson to express a group of psychometric and statistical procedures which he developed; a sophisticated form of rank ordering objects and then assigning numerals to subsets of the objects for statistical purposes.

General Outline of Subsequent Chapters

The body of the study is completed and presented in six major chapters. Chapter II, "An Interaction Matrix as a Basis for Designing School-Community Relations Programs," discusses the philosophy of the Intermat and of school staff and citizenry communication on a two-way basis. It deals with school public relations with the community and the people.

Chapter III, "A Model Interaction Matrix for a Public School District in Ohio," presents the original form of the Intermat that was tried out in the Princeton City School District. It was designed specifically for testing in the selected school district. Chapter IV, "The Field Testing of the Model Interaction Matrix," describes the actual carrying out of the field test, the results and their analysis. Chapter V, "Model Modification Resulting from the Field Test," lays out the changes in the model which the field test revealed were necessary and relates results of the Intermat trial to fundamentals of planning and executing school-community relations programs. Chapter VI, "The Redesigned Interaction Matrix," presents a new Intermat
based upon results of the study, and, Chapter VII, "Summary, Conclusions and Implications" summarizes the total study and presents conclusions and implications.
An interaction matrix, Intermat, is a framework with a set of procedures and actions involving groups of selected persons that is designed to cause interaction among these people through gathering and exchanging information, expression of attitudes and opinions and culminating in increased citizen input into the school board decision-making process and a well-planned school-community relations program.

A major assumption of the Intermat concept is that it is not unreasonable to believe that American schools can be made better if leaders continually interact with the people of their school districts. Interaction means communicating and involving. It requires that school leaders must be sensitive to messages from the public. More than that it requires that school administrative leaders must design and operate mechanisms that will give information to the public and receive information from it. The goal is to develop a positive community effort for the betterment of one of the community's essential institutions, the public schools.

The Community

Intermat involves community analysis. Educational leaders and citizens alike must know and understand their community if they are
to work together to improve it and make effective educational programs available to all its people. In the first place the superintendent and his leadership staff must study the community's resources and become aware of just how much support both financial and in citizen volunteer time and talent it can provide to the public schools. Realistic educational leaders do not attempt to establish programs that are impossible to support.

Second, Intermat requires that the superintendent and his staff leaders examine in detail community attitudes toward the public school system and at the same time assess their own attitudes. The educational leaders must then relate their own attitudes to those of the community and build the program on this foundation, whatever it may be. Third, in case educational leaders are quite certain, by reason of their professional training and experience, that the community needs certain specific educational programs but is not aware of such needs, Intermat suggests that a school-community relations program be developed and implemented that will provide the data and rationale to move the community toward the needed innovation.

Fourth, Intermat requires that school administrators and staff become involved with community leaders and other citizens in such a way as to allow far greater input by greater numbers of representative citizens into the school decision-making process. This certainly includes encouraging more input into the decision-making of the board of education. It fosters the concept of flexible, open-ended decision-making by the board made possible by the encouragement of a free flow
of information, a periodic attitude assessment and the utilization of idea exchanging mechanisms in Intermat.

Certain specified and implied results would be expected from the full-scale employment of the Intermat. These results fall into two categories, overt and covert. The overt results might be; 1. Attendance at school functions by citizens, 2. Contributing of time and talent to school activities by citizens, 3. Offering opinions openly to school administrators and others on school matters, 4. Voting in favor of bonds and levies that provide funds for school operations. Some covert results would be; 1. More open-mindedness about school matters, 2. More positive attitudes about school programs and personnel, 3. Greater appreciation for educational programs, 4. Greater appreciation of the educational processes, and, 5. Greater willingness to communicate about schools.

The People

People are the heart of the Intermat procedure. The people who occupy all the school leadership positions, whose duty school-community relations is, make up one of the major elements of Intermat. The superintendent and his staff must be willing to analyze their school district community, seek the feelings of its citizens, react and lead toward those findings. School board members as a part of the school leadership group must accept the premise that greater understanding of the educational process in this particular setting is basic to fuller community-school system teamwork for the betterment of the total educational program for all pupils and citizens and school staff personnel.
CHAPTER III

A MODEL INTERACTION MATRIX FOR A PUBLIC SCHOOL DISTRICT IN OHIO

This model interaction matrix, a mechanism within which interaction can originate, was prepared for testing and use by the Princeton City, Ohio, Public School District and was field tested during September and October, 1972.

Intermat for this exercise is comprised of six basic steps; (1) Community Analysis; (2) Administering Q-Sort attitude instrument to educational leadership staff; (3) Administering inquiry blanks to the educational leadership group; (4) Selection of citizens from all segments of the community's societal structure and administering to them the inquiry blanks and the Q-Sort attitude instrument; (5) Discussion by superintendent and leadership group of all details of Steps 1 through 4, for the purpose of; (6) Formulating a school-community relations program based on the preceding five Intermat steps.

The Instrument

The model Intermat for Princeton City Public Schools is portrayed in FIGURE 1, page 27. The matrix places each procedural step of the Intermat in sequence and indicates its utilization in relation to the different groups with which it is used. The school leadership group as used in this model includes board of education members and
### INTERACTION MATRIX FOR PRINCETON CITY PUBLIC SCHOOLS
**PRINCETON, OHIO, 1972**

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
<th>Instrument</th>
<th>Administered By</th>
<th>Administered To</th>
<th>Source of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conduct community analysis</td>
<td>Warren's community analysis questions</td>
<td>School leadership group</td>
<td>Citizens group</td>
<td>Community records</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude assessment</td>
<td>Q-Sort</td>
<td>Researcher consultant</td>
<td>School leadership group</td>
<td>Q-Sort scores</td>
</tr>
<tr>
<td>3.</td>
<td>Attitude assessment</td>
<td>Inquiry blank</td>
<td>Researcher consultant</td>
<td>School leadership group</td>
<td>Inquiry blank results and analysis</td>
</tr>
<tr>
<td>4.</td>
<td>Attitude assessment</td>
<td>Q-Sort</td>
<td>School leadership group, researcher</td>
<td>Citizens group</td>
<td>Q-Sort scores and inquiry blank results and analysis</td>
</tr>
<tr>
<td>5.</td>
<td>Discussion of all steps</td>
<td>Outline for discussion</td>
<td>Superintendent</td>
<td></td>
<td>Conclusions and recommendations produced by discussion</td>
</tr>
<tr>
<td>6.</td>
<td>Formulate a school-community relations program</td>
<td>All information assembled this far and discussion results</td>
<td>School leadership group</td>
<td></td>
<td>Results of attitude assessments, conclusions and recommendations produced by discussions</td>
</tr>
</tbody>
</table>

**Figure 1**
all those identified, named and designated by the superintendent as being in the leadership role. The public officials group includes those officials and citizens in the school district community from which community analysis information is obtained by the school leadership group. The citizens group is comprised of representatives from each of the six cities within the school district and all the various population segments of the school district community. It is selected by members of the school leadership group on the basis of geographic and occupational distribution.

Utilizing the Instrument for Interaction

Utilizing this Intermat for the Princeton City Public School District requires intensive planning and executing each step precisely.

Step 1 involves an analysis of the constituent community of the Princeton City Public Schools as a basis for better understanding by the school leadership group.

The instrument employed for this analysis consists of a battery of questions taken from community analysis inquiry lists in Warren's chapters 3, 4, 7, 14 and 20, APPENDIX A.

Warren's method of community analysis, based on long lists of questions, is utilized for this part of the Intermat because of the detail these questions entail. The researcher assumes that many of the questions may not necessarily pertain to the Princeton City Schools and the school leadership group should be so instructed. However, all questions are left as Warren styled them so as to have editing and question model modification accomplished by working
public school administrators in the field. This should occur and will result in significant changes in the Intermat model.

Warren's complete chapters 3, "Your Community's Economic Life," 4, "Government, Politics and Law Enforcement," 7, "Education," and 14, "Communication," were used as the data gathering instrument because the information they require is most relevant to school program planning and constituent community understanding. The subjects of Warren's chapters 5, 6, 9, 10, 11, 12, 15 and 20, "Community Planning, Housing, Religious Activities, Public Welfare Programs, Health, Intergroup Relations and Social Change," are used as discussion areas by the Superintendent and the school leadership group following gathering of answers and paring down the question lists in Chapters 3, 4, 7 and 14.

More extensive editing of Warren's community analysis question lists could have been accomplished by the researcher, however, one of the objects of this study is to cause examination, editing and testing of the instrument by a public school staff in the field.

Procedure for executing the community analysis is as follows:

1. The researcher presents a briefing to the school leadership group explaining all aspects of the project.

2. The superintendent and administrative assistant study the community analysis instrument.

3. The administrative assistant is assigned responsibility for supervising the execution of the instrument by the school leadership staff.

4. The three assistant superintendents, for staff and program development, business and facilities, and pupil personnel, are each assigned sections of the
community analysis questions, APPENDIX A, that are relevant to their areas of operation.

5. School leadership group members answer all questions on community analysis list, APPENDIX A, possible through in-house information, contacts with public officials, staff research, contacts with state officials and in other ways deemed necessary.

6. The administrative assistant, assistant superintendents, and other staff members, working under the assistant superintendents, eliminate from the community analysis question lists those questions they consider not necessary for the community analysis. Also, the school leadership group rewrites and edits those questions it considers in need of tailoring in order to be useful to this specific school district community analysis.

7. The administrative assistant and the three assistant superintendents report the results of obtaining answers to the community analysis questions in meetings with the school leadership group and the citizens group. One or two meetings should serve this purpose.

8. The superintendent leads a discussion covering the total community analysis process with the school leadership group and the citizens group. Public officials are included in this discussion.

More important than the actual answers to all the questions is the process by which the school leaders become aware of a more comprehensive way of viewing and understanding the community in which they provide educational leadership.

The criteria for eliminating, editing and rewriting questions in the community analysis lists (item 6 above) are:

1. Does the question require information that would assist and affect decision-making in the school district?

2. Does the question require information that is necessary for better understanding of the school district community?

3. Does the question require information about some aspect of the community that does not in fact exist in this school district community?
4. Does the question require information about some element of the school district educational program, socio-economic groups, student population, or other bodies not found in this school district community?

5. Is the question too detailed? Could it be shortened so as to require less information and still be useful to decision-making and planning?

6. Does the question require information that is too difficult to obtain in a reasonable amount of staff time?

Step 2 is the administering of the Q-Sort attitude instrument to the school leadership group, APPENDIX B, by the researcher. Results from this exercise, extracted from the response sheets, APPENDIX D, are tabulated and analyzed to determine ratings given by respondents to each of the Q-Sort statements.

Being aware of the attitudes of school leaders and representative citizens is essential to planning and conducting an effective school-community relations program. Therefore, this study includes in the Intermat design a two-method attitude determining system. The first part of this system is administration of the Q-Sort attitude instrument. Q-Sort methodology, first introduced by William Stephenson in *The Study of Behavior*, is a general name used by Stephenson to express a group of psychometric and statistical procedures. Q-technique centers on the sorting, by the subjects, of decks of cards called Q- Sorts and in correlating the responses of different individuals to the Q-Sorts.
Q-Sort technique, as utilized by this study, was developed around George Kelly's "construct" or "templet" theory.¹ The Q-Sort statements were prepared to represent the various kinds of attitudes that persons might have about the Princeton City School system. Kelly wrote,

Man looks at his world through transparent patterns or templates which he creates and then attempts to fit over the realities of which the world is composed. The fit is not always very good. Yet without such patterns the world appears to be such an undifferentiated homogeneity that man is unable to make any sense out of it. Even a poor fit is more helpful to him than nothing at all.

Kelly gave the name "constructs" to these patterns that he believed man creates in order to look at his world. These constructs, he wrote, "are primarily personal, not all of them are easily shared."² The Q-Sort statements offer each respondent a set of different constructs which he can arrange in order from those he most agrees with to those he least agrees with. The inquiry blank sentences were prepared with a similar purpose in mind. Q-technique is a device for rank-ordering items. For this study 12 statements which might describe the Princeton City schools were prepared. These statements

²Ibid., p. 116.
range from very positive to very negative, \(^3\) APPENDIX B. Each state-
ment was placed on a 3" by 5" card. Members of the school leadership
group are asked to sort out these statements (cards) and place them
on a scale of 12 through 1, "most agree" to "least agree."

APPENDIX D is the Q-Sort response sheet used with both the school
leadership group and the citizens group.

After collecting the Q-Sort response sheets the researcher tabu-
lates the responses to obtain statement rank order positions assigned
by the respondent groups so as to discover which statements (attitude
constructs) are strongest among the groups examined.

The Q-Sort instrument for this study is an unstructured, mini-
Q-Sort.

This study chooses to use Q-technique experimentally in order

\(^3\) The statements for the Princeton City Schools were formulated
after a smaller study done by the author of attitudes in the Columbus,
Ohio, Public Schools. The researcher prepared a list of some 50 state-
ments designed to describe a public school system. These statements
were read by four persons, all holding university degrees but not told
the purpose of the statements. Some were eliminated after comments by
the readers. The reading was done in an informal atmosphere over a
period of one week. After a screening and refining process, twelve
representative statements remained. These statements seemed to pro-
vide adequate descriptive words and thoughts that would allow persons
with varying opinions about their school system to choose one or more
that would most reflect their attitudes about their public school sys-
tem. The statements were drafted and edited. Each statement begins
with the same words, "Our schools," so as to avoid an over-reaction
by the respondents through sensory selectivity related to association-
active nouns, verbs and other words. The descriptive statements were
numbered from one through twelve. Each statement was typed on a 3 by
5 inch card.
to find a more simple way of examining attitudes about school systems. Kerlinger says about Q-Sort technique,

... one tests theories on small sets of individuals carefully chosen for their "known" or presumed possession of some significant characteristic or characteristics. One explores unknown and unfamiliar areas and variables for their identity, their interrelations, and their functioning. It may even be said that one uses Q for heuristic purposes. Used thus, Q is an important and unique approach to the study of psychological, sociological and educational phenomena.4

This study is attempting to discover, from small sets of individuals—the school leadership group and the citizens group—consensus attitudes about the Princeton City School district in order to plan a more effective school-community relations program. The known or presumed significant characteristics of these two groups are interest and concern in and for the schools and desires to improve public education in the district.

Also, the researcher has chosen Q-Sort technique for this part of the study as a self learning vehicle, as Kerlinger suggests.

Step 3 requires the administering of a conventional attitude/opinion inquiry blank, APPENDIX C, to the school leadership group. The researcher tabulates and analyzes these data and presents results to the superintendent.

Step 4 of the procedure requires the superintendent and his school leadership group to select citizens from all segments of the

Princeton City Schools community. The school leadership group assists as the researcher administers the conventional attitude/opinion inquiry blank, APPENDIX C, and the Q-Sort attitude-seeking instrument, APPENDIX B.

Data from the conventional inquiry blank and the Q-Sort instrument obtained in Step 4 are tabulated and analyzed by the researcher and presented to the superintendent with appropriate comment.

Step 5 requires a complete discussion by the school leadership group and the citizens group of all steps in the Intermat. This discussion, led by the superintendent, is outlined so as to culminate in several conclusions about the community and schools in the Princeton City Public School District. The outline, prepared by the superintendent, must cover all basic facts and information developed by the Intermat. It will guide the discussion which in turn will guide the school-community relations program planning.

Step 6 involves the two major groups sitting together and planning a school-community relations program for the Princeton City Public Schools. This step requires assistance from the researcher. Ideally, the increased understandings of the community by the school leadership group and similar greater awareness of the school system by the citizens group will allow better identification of problems, progress, plans, needs, resources available, communications channels, feedback channels, communications techniques appropriate for the community, decision-making process and other factors involved in preparing an effective school-community relations program.
Summary

This model Interaction Matrix has been designed so as to allow the Princeton City Schools staff, working with a citizens group and public officials, to analyze the school community, determine attitudes about the school's system held by school leaders and citizens, and discuss these attitudes and the information developed in the community analysis, as a basis for developing an effective school-community relations program.

The model, a different and experimental approach to determining community support and attitudes for schools, is meant to offer a series of activities and procedures that will permit a public school staff to interact with public officials and citizens representative of the school community. The purpose of this interaction is to build better working relationships in order to provide better schools.

Utilizing a "professional educator-public official-citizen" team approach to the analysis of the community and to attitude determination, the Intermat is meant to provide the atmosphere within which community leaders can identify, understand and solve public school problems.
CHAPTER IV

THE FIELD TEST OF THE MODEL INTERACTION MATRIX

The field test for this model Interaction Matrix was conducted during September and October, 1972, in the Princeton City School District, Hamilton County, Ohio.

Selection of the Test School District

In order to test the Intermat in a setting that would provide measurements for its steps, evaluation of its procedures and activities and necessary redesign for its community analysis phase, criteria for a test district were established. These criteria were:

1. The district must be in Ohio.
2. The district must be, as much as possible, "typical" middle type, not big city and not small rural.
3. The district must contain various ethnic, racial and social groups.
4. The district must contain students whose parents are employed in a variety of vocations in industry, retailing, public service, and self-employment, both in management and worker status.
5. The district must have staff employees familiar with good school-community relations practices.
6. The district must have a superintendent willing to cooperate and assist with the study.

The researcher visited five school districts in various parts of Ohio after consulting with Dr. William Staats, Executive Secretary of the Southwestern Ohio Educational Research Council and Professor Frederick Staub of The Ohio State University.

Both Staats and Staub recommended the Princeton City School District. The researcher visited the district and spent a day with the superintendent and his administrative assistant. Both were interested in the Intermat and offered their district as a test setting. Both agreed to assist with the field testing of the Intermat. The district met the established criteria as a setting for the study.

The Setting for the Study

The Princeton City School District was created in 1955 with the consolidation of eight school districts that included two high schools and six elementary schools. Later, in 1970, the District was enlarged by the merging of the Lincoln Heights School District into Princeton City School District by the State Board of Education. When 1960 federal census results indicated that one community within the Princeton City Schools District had achieved city status the district applied for and was designated a city school district. Previously all political subdivisions were townships or villages.

Presently, Princeton City School District has within its boundaries six municipalities—three of which are cities, and three of
which are villages—three counties and four townships. Thus, thirteen political sub-divisions are involved in the district. In addition, of course, the District is subject to the authority of the Ohio Department of Education.

The Princeton City School District rests astride the highly industrial Mill Creek Valley in the northern suburbs of the City of Cincinnati and includes within its school attendance areas an extensive social and economic range.

The six municipalities are: Evendale, a small, all-white community with one major industry, the General Electric Company plant; Glendale, an executive residence community that has about 25 per cent black population with a major industry, the Proctor and Gamble Company, and rigid zoning restrictions that restricts other industry; Lincoln Heights, an all black city with a very limited commercial base; Sharonville, a conservative municipality, the largest in the school district, with an industrial orientation around a large Ford Motor Company assembly plant; Springdale, a growing business-residence community and Woodlawn, a community that has changed from 25 per cent to 85 per cent in citizens of African descent in the last decade.

Two additional elementary school attendance areas are also a part of the Princeton City School District. They are Heritage Hill, stretching across the Springdale-Sharonville corporation line, a new residential area with moderately priced homes and Stewart-Runyan elementary attendance area covering a large part of unincorporated land mostly in Hamilton County with a small section extending into
Warren County. This area offers the greatest potential for growth with its extensive undeveloped acreage. One sub-community, developed during World War II days, is populated mostly by first and second generation Appalachians. Other sub-communities, with broad ranges of resident backgrounds, are beginning to appear within the Stewart-Runyan section.

The Princeton City School District is organized for administration with a superintendent reporting to the Board of Education and supervising a staff including an administrative assistant, an associate superintendent, three assistant superintendents, and building principals, FIGURE 2, page 41.

The Status of the School-Community Relations Program in the District

In assessing the status of the school-community relations program in the test district the researcher engaged in extensive personal observation and in interviews with members of the school leadership group. As an instrument for examining the program the researcher utilized "A Check List for a School District Communications Program," APPENDIX E, designed by the researcher. Answers to the inquiries on the check list were obtained in personal interviews with various district staff members. The technique allowed a self-appraisal of the program by many of those planning and operating it. The check list results and conclusions of the researcher are as follows.

The Princeton City School District has a written policy on public relations, a superintendent that has an understanding for the need to communicate with the public, some part-time communications personnel
that have newspaper, magazine, radio, television and public relations work experience, and hold college degrees. These personnel have the confidence of the superintendent in communications matters with the public. The check list results indicate that the Princeton City School District has an internal communications system for communicating with all staff and employees, a planned program of communications and does use such communications channels as newspapers, radio, television, brochures, reports, seminars and meetings, displays, exhibits and liaison with other governmental agencies.

Staff members answering questions on the check list indicate that such results from the communications program as, "100 per cent support of all local school tax issues to date," have been achieved. Also, staff members are involved in communications activities and perform such tasks as preparing news releases, preparing magazine articles, and preparing newsletters, displays, and other communications materials. Answers also indicate that the communicators are self-starting persons with ideas and energy for communicating with people through various media, that the Princeton School District does maintain contact with the several organizations and groups within the district, and that school staff communicators do have adequate rapport with local mass media personnel.

Also, the check list survey reveals that the Princeton City School District has on hand various publications about public relations and other materials for use in planning and operating school
communications programs, utilizing newest media techniques and materials prepared and ready for use in responding to inquiries about most phases of the district administrative and educational programs. Other results of the check list indicate that the Princeton City School District has provisions for assessing community attitudes and public opinion and does concern itself with some communications feedback channels such as reading major newspapers in the state, reading most professional journals both state and national, and periodically checking state and local weekly newspapers.

On the negative side, those answering check list questions revealed that the Princeton City School District does not have a systematic scheme for sharing with the public much of the information that might be helpful to a better understanding of schools, nor does the district have a system for evaluation of the district school communications program.\(^1\)

Also, answers provide the information that the Princeton City School District does not use such communications feedback channels as a press clipping service, return cards for releases sent to mass media, monitoring of radio and television news and public service programs, spot checking of public attitudes across the district, analysis of district communications program by professional communicators from outside the district or pre and post event questionnaires

\(^1\)Some information leading to this statement was derived from observation and personal interviews with staff by the researcher.
for speeches, seminars and other communications functions conducted by the school district staff.

