



An evaluative study and investigation of the organizational self-renewal project in the rural school district of Three Forks, Montana
by Jack DoBush

A dissertation submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION
Montana State University
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Abstract:

The purpose of this study was to evaluate an ESEA Title III organizational self-renewal project in a rural school and to assess change of attitude toward the school as a result of the project. The project included thirty-six hours of meetings which taught interpersonal communication techniques and group processes, as well as the following. The project did a needs assessment, identified and clarified problems, wrote operational goals for the school, wrote a philosophy for the school, and organized task groups to study and resolve the problem areas. A pre-test - post-test was administered to the total community sample which included the six school board members, teaching staff, two groups of twenty-six randomly selected students, two groups of thirty-six randomly selected community members, and a volunteer community member group to test for any change of attitude toward the school.

The first null hypothesis was tested separately on six subgroups of the sample at the .05 level of significance on a two-tailed test using the Wilcoxon Matched-Pairs Signed Ranks Test. Significance was found in each of the participating sample groups, except the volunteer group. The second null hypothesis was tested on two pairs of matched samples on the pre-test and post-test. Significance was sought at the .05 level of significance on a two-tailed test using the Mann, Whitney U Test. No significant change was found between the participating and non-participating student groups, nor between the participating and non-participating community member groups. Ten major objectives and fourteen sub-objectives were evaluated and achieved, except for two sub-objectives that were partially achieved.

Conclusions drawn were that: (1) to bring about a change of attitudes in individuals, the individuals have to be participants as individuals in an educative process; (2) a community involvement project must have goals that are broad and flexible and constantly adjustive to the felt needs of the community; (3) each individual must be recognized and his contribution accepted; (4) the theory of practical intelligence does work—average people representing a community can discuss, digest, and resolve complex problems about their schools, at the same time learn some processes, skills, and up date their concept of their school; (5) the organizational self-renewal project did achieve, for the most part, all that it set out to accomplish; and (6) there is need for further study and research in the area of organizational self-renewal.

AN EVALUATIVE STUDY AND INVESTIGATION OF THE ORGANIZATIONAL
SELF-RENEWAL PROJECT IN THE RURAL SCHOOL DISTRICT
OF THREE FORKS, MONTANA

by

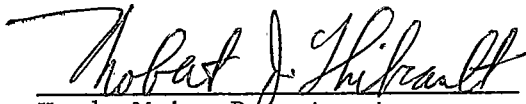
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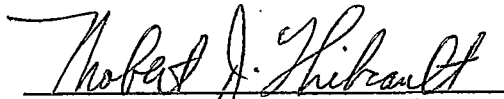
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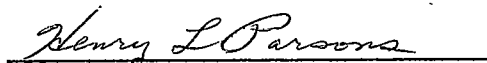
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Approved:


Head, Major Department


Chairman, Examining Committee


Graduate Dean

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Finally, the writer dedicates this endeavor to his wife, Ollie, whose patience and understanding have once more proven to be the source of his good fortune.

J.D.

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The purpose of this study was to evaluate an ESEA Title III organizational self-renewal project in a rural school and to assess change of attitude toward the school as a result of the project. The project included thirty-six hours of meetings which taught interpersonal communication techniques and group processes, as well as the following. The project did a needs assessment, identified and clarified problems, wrote operational goals for the school, wrote a philosophy for the school, and organized task groups to study and resolve the problem areas. A pre-test - post-test was administered to the total community sample which included the six school board members, teaching staff, two groups of twenty-six randomly selected students, two groups of thirty-six randomly selected community members, and a volunteer community member group to test for any change of attitude toward the school.

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Conclusions drawn were that: (1) to bring about a change of attitudes in individuals, the individuals have to be participants as individuals in an educative process; (2) a community involvement project must have goals that are broad and flexible and constantly adjustive to the felt needs of the community; (3) each individual must be recognized and his contribution accepted; (4) the theory of practical intelligence does work--average people representing a community can discuss, digest, and resolve complex problems about their schools, at the same time learn some processes, skills, and up date their concept of their school; (5) the organizational self-renewal project did achieve, for the most part, all that it set out to accomplish; and (6) there is need for further study and research in the area of organizational self-renewal.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	vii
LIST OF FIGURES	ix
ABSTRACT.	x
Chapter	
1. INTRODUCTION	1
Statement of the Problem	7
Need for the Study	7
Statement of Hypothesis.	8
General Procedure.	8
Limitations.	10
Description of the Project	11
Section B: Objectives	11
Three Forks Educational Planning Project	15
Proposed Steps in the Project.	15
Three Forks School Districts Community Education Project.	16
Definition of Terms.	18
2. REVIEW OF RELATED LITERATURE	20
INTRODUCTION	20
A BRIEF LOOK AT THE EDUCATION SYSTEM	21
The System	23

Chapter	Page
THEORIES ON COMMUNITY LEADERSHIP	35
CHANGE IN SCHOOL SYSTEMS	43
Resistance to Change in Social Systems	47
Reducing Resistance.	48
COMMUNITY ORIENTED CHANGE PROCESS.	53
3. DESIGN AND PROCEDURES.	62
Introduction	62
The Questionnaire.	63
Validation of Questionnaire.	63
Test of Questionnaire for Reliability.	64
Description of the Population and Sampling Procedure	66
Pre-Testing.	70
Project Meetings	71
Evaluation of Students (3/8/71).	73
Progress Evaluation (3/24/71).	73
Post-Testing	75
The Analysis	75
4. RESULTS OF THE STUDY	77
Evaluation of Students (3/8/71).	78
Progress Evaluation (3/24/71).	82
Evaluative Commentary on the Project Meetings.	90
The Wilcoxon Matched-Pairs Signed Ranks Test	107

Chapter	Page
School Board Sample.	117
Mann-Whitney U Test.	118
Additional Post-Test Questionnaire	126
Evaluation of Project Objectives	132
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	156
Summary of Findings.	157
Conclusions.	159
Recommendations.	162
APPENDICES.	165
Appendix A - Questionnaire.	166
Appendix B - Information for Evaluator.	172
Appendix C - Progress Evaluation.	173
LITERATURE CITED.	176

LIST OF TABLES

Table	Page
1. Wilcoxon Test of Difference Between Pre-Test and Post-Test Scores of Staff:	108
2. Wilcoxon Test of Difference Between Pre-Test and Post-Test Scores of Participating Students	110
3. Wilcoxon Test of Difference Between Pre-Test and Post-Test Scores of Non-Participating Students.	111
4. Wilcoxon Test of Difference Between Pre-Test and Post-Test Scores of Participating Community Members	113
5. Wilcoxon Test of Difference Between Pre-Test and Post-Test Scores of Non-Participating Community Members	114
6. Wilcoxon Test of Difference Between Pre-Test and Post-Test Scores of Volunteer Community Members	115
7. Summary of Tables 1 Through 6.	116
8. Mann-Whitney U Test on Participating and Non-Participating Students on the Pre-Test Scores.	119
9. Mann-Whitney U Test on Participating and Non-Participating Students on the Post-Test Scores	121
10. Mann-Whitney U Test on Participating and Non-Participating Community Members on the Pre-Test Scores	123
11. Mann-Whitney U Test on Participating and Non-Participating Community Members on the Post-Test Scores.	124
12. Summary of Tables 8 Through 11	125
13. Objective B (1) - Question 1 a	134
14. Objective B (2) - Question 3 b	135
15. Objective B (3) - Question 4 c	136
16. Objective B (4) - Question 5 d	137

Table	Page
17. Objective B (4) - Question 6 d	138
18. Objective B (4) - Question 7 d	139
19. Objective B (5) - Question 2 e	140
20. Objective B (6) - Question 8 f	141
21. Objective B (7) - Question 10 g.	142
22. Objective B (8) - Question 9 h.	143
23. Objective B (9) - Question 11 i.	144
24. Objective B (10) - Question 12 j	145
25. Objective B (10) - Question 13 j	146
26. Objective B (10) - Question 14 j	146
27. Objective B (10) - Question 15 j	147
28. Objective B (10) - Question 16 j	147
29. Objective B (10) - Question 17 j	148
30. Objective B (11) - Question 18 k	149
31. Objective B (12) - Question 19 l	149
32. Objective B (13) - Question 20 m	150
33. Objective B (13) - Question 21 m	151

LIST OF FIGURES

Figure	Page
1. Getzels Model.	28

Chapter 1

INTRODUCTION

For the first time in the history of civilization, the time span of drastic cultural change has been telescoped into less than the lifetime of an individual. The current generation of mature adults now represents the first generation faced with managing a culture different in kind than the one originally transmitted to them. The consequence of this is that the well-educated youth of today is an obsolete man tomorrow.