By examination of materials and through interviews with district staff the researcher concluded that the Princeton City Schools have established and operate at least seven major school-community relations activities each designed to put school staff members into contact with various segments of the community citizenry. These activities, portrayed in TABLE 1, page 45, are the superintendent's breakfast, the minister's breakfast, public official's night, the academic fair, the Festival of Arts, Parent-Teacher Association meetings and the superintendent's advisory committee. Each of these events is planned in detail and meant to share information about the schools and to hear of citizens' feelings about school and community matters.

Princeton City Schools produce at least 13 kinds of publications each intended to communicate with a segment or segments of the community population. These publications include the school calendar, Princeton Paragraphs, a weekly newsletter, Community Education Program Booklet, Opening Day of School Letter, school lunch menus, flyers (small information pamphlets usually dealing with just one subject), Odin's Word, the high school newspaper issued 16 times annually, the Student Prince, the high school yearbook, Parent-Teacher Association Council Notes, parent-teacher association program booklets, and newsletters from nine other elements of the school system.

Weekly news releases are prepared and sent to all area newspapers including three small, local area neighborhood publications. The
TABLE 1

SCHOOL-COMMUNITY RELATIONS ACTIVITIES OF THE PRINCETON, OHIO CITY PUBLIC SCHOOLS, 1972-73

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Public</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent's Breakfast</td>
<td>Annually</td>
<td>Staff and Citizens</td>
<td>To share program information and to respond to citizen questions</td>
</tr>
<tr>
<td>Minister's Breakfast</td>
<td>Four times annually</td>
<td>Clergy of Community</td>
<td>To discuss mutual community concerns</td>
</tr>
<tr>
<td>Public Official's Night</td>
<td>Annually for six communities of the school district</td>
<td>Public Officials</td>
<td>To discuss school goals for year</td>
</tr>
<tr>
<td>Academic Fair</td>
<td>Annually</td>
<td>General Public</td>
<td>To display student work</td>
</tr>
<tr>
<td>Festival of Arts</td>
<td>Annually</td>
<td>General Public</td>
<td>To display student art work</td>
</tr>
<tr>
<td>Parent-Teacher</td>
<td>Approximately nine meetings annually</td>
<td>Parents of school children</td>
<td>To allow parents opportunities to visit schools and meet the teachers</td>
</tr>
<tr>
<td>Superintendent's Advisory Committee</td>
<td>Monthly</td>
<td>Citizens from each elementary school area</td>
<td>To discuss current school community issues</td>
</tr>
</tbody>
</table>
Board of Education employs, on a half-time basis, a staff member skilled in public relations work to coordinate the news releasing and other publications activities.

Phase I, The Execution and Results of Field Testing the Model Interaction Matrix

The field test for this model Interaction Matrix for School-Community Relations began on September 14, 1972, with a briefing of the project presented by the researcher to Robert Lucas, Superintendent of Princeton, Ohio City Schools. Also, that day a briefing was given to James Stock, administrative assistant to Superintendent Lucas. Both educators agreed to participate and assist with the study. Mr. Stock was assigned the task of supervising Intermat Step 1, consisting of the community analysis phase by the school leadership group. Mr. Stock was given copies of the community analysis questions, APPENDIX A. He studied the questionnaire and separated it into sections for school administration staff members. Mr. Stock was advised by the researcher that the process of reading the questions, seeking answers to them and becoming more aware of other elements of the school district community was more important than compiling complete and detailed answers to all questions. School staff members began studying the questionnaire and making efforts to compile answers to it. The group of staff members working on the questionnaire included three assistant superintendents and the administrative assistant, and some of their subordinates.

Procedures followed by the four staff members assigned certain
sections of the community analysis question lists were:

1. The administrative assistant took the lead in assigning sections of questions to the three assistant superintendents and briefed them on seeking answers, eliminating questions, editing questions and rewriting questions. The first part of their work with the questionnaire was to eliminate questions not relevant to the Princeton City Schools. They removed questions requiring answers that would in no way assist or affect the school decision-making and management process. Additionally, they made notes for suggestions on rewriting some questions so as to make the questions more useful in the community analysis procedure. Chapter VI, The Redesigned Interaction Matrix, page 85, reflects this work. Guidelines followed in eliminating, editing and rewriting questions were:

A. Does the question require information that would assist and affect decision-making in the school district?

B. Does the question require information that is necessary for better understanding of the school district community?

C. Does the question require information about some aspect of the community that does not exist in this school district community?

D. Is the question too detailed? Could it be shortened
so as to require less information and still be useful to decision-making and planning?

E. Does the question require information that is too difficult to obtain in a reasonable amount of time?

2. The assistant superintendents and the administrative assistant continued the process of finding answers to the community analysis questions. They used information from reports, census figures, school records and other documents found in the district school office. They made telephone calls to public officials and other citizens. They sought assistance from numerous other school staff members including building principals, teachers, supervisors, students and clerical staff.

3. The administrative assistant and the assistant superintendents conferred by telephone and in person. They eliminated questions according to the criteria of the study and on their own judgment.

4. The administrative assistant and the assistant superintendents and other staff members working on the questions reported their results in meetings with the school leadership group.

5. Results of the community analysis were presented to a meeting of the school leadership group and the citizens group.

As Step 1 of the Intermat was progressing, Mr. Stock made arrangements to execute Steps 2, 3, and 4 which includes administering the
Q-Sort and conventional attitude examining tests to 12 members of the school leadership group and to 12 citizens of the Princeton City School District.

The 12 members of the school leadership group selected to take the two attitude examining tests occupied various positions with the school system: board of education members - 2, superintendent, curriculum coordinator, principal, teacher, assistant superintendents - 3, school administrators - 2.

The 12 citizens selected to take the two attitude examining tests represented the six municipalities included within the Princeton City School District and various vocations in the community. The citizens group included one elected city official, an administrative assistant, one clergyman, one Parent-Teacher Association Council member, an educational aide, one coordinator, one personnel director, three housewives and two identified only as parents. Most members of the citizens group were parents of school-age children.

During the afternoon of September 26, 1972, the school leadership group and the citizens group were assembled for a discussion of the study led by the researcher. A lengthy session was held with questions and answers. During the meeting the Q-Sort attitude examining tests, APPENDIX B and APPENDIX D, and the conventional attitude inquiry blank, APPENDIX C, were administered to the two groups, 24 persons in all. The researcher gathered response sheets and tabulated the results from the Q-Sort instrument and added the responses for the inquiry blank. The results follow.
TABLE 2, page 51, presents results of the Q-Sort attitude inquiry instrument as completed with the school leadership group. TABLE 2 reveals the ratings given each of the Q-Sort statements about Princeton City Schools by each member of the school leadership group on the 12 to 1, most agree-least agree, scale. Statements with most agreement carry higher numerical values in the table squares. The table includes a total numerical weighting for each of the 12 Q-Sort statements in the right-hand column. These total weighting numbers reveal the full strength of the statement across all 12 respondents. Statements 4, 3 and 1 received the greatest amount of agreement by respondents. Statements 10, 9, 8 and 11 received the lower scores and carry the least agreement among the school leadership group.

TABLE 3, page 52, indicates the rank order given each statement by the school leadership group according to the 12 to 1, most agree-least agree scale. TABLE 3 illustrates how the school leadership group sorted the statements about Princeton City Schools and offers some insights into the attitudes of the school staff personnel toward their system. Statement number 4, "Good Overall," is rank ordered number 1. This indicates that most members of the school leadership group feel that this statement more truly describes their feelings (attitudes-constructs) about the system than any other statement. This statement, 4, apparently is strongest within the Q-Sort. The educators apparently feel that their schools are not "Excellent," statement number 1, as it is rank ordered in the number 3 position. It must be noted that these school leaders do have a very strong
TABLE 2

RATINGS GIVEN EACH OF THE Q-SORT OF STATEMENTS
ABOUT THE PRINCETON CITY PUBLIC SCHOOLS
BY THE SCHOOL LEADERSHIP GROUP

<table>
<thead>
<tr>
<th>Q-Sort Statements</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>Total numerical weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Excellent</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>111</td>
</tr>
<tr>
<td>2. Very best teachers and</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Generally very good</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>7</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>123</td>
</tr>
<tr>
<td>5. Good use, need more support</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>92</td>
</tr>
<tr>
<td>6. Wastes some money</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>86</td>
</tr>
<tr>
<td>7. Good few areas; less than good others</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>8. Generally poor</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>9. Below most of nation</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>10. Very, very poor</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>11. Little or no interest for me</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>12. Do not need my interest</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>54</td>
</tr>
</tbody>
</table>

Numbers in squares indicate the numbered position on the 12 through 1, most agree to least agree scale assigned to the Q-Sort statements by the respondent.
### TABLE 3

Q-SORT STATEMENTS IN RANK ORDER AS SELECTED BY SCHOOL-LEADERSHIP GROUP RESPONDENTS WITH ORIGINAL Q-SORT STATEMENT NUMBERS IN PARENTHESES ON A SCALE FROM 12 TO 1, MOST AGREE TO LEAST AGREE

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Statement Code</th>
<th>Statement Phrase</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td>Good overall</td>
<td>(4)</td>
</tr>
<tr>
<td>2.0</td>
<td></td>
<td>Generally very good</td>
<td>(3)</td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td>Excellent</td>
<td>(1)</td>
</tr>
<tr>
<td>4.0</td>
<td></td>
<td>Very best teachers and administrators</td>
<td>(2)</td>
</tr>
<tr>
<td>5.0</td>
<td></td>
<td>Good use of tax money; need more support</td>
<td>(5)</td>
</tr>
<tr>
<td>6.0</td>
<td></td>
<td>Wastes some money</td>
<td>(6)</td>
</tr>
<tr>
<td>7.0</td>
<td></td>
<td>Good in few areas, less than good others</td>
<td>(7)</td>
</tr>
<tr>
<td>8.0</td>
<td></td>
<td>Do not need my interest</td>
<td>(12)</td>
</tr>
<tr>
<td>9.0</td>
<td></td>
<td>Generally poor</td>
<td>(8)</td>
</tr>
<tr>
<td>10.5</td>
<td></td>
<td>Little or no interest for me</td>
<td>(11)</td>
</tr>
<tr>
<td>10.5</td>
<td></td>
<td>Below most of nation</td>
<td>(9)</td>
</tr>
<tr>
<td>12.0</td>
<td></td>
<td>Very, very poor</td>
<td>(10)</td>
</tr>
</tbody>
</table>

Least Agree
positive belief in the quality of the Princeton City Schools, but do not believe that the system is totally excellent. The table also indicates the rankings of the other statements.

TABLE 4, page 54, displays results from the citizens group Q-Sort. Examination of TABLE 4 indicates that the citizens group holds attitudes about the Princeton City Schools very similar to those held by the school leadership group. By examining the numbers in the various blocks it can be determined how much agreement or lack of agreement each respondent indicated with any of the 12 Q-Sort statements. Statement number 3, "Generally Very Good," received the most number of blocks with the highest numbers and a total numerical weighting of 124. This indicates that most members of the citizens group have a very strong positive attitude and a high opinion of the Princeton City Schools.

TABLE 5, page 55, offers the rank order according to "most agree-least agree" as selected by members of the citizens group. Study of the table shows that most members of the citizens group have indicated they believe that Princeton City Schools are "Generally Very Good," "Good Overall," and "Excellent," in 1, 2, 3 order.

TABLE 6, page 56, provides the contents of TABLE 3 and TABLE 5 as a comparison of rankings of Q-Sort statements about Princeton City Schools by the school leadership group and the citizens group. TABLE 6 allows an examination of the results of the Q-Sort attitude examining instrument with the two groups by presenting the results of the execution of the Q-Sort instruments with the 24 persons of the two
## TABLE 4
### RATINGS GIVEN EACH OF THE Q-SORT STATEMENTS
### ABOUT THE PRINCETON CITY PUBLIC SCHOOLS
### BY THE CITIZENS GROUP

<table>
<thead>
<tr>
<th>Q-Sort Statements</th>
<th>Respondents</th>
<th>Total numerical weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A  B  C  D  E  F  G  H  I  J  K  L</td>
<td></td>
</tr>
<tr>
<td>1. Excellent</td>
<td>12 8 10 9 12 7 9 10 11 6 10 8</td>
<td>112</td>
</tr>
<tr>
<td>2. Very best</td>
<td>11 9 9 8 11 9 8 9 5 9 7</td>
<td>104</td>
</tr>
<tr>
<td>3. Generally very good</td>
<td>8 11 12 11 10 11 10 12 8 12 8 11 124</td>
<td></td>
</tr>
<tr>
<td>4. Good overall</td>
<td>10 12 11 12 9 8 2 11 12 10 12 12 121</td>
<td></td>
</tr>
<tr>
<td>5. Good use, need more support</td>
<td>7 7 8 10 8 12 11 8 10 11 11 9 112</td>
<td></td>
</tr>
<tr>
<td>6. Wastes some money</td>
<td>9 5 7 7 7 10 12 7 7 9 7 7 10 98</td>
<td></td>
</tr>
<tr>
<td>7. Good few areas; less than good others</td>
<td>6 10 6 6 6 5 6</td>
<td>70</td>
</tr>
<tr>
<td>8. Generally poor</td>
<td>5 4 4 4 5 4 7 4 4 7 4 3 5 55</td>
<td></td>
</tr>
<tr>
<td>9. Below most of nation</td>
<td>4 5 5 3 4 2 4 2 3 3 2 1 3 8</td>
<td></td>
</tr>
<tr>
<td>10. Very, very poor</td>
<td>3 3 3 2 3 3 5 3 2 2 1 2 3 32</td>
<td></td>
</tr>
<tr>
<td>11. Little or no interest for me</td>
<td>2 1 1 5 2 6 3 1 1 8 3 5 3 38</td>
<td></td>
</tr>
<tr>
<td>12. Do not need my interest</td>
<td>1 2 2 1 1 1 1 5 6 1 5 6 3 32</td>
<td></td>
</tr>
</tbody>
</table>

Numbers in blocks indicate the numbered position on the 1 through 12 most agree to least agree scale assigned to the Q-Sort statements by the respondent.
<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Statement Code</th>
<th>Phrase</th>
<th>Statement Number</th>
<th>Most Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>1.0</td>
<td>Generally very good</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>2.0</td>
<td>Good overall</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>3.5</td>
<td>Excellent</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>3.5</td>
<td>Good use of tax money, need more support</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>5.0</td>
<td>Very best teachers and administrators</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>6.0</td>
<td>Wastes some money</td>
<td>(6)</td>
<td></td>
</tr>
<tr>
<td>7.0</td>
<td>7.0</td>
<td>Good in few areas, less than good in other</td>
<td>(7)</td>
<td></td>
</tr>
<tr>
<td>8.0</td>
<td>8.0</td>
<td>Generally poor</td>
<td>(8)</td>
<td></td>
</tr>
<tr>
<td>9.5</td>
<td>9.5</td>
<td>Little or no interest for me</td>
<td>(11)</td>
<td></td>
</tr>
<tr>
<td>9.5</td>
<td>9.5</td>
<td>Below most of the nation</td>
<td>(9)</td>
<td></td>
</tr>
<tr>
<td>11.5</td>
<td>11.5</td>
<td>Very, very poor</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>11.5</td>
<td>11.5</td>
<td>Do not need my interest</td>
<td>(12)</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 6

**COMPARISON OF RANKINGS OF Q-SORT STATEMENTS ABOUT PRINCETON CITY SCHOOLS BY SCHOOL LEADERSHIP GROUP AND THE CITIZENS GROUP**

<table>
<thead>
<tr>
<th>School Leadership Group</th>
<th>Most Agree</th>
<th>Citizens Group</th>
<th>Rank</th>
<th>Order</th>
<th>Statement</th>
<th>Most Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Good overall</td>
<td>(4)</td>
<td></td>
<td>1.0</td>
<td>(3)</td>
<td>Generally very good</td>
<td></td>
</tr>
<tr>
<td>2.0 Generally very good</td>
<td>(3)</td>
<td></td>
<td>2.0</td>
<td>(4)</td>
<td>Good overall</td>
<td></td>
</tr>
<tr>
<td>3.0 Excellent</td>
<td>(1)</td>
<td></td>
<td>3.5</td>
<td>(1)</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>4.0 Very best teachers and administrators</td>
<td>(2)</td>
<td></td>
<td>3.5</td>
<td>(5)</td>
<td>Good use of tax money, need more support</td>
<td></td>
</tr>
<tr>
<td>5.0 Good use of tax money, need more support</td>
<td>(5)</td>
<td></td>
<td>5.0</td>
<td>(2)</td>
<td>Very best teachers and administrators</td>
<td></td>
</tr>
<tr>
<td>6.0 Wastes some money</td>
<td>(6)</td>
<td></td>
<td>6.0</td>
<td>(6)</td>
<td>Wastes some money</td>
<td></td>
</tr>
<tr>
<td>7.0 Good in few areas, less than good in others</td>
<td>(7)</td>
<td></td>
<td>7.0</td>
<td>(7)</td>
<td>Good in few areas, less than good in others</td>
<td></td>
</tr>
<tr>
<td>8.0 Do not need my interest</td>
<td>(12)</td>
<td></td>
<td>8.0</td>
<td>(8)</td>
<td>Generally poor</td>
<td></td>
</tr>
<tr>
<td>9.0 Generally poor</td>
<td>(8)</td>
<td></td>
<td>9.5</td>
<td>(11)</td>
<td>Little or no interest for me</td>
<td></td>
</tr>
<tr>
<td>10.5 Little or no interest for me</td>
<td>(11)</td>
<td></td>
<td>9.5</td>
<td>(9)</td>
<td>Below most of the nation</td>
<td></td>
</tr>
<tr>
<td>10.5 Below most of nation</td>
<td>(9)</td>
<td></td>
<td>11.5</td>
<td>(10)</td>
<td>Very, very poor</td>
<td></td>
</tr>
<tr>
<td>12.0 Very, very poor</td>
<td>(1)</td>
<td></td>
<td>11.5</td>
<td>(12)</td>
<td>Do not need my interest</td>
<td></td>
</tr>
</tbody>
</table>

*Least Agree*
groups. Members of both groups have attitudes and beliefs about the Princeton City Schools that are nearly the same according to this instrument. Generally a very positive feeling about the school system seems to prevail among those tested.

In order to assess attitudes about the Princeton City Public Schools from another approach, using a different method, and as a comparative cross-check to the Q-Sort instrument, the researcher administered to both the school leadership group and the citizens group a twelve question, multiple choice, blank-marking inquiry form, APPENDIX C. The questions are patterned after and designed to deal with the same subject (attitude-construct) areas as the Q-Sort statements.

Twelve school leadership group members executed the inquiry blank as did twelve citizens group members. FIGURE 3, page 58, presents results of the inquiry blank exercise.

Question one asked respondents to indicate how they felt about the school system's teachers and administrators by judging their capabilities as very best, good, mediocre, poor or bad. Four school leaders and five citizens answered "very best" while seven leaders and eight citizens marked the "good" rating for the system's teachers and administrators. The indication here is that all respondents have a high regard for the teachers and leaders of the Princeton City Schools.

Question two required respondents to indicate their feelings about the system's educational programs and the management of the schools. Choices were "excellent," "good," "mediocre," "poor," and
TOTAL NUMBER OF RESPONSES TO QUESTION FILL-IN SLOTS IN INTERMAT
ATTITUDE BLANK GIVEN BY MEMBERS OF THE SCHOOL LEADERSHIP GROUP
AND THE CITIZENS GROUP INDICATING INDIVIDUAL COLLECTIVE-
ATTITUDES ABOUT THE PRINCETON CITY SCHOOLS,
SEPTEMBER 1972

1. Our schools have the very best 9, good 15, mediocre, poor, bad, teachers and administrators.

2. Our schools have excellent 12, good 12, mediocre, poor, very bad, educational programs and management.

3. Our schools are generally good and do 19, do not 5, need to improve many things.

4. Our schools are good 24, mediocre, poor, educationally and administratively.

5. Our schools make excellent 6, good 16, average 2, poor, improper use of the taxpayers' money.

6. Our schools do 2, do not 11, maybe sometimes 10 waste taxpayers' money.

7. Our schools are 20, are not good in a few areas but are 4, are not 16 less than good in several other areas such as curriculum, management and teaching.

8. Our schools are __, are not 24 generally poor in all areas: teaching, management and curriculum.

9. Our schools do 9, do not 14 need improvement in all areas they are 1, are not 22 below most of the nation.*

10. Our schools are 1, are not 22 far below what is necessary for good curriculum, teaching and management are should be rated poor, very poor, very, very poor.*

11. Our schools hold great 23, some 1, little, no interest for me.

12. Our schools do 24, do not __ need my interest.

*No reply indicated by one respondent.

FIGURE 3
"very bad." Eight leaders marked the "excellent" slot while four marked the "good" answer. Four citizens replied "excellent" and eight citizens marked the "good" slot. These responses indicate that all respondents have a good attitude toward the Princeton City Schools' educational programs and the management thereof. It must be noted that twice as many citizens marked the "excellent" blank as did school leaders. The indication here is that most of the citizens have a very high regard for their public schools' programs and management.

The third inquiry form item asked respondents to indicate if they "do" or "do not" feel the schools need to improve many things. Ten leaders replied that they felt the schools "do" need to improve many things while two leaders indicated they felt the schools "do not" need to improve many things. Nine citizens replied that they felt the schools "do" need to improve many things while three citizens saw no need to improve many things. Since the question stated that the schools were generally good before posing the "do" or "do not" need to improve many things element, it may be assumed that respondents did accept that statement but did feel that parts of the system can be made better. This appears to indicate another positive attitude toward the Princeton City Schools by both school leaders and citizens.

Inquiry blank question number four asked respondents to indicate if they felt the schools were "good," "mediocre," or "poor" administratively and educationally. All respondents, twelve leaders and twelve citizens replied "good." Here is found unanimous agreement and a strong indication of a generally positive attitude toward the Princeton City Schools among school leaders and representative citizens.
The fifth item of the inquiry blank sought attitudes toward use of tax money by the school system. Respondents were asked to indicate whether they felt the Princeton City schools made "excellent," "good," "average," "poor," or "improper" use of tax funds. One school leader indicated "excellent" use, nine school leaders replied "good" use while one school leader marked the "average" blank. Five citizens answered "excellent," seven citizens replied "good." The revelation here seems to be that most school leaders feel they are making "good" use of the tax funds they have but only one was willing to indicate "excellent" use while two even felt the system was making only "good" use of tax money. At the same time five citizens believe the system makes "excellent" use of tax money with the rest believing "good" use is made of tax funds. The significant part of this finding is that most of the citizens involved here have an indicated better feeling about how the schools spend their tax money than the school leaders did. Evidence of a high level of confidence in school leadership is apparent.

Question six sought to find if respondents feel that any tax money is wasted by the school system. Two school leaders replied they believe that the system "does" waste tax money, five said they "do not" believe tax money is wasted and five marked the "maybe sometimes" slot to say that they feel the system does sometimes waste tax funds. No citizens replied that they felt tax money was wasted as such, with six citizens replying that tax money was "not wasted" and five indicating that "maybe sometimes" tax money is wasted. One
person did not mark this question. Of all respondents only two, two school leaders, felt that tax money was being wasted routinely. Combined answers to this question offer additional strength to an assumption of much confidence in the school system by all respondents.

Inquiry blank item number seven sought respondents' feelings as to the system's quality in general; did respondents feel the system was "good overall," "spotty" or "poor" in some places and "good" in others? School leaders gave nine responses indicating the schools are "good" in most areas including curriculum, management and teaching. Three school leaders replied that the schools were "less than good" in some areas. Eleven citizens indicated they felt the schools were generally good with one citizen apparently having doubts about some areas such as curriculum, management and teaching. A high level of confidence is indicated by the citizens in the school system in this question.

Question eight asked respondents to indicate if they felt Princeton City Schools "were" or "were not" generally poor in all areas; teaching, management and curriculum. All respondents, twelve school leaders and twelve citizens replied that they felt the schools "are not generally poor" in all areas. This question is designed to validate replies on preceding inquiries and seems to support earlier expressions of confidence in the schools by all respondents.

The ninth part of the inquiry blank asked respondents to indicate whether they believed the school system "does" or "does not" need improvement in all areas and "is" or "is not" below most of the nation.
Eight school leaders said the schools "do" need improvement while four said the schools "do not" need improvement. All twelve school leaders replied that they feel the schools are "not" below the rest of the nation. Only one citizen marked the schools "do need" improvement block while ten citizens said the schools "do not need" improvement. One citizen did not mark this question. Ten citizens replied that the Princeton City Schools "are not" below most of the nation and one citizen said the schools "are" below most of the nation.

Question number ten sought respondents' attitudes about school system qualities in curriculum, teaching and management and the ratings therefor, with choices of, if considered below acceptable standards, of "poor," "very poor," "very, very poor." All twelve school leaders indicated they believed the school system "not" to be far below what is necessary for good curriculum, teaching and management. Ten citizens replied in the same way with one citizen marking the "are far below" slot and not marking a "poor," "very poor," or "very, very poor" slot. Again, a near unanimous feeling of confidence in the Princeton City Schools' quality in major areas was found.

The eleventh part of the inquiry blank attempted to determine some interest level held by respondents in the local schools. Eleven school leaders marked the "great" interest slot with one leader marking the "some" interest slot. No marks were placed in the "little," or "no" interest slots. All twelve citizens said the schools hold "great" interest for them. It is interesting to note that one school leader marked the "some" interest answer rather than the "great" interest slot. These answers offer additional evidence that the school
leaders and representative citizens chosen for this study have great interest in the Princeton City Schools.

The last question of the inquiry blank, number twelve, asked school leaders and citizens to indicate whether or not they believed that the school system needed their interest. All twenty-four respondents replied that they believed the schools "do" need their interest.

The results of the Intermat Attitude Inquiry Blank administered to Princeton City Schools leaders and citizens group indicates a strong feeling of confidence in the leadership and programs of the system. The citizens group often expressed greater confidence in the school system management and quality of programs than did the school leaders.

The results of the two attitude examining tests, the Q-Sort and the conventional inquiry blank, seem to provide the study with evidence that the school professional leaders and the several citizens representing all sections of the district, from varied walks in life, do hold a very positive attitude toward the school system. There is strong indication of high morale, positive confidence in the people who operate the system every day, the board members who make policy decisions and the programs within the school buildings.

Next Intermat step completed was number 5, discussion by superintendent and leadership staff of all details of Steps 1 through 4. This discussion was held on the afternoon of October 26, 1972. Superintendent Lucas designated James Stock, his administrative assistant, to conduct the session in cooperation with the researcher.
Superintendent Lucas sat in for a time. Staff morale seemed high. Several members of the school leadership group were very communications and school-community relations conscious and entered into talk about the reasons for the various Intermat steps. Some did not seem to fully understand the instrument. All members of the school leadership group were very busy in their regular, daily duties and indicated that they make strong efforts to communicate with the community in various ways. During the discussion it was pointed out several times that possibly the most important staff member for school level communications is the building principal. Two assistant superintendents seemed much more concerned with everyday details of their jobs in their immediate surroundings and not so much concerned with the school-community relations function. This is understandable as both function in central office management positions relative to business and finance and school support services.

This session was not as productive as expected it might be.

Intermat Step 6, as spelled out in the model, called for the two major people groups to sit together and plan a school-community relations plan to span the next three months. Ideally, the school leadership group would have greater understandings of the school district community after Steps 1 and 5 and the citizens group a better understanding of the problems, plans, procedures and progress of the school district, and, working together these two groups would lay out a school-community relations plan.

Step 6 did not evolve as the model directs. Most members of the
school leadership group did not remain for the session with the citizens group. Only two school leaders did. Reasons for the school leadership group not remaining to interact with the citizens are that probably most of them did not realize that they should have because they were not briefed fully on Step 6 and most were feeling the heavy press of duties because the central office staff was in the process of moving into a new building.

Only four members of the citizens group appeared for Step 6 of the Intermat. With two school leadership group members, four citizens group members and the researcher Step 6 was attempted.

Results expected, according to the Model Intermat, did not occur in this situation, however, there seems to be an explanation. The extensive school-community relations efforts made by the Princeton City Schools, as described at the beginning of this chapter, apparently are realized and felt by the school leadership group members and the citizens group members, thus possibly explaining a lack of willingness to spend more time in a meeting discussing communications. The researcher got the feeling from participating in Step 6 that everyone is well satisfied that information flows freely. Members of the citizens group made the following statements during the Step 6 session, "I think Princeton has exhausted the various means of communications," "There is no barrier at all between citizens and the administration of the school system," "As a member of the PTA council I was always able to talk to the administration and board." "I can't think of any ways to communicate that are not being done, but I would suggest that some improvement should be made in handling telephone requests for parent-
Those participating in this Step 6 session were unanimous that they and other citizens of the district can have a quick input into the school system decision-making process. The researcher could find no evidence whatsoever that the decision-making system for Princeton City Schools was anything but an open-ended, free input, flexible system. This study sought, as a part of the Intermat concept, better mechanisms for the moving of citizen desires and sensitivities into the school system decision-making process.

One citizen suggested that more school activities, involving the children and open to parents, would bring more parents to school. Another citizen expressed the opinion that usually very few fathers attend school open house meetings unless they are concerned about a specific problem or situation.

One administrator commented, "There tends to be a reluctance on the part of the school officials to share information fully on the grounds that the public will not understand--it's too complicated." Apparently this is an inside the administration attitude held by only one or two of the administrators in the Princeton City Schools district. This is a general attitude held by most school administrators with whom the writer has worked, but does not seem to be a real problem at Princeton.

One administrator remarked, "Individual staff blunders, discourtesy on the telephone for example, create high incidence levels of PR

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(public relations) problems. Inservice training efforts constantly attempt to treat this area."

Intermat Step 6, formulating a school-community relations program based on the preceding five Intermat steps, did not materialize. The reason, in the opinion of the researcher, is that the school district already has a well-operated, on-going community relations operation--evidence from the school-leader and citizens group attitude examining tests indicates a high level of confidence in the system and no felt need to hastily improve things--and therefore there is no feeling that it should be spelled out any more specifically.

The researcher concludes that if this district had been ignorant of school-community relations communications needs and had not been interacting fairly well with the community Step 6 would have been able to plan some kind of a school-community relations effort with some specific communications channels listed and several kinds of information not now known to the public suggested for these channels.

Phase II, Analysis of the Results of Field Testing the Model Interaction Matrix

It became apparent almost immediately that many of the community analysis questions from Warren's chapters 3, 4, 7, 14 and 20 would not be necessary in the community analysis phases, Intermat Step 1, of the exercise for Princeton City Schools. As had been assumed, Warren's work is extremely detailed and the questions for community study required tailoring to meet the special needs of Princeton City Schools. The school staff members executing the questionnaires in Intermat Step 1 rapidly eliminated many questions and changed others
by editing for brevity, reducing detail of answers required and re-styling for more possible open-ended responses. It was one intent of the study to cause staff administrators to process these questions in an effort to obtain a more effective instrument for Intermat Step 1, community analysis.

The requirement to modify the Intermat Step 1 questionnaire is treated in Chapter V of this study, Model Modification Resulting from Field Testing.

Analysis of the results of the attitude inquiry blank and the Q-Sort attitude examining instrument performed with the school leadership group and the citizens group provide evidence for several conclusions. These are that the school leadership group has a high morale level, respect for and confidence in the administrative staff and a generally substantial belief that Princeton City Schools are very good, making good use of tax money, operating very good programs for students and does need the strong interest of school leaders.

Analysis of the results of the attitude inquiry blank and Q-Sort attitude examining tests performed with the citizens group provides similar findings. The citizens group scored the school system with ratings about the same as those given by the school leadership group. This is an expected result when a general community-wide, better than average level of confidence is held for the school system. The two attitude seeking exercises with the citizens group produced evidence to lead to a conclusion that the citizens have a very high positive opinion about their school system.
Analysis of Intermat Step 5, discussion by superintendent and leadership staff on all details of steps 1 through 4, provides little evidence that previous steps in the Intermat had moved most professional staff members in the school leadership group toward a better understanding of school-community relations. This could be because the district is apparently already doing a far better than average job of school-community relations.

During this discussion several comments were made about information sought in Intermat Step 1 and how that such information about the community had not been gathered before and that surely such information would be very helpful in planning better educational programs. A case in point was the inquiry in the community analysis questionnaire about provisions for migrant children. Several staff members said this had never come up before in their district and it is not known if any migrant children do attend Princeton City Schools. Certainly there would be no great number of migrant children or their presence would have been noticed. However, one administrator said, even if we have a few we should be providing these youngsters with programs that meet their special needs.

Another community analysis question that provoked discussion in Intermat Step 5 was one pertaining to school student census. "It may be," said an assistant superintendent, "that we notice a net gain of several students and record the fact that we have gained three students." He continued, "What may have happened is that we had 300 students move away and 305 students move in, so really we had a turnover of 305 students." The assistant superintendent said we should
keep exact figures on turnover students and consider some program innovations designed to meet needs of this many new students coming into the district each year.

Other comments pertinent to the Princeton City Schools and school-community relations were made in a very general way. The discussion was healthy but not productive in terms of specific school-community relations and communications idea producing results.

Intermat Step 6, formulating a school-community relations program based on the preceding five steps did not develop as the model design required. Citizen attendance was poor and representatives from the school leadership group were too few. Only seven persons participated in the Intermat Step 6. Several productive discussion areas were dealt with, but no suggestions for new and possibly more effective school-community relations efforts materialized. Some suggestions were offered by citizens on improving currently operating communications activities such as the superintendent's breakfast with citizens, and telephoning for parent-teacher appointments.

Step 6 did not provide, as the model required, a planned school-community relations program. This is probably because Princeton City Schools has a rather extensive program already operating. However, it was the hope of the researcher that this on-going program could have been offered some improvements and modifications. This did not occur.

Generally, then, an analysis of the results of the Intermat steps 1 through 6, as implemented in the Princeton City, Ohio Public Schools
during September and October 1972, indicate it did not produce an end product of a school-community relations program.

It is the conclusion of the researcher that if this field testing had been conducted in a school district that had not practiced any kind of school-community relations, a specific plan would have been forthcoming. But in the Princeton City Schools where a good school-community relations program exists, the Intermat does little more than stimulate some additional community analysis and understanding and discussion of the school system's good points and of a few weak points.
CHAPTER V
MODEL MODIFICATION RESULTING FROM FIELD TESTING

The field testing of the model Interaction Matrix for Princeton City Schools resulted in several modifications of the Intermat model, the most extensive of which was in the Intermat Step 1, the community analysis phase. Other modifications required after testing for the other five steps of the Intermat were minimal and are described in this chapter. All modifications are reflected in the redesigned Interaction Matrix, Chapter VI.

Modification of the Intermat Step 1

One of the main purposes of this field test and study was to identify specific changes in the community analysis instrument, Warren's chapters 3, 4, 7, 14 and parts of chapter 20,\(^1\) assumed to be required, and suggested by a functioning school district staff in the field. This was accomplished. These changes, as called for by the several professional staff members of the Princeton City School District, as they executed the instrument in the field test are described in the following paragraphs. Reference can be made to Step 1 of the model, APPENDIX A.

This section, Government, Politics and Law Enforcement, of the community analysis phases of the Intermat Step 1 used 112 questions from Warren's community analysis instrument. As the school staff members worked on answering these questions with in-house information, contacts with public officials, exchanging information with each other, library references and other means, they eliminated many questions not considered relevant to the analysis of the Princeton City Public School District. Criteria for question elimination, editing and rewriting is presented on pages 30 and 31 of this study. Of the 112 questions, originally included by the researcher for this study, 47 in this section were eliminated as not necessary or relevant to this study and community analysis. Other questions were changed slightly while some were rewritten. Some questions were left as originally drafted by Warren. The specific eliminations and alterations and the supporting reasons follow.

Questions one through five about local government were not changed as the information they produced was considered very necessary for school administrators in the understanding of their constituencies. Question six about powers of local government officials was dropped as was question nine because answers would not provide additional information for community understanding. Questions seven, eight, ten, and 11 through 20 on organizational patterns of local government were retained as written. Question 21 on charges in local government was eliminated because the staff felt too much time, not profitably
spent, would be required to obtain answers required by the item. Questions 22, 23 and 24 comparing local government services to other local governments were not changed. Question 25 on garbage collection was dropped because it was felt to be repetitive of a part of question 24. Questions 26, 27 and 28 on fire protection were retained but rewritten into one more open-ended item. Question 29 on fireman training was removed as not contributory to needed information about community. Questions 30 through 48 on local government finances and services were considered necessary to in-depth community analysis but considerable rewriting of these items was recommended by the school administrators. Question number 49 on local ordinances on civil defense was dropped as not being considered important enough to raise a separate inquiry. Question 50 on emergency powers of local government chief executive was held in because the school staff believed all public officials should be fully aware of the power of other public officials under emergency conditions. However, a suggestion was made to rewrite the inquiry so as to remove an antiquated reference to "air attack."

Questions 51 through 60 on local government reciprocal agreements and political party structure were taken out of the Intermat Step 1 by school leaders. These questions were considered not necessary to the community analysis needed by Princeton City School staff persons for a better understanding of the community. Questions 51, 52 and 53 were felt to be repetitive of the three questions preceding them. Questions 54 through 60 were believed to be seeking information unnecessary to the school leadership staff.
Dealing with the public elections process and organization, questions 61, 62 and 63 were retained with some editing for simplicity. Question 64 on election ballot candidate listings was dropped, not being considered necessary or clearly stated. Question 65 about primary elections was considered important and retained as the school leaders felt they should be aware of all elections scheduled within the district.

Questions 66 through 69 on certain mechanics of local elections were eliminated because the staff leaders did not feel they needed this kind of information. Questions 70, 71 and 72 concerning voter registration, balloting and voting machines were kept in the study because, the staff indicated, they believed they should have basic information about local and state elections. Questions 73 and 74 on election law violations and absentee balloting were taken out as not being considered necessary to this community analysis. Question 75 on local taxpayers league was retained with editing suggested to use name of local organization. Question number 76 on local government organizations was dropped. Questions 77 and 78 on local government research and reporting were considered by the school leadership staff as being very necessary to community analysis because information produced by these inquiries could provide facts and information for use by the school staff in planning and operations. Question 79 on local government annual report distribution was eliminated as not being needed.

Question 80 about local government use of mass media was retained as answers to it might offer suggestions to the school system on how
it could better communicate with its publics.

Questions 81 through 86 on citizens organizations and statistical crime reporting were dropped from the Intermat Step 1. This kind of information was not believed necessary for school administration.

Questions 87, 89 and 90 about police training were held in by the staff, being thought necessary for understanding the community better and other school program planning needs. Question 88 about police civil service was eliminated, considered not being needed. Question 92, selection of local judges, was retained.

The grouping of questions about the legal processes in the community, numbers 93 through 112, with the exception of question 104, was eliminated. The school administrators, working on the data collection as a community analysis tool, expressed beliefs that too much administrative staff time would be required in collecting this much detail on the community legal processes; that staff time could be more profitably spent, the staff indicated. Question 104, on the county probation department, was retained as the staff felt school leaders should have some understanding of the probation process because many school pupils often come into contact with this area of the legal process. The staff suggested editing of question 104 so as to make it more comprehensive.

Education

The section of Intermat Step 1, community analysis, entitled Education, included 190 questions from Warren designed to assist persons learn more about the district school system.\(^2\) During the

\(^2\)Ibid.
Intermat testing the school leadership staff found that 65 of these questions were not necessary for this analysis and that most other questions required editing.

Questions one, two and three, organization of school system, county and state systems and selection of board members, have been retained but will be rewritten for the redesigned Intermat. Question four, politics and the school board, is withdrawn, not being considered pertinent to the study. Questions five through nine, school board policy and tax levying powers, were believed to be necessary to the study, however, questions five and seven were edited. Question 10, school census, was eliminated because it is not clearly stated and did not seem to elicit information required for understanding the community. Questions 11 through 14, school organizational patterns, were retained. Questions 15 and 16, student from rural areas and consolidation, were withdrawn with question 17, elementary school organizational patterns, being retained in the study. Questions 18 and 19, centralized school patterns, were dropped from the list as they did not require answers relative to the organizational pattern of the Princeton City Schools.

Questions 20 through 32, local school financing, building use, racial mix, pupil-teacher ratio and planning, were retained. Question 33, teacher certification requirements, was deleted. Questions 34 through 42, teacher training, certification and teacher professional groups, were considered necessary for community analysis and retained. Question 43, encouraging students to be teachers, was dropped. Questions 44 and 45 were kept in the list. Questions 46 and 47, on
teacher loyalty oaths and censorship, were taken out because the staff felt they required information not necessary to community understanding today.

Numbers 48 and 49, treatment of teachers by local community and kindergarten availability, on the Education question list were left in the study, while question 50, teaching methods, was dropped. Questions 51 through 69 were retained with editing. Questions 70 and 71 on curriculum need for diverse groups were removed because the Princeton City Public Schools have no migratory pupils. Questions 72 and 73, about homebound education, were retained. Questions 74, 75 and 76 about rural pupils were removed from the list because the Princeton City Schools do not have rural-farm students. Questions 77 through 80 on intramurals and extracurricular activities were retained, with question 82 on fire drills dropped. Questions 83 through 88 about safety and driver education were considered necessary to the study by the staff and researcher.

The subject of school guidance personnel, covered by questions 89 through 95 was believed to be very important to analysis of a community and its school system. Questions 89 and 90 were eliminated because they did not seek needed information, according to the staff. However, questions 91 through 95, on the school guidance program, were kept in the study. Question 96, "are there exploratory vocational courses?", was dropped, considered not being meaningful. Questions 97 through 104 on guidance programs were retained. Inquiry number 105 about attendance was dropped with questions 106 through 109 on attendance and dropout rates retained with editing. Question
"dropout prevention," was eliminated because information it sought was also required in question number 108.

Questions 111, 112 and 113, school health services, were kept. Questions 114 through 118, "inoculations and x-rays," were removed because information they sought was not considered relevant to a community analysis at this time. Question 119, "a full-time school physician?", was retained with question 120, "full-time or part-time school nurse?", dropped, and question 121, "school health personnel," held in the list. Numbers 122 and 123, health services and nutrition, of the question list under Education were removed with question 124, on hot lunch programs, retained. Questions 125 and 127, other health and handicapped pupils services, were eliminated but question 126 was considered necessary to the study, but with rewriting so as to gain more information on the school system's program for the handicapped.

Question 128 was considered necessary for the community analysis while questions 129 through 134, "handicapped and slow learning pupils," were taken out because the staff considered them to be seeking information redundant to question 126.

Questions 133 through 150 deal with school-community relations and activities that are associated with school-community relations. Of the 17 questions four were removed. They were questions 133, 134, 139 and 140, all regarding parent's days and citizen participation and redundant to questions 133-150. Numbers 135 through 138 and 141 through 150 have been retained. Question 151, adult education, was eliminated as was question 153, agricultural extension work, with
question 152, community education support organizations, retained. Question 154, adult education, was kept in the list with editing. Questions 155 and 156 were not changed but questions 157 and 158, family life and farm life, were removed because the Princeton City Schools have no farm students. Questions 159 and 160 were left in the list as was question 162, but question 161, library services, was dropped, being considered repetitive of question 160. Question 163 through 167, state library and state library laws, were removed because the information they sought was considered too detailed and not needed by the study. Question 168 was retained. Inquiry number 168 was kept in the list because information on school library services was needed for the study.

Questions 169 through 174, details about library administration, were dropped because they sought too much unneeded data. Question 175 was retained. Inquiries numbered 176 through 182 dealing with museums and private schools with the exception of question 178, were eliminated. Questions 183 through 188 were retained, but questions 189 and 190, referring to local institutions of higher learning, were taken off the list because the researcher did not consider the information they sought needed by the study.