More knowledge has been discovered during the lifetime of the present adult population than any other generation. Furthermore, knowledge becomes obsolete in essence. Learned truths (such as, that matter is mass) become untruths in the light of advanced learning (matter is now defined as mass-energy) (Jensen, 1964).

In regard to skills, obsolescence is even more apparent. Technological changes require adults to continuously adapt to new methods of work and, often, even to new vocations. Such other everyday skills as those involved in child raising, food preparation, transportation, communication, health maintenance, and leisure time activity are constantly being modified.

We are in danger of becoming obsolete in other ways which are less visible, but even more tragic. The increasing necessity for a

mobile population coincident with concentrated living in cities requires adults to learn new patterns, values, senses of belonging, and new ways of achieving personal identity repeatedly within a single lifetime. Such traditional havens of stability as churches, homes, schools, governments, businesses, and voluntary organizations are in a state of flux, striving continually toward greater productivity and compatibility with modern living conditions.

The recent concern for accountability in education has disturbed many educators. It appears that as education budgets increase, they generate more pressure for accountability, regardless of the level of education involved. Essentially, there are two approaches to accountability. In broad terms, one approach is through analysis of resources invested "input" related to results achieved, "output" in some meaningful way. The other approach emphasizes consumer choice, in the hope that increasing consumer choice in education will introduce a measure of competition and, hence, increased effectiveness among schools (Lieberman, 1970). The Voucher system illustrates this type of approach. If parents have an effective choice among schools, schools will have to become more accountable (Jencks, 1970). To put it bluntly, if school systems do not begin to do a better job of relating school costs to educational outcomes, they are likely to be faced with a growing demand for alternatives to public schools. Both approaches to accountability require an information system to be effective.

Another area of concern is differentiated staffing, a concept of organization that seeks to make better use of educational personnel. Teachers and other educators assume different responsibilities based on carefully prepared definitions of the many teaching functions (Oli-vero, Kappan LII, 1970). If we preface these with Carlson's (1964) typology of organization where he designates schools as type IV "domes-ticated", we have a serious implication.

By definition, they do not compete with other organizations for clients; in fact, a steady flow of clients is assured. There is no struggle for survival for this type of organization. Like the domesticated animal, these organizations are fed and cared for. Existence is guaranteed (Carlson, 1964).

Carlson hypothesized that "domesticated organizations, because of their protected state" are slow to change and adapt.

It has become increasingly clear that promoting change in the schools, as in other institutions, is a far more difficult task than anticipated. If enormous inertia of the "system" seems to defeat all but the most determined and ingenious efforts, then a strong commitment to change by a few teachers or administrators in a school system is rarely enough. Rather, it appears that before fundamental reform can take place, all school personnel must be involved in a concentrated effort to remove both personal and institutional resistance to change (Watson, 1969; Schmuck, 1970).

Most thinking and research on the problem of resistance to

change implied certain assumptions that were dubious if not contradictory to many of the findings of social science. For example, the major theoretical backbone of the influence studies was a model of social compliance. "The typical formulation of a good deal of research on the effects of mass media was (and is) the famous, 'Who says what, through what channels (media of communication), to whom, with what results' (Bennis, 1969)." As Bauer (1964) says, "This apparently self-evident formulation has one monumental built-in assumption: that initiative is exclusively with the communicator, the effects being exclusively on the audience."

Man was considered as inert and passive, malleable, and reactive. The point is that the study of communication and influence has traditionally been conducted from the point of view of the effects intended by the communicator (Bennis, 1969).

The failure in research to this point has been that the audience has not been given full status in the exchange. The intentions of its members have not been given the same attention as those of the communicator (Bauer, 1964).

This investigation will attempt to flip the coin and examine the other side. The story of communication can be traced from a one-way communication to a transactional model. Systems do have motives, desires, and expectations.

Educators have concerned themselves with the "learner",

improvement of the "teacher", learning materials, facilities, methods and procedures; each of these have been experimented with and refined and "plugged" into the same old organizational system. The inertia of the "system" seems to defeat all but the most determined and ingenious efforts.

If you visit with teachers, they will tell you of many frustrations they have about the system. The administrators, likewise, will unburden their frustrations of the system "tying their hands". Student uprisings throughout the land have essentially said, "We are fed up with the system."