Community's Economic Life

The major grouping of questions for the Intermat Step 1, community analysis, concerned about economy of the school district is entitled, "Community's Economic Life." It contained 90 questions all
taken directly from Warren's community analysis list. During the field testing of the Intermat the researcher and school leadership staff members eliminated 56 of these questions because they were repetitive or required information not considered necessary to better understanding of the Princeton City School District community. Twelve of the questions that were retained were edited so as to be more appropriate for the Princeton City Schools and its community.

Questions one and two, "what community are you studying and what are its geographical boundaries?", under 'Community's Economic Life' were dropped from the list, with questions three and four, "industrial installations and other places of work," being retained in an edited form. Inquiries five and six, "wholesale outlet" were eliminated. Questions seven and eight were retained with editing, while question nine, an unclear question, was removed. Questions ten and eleven were kept with some editing for question ten. Questions 12, 13 and 14, all dealing with farm living, were removed. Questions 15 through 17 remained in the study while questions 18 through 20, farms and seasonal labor, were dropped. Numbers 21 through 28, work classification and income, were considered necessary to the community analysis and were kept in the list. However, editing of numbers 26, 27 and 28 was required.

Eliminated from the list were questions 29 through 36 all dealing with farm income. Questions 37 through 44, "credit, employment, labor unions, collective bargaining," were considered needed but with edit-

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3Ibid.
ing for numbers 37 and 38. Question number 45, labor unions and race, was eliminated, as was number 47, dealing with labor union leaders. Questions 46 and 48, labor unions, were retained. Questions 49 through 67 were removed because the researcher believed they required too many details on labor not needed by the Intermat people groups for understanding of the school district community. Questions 68 through 73 were held in the study with editing for numbers 68 and 70. Questions 74 and 75, trade center deficiencies and mail order business, were taken out with questions 76 through 78, successful industries, retained. Question 79, opportunities for industrial expansion, was dropped as was question 81, "farm income." Questions 80 and 82 through 90, with the exception of question 84, were retained for the study but with editing prescribed for question 82.

Communication

A major section of the Intermat Step 1, Communication, contained a total of 48 questions from Warren. The field test resulted in the elimination of 20 of these questions and editing of five.

Questions 1 through 11, about local newspapers, were retained with editing prescribed for question number 11. Questions 12, 14, 16, 19, 20, 22, 29, 32 through 36, 38, 40 through 36 were removed from the list. These questions, dealing with details of book sales, newspaper operations and policies, radio station policies, films shown locally and other details, were not considered necessary to the

\[4\text{Ibid.}\]
community analysis for this study. All other questions were kept in the study. Questions also requiring editing were numbers 4, 26, 27 and 31.

Discussion Areas

No modification of the Discussion Areas section of Intermat Step 1 was considered necessary by the school leadership staff or the researcher.

Modification of Intermat Steps 2, 3, 4, 5 and 6

School staff members, the researcher and members of the citizens group discussed the Q-Sort questions and the inquiry blank questions used in Intermat Steps 2, 3 and 4 relative to the possibility of making these questions and statements more specific in regard to such areas as school curriculum, teaching methods, financial procedures and other subareas. Following explanation of George Kelly's construct theory and the fact that the Q-Sort statements and inquiry blank questions were designed around constructs or templets through which each person is believed by Kelly to view his or her world, no change was made in these questions or Q-Sort statements. Because the attitude measuring devices, the Q-Sort instrument and the inquiry blank questions, sought to identify and discover what construct or basic attitudes the school staff and some citizens had about the Princeton City

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Schools, and not to survey feelings in detail about specific school matters, it was decided not to redraw the statements or questions.

Intermat Step 5, discussion of preceding Intermat steps by school leadership and citizens group, with superintendent leading, should be changed slightly. The discussion required by the Intermat Step 5 must be structured. Specific discussion areas, based on Step 1 information, should be drafted and followed. For example, the discussion session in the field test covered three or four major areas but did not specifically deal with communications problems discovered in the Intermat Step 1 and identified from observation, interviews and the school district communications program check list. The discussion leader should prepare a major topic list as an outline and proceed through it. Another modification required is that the several discussion periods might well be held in various locations rather than in one central place as was the situation in the field test.

Intermat Step 6 must be modified to include a well-planned school-community relations program planning guide. This guide must be prepared so as to include communications problem areas, specific topics and messages to be communicated to the publics, specific channels and feedback channels to be employed, specific observation and evaluation techniques to be employed and above all a well designated time table. It was concluded that Step 6 cannot be accomplished and culminate in a district school-community relations program without these modifications in the Intermat model.
CHAPTER VI
THE REDESIGNED INTERACTION MATRIX

School-Community Relations Program Design and Intermat

Fundamental to any school-community relations program is community analysis, citizen and staff attitude assessment, communications channel and feedback channel identification, establishment of goals and procedures, message development, execution of the program, evaluation of the program, adjustments in the program, and follow through. Intermat, as explained in Chapter II, is designed to take a school district leadership group through the first six of these stages of school-community relations and prepare the staff for the last four stages. The community analysis required in Intermat, Step 1, should allow school leadership group members to learn more about their community and thus be better able to plan and operate the kinds of educational program required in that community, to identify channels of communications available to the school system, set goals and procedures in the staff and citizen discussion sessions and proceed through the other Intermat steps.

More important than full, detailed answers to the community analysis questions is the process it should produce. That is causing the school leadership group to interact with the citizens group and public officials. These actions should produce a better understand-
ing of the full picture of the public school district by its leaders, supporters, clients, constituents, public officials and others.

The redesigned Intermat for use in a school district is presented in this chapter as a single unit. There are several reasons for this. Mainly, the redesigned Intermat is described in complete form, without interspersed comment, so that it may be utilized by a school district for interaction leading to development of a school-community relations program. Appropriate modifications would be necessary, according to each district's unique characteristics.

Another reason for the modified Intermat presentation to follow might be to assist other researchers in replicating this approach to school-community relations program design.

Additionally, the new Intermat could be used by school leaders as an instrument for preparing educators for interaction with their community. The author submits the redesigned Intermat as a possible vehicle for meaningful study and to lead to understanding of the complexities of communications between school administrators and the people groups of their districts. It should offer greater insights into the process of information-understanding exchange among citizens and professional school personnel.

The Redesigned Intermat

This model interaction matrix is the result of field testing the original model as described in Chapter III of this study during September and October, 1972, in the Princeton, Ohio, City School
District. It has resulted from extensive modifications and editing described and called for by Chapter V.

This Intermat has six basic steps: 1. Community Analysis, 2. Administering Q-Sort instrument to educational leadership group, 3. Administering inquiry blank to educational leadership group, 4. Selection of citizens from all segments of the community's societal structure and administering to them the Q-Sort and inquiry blank attitude seeking instrument, 5. Discussion by superintendent and leadership group of all details of Steps 1 through 5, and Step 6, Formulating a school-community relations program based on the preceding five Intermat steps.

The Intermat is graphically portrayed in FIGURE 4, page 88.

Step 1

Using the following list of questions, the school leadership group will conduct an analysis of the school district community. Group members will obtain the required information by personal contacts with public officials, citizens, other group members and through printed reference materials. Conscientious attempts must be made to answer all questions.

The list of community analysis questions is organized into five categories; Government, Politics and Law Enforcement, Education, Community's Economic Life, Communication and Discussion Areas.

Government, Politics and Law Enforcement

1. What units of government overlie your community: school district?

<table>
<thead>
<tr>
<th>Village</th>
<th>Special district</th>
<th>Park and recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town or township</td>
<td>Flood control</td>
<td>Housing</td>
</tr>
</tbody>
</table>
### THE REDESIGNED INTERACTION MATRIX FOR PRINCETON CITY PUBLIC SCHOOLS

**PRINCETON, OHIO, 1973**

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
<th>Instrument</th>
<th>Administered By</th>
<th>Administered To</th>
<th>Source of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Conduct community analysis</em></td>
<td>Warren's community analysis questions</td>
<td>School leadership group</td>
<td>Public officials group</td>
<td>Community records School records Individuals</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude assessment</td>
<td>Q-Sort</td>
<td>Researcher consultant</td>
<td>School Q-Sort scores</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Attitude assessment</td>
<td>Inquiry blank</td>
<td>Researcher consultant</td>
<td>School Q-Sort scores</td>
<td>Inquiry blank results and analysis</td>
</tr>
<tr>
<td>4.</td>
<td>Attitude assessment</td>
<td>Q-Sort</td>
<td>School leadership group, researcher group</td>
<td>Citizens Q-Sort scores and inquiry blank results and analysis</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Discussion of all steps</td>
<td>Outline for discussion</td>
<td>Superintendent</td>
<td></td>
<td>Conclusions and recommendations produced by discussion</td>
</tr>
<tr>
<td>6.</td>
<td><em>Formulate a school-community relations program</em></td>
<td>All information assembled this relations program far and discussion results</td>
<td>School leadership group</td>
<td></td>
<td>Results of attitude assessments, conclusions and recommendations produced by discussions</td>
</tr>
</tbody>
</table>

*These sections of their respective steps of the Intermat have been extensively revised.*
2. Prepare a map of your community showing the different governmental units smaller than a county which overlie it.

3. Is your governmental unit a village, borough, city, town, or township?

4. Under what state law is the nature of your local government defined? Does it grant your local government adequate powers of home rule?

5. What powers are specifically designated to your local government?

6. What is the formal structure of your local government:

   City structure
   Mayor-council type
   Council-manager type
   Commission type
   Other

   Village structure
   Town or township structure

7. Secure or construct an organization chart of your local government. What are the major departments?

8. Are all department heads appointed by and responsible to the chief executive (mayor, city manager, and so on) of your local government?

9. Is there mixed responsibility in appointment of department heads, such as council confirmation of appointments?

10. Are any departments headed by boards or commissions, rather than by clearly responsible department heads?

11. What is the organization of your community's law making body? How are the legislators chosen? Are they elected at large or by districts? Or are they chosen by some other method?

12. What is the organization of the courts in your local government:

   Magistrates courts
   Justice of the peace
   Traffic courts
   Juvenile courts
   Domestic relations courts

   Probate (surrogate) courts
   Small claims courts
   Unified municipal courts
   County courts
   Other
13. Do citizens have ready access to public records?

14. Are public hearings held on proposed ordinances, budgets, and public business?

15. What major revisions in organization or type has your local government undergone in its history?

16. Has there been in the past two or three decades a major change in organization to bring your local government up to date with modern administrative practices?

17. Is there indication of the desirability of setting up a charter commission or similar deliberative body to prepare a plan for a reorganization of your local government?

18. Is there any movement underway in your state or locality to combine local governmental units or otherwise eliminate much of the needless multiplication of local governments which prevails in many parts of the country?

19. Compare your local government with others of similar size and form to determine what respective functions they perform. Is your local government performing functions which are not being performed by other comparable local governments? Are these functions necessary or desirable for your community?

20. If other local governments are performing functions which your government is not performing, would it be desirable for your government to add these functions?

21. Does your local government maintain activities in the field of utilities:

   Water    Gas    Electricity    Local transit    Other

22. What fire protection rating has your community, and how does this affect fire insurance rates? Are firemen full-time or volunteers? Is community fire protection adequate?

23. Does your government have a merit system for the selection and promotion of nonpolicymaking employees?

24. Which positions in your local government do not come under civil service?

25. Which civil service positions entail residence requirements?

26. What provisions are there for retirement income for government workers? Are they adequate?
27. What provisions are there for sick leave, vacation, salary increments, and other working conditions of municipal employees?

28. In what departments of your local government are any of the following in operation:

In-service training program
Provisions for leave-of-absence for further training
Lending library of departmental literature available to employees

29. Are salaries of elected and appointed municipal officials sufficient to attract people of ability and not to encourage income supplementing, such as graft, cut-backs, protection money, part-time jobs, and so on?

30. Are salaries of municipal employees comparable to those paid elsewhere for a similar level of ability and responsibility?

31. In the past fiscal year how much revenue did your local government receive from each major source of income:

<table>
<thead>
<tr>
<th>Source of Income</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Property taxes</td>
<td>Fines</td>
<td>Grants-in-aid</td>
</tr>
<tr>
<td>Sales taxes</td>
<td>Fees and licenses</td>
<td>Shared taxes</td>
</tr>
<tr>
<td>Sale of property</td>
<td>Assessments</td>
<td></td>
</tr>
</tbody>
</table>

32. Who assesses property for tax purposes? What basis or method of appraisal do they use?

33. Are assessments for property tax purposes made on the basis of full value, or on a percentage of the full value? Are the assessments equitable?

34. What is the total value of tax-exempt property in your community? Are special tax exemptions offered to industry?

35. For what purposes does your government receive income from the state?

<table>
<thead>
<tr>
<th>Source of Income</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public assistance</td>
<td>Other purposes specified by the state</td>
<td></td>
</tr>
<tr>
<td>Highways</td>
<td>Education</td>
<td>Unspecified</td>
</tr>
</tbody>
</table>

36. For what purposes does your local government receive money from the federal government, either directly or channeled through your state government?

37. How do your government's expenditures compare, department by department, with those of other similar localities?
38. What is the financial indebtedness of your government?

39. Is there a legal debt limit imposed by the state? If so, how does your locality's debt stand in relation to this debt limit?

40. What interest is being paid on outstanding bond issues? How does this compare with interest rates paid by other comparable localities?

41. Has your locality set up an adequate civil defense program in accordance with state and federal legislation? Do you understand the school's role in the civil defense program?

42. Does your mayor or chief executive have stand-by power in case of an emergency?

43. When are the primaries held in your community for the following:

   Federal offices                  County offices
   State offices                   Local municipal offices

44. What system is followed by your community in registering qualified voters:

   Personal periodic registration

45. In what local elections (below the state level) are citizens in your community entitled to vote? When do they take place? How many people in your community voted in the last few elections of each type listed above? What percentage of registered voters? What percentage of qualified voters were these estimated to be? How did the number of voters compare with the number who voted at the last presidential election?

46. Which type of ballot is used in your state? Is it the party-column type (Indiana)? Office-group type (Massachusetts)?

47. Does your state authorize voting machines? If so, does your local community use them? If not, why?

48. Is there a taxpayers' league in your local community? Does this organization reflect a broad interest in progressive and economical government?

49. Is there a municipal research bureau or some other unit in your community which makes studies of local government and presents the facts in understandable form to the voters?

50. Does your local government make any attempt to inform the citizens as to its various functions through the following media:
Schools Mailings to the citizens Pamphlets Radio and television programs

51. What requirements and training are necessary for local policemen?

52. What agents of the law other than municipal police serve your local community; and what is their geographical area of jurisdiction:

- Constables
- Sheriffs
- State police
- Others

53. Is there in-service training program for police?

54. How are lower court judges (magistrates, police justices, and so on) selected?

55. Does your local county or municipality have a probation department?

Education

1. How does your school district operate under the state and county authorities?

2. What is the organization of school administration in your district public school system—board of education, superintendent of schools, principals, and so on?

3. How are your local school board members chosen?

4. Does your school board confine itself chiefly to making policy while delegating the execution of this policy to the superintendent of schools or other administrative officials?

5. Does the school board have the power to levy taxes?

6. How is the superintendent of schools chosen? What are his qualifications? Is his job relatively permanent, or subject to change?

7. List the schools which are part of the public school system.

8. How many students are enrolled in each of the following levels in your school system?

- Kindergarten
- Primary grades
- Intermediate grades
- Junior high school
- Senior high school
- Municipal college or technical institute
9. Which type of arrangement of grades do you have:
   K-8-4
   K-6-3-3
   K-6-6
   K-6-2-4
   Other

10. Are there any public or private nursery schools?

11. Has your community a centralized school district on the high-
    school level? Junior-high level? Elementary level?

12. Does the centralized school district coincide roughly with a
genuine community?

13. Do you have a system of small neighborhood primary schools of-
    fering two, three, or four years in the elementary grades?

14. What is your community's figure on the following quantitative
    measures:
    - Average salary of the instructional staff
    - Average length of the school year in days
    - Percentage of total number of teachers who are men
    - Number of pupils per teacher
    - Percentage of pupils enrolled who attend daily

15. What is the local source of revenue for the school system?

16. Do your schools receive federal, state, or county financial aid?
    What proportion of the total revenue is raised by local tax?
    State sources? Federal sources? Which revenues are from ear-
    marked taxes? General fund? What state or federal aid is
    specifically designated for particular functions:
    - Vocational education
    - The handicapped child
    - Safety education
    - Guidance
    - Other

17. What is the annual current expenditure per pupil? How has this
    figure varied in the past ten years?

18. What percentage of total current expenditure is used for each
    of the following:
    - Administration
    - Maintenance of physical plant
    - Instruction
    - Auxiliary school services
    - Operation of physical plant
    - Fixed charges
19. For each separate school building in active use, list the following information:

- Date of construction
- Area of grounds
- Method of heating, artificial lighting, ventilating
- Ratio of window area to floor area
- Type of desks and seats (adjustable, nonadjustable; fixed, movable)
- Toilets and washrooms (adequate, sanitary, properly separated as to sexes)
- Infirmary or first-aid room
- School library
- Guidance room
- Shop
- Laboratory facilities for science classes
- Facilities for music, art, and so forth
- Audio-visual equipment
- Facilities for training handicapped children
- Sanitary drinking fountains, cafeteria
- Space and equipment for outdoor and indoor games and play
- Gymnasiums, swimming pool, showers, lockers
- Faculty rooms
- Cleanliness of halls and classrooms
- Attractiveness, decorations, and so on

20. Does your community have a racially segregated school system officially? Unofficially, but nonetheless real? Compare the schools for whites and those for nonwhites on the items listed above.

21. Are there any schools in which overcrowding is a particularly serious problem?

22. Are you now utilizing rooms for classrooms which were not originally intended for this purpose?

23. Approximately how many pupils are there per classroom in the elementary school? High school?

24. Do any of the schools have two sessions (early and late)?

25. Is there a plan for the development of the physical plant of the school system in the next ten years or so:

- New buildings, additions, playgrounds to be added
- Old buildings to be renovated or discarded

What are the state provisions for aid on capital programs?
26. Is school planning functionally integrated with other aspects of community planning?

27. How many teachers in your community's public schools are not fully certified? How do your teachers compare with those of other communities in this respect?

28. How many teachers have had each of the following amounts of post high-school training:

<table>
<thead>
<tr>
<th>Amount of Training</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than two years</td>
<td></td>
</tr>
<tr>
<td>Two or three years</td>
<td></td>
</tr>
<tr>
<td>Four years</td>
<td></td>
</tr>
<tr>
<td>Five or more years</td>
<td></td>
</tr>
</tbody>
</table>

29. What measures are taken to assure the continuation of study by teachers who are especially in need of it?

30. Is there an in-service training program for teachers? Does it include:

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation program for new teachers</td>
<td>Special help from visiting instructors</td>
</tr>
<tr>
<td>Study groups</td>
<td>Special workshops in mental health</td>
</tr>
<tr>
<td>Curriculum committee</td>
<td>Plentiful opportunity to attend conferences</td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
</tr>
<tr>
<td>Case conferences</td>
<td></td>
</tr>
</tbody>
</table>

31. Are teachers encouraged to make suggestions and participate in planning courses, choosing textbooks, and other such matters?

32. How do salaries of your school teachers compare with those of similar communities in your state?

33. What is the minimum teacher salary established by state law? Local authorities?

34. What provisions are there in the school system for teacher and administrative:

<table>
<thead>
<tr>
<th>Provision</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring</td>
<td>Leaves for further study</td>
</tr>
<tr>
<td>Tenure</td>
<td>Retirement</td>
</tr>
<tr>
<td>Promotion</td>
<td>Sick leave and maternity</td>
</tr>
<tr>
<td>Dismissal for cause</td>
<td>Sick leave and maternity</td>
</tr>
<tr>
<td></td>
<td>Sick leave</td>
</tr>
<tr>
<td></td>
<td>Maternity</td>
</tr>
</tbody>
</table>

35. Is there a professional organization of teachers in your community? What is its program? How many local teachers are members?

36. Are there pressures on teachers in any of the following:

<table>
<thead>
<tr>
<th>Pressure</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Censorship of textbooks</td>
<td></td>
</tr>
<tr>
<td>Censorship of books and periodicals in school library</td>
<td></td>
</tr>
</tbody>
</table>
Pressure to avoid "controversial issues" in the classroom
Attempts to introduce propaganda materials of special interest
groups into the curriculum
Undue restrictions on the private conduct of teachers and other
school personnel

37. Do local citizens treat the teachers as people, accepting them
in their homes as friends, or is the relationship entirely formal
and professional? Are teachers allowed to lead a "normal" person-
al and social life without undue interference? Are they expected
to participate in various community activities (Sunday school,
charity drives, and like functions) because they are teachers?

38. Is a year of kindergarten available for every child in your com-

39. To what extent do the various classes seek to utilize the com-

40. Are there carefully planned assembly programs? Is there a budget
for professional speakers or entertainers? How large is the bud-
get?

41. What is the extent of the school library facilities and services?

42. Are other factors than scholastic achievement considered in eval-

43. Are pupils grouped according to their ability? Has the policy
with respect to grouping or nongrouping been given critical ap-
praisal recently? Is there any special provision for pupils who
are slow learners?

44. What provisions are made for exceptionally intelligent pupils?

45. What provisions are there to encourage pupils with exceptional
talents:

<table>
<thead>
<tr>
<th>Musical</th>
<th>Artistic</th>
<th>Other</th>
</tr>
</thead>
</table>

46. What is the pupil promotion policy on the elementary, junior
high-school, and senior high-school levels?

47. In the following items, are your school's policies such as to
serve the needs of all the pupils, both those who are not going
to college and those who are, rural and urban:

<table>
<thead>
<tr>
<th>Diploma requirements</th>
<th>Promotion policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards of scholastic achievement</td>
<td>Teaching methods</td>
</tr>
<tr>
<td>Grading systems</td>
<td>Extracurricular activities</td>
</tr>
</tbody>
</table>
48. To what extent does the curriculum appear to be "subject centered," and to what extent is it specifically adapted to the needs of your community's children in their various stages and directions of development?