"Any complex social system, which is the basic way we conceive of an organization, is made up of differentiated parts, the activities of which must be integrated into a unified effort if the organization is to cope effectively with its environment (Bennis, 1969, p. 471)."

What has essentially happened is that the small close-knit school organization of the early school has grown into a giant organization. The parts of the organization through sheer size have become separated, communications have been strained and/or broken completely. There is a big difference between the early rural school and the present school. The former had one or two teachers, thirty to seventy youngsters, local board of three citizens, where everybody knew everybody else and the school was the cultural center of the community. The latter schools are under a board of seven to nine citizens, employing a

superintendent, several assistant superintendents, several principals and several schools, each of which may have a staff of one hundred teachers or more and anywhere from five hundred to two thousand students. Both efficiency and communications are strained as the organization grows, adding more levels to the hierarchy (Mophet, Johns & Reller, 1967; Miller, 1965; Simon, 1950, p. 240).

There is a growing body of knowledge about, and insight into, how to help various types of social organizations deal with internal conditions that inhibit them and prevent their coping adequately with their internal and environmental problems. Bennis (1966), Chin (1969), Etzioni (1969), Presthus (1962), Hage (1970), Watson (1969), Walton (1969), Blake (1969), and Rogers (1969) are examples of only a few men currently writing in the field of organizational development and self-renewal.

Change cannot be successful when it is piecemeal or aimed at any one subsystem or level in a system. It must permeate all levels, involve all personnel, and allow for adjustment throughout the system. (Schmuck, 1970). This present study attempted to take an objective view of an attempt to involve a total school community in a project that offered communication skills and processes and used the theory of practical intelligence (Lucio & McNeil, 1969) to assess needs, write goals and a philosophy for the school; and evaluate the results.

Statement of the Problem

The problem of this study was: (1) to investigate and to assess the degree of change of attitude of a total community as a result of an Organizational Self-Renewal project in a rural school system; (2) to evaluate and objectively document the effectiveness of the project and its effect on the total community; and (3) to evaluate the organizational self-renewal project on the basis of attaining its objectives as outlined in its proposal.

Need for the Study

A study of this nature is important because there is little research in the area of actually involving a total school community. Only one similar project in the United States was conducted in Seldovia, Alaska, and it lacked objective evaluation and documentation. There is a need for objective evaluation and documentation of organizational change research and the means of bringing about change. Researchers in organizational change are needed and evaluators are needed to shed practical light on the feasibility, practicality, and utility of such a model for other school systems. Preferably, the evaluator should be outside the system, first to enhance objectivity and secondly to avoid the "salutary type" of evaluation that would tend to be written by one who is directly involved in such a project. Also, the immediate community and education in general need to know about this experimental project and its potential for educational change.

In addition to these general needs, there were some immediate and specific needs which it was designed to meet. The project director and the administration of the schools at Three Forks, Montana, needed a progressive and complete evaluation, as they had a vested interest in having the experiment culminate as completely and successfully as possible. The State of Montana and the United States Office of Education, which funded the project, required an outside and unbiased evaluation of this community change project.

Statement of Hypothesis

The hypotheses in this study were that: (1) the experimental project would cause no change in the attitude of the total community toward the school tested separately on each of six sub groups in the sample; and (2) there would be no change of attitude in either the participating or non-participating groups after the experiment tested separately on two pairs of matched sub groups in the sample.

General Procedure

Literature was reviewed in the areas of organizational change and self-renewal to lend direction and guidance to the study and subsequent analysis.

A search was conducted to establish and learn about the total population of the school system in order to select a representative random sample for the study.

This study involved a pre-test and post-test of the total sample of the community. It involved a spot evaluation of the participating students and a mid-project evaluation of the total participating sample. The total sample included the following groups: (1) total school board, (2) total teaching staff, (3) randomly selected non-participating students, (4) randomly selected participating students, (5) small group of volunteer students, (6) randomly selected non-participating community members, (7) randomly selected participating community members, and (8) volunteer group of community members. Each member of the total sample was pre-tested and post-tested by a structured instrument prepared by a team of experts. This instrument was validated and tested for reliability and is described on page 63.

The "spot evaluation" of the students was made by an instrument (Appendix B, page 172), structured for specific information and validated as described on page 73. The instrument for a mid-project evaluation (Appendix C, page 173) was constructed and validated as described on page 73. During the course of the project, the evaluator played a "behind the scenes" role and a "participant observation" role (Bruyn, 1966), depending on what the situation called for. He attended all the planning and project meetings and kept in "close touch" with the project director, the school administrator and often collaborated with Community Planning and Development Director, Dr. William Lassey, at Montana State University.