49. What is the school's procedure regarding cases of individual misconduct? Under what circumstances is a child sent to the principal for disciplinary action? To the guidance department for counseling?

50. Who has the power of suspension and expulsion?

51. What compulsory courses are taught in your junior high and senior high schools?

52. What proportion of courses are in such "practical" subjects as:

- Homemaking
- Commercial subjects
- Vocational agriculture
- Driver education
- Family living
- Shop

53. Do you have a work experience program?

54. Is there a continuing program of curriculum improvement?

55. What curricular changes have been instituted during the past five years?

56. Is there adequate coordination in curriculum, guidance, and other matters among the different grade and school levels?

57. What proportion of your young people complete four years of high school? Go on to college or other advanced training? Leave your community for other reasons upon graduation? Remain in your community but seek work immediately?

58. What provision is made for the instruction of children who for any reason cannot attend school?

59. What extracurricular activities are available to students:

- Clubs
- Music
- Craft and hobby work
- Dances and "socials"

What per cent of students participate in each?

60. Is there a vigorous intramural athletic program which attracts the great bulk of pupils?

61. In what ways does the extracurricular program provide training for citizenship in the adult community?
62. Do the pupils come from diverse economic, religious, or national­ity backgrounds? Do the pupils tend to group themselves in their social relationships according to their family's income, or religion, or national background?

63. What deliberate program, if any, does your school system have for fostering good relations among pupils of different cultural backgrounds?

64. Are teachers sensitive to the varying social backgrounds from which their pupils come, and do they try to "meet the pupil where he is"?

65. What units or courses in safety education are offered in your schools? On what grade levels?

66. Is a driver training course available in the public schools?

67. To what extent are the following types of personnel available in your school system:

- Guidance counselor
- School physician
- School nurse
- Dental hygienist
- Attendance supervisor
- School social worker
- Remedial reading teacher
- Special teacher for physically or mentally handicapped children

68. How close is the cooperation among these specialized personnel, and between them and individual classroom teachers?

69. With what community agencies do these specialized personnel cooperate in individual cases?

70. Is there a guidance counselor available to each secondary school? Primary school? Full-time? Part-time?

71. Are all individual students aided by the counselor in the selection of courses appropriate to their interests and abilities?

72. To what extent does the guidance program involve counseling in the following fields:

- Vocational
- Social
- Psychological
- Educational

73. Do the guidance personnel report that they have insufficient time for any or all of the above-mentioned aspects of guidance?

74. How many pupils are there for each guidance counselor?
75. What testing areas are a part of the guidance program:

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Achievement</th>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aptitude</td>
<td>Interest</td>
<td>Other</td>
</tr>
</tbody>
</table>

76. Are cumulative, centralized records for each pupil maintained in the school? How are they used in helping the pupil?

77. Does your program include follow-up services for out-of-school youth? How many students are interviewed annually?

78. Has any study been made of the percentage of high-school graduates who remain in your community? Of the college graduates who return to settle down in your community?

79. Do your school personnel have a guidance or mental health clinic available for referral of students in need of such service?

80. Are there any nonschool counseling services for youth available in your community in public employment offices? Social agencies? Elsewhere?

81. Is there a department of visiting teachers or school social workers?

82. Who supervises attendance? What professional preparation has he (she)? What salary does he receive? Is the position full-time? Part-time?

83. What percentage of students are absent daily?

84. Is there a truancy problem in your community? What is being done about it?

85. What are the compulsory attendance ages in your state?

86. Have any recent studies been made of the drop-out situation in your schools? What do they indicate are the principal reasons pupils drop out? What further action indicated?

87. What proportion of the high-school freshman class drop out before graduation? As a policy, are these students interviewed before they leave? What percentage have a record of academic failure?

88. Are the health services in the school organized under one specific department with a well-planned overall program and competent staff?
89. Are careful physical examinations given to each pupil by a physi­
cian at least once a year? How many minutes, on the average, 
does each examination require? What is done to follow up cases 
where remedial defects have been found or where action is other­
wise indicated? Are parents informed of the need for corrective 
care? Are they helped in arranging for corrective care? Are 
parents invited to attend the physical examinations? Are they 
notified of the results of these examinations?

90. Are preschool physical examinations held with parents present?

91. Is there a full-time or part-time school physician? School 
nurse?

92. Is there a close working relationship maintained between health 
personnel, physical education teachers, guidance personnel, 
classroom teachers, and parents?

93. Does your school have a hot lunch program?

94. Are there programs for handicapped pupils?

- Visual
- Orthopedic
- Auditory
- Malnutrition
- Speech
- Emotional maladjustment
- Heart diseases
- Mental deficiency, EMR
- Epileptic seizures
- Glandular disturbances

95. Does your curriculum include any of the following types of 
special class:

- Remedial reading
- Hygiene
- Sight saver
- Physical therapy
- Speech correction
- Home teaching
- Lip reading
- Other

How often are these classes held? Are they available for chil­
dren of all ages, or only during certain years?

96. Have school officials published recently a "handbook" for parents 
clarifying their rights, privileges, and responsibilities in re­
lation to the school?

97. Does the board of education take various measures to interpret 
its problems, needs, and policies to the parents and citizens 
of the community?

98. What is the extent of citizen participation in:
99. Is there a coordinating council or committee for the improvement of education?

100. Is there a Parent-Teacher organization? What have been its principal activities in the past two years?

101. Have there been any groups organized with the specific purpose of attacking the schools?

102. Is the attack chiefly against teaching methods and curriculum; is it part of an "economy" drive; or is it centered on "subversive" tendencies in the school?

103. Have these groups brought their concerns before school officials and conferred with them on the difficulties as they see them?

104. Are these groups led by people who have a reputation for sincere civic concern and a forward-looking community point of view?

105. If the schools are the subject of attacks by such a group, are there other citizen groups that are seeking to present a balanced picture of the school situation to the public?

106. In which of the following ways does the school function as a community center:

- Sponsors active community improvement program
- Presents forum programs, concerts
- Carries on active adult education programs
- Makes auditorium, gymnasium, or classrooms available to civic groups free or for nominal charge
- Sponsors communitywide festivals, events
- Carries on educational or "art" motion picture program
- Serves as food canning or freezing center

107. In what additional ways does your school system contribute toward the recreational life of your community?

108. In what ways does the school engage in community service projects:

- Conducts surveys of various social conditions
- Organizes "tree-planting" and similar expeditions
- Participates in community "cleanup" day
- Offers leadership facilities for community council or other community improvement work
- Other
109. What new functions has the school system assumed in the past 20 years:

- Guidance
- Community center work
- Family life training
- Health functions
- Religious training functions
- Recreational functions
- Driver training
- Other functions

110. Which organizations in your community carry on extensive adult education activities:

- Health associations
- League of Women Voters
- Study clubs
- Labor unions
- Mental health associations, etc.
- Other

111. What adult education courses have been offered in the past three years through the public school system?

112. Do institutions of higher learning offer courses for laymen in various fields?

113. What activities do the churches carry on in the field of adult education?

114. How extensive are the library facilities of the public school system?

115. Has your community a public library service? Does it meet state standards?

116. Do your community's libraries constitute a coordinated system of community and school branches with additional services to outlying communities?

117. Besides issuing books at the desk and performing the usual related work, which additional services does your library provide:

- Makes available library rooms for appropriate club meetings
- Sponsors lectures and discussions at library
- Sponsors exhibits by interest-groups in the community
- Conducts story hour for children
- Shows documentary and "art" films
- Operates a record library

118. What museums are within your community or within effective service radius of it?

- Art
- Science
- History
- Industry
- Other

Do they provide educational programs?
119. What private schools are located in your community?

120. Do public and private school personnel meet together to ex­change experiences or coordinate programs?

121. Is there a community college offering two years of post high­school education to all students without cost?

122. Are there other types of higher educational institutions:

Four-year liberal arts colleges
Specialized colleges, professional schools, technical schools, etc.
Universities

What is the approximate enrollment of each? Are these institu­tions accredited by their respective accrediting agencies?

123. To what extent is there cooperation between secondary school and college personnel on admissions requirements? Student coun­seling records?

124. Do pupils in your community have access to state scholarships, free tuition at the state university, and other financial aids to their higher education?

125. To what extent are deserving young students unable to attend college because of lack of economic means?

Community's Economic Life

1. List the factories and manufacturing establishments which are located in your community or employ people from your community, and in each case give the number of employees. List other es­tablishments or institutions which employ local people to per­form some service that brings money into the community:

State or federal hospital or other institution
College, seminary, or other boarding institution
Public schools
Old-age home
Departments of county, state, or federal government employing local people on civil service or other basis

2. List the types of retail stores in your community.

3. List the types of service stores in your community.

4. List the types of professional people in your community.
5. In addition to those already mentioned, what types of establishment or industry bring income into your community: Mining? Construction? Transportation, communication, and other public utilities? Other?

6. On what industries or particular market in the national economy is your own community's economic structure particularly dependent?

7. Which of your community’s economic enterprises are absentee-owned?

8. Which of your community’s industries are particularly susceptible to fluctuations of the business cycle? Which local industries are dependent upon the fortunes of some other industries outside the community? Which local industries are dependent upon government appropriations?

9. If you had to classify your community according to its major economic base, into which category would you place it:

- Manufacturing
- Industrial
- Wholesale
- Amusement or health resort
- Retail
- Diversified
- Dormitory
- Government center
- Mining town
- Transportation center
- Other

10. What organizations of industries exist in your community:

- Trade associations
- Personnel associations
- Industrial relations clubs
- Employers associations
- Other

11. What activities are carried on by the aforementioned organizations?

12. Of all persons 14 years of age and older, how many are in the civilian labor force? How many of these are:

- Employed
  - Male
  - Female
- Unemployed
  - Male
  - Female


14. What per cent of the employed persons in your community are in
each of the following major occupation groups?

Professional, technical, and kindred workers
Farmers and farm managers
Managers, officials, and proprietors, except farm
Clerical and kindred workers
Sales workers
Craftsmen, foremen, and kindred workers
Operatives and kindred workers
Private household workers
Service workers, except private household
Farm laborers, unpaid family workers
Farm laborers, except unpaid and farm foremen
Laborers, except farm and mine
Occupation not reported

15. What per cent of the employed males and females in your community are in each of the following industry groups:

Construction
Manufacturing
Transportation, communication, and other public utilities
Wholesale and retail trade
Finance, insurance, and real estate
Business and repair services
Personal services
Entertainment and recreation services
Professional and related services
Public administration
Industry

16. What is the average income of your community's families; the low; the high?

17. What sources of consumer credit are available, and how high are the interest rates?

18. How many workers were unemployed at the time of the most recent Census?

19. What percentage of the workers of your community are members of labor unions?

20. Which unions have the largest memberships in your community? Is there a council or federation of labor unions in your community? What are its activities?

21. Which companies engage in collective bargaining with their employees?

22. What has been the nature of the history of union-management relations in your community? Have there been evidences of bitter
controversy? How many strikes occurred last year? In which companies?

23. Are Negroes or other racial or religious groups barred from certain types of employment by law? By custom?

24. Is there a fair employment practices commission in your city or state which enforces nondiscrimination in employment? How effective is it?

25. How do union wages compare with nonunion wages in skilled occupations?

26. To what extent do union organizations participate in health, education, and welfare activities through membership in community chest or similar bodies? Contributions? Civic activities of individual union leaders?

27. What provisions are made in your community for employment counseling for high-school graduates and other young people seeking first employment?

28. Do local industries generally procure their employees through the Employment Service? Newspaper advertising? Hiring at gate? Recommendation by present employer? Other?

29. Are your trade-shopping centers attractive?

30. Specifically, how does your trade center rate on the following:

   Adequate parking space for shopper
   Adequate public transit facilities both within the trade center and in the surrounding area
   Attractive appearance of storefronts
   Good variety of stores
   Stores well stocked with variety of merchandise at reasonable prices
   Courteous and prompt service by sales personnel
   Awareness of customer needs and willingness to stock desired items
   Sufficient advertising within potential trade area

31. Is there a retail merchants' association or other group that takes an active interest in improving the attracting power of the shopping center? What are its activities? Accomplishments?

32. Are there any types of professional service or facility which your community needs, such as banking facilities, legal service, and so on, whose presence might attract people to the community for other goods and services as well?
33. What industries have been most successful in your community, and why?

34. What industries have failed in your community in the past 20 years, and why?

35. Are any of the following conditions working to the disadvantage of industries presently located in your community?

- Inadequate supply of the types of labor skill needed
- Recent history of bitter labor-management controversy
- Antiquated zoning laws
- Inadequate housing for employees
- Inadequate supply of water, gas, electricity, or other utilities
- Inadequate sewage disposal facilities
- Inadequate financial services
- Inadequate school and other community facilities
- Lack of cooperation by local government or citizens

36. Would research into possibilities for development or expansion of local industries be feasible in your community?

37. What state agencies, public or private, can be of aid to the community in working toward the success of local industries? How could the school system be involved?

38. What particular needs or disalignments are there in your community's industrial structure:

- Overdependence on a particular industry or company
- Recurrent seasonal layoffs
- Inadequate employment opportunities
- Other

39. What special advantages does your community present for certain types of industry:

- Particular combination of certain types of labor skills
- Availability of some important natural resource or source of materials
- Proximity to industries which need certain products
- Favorable transportation facilities
- Low power costs
- Attractive living conditions
- Other

40. How does your community stand on each of the following basic industrial location factors:
41. What improvements in facilities are needed in your community:

- Better transportation facilities (port improvement, terminal facilities, etc.)
- Better utilities (cheaper or more ample gas, water, etc.)
- Better-equipped industrial sites
- Improvement of run-down appearance of shopping and business center
- Local government support of federal or state improvement programs (in highways, conservation, irrigation, etc.)

42. Which organizations in your community are most concerned with industrial development?

43. Which individuals or organizations are able to exercise important influence on community policy regarding your community's economic future? How is this influence exercised? To what ends?

44. Which, if any, of the following steps have been taken by your community to improve its industrial base:

- Organization of special industrial development commission
- Community advertising
- Assembling of a list of "prospects" for location in your community
- Contact with industrial "prospects"
- Formation of an industrial development corporation to develop or finance buildings or sites
- Engaging an industrial development consultant
- Enlisting the aid of power and railroad company industrial development departments

Communication

1. What local newspapers serve your community? For each such newspaper, answer the following questions.

2. What is its average circulation per issue? Is it published daily or weekly? Does it publish a Sunday edition?
3. Is it owned locally? Is it part of a chain? Is its viewpoint Democratic, Republican, Independent, or other?

4. What wire service does it use?

5. What syndicated columns does it publish? Do they represent a variety of different social and political viewpoints? If not, do they tend to lean toward the "liberal" or "conservative" point of view on national, state, and local politics?

6. Does political or other bias affect reporting or editorial treatment of local issues such as health, education, the community's economic basis, and so on? Does the newspaper have a "sacred cow," that is, is there some subject which it either suppresses or deals with in a particular way because of its affiliation or the interests of its owner?

7. Are there ever any articles in which names or pictures of such persons as the following are given humiliating publicity:
   - Relief recipients
   - Children awaiting foster home placement
   - Juvenile delinquents
   - Other

8. Is it a "crusading" paper? What campaigns or programs has it sponsored and with what results?

9. Does it run regular columns or features devoted to education, health, government, and so on, in the local community?

10. Does it welcome announcements of meetings of various civic organizations and reports of their activities?

11. What major "outside" newspapers have extensive circulation in your community?

12. Do your newspapers actively and carefully report developments in the field of local government and in agency activity?

13. What community achievements can be attributed to interest stimulated largely by newspapers?

14. What educational features, such as columns, special stories, special departments, are conducted by your newspapers in such fields as health, nutrition, recreation, and so on?

15. Has any newspaper run a "know your community" series comprised of the type of material treated in this book?

16. What radio and television stations are there in your community?
17. Do these stations make free broadcast time available for educational programs of a civic nature?

18. Which regular programs, if any, are devoted to familiarizing people with their local community?

19. Do local stations announce forthcoming events of community interest?

20. Do they, through spot announcements, publicize worthwhile campaigns such as community charity drives, hospital campaigns, and so on?

21. What are some regular programs which are of an "educational" or "cultural" type as opposed to pure entertainment?

22. What is the estimated "audience" of your radio station for various programs of an educational or cultural nature?

23. How many motion picture theaters are there in your community?

24. How are films selected for showing? Is selection limited by agreements with a distributing company?

25. What subjects, movements, or organizations are restricted from the use of such facilities as newspaper advertising space, public meeting places, radio time, and so on?

26. What instances of censorship activity have arisen in your community in regard to preventing any of the following items?

   Showing of a motion picture film
   Showing of a stage play
   Appearance of a particular speaker or performer
   Presentation of a particular radio program
   Public discussion of a particular topic
   Inclusion of certain books or periodicals in the school or community library
   Sale of certain books, periodicals, or comic books
   Discussion of certain topics in the schools
   Other instances of censorship

27. Which organizations in the community are particularly concerned with keeping open the channels of communication against attempts to bar the communication of ideas which are not politically or religiously orthodox, or which are "controversial"?

After you have finished this section of your study, discuss the following question with the school leadership group.
29. Is this community a place where people are free to present opinions, however unpopular? What are the most important threats to freedom of expression in this community?

Discussion Areas

Following the group discussion on the questions and answers in the first four sections of this Step 1, Community Analysis, the superintendent should lead a general discussion relative to the community on the following topics: history, housing, community planning, recreation, religious activities, public welfare programs, health, intergroup relations and social change.

Fill in only the most significant facts on these discussion areas; facts that definitely contribute to understanding of the community and are necessary to the planning and conducting quality public education programs.

The discussion areas:

A. History of the Community
B. Community Planning
C. Housing
D. Religious Activities
E. Public Welfare Programs
F. Health
G. Intergroup Relations
H. Social Change
Step 2

Intermat Step 2, administering the Q-Sort attitude examining instrument, requires assembling the school leadership group in a quiet setting where each person can concentrate individually on the Q-Sort Statements.

Each person receives the 12 Q-Sort statements, APPENDIX B, each typed on a 2 x 5 inch plain card. Each person receives one response sheet, APPENDIX D. Each respondent is to read the 12 statements and select the one he or she most agrees with and the one he or she least agrees with. Each respondent must read the brief instructions on the response sheet. Each person must write the numbers of the Q-Sort Statements in the numbered blocks on the response sheet according to the strength of agreement and disagreement he or she has with each of the 12 statements. Each of the 12 Q-Sort Statements must be entered by its number into the "Most Agree-Least Agree" scale from 12 to 1 on the response sheet.

Respondents must understand that the instrument is meant to find basic attitudes about the school system being studied and nothing else. No names are to be placed on the response sheets, only the occupation of the respondents. Each person must understand that there is no way to identify which respondents indicated what attitudes about the school system.

After all respondents have studied the Q-Sort Statements and marked their response sheets the sheets are collected.

Numbers from the response sheets must be analyzed and the rank ordering of each statement determined by numerical weighting.
Study of the Q-Sort results will provide information as to which Q-Sort attitude expressions are most agreed with and least agreed with and where the various statements fall along the "most agree-least agree" scale.

Step 3

Step 3, administering the attitude inquiry blank, APPENDIX C, to the school leadership group, requires assembling the group in a quiet place where each person can concentrate individually. Each respondent is given a copy of the Intermat Attitude Inquiry Blank for a Public School System, APPENDIX C, and is asked to read it and to mark blanks with a check mark according to his or her beliefs about the school system being studied.

Respondents must be told that no names are to be placed on the inquiry blanks, only check marks reflecting the respondent's feelings, according to the sentences on the blank about the school system. Respondents must be told that these sentences seek only basic beliefs about their schools—the attitude toward the school system. The inquiry blank sentences represent constructs or windows through which an individual might view the school system.

After all have completed the inquiry blank the forms are collected and responses for each sentence are compiled and tabulated.

Members of the school leadership group are later assembled for a full discussion of the results of the attitude examining instrument in Intermat Step 2 and Step 3. Results from the Q-Sort and the inquiry blank should provide the discussion with adequate topic
material and information about how the members of the school leadership group feel about their school system.

More clearly understood true attitudes about the school system should become apparent as a background for the school leadership group as it proceeds through the next Intermat Steps.

Step 4

Step 4 is the administering of the Q-Sort instrument and the attitude inquiry blank to the citizens group. Members of the citizens group must be assembled in a place where each person can work as an individual. The same procedures followed in Steps 2 and 3, administering the Q-Sort and attitude inquiry blanks, are utilized in this step with the citizens group.

Step 5

Step 5, a full discussion of all preceding Intermat Steps by the school leadership group and citizens group, led by the superintendent, should produce interaction of attitudes, opinions, ideas and understandings among the 24 persons.

The superintendent should next assemble the full membership of the school leadership group and the citizens group. He should bring them up to date on every phase of the Intermat this far. After the first discussion session a series of smaller, intergroup sessions should be conducted with leaders chosen by the subgroups. Various locations should be used for the smaller group discussions such as private homes, individual schools, community buildings and church
facilities. Public officials and other citizens should be asked to attend and express opinions.

After a series of discussions as described above the superintendent should convene the original groups and conduct another discussion period for the purpose of establishing basic areas of departure from this point into Intermat Step 6.

These discussions should be structured and the superintendent should cover the several areas in a discussion topic outline. Based on the preceding Intermat Steps the topic outline for these discussions should contain the following points: 1. Community attitudes about the school system, 2. Needs of the school system in financing, personnel, facilities, planning and community relations, 3. Messages to be developed for the public, 4. Communications channels and feedback channels for these messages, 5. Conclusions at this point in the interaction process, and, 6. Other topics as necessary.

The structuring of this step is necessary in order to form a basis for the next Intermat step, however, the discussions must be open-ended in order to allow any new, pertinent idea or opinion full accessibility to the interaction and eventually into the school system decision-making process.

Step 6

Step 6, the planning of a school-community relations program for Princeton City Schools based on the five previous Intermat steps, requires that the two people groups sit together with the superintendent in a leadership role. The school-community relations plan, to be
developed under this step, may be whatever the interacting groups de-
cide that it must be. However, certain fundamental requirements for
school-community relations programs should be considered. Therefore,
decisions should be made and specific details must be decided and
determined for the following:

1. Information to be presented to the community. This is the
message development stage. The groups must decide exactly what mes-
sages the community must receive.

2. Method of dissemination. Specific communications channels
must be selected. The feedback channels for these communications
channels must be identified and specific procedures for utilizing
them must be spelled out.

3. Personnel determination. Specific assignments for personnel,
both school leadership and citizens group, must be made so that each
task will be assigned to a person or persons.

4. Time frame. A schedule of events must be prepared in order
systematically to disseminate information, monitor feedback channels,
modify messages and reinforce information placed into communications
channels.

5. Internal communications: A plan for keeping all employees
of the school system informed about what is being communicated to the
total community must be designed.

6. Observation and Evaluation: Specific observation and evalu-
ation criteria and procedures must be established in order to maintain
a current knowledge of the effectiveness of the total school-community
relations program.
CHAPTER VII

SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FURTHER RESEARCH

For the summarization of this study, Developing an Interaction Matrix as a Basis for School-Community Relations, this chapter followed thought lines developed in Chapters I, II and III, and applied the results of the field test presented in Chapters IV, V and VI.

Summary

1. The status of the profession of school-community relations is as yet not fully developed even with the greater concern for this field being demonstrated during the past decade.

2. The Interaction Matrix (Intermat) Model designed for this study could provide a vehicle for school administrators better to analyze their communities, assess attitudes about the school system, react to those attitudes, interact with a wide range of citizen representatives, identify communications and feedback channels, utilize these channels, evaluate effectiveness of communication and interaction, make adjustments in interaction and follow through with new interaction.

3. The model interaction matrix for Princeton City Schools, with assumed imperfections, was designed to be tested in an Ohio public school district and was tested during September and October 1972.
4. Major imperfections of the model interaction matrix tested in the Princeton City Schools were found to be the community analysis questionnaire and a lack of detailed criteria for selection of the citizens group.

5. Major difficulty with the field test of the interaction matrix tested in the Princeton City Schools was that the school system was already operating an effective school-community relations program causing the Intermat to become more of an evaluation instrument than a vehicle for new directions.

6. The field test of the Interaction Matrix in the Princeton City Schools revealed that most school administrators already had a good understanding of their community, its educational needs and its constituency and that most citizens and school system staff members involved had a positive, constructive attitude about the system and strong confidence in its leaders.

7. The model interaction matrix tested in the Princeton City Schools did not materialize to full cycle as designed. Final steps of the Intermat did not evolve as designed and no end product was produced as required.

8. The field test of the interaction matrix in the Princeton City School district did produce some evidence to support basic beliefs of this study that effective school-community relations programs require planning and execution based on detailed community analysis, staff and citizen attitude assessment, identification of communications channels and feedback channels, goals and procedure development,
message development, utilization of communications channels and feedback channels, appropriate communications techniques, school-community relations program adjustment, evaluation and follow through.

9. An interaction matrix for school-community relations must be tailored to each individual school district.

Conclusions

The following conclusions have been drawn as a result of the study and have been confirmed by it.

1. The state of the profession of school-community relations must be elevated very significantly if American public schools are to serve society as effectively as they should.

2. Little or no significant new theory research in the field of school-community relations has been accomplished.

3. School administrators must become more aware of the need for communicating with their constituents if they are to lead society toward better educational programs for America's schools.

4. Greater knowledge about decision-making and how more citizens can be involved must be acquired by public school educators and administrators.

5. The interaction matrix designed for this study did not accomplish that for which it was designed in the Princeton City Schools.

6. The interaction matrix developed and tested for this study, with design adjustments affected by the field test, could be effective in a school district that has planned and practiced school-community relations as an evaluative instrument.
7. The interaction matrix, as modified by this study and tailored for an individual school district that has not planned and operated a school-community relations program could produce the desired end product of a school-community relations program.

8. The Intermat concept requires more field testing to discover additional modifications in order to make it more effective.

Implications for Further Research

1. Model interaction matrices should be designed for many school districts according to their various situations and field tested in order better to determine effectiveness of the idea.

2. A pre-testing procedure for Step 1 of the interaction matrix, the community analysis phase, should be developed so as to make the community examining procedures more appropriate and simple.

3. Intermediate steps of the interaction matrix, the attitude assessment phases, should be tested with larger numbers of citizens, to include the dissident and dispossed, and school leadership group personnel. Also, other methods of attitude measurement should be attempted for possible inclusion in these phases of the interaction matrix.

4. With some adjustments in design, the interaction matrix should be field tested as a measurement instrument for school district school-community relations programs that are known to be operating effectively and that have been evaluated previously with other methods.

5. The interaction matrix, with adjustments in design, should be tested with groups of persons studying school administration as a possible teaching vehicle for the subject of school-community relations.
APPENDIX A

COMMUNITY ANALYSIS QUESTIONNAIRE FOR INTERACTION MATRIX

Step 1. Community Analysis

This questionnaire is taken from Studying Your Community by Roland L. Warren.

The detailed question sections are Government, Politics and Law Enforcement, Education, Your Community's Economic Life and Communication and are patterned after chapters 4, 3, 7 and 14 of the work.

Working together the school leadership group and the citizens-public officials group answer the questionnaire inquiries. The school superintendent acts as chairman and leader for the instrument.

Government, Politics and Law Enforcement

1. What units of government overlie your community: school district?

<table>
<thead>
<tr>
<th>Village</th>
<th>Special district</th>
<th>Park and recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town or township</td>
<td>Flood control</td>
<td>Housing</td>
</tr>
<tr>
<td>County</td>
<td>Highway and bridge</td>
<td>Port and navigation</td>
</tr>
<tr>
<td>Borough</td>
<td>Sanitation</td>
<td>Fire</td>
</tr>
<tr>
<td>City</td>
<td>Health and hospital</td>
<td>Water</td>
</tr>
<tr>
<td>School district</td>
<td>Library</td>
<td>Other</td>
</tr>
</tbody>
</table>

2. Prepare a map of your community showing the different governmental units smaller than a county which overlie it. (Use different colored pencil for each set of boundaries so that they can be readily

\(^1\)Questions are chapters 3, 4, 7, 14 and 20 of Studying Your Community by Roland Warren.
distinguished.)

3. Is the governmental unit you will principally study a village, borough, city, town, or township?

4. Under what state law or special charter is the nature of your local government defined? Does it grant your local government adequate powers of home rule?

5. What powers are specifically designated to your local government?

6. What powers are specifically withheld?

7. What is the formal structure of your local government:

<table>
<thead>
<tr>
<th>City structure</th>
<th>Village structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayor-council type</td>
<td>Town or township structure</td>
</tr>
<tr>
<td>Council-manager type</td>
<td></td>
</tr>
<tr>
<td>Commission type</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

8. Secure or construct an organization chart of your local government. What are the major departments?

9. Is there an executive head with clear responsibility, or is power distributed among independently elected officials?

10. Are all department heads appointed by and responsible to the chief executive (mayor, city manager, and so on) of your local government?

11. Is there mixed responsibility in appointment of department heads, such as council confirmation of appointments?

12. Are any departments headed by boards or commissions, rather than by clearly responsible department heads?

13. What is the organization of your community's legislative body? How are the legislators chosen? Are they elected at large or by districts? Or are they chosen by some other method?

14. What is the organization of the courts in your local government:

<table>
<thead>
<tr>
<th>Magistrates courts</th>
<th>Probate (surrogate) courts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice of the peace</td>
<td>Small claims courts</td>
</tr>
<tr>
<td>Traffic courts</td>
<td>Unified municipal courts</td>
</tr>
<tr>
<td>Juvenile courts</td>
<td>County courts</td>
</tr>
<tr>
<td>Domestic relations courts</td>
<td>Other</td>
</tr>
</tbody>
</table>

15. Do citizens have ready access to public records?
16. Are public hearings held on proposed ordinances, budgets, and borrowings?

17. What major revisions in organization or type has your local government undergone in its history?

18. Has there been in the past two or three decades a major change in organization to bring your local government up to date with modern administrative practices?

19. Is there indication of the desirability of setting up a charter commission or similar deliberative body to prepare a plan for a reorganization of your local government?

20. Is there any movement underway in your state or locality to combine local governmental units or otherwise eliminate much of the needless multiplication of local governments which prevails in many parts of the country:

   Village Various overlapping special districts
   Town or township School districts
   County

21. In your locality, which units of government are adding new functions? Are they functions which have previously been performed by some other institution or agency, or are they completely new functions?

22. Compare your local government with others of similar size and form to determine what respective functions they perform. Is your local government performing functions which are not being performed by other comparable local governments? Are these functions necessary or desirable for your community?

23. If other local governments are performing functions which your government is not performing, would it be desirable for your government to add these functions?

24. Does your local government maintain activities in the field of utilities:

   Water      Gas      Electricity    Local transit  Other

25. Does it maintain services such as garbage collection?

26. Is your fire department comprised of volunteers? Paid firemen?

27. Has any appraisal recently been made of the adequacy of your community's fire protection system and the efficiency of its personnel?
28. What fire protection rating has your community, and how does this affect fire insurance rates?

29. What is the extent of training programs for firemen?

30. Does your government have a merit system for the selection and promotion of nonpolicy-making employees? How is this system organized and administered?

31. Which positions in your local government do not come under civil service?

32. Which civil service positions entail residence requirements?

33. What provisions are there for retirement income (pensions, and so on) for government workers? Are they adequate? Equitable?

34. What provisions are there for sick leave, vacation, salary increments, and other working conditions of municipal employees?

35. In what departments of your local government are any of the following in operation:
   - In-service training program
   - Provisions for leave-of-absence for further training
   - Lending library of departmental literature available to employees

36. Are salaries of elected and appointed municipal officials sufficient to attract people of ability and not to encourage income supplementing, such as graft, cut-backs, protection money, part-time jobs, and so on?

37. Are salaries of municipal employees comparable to those paid elsewhere for a similar level of ability and responsibility?

38. In the past fiscal year how much revenue did your local government receive from each major source of income:
   - Property taxes
   - Sales taxes
   - Sale of property
   - Fines
   - Fees and licenses
   - Assessments
   - Grants-in-aid
   - Shared taxes

39. Who assesses property for tax purposes? How are assessors chosen? What basis or method of appraisal do they use? Are they qualified to make equitable assessments? Are the assessment officials thoroughly honest and immune from political influence or personal favoritism?

40. Are assessments for property tax purposes made on the basis of
full value, or on a percentage of the full value? Are the assessments equitable?

41. What is the total value of tax-exempt property in your community? Do individual tax exemptions appear to be justified? Are special tax exemptions offered to industry?

42. For what purposes does your government receive income from the state:

<table>
<thead>
<tr>
<th>Public assistance</th>
<th>Other purposes specified by the state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highways</td>
<td>Education</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

43. For what purposes does your local government receive money from the federal government, either directly or channeled through your state government?

44. How do your government's expenditures compare, department by department, with those of other similar localities?

45. What is the financial indebtedness of your government?

46. Is there a legal debt limit imposed by the state? If so, how does your locality's debt stand in relation to this debt limit?

47. What interest is being paid on outstanding bond issues? How does this compare with interest rates paid by other comparable localities?

48. Has your locality set up an adequate civil defense program in accordance with state and federal legislation?

49. Have appropriate local ordinances or resolutions been passed?

50. Does your mayor or chief executive have stand-by power in case of air attack or other emergency?

51. Has your locality entered into reciprocal aid agreements with neighboring localities on such factors as emergency medical aid, fire and police protection, and related needs?

52. How have the various departments of your local government been integrated into the local civil defense structure?

53. To whom is the local director of civil defense responsible?

54. What is the smallest unit of political part organization in your community:
55. Does each party have a representative or committeeman (election district leader, precinct captain, district committeeman, and so on) in each election district? A committeewoman?

56. Does each party have a county (in New England, usually a town) committee? How is its membership determined? Is it made up of election district committeemen and women? Ward leaders? Both men and women? Are the members of the county committee chosen by voters at primary election? Local party conventions?

57. Is there a city committee for each party? A ward committee?

58. Is there a local political "boss"? Where does he get his power? How does he control votes? Have there been irregularities in the local government attributable to this "boss" and his machine?

59. What evidences are there of the following:

- Government jobs given out by boss as political rewards
- Government contracts given out to businessmen friendly to boss
- Favors to constituents (fixing parking tickets, and so on)
- Police protection to unlawful activities (gambling establishments, and so on)
- Gifts of food or other favors to the needy

60. What functions, in other words, does the boss perform which would remain unfilled if the boss were unseated?

61. In what local elections (below the state level) are citizens in your community entitled to vote:

<table>
<thead>
<tr>
<th>Village</th>
<th>Special district</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town or township</td>
<td>County</td>
<td>Other</td>
</tr>
<tr>
<td>School district</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

62. When do these elections occur? Do they occur at the same time as state and national elections, thus encouraging a carry-over of state and national party politics to purely local issues?

63. How many people in your community voted in the last few elections of each type listed above? What percentage of registered voters? What percentage of qualified voters were these estimated to be? How did the number of voters compare with the number who voted at the last presidential election?

64. On primary ballots, is there only one candidate (the machine candidate) for each office?
65. When are the primaries held in your community for the following:

   Federal offices  County offices
   State offices    Local municipal offices

66. For what offices is there nomination by petition?

67. Does your municipality have open primaries (voter need not reveal
    his political affiliation): Closed primaries? Nonpartisan pri-
    maries?

68. Is there assessment of local office holders in your community?

69. Does your state have a law requiring statements of contributions
    and expenditures for political campaigns to be made before the
    election? After the election?

70. What system is followed by your community in registering qualifi-
    fied voters:

   Personal periodic registration
   Nonpersonal periodic registration
   Permanent registration

71. Which type of ballot is used in your state? Is it the party-
    column type (Indiana)? Office-group type (Massachusetts)?

72. Does your state authorize voting machines? If so, does your
    local community use them? If not, why?

73. Are there any instances of violations of election laws in casting
    ballots:

   Booth not completely private
   Booth observed through mirrors, hole in ceiling, and so forth
   Other people entering booth than election inspectors assisting
   disabled voters
   Deliberate slowing down of balloting process to discourage
   voters waiting in line
   Distribution of literature or campaigning within prohibited
   area
   Tampering with voting machines by person other than legally
   authorized election inspector

74. Has your state an absentee voting law? What are its provisions
    for various types of election? How easy or difficult is it for
    a person to vote despite absence? How widely known are the pro-
    visions of this law?

75. Is there a taxpayers' league in your local community? Does this
    organization reflect a broad interest in progressive and econom-
ical government; or is it merely a device by certain groups to keep taxes down at all costs?

76. Does your community have a good government organization with a wide base of citizen support? Does it maintain continuous interest in the processes of government, or does it languish between periods of sporadic activity?

77. Is there a municipal research bureau or some other unit in your community which makes studies of local government and presents the facts in understandable form to the voters?

78. Does your local government publish an annual report? If so, is it readable? Does it include page after page of statistical reports which are practically meaningless to the average citizen? Are charts and diagrams used to help to tell its story?

79. How wide a distribution does this annual report have? How many groups devote one or more meetings to a study of the annual report? How promptly is the annual report published after the close of the fiscal year?

80. Does your local government make any attempt to inform the citizens as to its various functions through the following media:

- Schools
- Pamphlets
- Releases to the newspapers
- Mailings to the citizens
- Radio and television programs
- Exhibits in schools, libraries, museums

81. Is there a citizens' organization in your community which concerns itself with promoting good local government? To which of the following types does it belong:

- Municipal research bureau
- Citizens' council
- Taxpayers' association
- Citizens' league
- Citizen charter committee
- Other

For the horizontal columns, the following are suggested:

- Complaints entered
- Arrests
- Convictions

82. Is your community one of the several thousand cities or towns which file regular reports with the Federal Bureau of Investigation?

83. Supply the information requested in the table for last year and for five years ago. What are the most frequent types of offense? What differences are apparent in the two sets of figures? How does the number of arrests compare with the number of complaints?
entered? Convictions?

84. If possible, plot addresses of either arrested or convicted persons. How does this map compare with other maps you may have made plotting health or housing conditions, juvenile delinquency, population density, and other relevant topics?

85. How do the numbers and types of offenses compare with those of other communities of similar size in your region?

86. Have any investigations of the relation of criminals to law enforcement officials and political parties been made in your community or region in recent years? What were the major findings? What steps have been taken to correct any abuses discovered?

87. What requirements and training are necessary for policemen?

88. Are policemen under a civil service system?

89. What agents of the law other than municipal police serve your local community; and what is their geographical area of jurisdiction:

   Constables  Sheriffs  State police  Others

90. Is there any in-service training program for police?

91. Have there been any evidences of "third degree" methods or other violations of civil rights of alleged offenders by the police?

92. How are inferior court judges (magistrates, police justices, and so on) selected?

93. Has your local municipal or county jail been inspected by the Bureau of Prisons? If so, was it approved? If not, why? In the local jail, are persons being held for trial kept separate from those serving sentences? Are males separated from females?

94. Are there adequate sanitary facilities? Is the food adequate? What constructive activities, if any, are available to inmates? If some responsibilities for self-policing are given to inmates, is the practice free of the cruelties sometimes perpetrated by these "kangaroo courts"?

95. Have any children been detained in the local jail during recent years?

96. How long do indicted offenders who are being held in jail pending trial have to wait before their trial begins? Are there any instances where people have been kept in jail an inordinately long
time awaiting trial?

97. Does the district attorney make the decision whether or not to prosecute?

98. Does the district attorney ever agree to prosecute on a less serious charge if the offender will plead guilty to the lesser offense?

99. Are all indictments for a serious crime handed out by a grand jury?

100. Does your state law make mandatory a thorough case study of the offender before he is brought to trial or before he is sentenced? If there is such a law, how regularly is it followed in the courts? Who makes such studies? Is it possible to obtain a copy of the outline used?

101. Is the physical and psychiatric examination of all indicted persons a regular part of court procedure?

102. What provision is there for legal counsel for those who cannot afford to hire a lawyer:

   Public defender
   Private voluntary defenders
   Lawyer appointed by court

103. What laws govern sentences for various types of crime in your state? To what extent are they flexible, providing maximum and minimum penalties, or in other ways leaving room for court discretion? To what extent do they provide for indeterminate sentences? To what extent do they provide for suspended sentences?

104. Does your local county or municipality have a probation department?

105. What are the requirements for probation officers?

106. How many convicted offenders were placed on probation last year? For what types of offenses were these offenders convicted?

107. How often must persons on probation report to a probation officer by mail? Personally?

108. What is the nature and extent of the casework carried on by probation officers?

109. What is the case load per probation officer?
110. In what proportion of cases has probation been violated in recent years? What has been done when violations have occurred?

111. Examine the reports of state correctional or penal institutions to which people from your community who are convicted of a crime are committed. What evidence do they reveal of medical care, psychological examinations, psychiatric treatment, educational and vocational courses, and so on?

112. How widely is parole used as a method of release from such institutions?

Education

1. Under what state, county, or other education authorities does your local school system operate?

2. What is the organization of school administration in your local public school system--board of education, superintendent of schools, principals, and so on?

3. Are members of your community's school board chosen by election or appointment? If elected, how are they nominated? If appointed, by whom?

4. Is your school board politically dominated? Do the individual members have a record of sincere interest in public education?

5. Does your school board confine itself chiefly to making policy while delegating the execution of this policy to the superintendent of schools or other administrative officials? Or does the school board devote its entire time to routine or detailed matters, thus diverting attention from the important policy-making function?

6. Does the school board have the power to levy taxes?

7. How is the superintendent of schools chosen? What are his qualifications? Is his job relatively permanent, or subject to change in political party fortunes? Does he have tenure?

8. List the schools which are part of the public school system.

9. How many students are enrolled in each of the following levels in your community's school system:

   Kindergarten    Junior high school
   Primary grades  Senior high school
Intermediate grades Municipal college or technical institute

10. How do these figures compare with the school census?

11. Which type of arrangement of grades do you have:
   K-8-4       K-6-6
   K-6-3-3     K-6-2-4
   Other

12. Are there any public or private nursery schools?

13. Has your community a centralized school district on the high-
    school level? Junior-high level? Elementary level?

14. Does the centralized school district coincide roughly with a
genuine community?

15. If centralized, what percentage of students come from rural areas?

16. Is there a movement underway for further consolidation at primary
    level? Secondary level?

17. Do you have a system of small neighborhood primary schools offer-
    ing two, three, or four years in the elementary grades?

18. If you do not have a centralized school system, is there a move-
    ment underway to develop one? What reasons are advanced by
    those who favor it and those who oppose it? Is thorough consid-
    eration being given to the relation of the central school district
to the local community?

19. If you do not have a centralized school system, how many high-
    school students come from "sending areas"?

20. What is your community's figure on the following quantitative
    measures:
    Average salary of the instructional staff
    Average length of the school year in days
    Percentage of total number of teachers who are men
    Number of pupils per teacher
    Percentage of pupils enrolled who attend daily

21. What is the local source of revenue for the school system?

22. Do your schools receive federal, state, or county financial aid?
    What proportion of the total revenue is raised by local tax?
    State sources? Federal sources? Which revenues are from ear-
marked taxes? General fund? What state or federal aid is specifically designated for particular functions:

- Vocational education
- The handicapped child
- Safety education
- Guidance
- Other

23. What is the annual current expenditure per pupil? How has this figure varied in the past ten years?

24. What percentage of total current expenditure is used for each of the following:

- Administration
- Instruction
- Operation of physical plant
- Maintenance of physical plant
- Auxiliary school services
- Fixed charges

25. For each separate school building in active use, list the following information:

- Date of construction
- Area of grounds
- Method of heating, artificial lighting, ventilating
- Ratio of window area to floor area
- Type of desks and seats (adjustable, nonadjustable; fixed, movable)
- Toilets and washrooms (adequate, sanitary, properly separated as to sexes)
- Infirmary or first-aid room
- School library
- Guidance room
- Shop
- Laboratory facilities for science classes
- Facilities for music, art, and so forth
- Audio-visual equipment
- Facilities for training handicapped children
- Sanitary drinking fountains, cafeteria
- Space and equipment for outdoor and indoor games and play
- Gymnasiums, swimming pool, showers, lockers
- Faculty rooms
- Cleanliness of halls and classrooms
- Attractiveness, decorations, and so on

26. Does your community have a racially segregated school system officially? Unofficially, but nonetheless real? Compare the schools for whites and those for nonwhites on the items listed above.