Limitations

This study was limited to the school community of Three Forks, Montana, namely the High School District J-24 and the Elementary School District 24-24 in the Gallatin County. The school board included the total board of six members and the teaching staff included all twenty-four teachers. The students were limited to grades seven through twelve, inclusive. The time was limited from the pre-testing in January, 1971, to post-testing in May, 1971, after the completion of the project and initiation of the community task groups.

The new superintendent took office on July 1, 1970, and, to a certain degree, may have "contaminated" the community with some of his innovative philosophy and policy. On the other hand, the school board interviewed and selected him, thus suggesting an established climate in which the superintendent's contamination of the climate was questionable. In any case, this factor did not preclude the value of an evaluation of this experimental project (Bruyn, 1966).

Another possible contamination was the part-time counselor who was the project director and had been an employee since September, 1970. He was assisted by the superintendent in drafting and proposing the project. The school board approved the project, and the staff was aware of the project before the evaluator became involved. It was reasoned that any project in a school system, before it could be initiated, had to go through channels of superintendent's approval, board

approval, and staff cooperation. It was further reasoned that this type of contamination was unavoidable, but was recognized.

Description of the Project

The project attempted to involve a cross section of the school community in a series of large and small group meetings to: (1) learn some communication skills and processes, (2) do a needs assessment for the Three Forks school, (3) convert these into operational goals, (4) write a philosophy for the school, (5) establish task groups and investigate and follow through on goals as written, and (6) in general, establish better communications and understanding throughout the total school community.

The following is an excerpt from the ESEA Title III project proposal as submitted and funded by the State of Montana.

Section B: Objectives

The general goal of this project is to develop in the Three Forks School System a normative-reeducative organizational self-renewal process which can be learned and reused by cooperating community member, faculty member, and student member groups to produce written goals for the school organization based on needs assessment.

Specific objectives of the project include the following statements which must each include results to be achieved, descriptions of performance expected of participants, and evaluative criteria to be

used to measure performance:

- A. Faculty members, school board members, students, and community members representing a cross section of these groups in the community school districts J-24 and 24-24 will produce through interaction in homogeneous and heterogeneous groups a written (1) assessment of the needs of the Three Forks School District as these groups perceive them, (2) a written educational philosophy, and (3) a set of written operational goals for the school system that can be evaluated through use of Mager's educational objectives as a model for comparison.
- B. Members of the Three Forks School Districts, including parents, teachers, students in grades seven through twelve, board members, and other community members will indicate by marking a questionnaire administered as a pre-test and a post-test that they have experienced a significant (.05 level) change of attitude related to the following topics during the project:
 1. The degree of opportunity the school system provides for individuals in the school community to express opinions and feelings on school issues and decisions.
 2. The degree individuals feel informed about the program the school offers.
 3. The degree individuals see a value in involving community members (students, faculty, board members, and community people in general) in evaluating school programs, policies, and goals.
 4. The unity that faculty members, students, and people in the community seem to have in their effort to improve their educational system.
 5. The satisfaction individuals feel with the degree of personal involvement they have in evaluating school programs, policies, and objectives.
 6. The satisfaction individuals feel with the degree the schools are making an effort to serve all of the needs of all of the people.

7. The degree that the school system recognizes, clarifies, and offers for public discussion the important educational problems it faces.
 8. The effort the school system makes to give serious consideration to suggestions about change in the system from community members.
 9. The degree the school system is in need of improvement.
 10. The amount of mutual respect among faculty members, students, community members, and administration.
 11. The effective use of staff and community resources in the provision of the school's program.
 12. The satisfaction individuals have with the quality of instruction in the schools.
 13. The satisfaction individuals have with the degree the school board attempts to serve the best interests of the students.
 14. The degree that individuals feel that they would personally be interested in participating in educational discussions directed at school system self-renewal.
- C. A cross section of student, community member, and faculty member groups in the community who represent the total community's educational interests and who actually participate in the self-renewal small group interaction process will indicate a significant change (.05 level) in their attitudes.
- D. Participants in the self-renewal project's small groups will re-write goals for the school system that were written in the first phase of the project to refine them and make them operationally useful to teachers who would desire to use the general goals as a basis for construction of specific classroom behavioral objectives. The refinement and operational quality of the developed statement of goals will be evaluated using the criteria of Robert F. Mager's, Preparing Instructional Objectives, suggestions presented by guest speakers from the Office of the Superintendent of Public Instruction and Montana State University, and criteria presented in a RUPS workshop which is expected to be

included in the self-renewal project.