27. Are there any schools in which overcrowding is a particularly serious problem?
28. Are you now utilizing rooms for classrooms which were not originally intended for this purpose?

29. Approximately how many pupils are there per classroom in the elementary school? High school?

30. Do any of the schools have two sessions (early and late)?

31. Is there a plan for the development of the physical plant of the school system in the next ten years or so:
   - New buildings, additions, playgrounds to be added
   - Old buildings to be renovated or discarded

   What are the state provisions for aid on capital programs?

32. Is school planning functionally integrated with other aspects of community planning?

33. What are your state requirements for the certification of teachers?

34. How many teachers in your community's public schools are not fully certified? How do your teachers compare with those of other communities in this respect?

35. How many teachers have had each of the following amounts of post high-school training:
   - Less than two years
   - Two or three years
   - Four years
   - Five or more years

36. What measures are taken to assure the continuation of study by teachers who are especially in need of it?

37. Is there an in-service training program for teachers? Does it include:
   - Orientation program for new teachers
   - Study groups
   - Curriculum committee
   - Workshops
   - Case conferences
   - Special help from visiting instructors
   - Special workshops in mental health
   - Plentiful opportunity to attend conferences

38. Are teachers encouraged to make suggestions and participate in planning courses, choosing textbooks, and other such matters?

39. How do salaries of your school teachers compare with those of similar communities in your state?
40. What is the minimum teacher salary established by state law? Local authorities?

41. What provisions are there in the school system for teacher and administrative:

<table>
<thead>
<tr>
<th>Hiring</th>
<th>Leaves for further study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure</td>
<td>Retirement</td>
</tr>
<tr>
<td>Promotion</td>
<td>Sick leave and maternity</td>
</tr>
<tr>
<td>Dismissal for cause</td>
<td></td>
</tr>
</tbody>
</table>

42. Is there a professional organization of teachers in your community? What is its program? How many local teachers are members?

43. Are suitable students in your schools encouraged to become teachers?

44. Are teachers carefully selected with a view toward personal and social competence as well as academic qualifications? To what extent? Do the teachers appear to be genuinely fond of young people? Are there any teachers who are reported to be autocratic or unkind or otherwise undesirable in their attitude toward their pupils?

45. Are there pressures on teachers in any of the following:

- Censorship of textbooks
- Censorship of books and periodicals in school library
- Pressure to avoid "controversial issues" in the classroom
- Attempts to introduce propaganda materials of special interest groups into the curriculum
- Undue restrictions on the private conduct of teachers and other school personnel

46. Are teachers required to take a special loyalty oath in addition to the usual pledge to support federal and state constitution?

47. Has the school system a carefully thought-out policy for dealing with situations where a teacher's loyalty to his country is questioned? Does this policy protect pupils from indoctrination under guise of education, and protect teachers from irresponsible charges and peremptory dismissal without a hearing?

48. Do the local citizens treat the teachers as people, accepting them in their homes as friends, or is the relationship entirely formal and professional? Are teachers allowed to lead a "normal" personal and social life without undue interference? Are they expected to participate in various community activities (Sunday school, charity drives, and like functions) because they are teachers?
49. Is a year of kindergarten available for every child in your community?

50. To what extent are different teaching methods used in the classroom:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Demonstrations</th>
<th>Committee work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation</td>
<td>Discussions</td>
<td>Visual aids</td>
</tr>
<tr>
<td>Projects</td>
<td>Reports</td>
<td>Auditory aids</td>
</tr>
</tbody>
</table>

51. To what extent do the various classes seek to utilize the community as an area for study or for service?

52. Are there carefully planned assembly programs? Is there a budget for professional speakers or entertainers? How large is the budget?

53. What is the extent of the school library facilities and services?

54. Are other factors than scholastic achievement considered in evaluating pupil progress?

55. Are pupils grouped according to their ability? Has the policy with respect to grouping or nongrouping been given critical appraisal recently? Is there any special provision for pupils who are slow learners?

56. What provisions are made for exceptionally bright pupils?

57. What provisions are there to encourage pupils with exceptional talents:

| Musical | Artistic | Other |

58. What is the promotion policy on the elementary, junior high-school and senior high-school levels?

59. In the following items, are your school's policies such as to serve the needs of all the pupils, both those who are not going to college and those who are, rural and urban:

<table>
<thead>
<tr>
<th>Diploma requirements</th>
<th>Promotion policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards of scholastic achievement</td>
<td>Teaching methods</td>
</tr>
<tr>
<td>Grading systems</td>
<td>Extracurricular activities</td>
</tr>
</tbody>
</table>

60. To what extent does the curriculum appear to be "subject centered," and to what extent is it specifically adapted to the needs of your community's children in their various stages and directions of development?
61. What is the school's procedure regarding cases of individual misconduct? Under what circumstances is a child sent to the principal for disciplinary action? To the guidance department for counseling?

62. Who has the power of suspension and expulsion?

63. List the courses which are taught in your junior high and senior high school. Which courses are compulsory?

64. What proportion of courses are in such "practical" subjects as:

<table>
<thead>
<tr>
<th>Homemaking</th>
<th>Commercial subjects</th>
<th>Driver education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational agriculture</td>
<td>Shop</td>
<td>Family living</td>
</tr>
</tbody>
</table>

65. Do you have a work experience program?

66. Is there a continuing program of curriculum improvement?

67. What curricular changes have been instituted during the past five years? Do they represent changes in the direction of making the school's efforts more flexible in meeting the needs of the pupils of your community?

68. Is there adequate coordination in curriculum, guidance, and other matters among the different grade and school levels?

69. What proportion of your young people complete four years of high school? Go on to college or other advanced training? Leave your community for other reasons upon graduation? Remain in your community but seek work immediately? Take up farming?

70. How does your school curriculum provide for the needs of these diverse groups?

71. Are children of migratory workers in your vicinity enrolled in the schools? Are they taken care of in special classes or among the others?

72. What provision is made for the instruction of children who for any reason cannot attend school?

73. What extracurricular activities are available to students:

- Clubs
- Music
- Craft and hobby work
- Dances and "socials"
- Athlet- Drama
- Publications
- Student government

74. What percentage of the pupils participate in each?
75. What proportion of those taking part are rural?

76. What provisions are made to transport rural students who take part in extracurricular activities?

77. Is there a vigorous intramural athletic program which attracts the great bulk of pupils?

78. In what ways does the extracurricular program provide training for citizenship in the adult community:
   - By offering opportunities for sharing responsibility
   - Through participation in community affairs
   - By fostering contact with community leaders, agencies, and so on

79. Do the pupils come from diverse economic, religious, or nationality backgrounds? Do the pupils tend to group themselves in their social relationships according to their family's income, or religion, or national background?

80. What deliberate program, if any, does your school system have for fostering good relations among pupils of different cultural background?

81. Are teachers sensitive to the varying social backgrounds from which their pupils come, and do they try to "meet the pupil where he is"? Of particular importance is the safety education program of the school, both in regard to school matters and such matters as driver training and accident prevention.

82. Do your schools conduct periodic fire drills? Bus drills?

83. What units or courses in safety education are offered in your schools? On what grade levels?

84. Is a driver training course available in the public schools?

85. To what extent are the following types of personnel available in your school system:

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance counselor</td>
<td></td>
</tr>
<tr>
<td>School physician</td>
<td>School social worker</td>
</tr>
<tr>
<td>School nurse</td>
<td>Remedial reading teacher</td>
</tr>
<tr>
<td>Dental hygienist</td>
<td>Special teacher for physically or mentally handicapped children</td>
</tr>
<tr>
<td>Attendance supervisor</td>
<td></td>
</tr>
<tr>
<td>Visiting teacher</td>
<td>Other</td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
</tr>
</tbody>
</table>

86. How close is the cooperation among these special personnel, and
between them and individual classroom teachers?

87. With what community agencies do these specialized personnel cooperate in individual cases?

88. Is there a guidance counselor available to each secondary school? Primary school? Full-time? Part-time?

89. Do smaller school units cooperate with other schools to share a trained guidance counselor?

90. What is the professional training of guidance personnel?

91. Are all individual students aided by the counselor in the selection of courses appropriate to their interests and abilities? If not, what percentage? Who helps the others?

92. To what extent does the guidance program involve counseling in the following fields:

| Vocational | Psychological |
| Social     | Educational   |

93. Do the guidance personnel report that they have insufficient time for any or all of the above-mentioned aspects of guidance?

94. How many pupils are there for each guidance counselor?

95. What testing devices are a part of the guidance program:

| Intelligence | Achievement | Personality |
| Aptitude     | Interest    | Other       |

96. Are there exploratory vocational courses?

97. Are cumulative, centralized records for each pupil maintained in the school? How are they used in helping the pupil?

98. Does your program include follow-up services for out-of-school youth? How many students are interviewed annually?

99. Has any study been made of the percentage of high-school graduates who remain in your community? Of the college graduates who return to settle down in your community?

100. Do your school personnel have a guidance or mental health clinic available for referral of students in need of such service?

101. Are there any nonschool counseling services for youth available
in your community in public employment offices? Social agencies? Elsewhere?

102. Is there a department of visiting teachers or school social workers? What professional training have these workers had? What are their functions?

103. Who supervises attendance? What professional preparation has he (she)? What salary does he receive? Is the position full-time? Part-time?

104. What percentage of students are absent daily?

105. Is attendance thought of primarily as a disciplinary function or as a counseling function?

106. Is there a truancy problem in your community? What is being done about it?

107. What are the compulsory attendance ages in your state?

108. Have any recent studies been made of the drop-out situation in your schools? What do they indicate are the principal reasons pupils drop out?

109. What proportion of the high-school freshman class drop out before graduation? As a policy, are these students interviewed before they leave? What percentage have a record of academic failure? What percentage are rural students?

110. Is anything being done to try to prevent premature drop-outs?

111. Are the health services in the school organized under one specific department with a well-planned overall program and competent staff?

112. Are careful physical examinations given to each pupil by a physician at least once a year? How many minutes, on the average, does each examination require? What is done to follow up cases where remedial defects have been found or where action is otherwise indicated? Are parents informed of the need for corrective care? Are they helped in arranging for corrective care? Are parents invited to attend the physical examinations? Are they notified of the results of these examinations?

113. Are preschool physical examinations held with parents present?

114. Are preschool innoculation clinics held?

115. Are special x-ray or tuberculin tests given in the school sys-
116. Are special eye examinations given? Hearing examinations?

117. Are special dental examinations given? What other dental hygiene services are available?

118. In each of the preceding cases, what is done about follow-up work where action is indicated?

119. Is there a full-time or part-time school physician?

120. Is there a full-time or part-time school nurse?

121. Is there a close working relationship maintained between health personnel, physical education teachers, guidance personnel, classroom teachers, and parents?

122. Is there effective coordination of the health program with related community services such as outpatient clinics, child guidance clinics, family physicians, and so on?

123. Is there special instruction in health and nutrition? At what grade levels? How much? By whom?

124. Does your school have a hot lunch program?

125. What other services in connection with the health of school children are regularly available or are available when needed in your school system?

126. Do children with the following types of handicap follow the regular curriculum?

- Visual
- Auditory
- Speech
- Heart diseases
- Epileptic seizures

- Orthopedic
- Malnutrition
- Emotional maladjustment
- Mental deficiency
- Glandular disturbances

127. What special provision is made for these children?

128. Does your curriculum include any of the following types of special class:

- Remedial reading
- Sight saver
- Speech correction
- Lip reading

- Hygiene
- Physical therapy
- Home teaching
- Other
How often are these classes held? Are they available for children of all ages, or only during certain years?

129. Are rural children given the opportunity to benefit by such services as are available?

130. Does the guidance counselor give special attention to any adjustment problems of children with various handicaps:

<table>
<thead>
<tr>
<th>Vocational planning</th>
<th>Performance of school work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional adjustment</td>
<td>Social participation</td>
</tr>
</tbody>
</table>

131. What special provisions are made for slow learners?

132. What special help is available for emotionally disturbed children?

133. Is there a parents' day or any similar occasion on which parents are especially invited to attend the school?

134. Are parents otherwise encouraged to visit the school?

135. Have school officials published recently a "handbook" for parents clarifying their rights, privileges, and responsibilities in relation to the school?

136. Does the board of education take various measures to interpret its problems, needs, and policies to the parents and citizens of the community?

137. What is the extent of citizen participation in:

<table>
<thead>
<tr>
<th>School board elections</th>
<th>Annual school meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>School budget hearings</td>
<td>Other school activities</td>
</tr>
</tbody>
</table>

138. Is there a coordinating council or committee for the improvement of education?

139. Is it sponsored or actively supported by the school officials? How is its membership determined, particularly as to teachers, administrators, laymen?

140. Are its activities centered around curriculum and services to pupils? Teachers' salaries, standards, and so on? Ways in which the school may serve the community?

141. Is there a Parent-Teacher Association? What have been its principal activities in the past two years?

142. Have there been any groups organized with the specific purpose of attacking the schools?
143. Is the attack chiefly against teaching methods and curriculum; is it part of an "economy" drive; or is it centered on "subversive" tendencies in the school?

144. Have these groups brought their concerns before school officials and conferred with them on the difficulties as they see them?

145. Are these groups led by people who have a reputation for sincere civic concern and a forward-looking community point of view?

146. If the schools are the subject of attacks by such a group, are there other citizen groups that are seeking to present a balanced picture of the school situation to the public?

In many communities, schools are becoming virtual community centers through the active use of their facilities by various citizen groups. In addition, schools in some communities are leading the way in community betterment programs. The assuming of new functions by the schools indicates their growing importance in American life. While some people feel that the schools often too hastily assume functions which they are unable to perform adequately, other people continue to press for the addition of new functions to the school's responsibility.

147. In which of the following ways does the school function as a community center:

- Sponsors active community improvement program
- Presents forum programs, concerts
- Carries on active adult education programs
- Makes auditorium, gymnasium, or classrooms available to civic groups free or for nominal charge
- Sponsors communitywide festivals, events
- Carries on educational or "art" motion picture program
- Serves as food canning or freezing center

148. In what additional ways does your school system contribute toward the recreational life of your community?

149. In what ways does the school engage in community service projects:

- Conducts surveys of various social conditions
- Organizes "tree-planting" and similar expeditions
- Participates in community "cleanup" day
- Offers leadership facilities for community council or other community improvement work
- Other

150. What new functions has the school system assumed in the past 20
years:

- Guidance
- Community center work
- Family life training
- Health functions
- Religious training functions
- Recreational functions
- Driver training
- Other functions

151. Which of the following educational methods are used in the adult education program of your community:

- Community council
- Survey
- Citizen workshops, conferences, institutes
- Forums
- Classes
- Other

152. Which organizations in your community carry on extensive adult education activities:

- Health associations
- Study clubs
- League of Women Voters
- Labor unions
- Mental health associations, etc.
- Other

153. What is the extent of the Agricultural Extension Service adult education activities among farm people? Is there an active farm demonstration program? Are there home demonstration activities?

154. What adult education courses have been offered in the past three years through the public school system? Which courses were not carried through to completion?

155. Do institutions of higher learning offer courses for laymen in various fields?

156. What activities do the churches carry on in the field of adult education?

157. What adult education efforts in your community center around family life education? Community improvement? Intergroup relations?

158. Is there a program of on-the-job or on-the-farm training for veterans?

159. How extensive are the library facilities of the public school system?

160. Has your community a public library service?

161. Do your community's library facilities meet accepted standards of library service for communities of its size?
162. Do your community's libraries constitute a coordinated system of community and school branches with additional services to outlying communities?

163. Is there a state library? What services does it provide to your school and community libraries?

164. Does your state have a law which encourages the formation of public libraries? What are its major provisions?

165. Is there a "county library" system in your county? Where is the county library located? How many school branches are there? How many community branches and book deposit stations are there? How many "bookmobiles" are operated in the county system? What areas are still not served or do not have convenient access to county library books?

166. Is there a regional library involving the cooperation of two or more counties?

167. If there is no county or regional library system, how many people in your community do not have "legal access" to library books?

168. Besides issuing books at the desk and performing the usual related work, which additional services does your library provide:

- Makes available library rooms for appropriate club meetings
- Sponsors lectures and discussions at library
- Sponsors exhibits by interest-groups in the community
- Conducts "great books" study program
- Conducts story hour for children
- Shows documentary and "art" films
- Operates a record library

169. How much per capita does your community spend for public library service?

170. Does your public library system have a governing board? How is it selected?

171. From what sources are revenues derived? Has the budget increased or decreased over the past ten years?

172. How many books are owned:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult fiction</td>
<td></td>
</tr>
<tr>
<td>Adult nonfiction</td>
<td></td>
</tr>
<tr>
<td>Children's books</td>
<td></td>
</tr>
<tr>
<td>Encyclopaedias and reference books</td>
<td></td>
</tr>
</tbody>
</table>

To how many periodicals does the library subscribe?
173. What is the per capita circulation of each type of book listed in the preceding questions? How does this compare with state figures, if available?

174. Has there been any recent pressure to withdraw certain books from the shelves because of their alleged "subversive" nature?

175. What museums are within your community or within effective service radius of it:

   Art  Science  History  Industry  Other

176. Do museums carry on educational programs, sponsor the formation of study groups, offer lectures, or in other ways seek to become a vital part of the educational program of the community? Do they utilize radio and TV in reaching the public?

177. Do they cooperate with the schools in offering their facilities for special visits and lectures, or in other ways?

178. What private schools are located in your community?

179. Under what auspices is each school operated? What is the approximate attendance of each?

180. How do their educational programs compare with those of the public schools?

181. What rating and reputation do these schools have?

182. What is the policy of your state department of education with respect to the supervision of private schools?

183. Do public and private school personnel meet together to exchange experiences or coordinate programs?

184. Is there a community college offering two years of post high-school education to all students without cost?

185. Are there other types of higher educational institutions:

   Four-year liberal arts colleges
   Specialized colleges, professional schools, technical schools, etc.
   Universities

   What is the approximate enrollment of each? Are these institutions accredited by their respective accrediting agencies?

186. To what extent is there cooperation between secondary school
and college personnel on admissions requirements? Student counseling records? Other matters?

187. Do pupils in your community have access to state scholarships, free tuition at the state university, and other financial aids to their higher education?

188. To what extent are deserving young students unable to attend college because of lack of economic means?

189. What studies of the local community have been made in such institutions?

190. What other types of community endeavor do they conduct?

Your Community's Economic Life

1. What is the community unit you have chosen to study:

   Living center (village, city, neighborhood)  Township
   Living center and retail trade area  County
   Living center and wholesale trade area  School district
   Other

2. Give a careful description of the boundaries of the community you have chosen for study.

3. List the factories and manufacturing establishments which are located in your community or employ people from your community, and in each case give the number of employees.

4. List other establishments or institutions which employ local people to perform some service that brings money into the community:

   State or federal hospital or other institution
   College, seminary, or other boarding institution
   Public schools
   Old-age home
   Departments of county, state, or federal government employing local people on civil service or other basis

5. List the wholesale distributors located in your community.

6. If there are no important types of wholesale establishment within your community, where are the establishments located which serve your community?
7. List the type and number of retail stores in your community:

<table>
<thead>
<tr>
<th>Grocery</th>
<th>Dry goods</th>
<th>Clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>Appliances</td>
<td>Furniture</td>
</tr>
<tr>
<td>Stationary</td>
<td>Auto parts</td>
<td>Automobile dealer</td>
</tr>
<tr>
<td>Jewelry</td>
<td>Farm implements</td>
<td>Meat market</td>
</tr>
<tr>
<td>Ice cream and confectionary</td>
<td>Vegetable</td>
<td>Variety (10 cent) store</td>
</tr>
<tr>
<td>Liquor</td>
<td>Lumber and supplies</td>
<td>Florist</td>
</tr>
<tr>
<td>Bakery</td>
<td>building</td>
<td>Others</td>
</tr>
<tr>
<td>Drug</td>
<td>Shoe</td>
<td></td>
</tr>
</tbody>
</table>

8. List the type and number of service stores in your community:

<table>
<thead>
<tr>
<th>Dry cleaning</th>
<th>Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurant</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Ice cream parlor</td>
<td>Undertaker</td>
</tr>
<tr>
<td>Tavern</td>
<td>Contractor</td>
</tr>
<tr>
<td>Shoe repair</td>
<td>Carpenter</td>
</tr>
<tr>
<td>Auto service station</td>
<td>Electrician</td>
</tr>
<tr>
<td>Laundry</td>
<td>Plumber</td>
</tr>
<tr>
<td>Recreational (bowling alleys, pool halls, theaters)</td>
<td>Radio station</td>
</tr>
<tr>
<td>Real estate agency</td>
<td>Insurance broker</td>
</tr>
<tr>
<td>Barber or beauty shop</td>
<td>Other</td>
</tr>
</tbody>
</table>

9. If any of the service establishments listed above are not available in your community, where do people obtain these services?

10. List the type and number of professional people in your community:

<table>
<thead>
<tr>
<th>Physician</th>
<th>Chiropodist</th>
<th>Practical nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Druggist</td>
<td>Chiropractor</td>
<td>Teacher</td>
</tr>
<tr>
<td>Dentist</td>
<td>Osteopathic physician</td>
<td>Clergyman</td>
</tr>
<tr>
<td>Veterinarian</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Optometrist</td>
<td>Lawyer</td>
<td>Registered nurse</td>
</tr>
</tbody>
</table>

11. In addition to those already mentioned, what types of establishment or industry bring income into your community? Mining? Construction? Transportation, communication, and other public utilities? Other?

12. How many farm people are there in your community's retail trade area?

13. What is the average income of farmers in your county?

14. How much income is received by your county's farmers from each
15. On what industries or particular market in the national economy is your own community's economic structure particularly dependent?

16. Which of your community's economic enterprises are absentee-owned?

17. Which of your community's industries are particularly susceptible to fluctuations of the business cycle? Which local industries are dependent upon the fortunes of some other industries outside the community? Which local industries are dependent upon government appropriations?

18. Which of your industries employ seasonal labor? How does this fact tie in with your community's economic structure?

19. Do your farms make use of extensive migrant labor?

20. How many of each of the following types of cooperative are there in your community:

- Consumer cooperative
- Health cooperative
- Insurance cooperative
- Purchasing cooperative
- Marketing cooperative
- Other

21. If you had to classify your community according to its major economic base, into which category would you place it:

- Manufacturing
- Industrial
- Wholesale
- Amusement or health resort
- Retail
- Diversified
- Dormitory
- Government center
- Mining town
- Transportation center
- Other

22. What organizations of industries exist in your community:

- Trade associations
- Employers associations
- Personnel associations
- Other
- Industrial relations clubs

23. What activities are carried on by the aforementioned organizations?
24. Of all persons 14 years of age and older, how many are in the civilian labor force? How many of these are:

<table>
<thead>
<tr>
<th>Employed</th>
<th>Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
<td>Female</td>
</tr>
</tbody>
</table>


26. How many employed persons in your community are in each of the following major occupation groups:

- Professional, technical, and kindred workers
- Farmers and farm managers
- Managers, officials, and proprietors, except farm
- Clerical and kindred workers
- Sales workers
- Craftsmen, foremen, and kindred workers
- Operatives and kindred workers
- Private household workers
- Service workers, except private household
- Farm laborers, unpaid family workers
- Farm laborers, except unpaid and farm foremen
- Laborers, except farm and mine
- Occupation not reported

27. How many employed males and females in your community are in each of the following industry groups:

| Agriculture, forestry, and fisheries | Business and repair services |
| Mining                               | Personal services            |
| Construction                         | Entertainment and recreation services |
| Manufacturing                        | Professional and related services |
| Transportation, communication, and other public utilities | Public administration |
| Wholesale and retail trade           | Industry not reported |
| Finance, insurance, and real estate  |                             |

28. What is the income of your community's families by various income?

29. What is the median income of your community's families?

30. What percentage of your community's families and unrelated individuals have incomes under $2,000?

31. What is the average value of the farms in your county?
32. How many of your county's farm operators receive more than half of their income from sources other than sale of agricultural products?

33. How many farm operators in your county are full owners? Part owners? Managers? Tenants?

34. What is the dollar value of each of the principal farm crops or products (including livestock) produced in your county?

35. Give the name and annual volume of business of local farmers' cooperatives.

36. How do weekly wage scales compare with other similar communities in your vicinity?

37. What sources of consumer credit are available, and how high are the interest rates? What are the provisions of state legislation governing small loans?

38. How many workers were unemployed at the time of the most recent Census? How many of each sex were unemployed in the different major occupational groups?

39. What percentage of the workers of your community are members of labor unions?

40. Which unions have the largest memberships in your community? Is there a council or federation of labor unions in your community? What are its activities?

41. Which companies engage in collective bargaining with their employees?

42. What has been the nature of the history of union-management relations in your community? Have there been evidences of bitter controversy? How many strikes occurred last year? In which companies?

43. Are Negroes or other racial or religious groups barred from certain types of employment by law? By custom?

44. Is there a fair employment practices commission in your city or state which enforces nondiscrimination in employment? How effective is it?

45. Which labor unions admit Negroes and other minority groups or races on an equal basis? Which unions maintain limitations prohibiting membership or limiting it to a certain "quota," either expressly or by unwritten law?
46. How do union wages compare with nonunion wages in skilled occupations? Semiskilled occupations? Nonskilled occupations?

47. To what extent do the various union leaderships appear to be sensitive to the wishes of the rank-and-file members?

48. To what extent do union organizations participate in health, education, and welfare activities through membership in community chest or similar bodies? Contributions? Civic activities of individual union leaders?

49. Under the jurisdiction of what state district labor office is your community for purposes of inspection for compliance with labor laws?

50. How often does the inspection take place, and by whom; and what is its nature?

51. What employers give safety instruction over and above that which may be required by law? What is the nature and extent of such instruction?

52. What is the rate of industrial accidents in your community; and what trends has it shown over the past few years?

53. What are the principal provisions of any laws governing working conditions as they relate to health and sanitation? To what extent are the laws enforced?

54. Are there any glaring needs for health, sanitation, or safety legislation voiced by local labor unions or disinterested citizens' organizations?

55. For each major employer, record the presence or absence of the following, and give a brief description:

<table>
<thead>
<tr>
<th>Retirement pension plan</th>
<th>In-plant medical service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union welfare fund contribution by employer</td>
<td>Profit-sharing plan</td>
</tr>
<tr>
<td>Guaranteed annual wage</td>
<td>Counseling service</td>
</tr>
<tr>
<td>Educational program</td>
<td>Company loans</td>
</tr>
<tr>
<td>Paid vacations for wage-workers</td>
<td>Death benefits</td>
</tr>
<tr>
<td>Dismissal pay</td>
<td>Payroll savings or investment plan</td>
</tr>
<tr>
<td>Free or low cost insurance</td>
<td>Disability compensation</td>
</tr>
<tr>
<td></td>
<td>Other benefits</td>
</tr>
</tbody>
</table>

56. List, where appropriate, the number of employees served or covered in the programs listed above, the extent of company or
employee contribution, the amount of benefit, and so on.

57. What special provisions in your state or municipal law designed to protect health, safety, or welfare govern the employment of children? Women?

58. How are these laws enforced in your community? By whom? How often are inspections made?

59. Is there a minimum wage law in your state? What are its provisions?

60. What evidences are there of progressive personnel practices in your community's industries?

61. Which industries seem to have employees with high company morale? With high labor productivity? What factors contribute to their good record?

62. How familiar do industrial executives appear to be with recent developments in the personnel field?

63. What training programs in one aspect or another of "human relations" are available in any of your community's industries for top executives? Junior executives? Supervisors? Floor workers? Other workers?

64. Is there a state employment service office in your community? If not, which regional office serves your community?

65. How many applicants for work were placed through this office during the past year? How did the number of placements compare with the number of applications? With the number of vacancies which employers listed with this office? With the number of referrals made by the office to fill the listed vacancies?

66. Are there any other employment services in your community, such as those operated by colleges, business schools, and so on?

67. How many commercial employment agencies are located in your community? What fees do they charge? What are the principal state laws governing their operation, and how adequate is the inspection?

68. What provisions are made in your community for employment counseling for high-school graduates and other young people seeking first employment? The handicapped? Aged? Other special groups?

69. Do local industries generally procure their employees through the Employment Service? Newspaper advertising? Hiring at gate? Recommendation by present employer? Other?
70. Is your trade center attractive?

71. Specifically, how does your trade center rate on the following features:

- Adequate parking space for shoppers
- Adequate public transit facilities both within the trade center and in the surrounding area
- Attractive appearance of storefronts
- Good variety of stores
- Stores well stocked with variety of merchandise at reasonable prices
- Courteous and prompt service by sales personnel
- Awareness of customer needs and willingness to stock desired items
- Sufficient advertising within potential trade area

72. Is there a retail merchants' association or other group that takes an active interest in improving the attracting power of the shopping center? What are its activities? Accomplishments?

73. Are there any types of professional service or facility which your community needs, such as banking facilities, legal service, and so on, whose presence might attract people to the community for other goods and services as well?

74. What particular lacks at the trade center cause people to go to surrounding communities for goods and services which might be made available locally?

75. Is it possible to find out the extent of the mail order purchasing carried on by people in your community?

76. What industries have been most successful in your community, and why?

77. What industries have failed in your community in the past 20 years, and why?

78. Are any of the following conditions working to the disadvantage of industries presently located in your community:

- Inadequate supply of the types of labor skill needed
- Recent history of bitter labor-management controversy
- Antiquated zoning laws
- Inadequate housing for employees
- Inadequate supply of water, gas, electricity, or other utilities
- Inadequate sewage disposal facilities
- Inadequate financial services
- Inadequate school and other community facilities
- Lack of cooperation by local government or citizens
79. Are any of the following opportunities for expansion of present industries or formation of new local industries appropriate to your community situation:

- Supplying parts to local industries, such as shipping crates, preassembled parts, or locally available materials
- Local processing of certain industrial items which are now being processed elsewhere
- Processing local resources and produce, through lumber mills, grist mills, frozen food and dehydrating plants, poultry processing plants
- Developing local resources, such as gravel pits, mineral deposits, timber resources
- Establishing of new retail, service, or wholesale establishments in the community
- Producing locally consumers' goods which are now being imported

80. Would research into possibilities for development or expansion of local industries be feasible in your community?

81. What are the possibilities for improving the income of your trade area's farmers and agricultural producers through the application of new crop techniques, advanced farming methods, or other resources?

82. What state agencies, public or private, can be of aid to the community in working toward the success of local industries?

83. What particular needs or disalignments are there in your community's industrial structure:

- Overdependence on a particular industry or company
- Recurrent seasonal layoffs
- Inadequate employment opportunities
- Other

84. What type of industry is needed to complete or balance your community's industrial foundation?

85. What special advantages does your community present for certain types of industry:

- Particular combination of certain types of labor skills
- Availability of some important natural resource or source of materials
- Proximity to industries which need certain products
- Favorable transportation facilities
- Low power costs
- Attractive living conditions
- Other
86. How does your community stand on each of the following basic industrial location factors:

- Location of production materials
- Labor
- Sites
- Industrial fuel
- Transportation facilities
- Market
- Distribution facilities
- Power
- Water
- Living conditions
- Laws and regulations
- Tax structure
- Climate
- Other

87. What improvements in facilities are needed in your community:

- Better transportation facilities (port improvement, terminal facilities, etc.)
- Better utilities (cheaper or more ample gas, water, etc.)
- Better-equipped industrial sites
- Improvement of run-down appearance of shopping and business center
- Local government support of federal or state improvement programs (in highways, conservation, irrigation, etc.)

88. Which organizations in your community are most concerned with industrial development?

89. Which individuals or organizations are able to exercise important influence on community policy regarding your community's economic future? How is this influence exercised? To what ends?

90. Which, if any, of the following steps have been taken by your community to improve its industrial base:

- Organization of special industrial development commission
- Community advertising
- Assembling of a list of "prospects" for location in your community
- Contact with industrial "prospects"
- Formation of an industrial development corporation to develop or finance buildings or sites
- Engaging an industrial development consultant
- Enlisting the aid of power and railroad company industrial development departments

Communication

1. What local newspapers serve your community? For each such newspaper, answer the following questions:

2. What is its average circulation per issue? Is it published
daily or weekly? Does it publish a Sunday edition?

3. Is it owned locally? Is it part of a chain? Is its viewpoint Democratic, Republican, Independent, or other?

4. To what wire services does it belong?

5. What syndicated columns does it run? Do they represent a variety of different social and political viewpoints? If not, do they tend to lean toward the "liberal" or "conservative" point of view on national, state, and local politics?

6. Does political or other bias affect reporting or editorial treatment of local issues such as health, education, the community's economic basis, and so on? Does the newspaper have a "sacred cow"; that is, is there some subject which it either suppresses or deals with in a particular way because of its affiliation or the interests of its owner?

7. Are there ever any articles in which names or pictures of such persons as the following are given humiliating publicity:

   Relief recipients   Children awaiting foster home   Other
   Juvenile delinquents   placement

8. Is it a "crusading" paper? What campaigns or programs has it sponsored and with what results?

9. Does it run regular columns or features devoted to education, health, government, and so on, in the local community?

10. Does it welcome announcements of meetings of various civic organizations and reports of their activities?

11. Which "outside" newspapers have extensive circulation in your community?

   The following questions apply to the aggregate of newspapers serving your community.

12. Do your newspapers represent diverse editorial viewpoints?

13. Do your newspapers actively and carefully report developments in the field of local government and in agency activity?

14. To what extent do your newspapers function as a "community bulletin board" for letting people know of coming events?

15. What community achievements can be attributed to interest stimulated largely by newspapers?
16. Do your newspapers give intelligent editorial comment on local events and issues as well as those on the national and international scene?

17. What educational features, such as columns, special stories, special departments, are conducted by your newspapers in such fields as health, nutrition, recreation, and so on?

18. Has any newspaper run a "know your community" series comprised of the type of material treated in this book?

19. Which periodicals have the greatest newsstand circulation in your community? The greatest subscription circulation?

20. Which books have sold the greatest number of copies in your community in the past year: Fiction? Nonfiction?

21. What radio and television stations are there in your community?

22. In addition, what other stations are most frequently listened to by people in your community?

23. Do these stations make free broadcast time available for educational programs of a civic nature?

24. Which regular programs, if any, are devoted to familiarizing people with their local community?

25. Do local stations announce forthcoming events of community interest?

26. Do they, through spot announcements, publicize worthwhile campaigns such as community chest drives, hospital campaigns, and so on?

27. List the regular programs which are of an "educational" or "cultural" type as opposed to pure entertainment.

28. What is the estimated "audience" of your radio station for various programs of an educational or cultural nature?

29. Do local study groups listen to and discuss local or national programs? On which topics?

30. How many motion picture theaters are there in your community?

31. In each case on what basis does the manager select the films which are to be shown? To what extent is his choice limited by agreements with a distributing company?
32. How often during the past year have special brief films been shown on material of an educational or civic nature or in connection with fund-raising campaigns or community chest drives?

33. Do any of the theaters show "art" films? How often? Has the community a documentary film library or access to one?

34. What stage productions have been available in your community during the past year by professional groups? A little theater group? Local organizations such as schools or churches?

35. What state laws restrict in any way the free expression of opinion or communication of ideas or of artistic expression?

36. What local units of government, if any, are charged with enforcement of decency laws as they affect communication media?

37. What subjects, movements, or organizations are restricted from the use of such facilities as newspaper advertising space, public meeting places, radio time, and so on?

38. If local newspapers, broadcasting station, auditoriums, or other facilities have a written "code" or statement of policy as to what types of expression they will exclude, what are its provisions?

39. What instances of censorship activity have arisen in your community in regard to preventing any of the following items:

   - Showing of a motion picture film
   - Showing of a stage play
   - Appearance of a particular speaker or performer
   - Presentation of a particular radio program
   - Public discussion of a particular topic
   - Inclusion of certain books or periodicals in the school or community library
   - Sale of certain books, periodicals, or comic books
   - Discussion of certain topics in the schools
   - Other instances of censorship

40. In each case, what was the nature of the material which people were censoring or attempting to censor?

41. What was the principal method of attempted censorship, that is, refusal of license or permit, order to desist, picketing, boycotts, public attacks on the presentation of the objectionable material, intimidation, and so on?

42. What organizations were involved in the censoring activity?
43. What organizations' activities were the target of censorship?

44. Did the attempted censorship succeed?

45. If the censorship was by a governmental agency, was an appeal made by the publishers, producers, or other persons? With what results?

46. What groups supported the censorship and what groups opposed it, and on what grounds?

47. Which organizations in the community are particularly concerned with keeping open the channels of communication against attempts to bar the communication of ideas which are not politically or religiously orthodox, or which are "controversial"?

After you have finished this section of your study, ask yourself this question:

48. Is this community a place where people are free to present opinions, however unpopular? What are the most important threats to freedom of expression in this community?

Following the group discussion on the questions and answers in the first four sections of this Step 1, Community Analysis, the Superintendent should lead a general discussion relative to the community on the following topics: history, housing, community planning, recreation, religious activities, public welfare programs, health, intergroup relations and social change.

Fill in only the most significant facts on these discussion areas; facts that definitely contribute to understanding of the community and are necessary to the planning and conducting quality public education programs.

The discussion areas:

A. History of the Community

B. Community Planning

C. Housing
D. Religious Activities
E. Public Welfare Programs
F. Health
G. Intergroup Relations
H. Social Change
APPENDIX B

INTERMAT STATEMENTS ABOUT SCHOOL SYSTEM FOR Q-SORT INSTRUMENT

Statements are each typed on a 2 x 5 inch card so that respondents can sort statements into categories of most agree with and least agree with and varying amounts of agreement or disagreement between.

1. Our schools are excellent with good educational programs and excellent management.

2. Our schools employ the very best teachers and administrators.

3. Our schools are generally very good but still have many things to improve.

4. Our schools are good overall, educationally and administratively.

5. Our schools make good use of the taxpayers' money, but need more support.

6. Our schools make good use of most tax money but waste some.

7. Our schools are good in a few areas but are poor in some and less than good in several other areas such as curriculum, management and teaching.

8. Our schools are generally poor in all areas; teaching, management and curriculum.

9. Our schools need improvement in all areas as they are below most of the nation.

2 Underlined phrases are statement code words for brevity and use in interpolation tables.
10. Our schools are far below what is necessary for good curriculum, teaching and management. Very, very poor.

11. Our schools hold little or no interest for me.

12. Our schools do not need my interest.
APPENDIX C

INTERNATIONAL ATTITUDE INQUIRY BLANK FOR A PUBLIC SCHOOL SYSTEM

1. Our schools have the very best____ , good____ , mediocre____ , poor____ , bad____ , teachers and administrators.

2. Our schools have excellent____ , good____ , mediocre____ , poor____ , very bad____ , educational programs and management.

3. Our schools are generally good and do____ , do not____ need to improve many things.

4. Our schools are good____ , mediocre____ , poor____ , educationally and administratively.

5. Our schools make excellent____ , good____ , average____ , poor____ , improper____ use of the taxpayers' money.

6. Our schools do____ , do not____ , maybe sometimes____ waste taxpayers' money.

7. Our schools are____ , are not____ good in a few areas but are____ , are not____ less than good in several other areas such as curriculum, management and teaching.

8. Our schools are____ , are not____ generally poor in all areas: teaching, management and curriculum.

9. Our schools do____ , do not____ need improvement in all areas they are____ , are not____ below most of the nation.

10. Our schools are____ , are not____ far below what is necessary for good curriculum, teaching and management are should be rated poor____ , very poor____ , very, very poor____.

11. Our schools hold great____ , some____ , little____ , no____ interest for me.

12. Our schools do____ , do not____ need my interest.

Occupation__________________________________

165
Read the 12 statements on the 3 x 5 inch cards. Enter the numbers of the statements in the blocks below according to most agreement to least agreement by you and the varying degrees of agreement in between on the scale.
APPENDIX E

CHECK LIST FOR A SCHOOL DISTRICT COMMUNICATIONS PROGRAM

1. Is there a written policy on public relations and public information activities?

2. Does the superintendent have an understanding for the need to communicate with the public?

3. Does the district have full-time communications personnel?

4. Do these personnel have these experiences?

   Newspaper, radio or television? ................
   Magazine or other publication work experiences? ..
   Teaching? ........................................
   College degree or degrees? .....................
   Public Relations work? ..........................
   Other ........................................

5. Does the public relations and public information officer (communicator) have the confidence and support of the superintendent?

   Is he consulted on PR and PI matters?\(^1\) ..........
   Is he fully informed about district schools activities? ..

6. Is there, in existence, an internal communications system? List below the methods for internal communications used.

7. Does the district have a planned program for (communications) - public relations and public information?

\(^1\)Public relations and public information matters

167
8. Does the district utilize the following channels in communicating with the public?

Newspapers? ..................
Radio? ..........................
Television? ..................
State Level Magazines? ....
Brochures? ....................
Reports? ......................
Magazine? ....................
Seminars and meetings? ....
Displays or exhibits? .......
Liaison with other state agencies? ....
Wire services? ..............
News conferences? ..........
Other? ........................

9. What results can be shown in the use of the above media?

10. Are staff members involved in the communications activities?

11. Are staff members urged to do the following?

Prepare material for general release ........
Prepare articles for professional journals ...
Assist in planning informational activities such as newsletters, magazines, displays, radio and television programs, etc. ........

12. Is the director of communications included in policy meetings?

13. Is the communicator self-starting person with ideas and energy for real communications with people through various media?

14. Does the district maintain contact with various organizations and groups across the area that have come interest in and affect on education?

15. Does the communicator have adequate rapport with the news media?
Local newspaper people ........................................
Local radio television people ..................................
Mass media people in major population areas of the region .......................................... Editors of industrial and other publications .........................................
Others ..........................................................

16. Is the district staff considered energetic, effective and vital by the following?

News reporters and writers ..................................
Local educators ..................................................
Legislators, city council, county commissioners. Community leaders ..................................................
Staff members ...................................................
Professional Public Relations practitioners in the state and region ..................................

17. Does communications unit have on hand publications about public relations, school public relations and other materials for guidance in working with latest media techniques, etc.? ..................

18. Have materials been prepared and are they available to allow staff to respond immediately to most questions about education in the state? ..........

19. Can the staff respond with immediate effective action to request from mass media for information and support in planning special publications, news stories, programs, etc.? ..........

20. What seems lacking in communications functions, results, etc.? 

21. What appears to need immediate attention? ........

22. Is there some provision made for obtaining public opinion and evaluating it as a basis for communication? ................

23. Is there some system for district communications program self-evaluation? ........
Such as:

Press Clipping Service ................................
Return cards for radio tapes and TV film
   releases ......................................
Return cards for newspaper photo releases ..
Monitoring of radio and TV news and public
   service programs .............................
Reading of major newspapers in state ........
Subscriptions to major state level magazines,
   such as Teachers' Journal, State Chamber
   of Commerce magazine, etc. ...............  
Periodic checking of state weekly newspapers:
Spot checking of public attitudes across the
district periodically ..........................
Requests for professional public relations
   practitioner point of view on district
   program occasionally ........................
Pre and post event questionnaires for
   speeches, publications, seminars, confer-
   ences, film showings and other communica-
   tions functions to determine attitude and
   understanding change ..........................

List those done:

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A. BOOKS


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The Ohio State University. A Report to the Columbus Board of Education, Columbus, Ohio: The Ohio State University Advisory Commission on Problems Facing the Columbus Public Schools, the College of Education, The Ohio State University, June 15, 1968.


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