- E. Elementary and secondary students referred to the counselor provided by this project and who are considered by faculty members as in need of professional personal counseling for emotional problems (as indicated on a referral slip) and who receive this counseling during the project will, after a series of counseling interviews, list those aspects of the educational system that they feel are a source of irritation and concern to them. The project director, who is the counselor, will summarize these lists and give them anonymously and with the consent of the counselees to groups participating in the self-renewal project for their use as feedback from students who might not ordinarily offer it.
- F. Participants in the project will learn to use an organizational self-renewal process, and accomplishment of this task to be measured by the observation of an outside evaluator.
- G. Members of the participating small groups and random selection of community and student body will indicate by marking a questionnaire item that they accept completely the goals they produce finally for their school system.
- H. Members of the participating small groups will evaluate by marking questionnaires the individual phases of the self-renewal project, and members participating will write suggestions for improving each phase.
- I. The project director will statistically analyze questionnaire results obtained during the project and send them with a written final report on the project. The project director will include in the report a record of his subjective observations of the effectiveness of phases of the project. The project director will disseminate the report on the project to the Office of the Montana Superintendent of Public Instruction and Montana State University College of Education for their use and distribution. Reports on the project will also be sent by the project director to the Center for Studies of the Person, La Jolla, California, and to the Director of Small Schools Projects at the Northwest Educational Laboratory, Portland, Oregon. Progress of the project working groups will be made available continually during the project through the local newspaper The Three Forks Herald.

- J. The Three Forks School organization will have become responsive to its environment as indicated by its ability to form working subgroups which can develop tentative educational goals (or subordinate organizational goals) that are accepted by the general school organizational community.

The project was cloaked in a broad goal-development philosophy and planned in six phases as outlined below. This outline was made into a handout sheet and given to each participant in the project.

Three Forks Educational Planning Project

Inherent in the philosophy of this broad goal-development project are the following assumptions on citizen rights:

Each citizen should have the right to:

1. Influence decision-making
2. Be able to contribute
3. Be different
4. Be wrong
5. Be heard
6. Retain his own dignity
7. Share in society's burdens and benefits

Proposed Steps in the Project

Phase I: Identification and Clarification of Problems

Administer questionnaires at the beginning of school and again just before the project starts. Give all people connected with the school a chance to write their concerns on questionnaires, even if these people may not participate in the action part of the project.

Conduct small group meetings for specific identification of areas to be developed and improved. Create communication lines among students, community members, faculty members, and school board members--some group meetings including all of these groups, and some meetings for single groups (i.e., faculty alone) to allow time for groups to develop more specific and meaningful needs assessment.

Phase II: Exchange of group-discussion and questionnaire information and continued clarification of needs--identification of conflicts in priorities put by various groups on stated needs and problems--build problem-solving processes.

Phase III: Listen to Outside Speakers ("Experts") selected by Three Forks Educational Planning Committee Members--members will have an opportunity during this part of the project to choose to hear speakers chosen to speak on issues the members feel they would like to be better informed about.

Phase IV: Needs transformed into educational goals--goals put into priorities--current problem-solving processes applied to top priorities--human and financial resources study.

Phase V: Distribute group work results to community at large for criticism and suggestions--revise work where feasible--determine time sequences for attacking and solving problems that can be solved,

Phase VI: Determine the influence of the project on improving community-school relations--evaluate the phases of the project--prepare a brief statement of the school's educational philosophy--prepare final report recommending the direction that the schools in this district might take in the next few years to better satisfy the expressed needs of the school community--determine a community group that could be responsible for initiating the project again in a few years.

The following sheet was also prepared (Bright, 1970) and given to each participant. It has a propaganda flavor in that it tries to describe the project, the manner of selection of the sample, and solicits a commitment to the project.

Three Forks School Districts Community Education Project

Information you might like about your community involvement education project.

Schools frequently suffer from a lack of community involvement in discussions about decisions to be made and evaluations of the

school programs. Often a small number of people make themselves heard. If an educational system is to be flexible and able to cope with a changing environment, it must have an open channel of communication with the people it serves. A school needs to be able to satisfy a maximum amount of the needs of its community. To do so, the school must know what all of the people want from the school and whether or not individuals feel that they are getting what they want year by year. The school needs to know all of the opinions of the community members it serves, whether these opinions are in support or rejection of programs and policies. If the schools are to remain a local responsibility, they must have more involvement from the people they serve.

This year your school district, board, and superintendent want very much for all members of the community to be part of what might be considered an educational "constitutional convention" for this school district. A strong effort will be made to involve all interested people in the district in discussions of what they expect of their school today, what they like and dislike about present education, and what changes, if any, they would like to see investigated. PEOPLE WHO DO NOT HAVE CHILDREN IN SCHOOL ARE ESPECIALLY URGED TO PARTICIPATE. THE SCHOOLS BELONG TO THE PEOPLE, AND THIS INCLUDES CITIZENS WHO AREN'T PARENTS. Community meetings for discussions of educational issues are planned. Mr. Larry Bright who has been trained as an educational specialist, has been hired by your school board to conduct small group discussions about education over the next few months. A sequence of small and large group discussions is planned.

This community project is expected to develop the following things: (1) a democratically derived statement of community expectations of the school from which the staff may decide to make subject matter curriculum changes; (2) a brief philosophy of instruction for the school; (3) a recognition and clarification of educational problems facing the school; (4) a knowledge of community and school resources which can be used to help to alleviate problems; (5) a unification of the community and school on general objectives all people have helped to develop; (6) an on-going process of evaluation and development of the school; and (7) a general atmosphere of free exchange of ideas and feeling among people who come to know and respect each other.

THE PROJECT HAS BEEN DESIGNED TO INCLUDE A VERY SPECIAL GROUP OF COMMUNITY MEMBERS AND STUDENTS WHO WERE SELECTED RANDOMLY FROM A COMPUTERIZED TABLE OF RANDOM MEMBERS.

The names of all community members and students living in Three Forks, Logan, and Trident areas were put on a list in alphabetical order and then the names were numbered. Community members and students were selected as a representative group of students and community members living in the school districts. These people are being respectfully asked to participate in the community-wide project to insure that the total community is represented. Volunteer community members and students who were not selected at random are also urged to participate if they want to. School board members and faculty members have also been asked to participate in the project.

IF YOU WERE SELECTED AT RANDOM TO PARTICIPATE IN THE PROJECT, THE SCHOOL SYSTEM, SCHOOL BOARD, STUDENT BODY, FACULTY, AND ADMINISTRATION WOULD VERY MUCH LIKE YOU TO TAKE THE OPPORTUNITY TO BECOME INVOLVED IN A MOST WORTHWHILE PROJECT--THE EDUCATION OF CHILDREN. The school system also is very grateful for the participation of volunteer students and community members.

Jack Kreitinger, Superintendent
 Larry Bright, Title III
 Project Director

Definition of Terms

Self-renewal process. An organized effort to gather and respond to the feelings and attitudes of community members. The process may be learned and reused as often as necessary.

Total school community. In this paper, this will generally refer to the groups represented by the total sample. (School board, teaching staff, students, and community members.)

Practical intelligence. Action through wide participation of all concerned in the process of inquiry and the judgment of outcomes. A method of inquiry based upon faith in capacities of ordinary people

(Lucio & McNeil, 1969).

Project participant. A member of either a randomly selected or volunteer group who attended some or all of the project meetings.

Project non-participant. A member of a randomly selected sample that did not attend any project meetings.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

At the core of society, its culture, its progress, its survival, is education. Education has "bent with the wind". It has from time to time accepted as its mainstay preparation of warriors, teaching for beauty, esthetic values, transmitting culture, teaching for the good life, the Christian man, teaching for life, preparation for work, development of the mind and only recently education of the whole child.

Education has been supported by the church, the monarchy, minority groups, private groups, governments, individuals, and by society as a whole. Like the football tossed from player to player, the role of education has modified with each new era. However slowly these changes may have come, education has always ultimately complied.

The crux of the problem now is that the population, society, systems have grown so large and at the same time technology has advanced so fast that the ability to adapt the lethargic systems is questionable. Is there time to sit out and await the slow time consuming modification? Carlson (1964) has classed the education systems as a "domesticated" system. By definition, "They do not compete with other organizations for clients; in fact, a steady flow of clients is assured. There is no struggle for survival for this type of organization. Like the domesti-

cated animal, these organizations are fed and cared for. Existence is guaranteed." These organizations are slow to change and adapt.

This study is concerned with change in a total school community. What is the general structure of the education system in rural America? The first part of this chapter will give a brief look at the evolvement of the bureaucratic education systems drawing on Weber's model, its functions, and its weakness. At the head of our school systems, we have leaders, some are elected, some appointed, and some hired. The success of any change in the system is very dependent on the kind of leadership the system has. The second section of this chapter discusses aspects of leadership.

There are volumes of literature on theories of organizational change but limited empirical information. Recent authors were selected for information pertinent to change in school systems and a discussion is presented in the third section of this chapter. The last section, drawing on the above for background, returns to "the system" and attempts to present a plan for organizational change.

A BRIEF LOOK AT THE EDUCATION SYSTEM

Every society has been and will continue to be confronted with a basic problem: How can its members, especially the children and youth, best learn what they must know and what they should do to survive and to contribute to the preservation, welfare, and improvement of the group

to which they belong? As a result, each society has established procedures and accepted purposes for their education system. It follows that a system is not born but evolves. Let us look at the evolvement of the American Education system. Following is a resume of Chapter 18, Evolution of American State Schools, by Good and Teller (1969, pp. 430-465). It takes us back to the plantations of the South, which established private education; New England with semi-public schools under control of both church and town; and the middle colonies, which depended on parochial and neighborhood schools. "Examples of all these types of school administration existed in Europe." Religious toleration and freedom and political democracy, as they slowly developed, gave increasing support to the growing public school idea.

In retrospect, the Colonies are seen to present almost every variety of educational system and institution, each competing for social acceptance and survival: parochial, sectarian missionary, private, neighborhood, town, district, and still other elementary schools; medieval, humanist, and realist secondary schools; schools and apprenticeship for vocational preparation; and Old World colleges in the towns. To maintain all these educational endeavors; various kinds of administrative devices, numerous forms of financial support, and several ways of securing public attention and interest were employed. It was as though some educational Francis Bacon had set up a giant experiment to determine which types of schools and school management could best survive and prosper in a wilderness developing into the United States of America. One of the most conclusive phases of this experiment is that having to do with modes of support. However, although much has been learned from this and the other phases of the whole great adventure, it is important to notice that the "experiment" has not ended. It is still in process and the evaluation is continuing.

The most important educational achievement was the free public school system of the "northern and western states". There was a great

wave of propaganda in favor of more and better schools.

The state systems of education in America have evolved slowly and unevenly. The legal beginnings may be traced to the Massachusetts Acts of 1642 and 1647, often referred to as the Deluder Satan Act. The Land Grant ordinances of 1785 and 1787 represent a major step toward establishing a policy regarding the role of education in the new nation.

By the time the nation was organized, all the original thirteen states had made some legal provisions for education. These provisions tended to reflect the early attitudes toward education in the different colonies. Early in the nineteenth century it became accepted policy that each new state make some definite provision for education. The Constitution of the United States makes no reference to education. Therefore, under the Tenth Amendment, the states have been allocated the basic responsibility for public education; "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively or to the people."

We can agree that public education was accepted and established. The structure of the system, whether a rural school district, a larger city, or secondary district or state, tended to pattern what we would call the efficient bureaucratic model.

The System

To begin with, we can borrow from Griffiths (1964, p. 116) the definition of a system, "A system is simply defined as a complex of

elements in interaction. Systems may be open or closed. An open system is related to and exchanges matter with its environment, while a closed system is not related nor does it exchange matter with its environment." A school system is then an open, living social system.

The bureaucratic model was outlined and developed by a German sociologist, Weber, as a reaction against personal subjugation, nepotism, cruelty, emotional vicissitudes, and subjective judgment which passed for managerial practices in the early days of the Industrial Revolution. It was thought that man's true hope was his ability to rationalize and calculate, to use his head as well as his hands and heart. Thus, in this system, roles were institutionalized and reinforced by legal tradition rather than by the "cult of personality"; rationality and predictability were sought in order to eliminate chaos and unanticipated consequences. Technical competence rather than arbitrary or indifferent action was emphasized.

There is a general consensus that bureaucracy can be dimensionalized in the following way:

1. A division of labour based on functional specialization
2. A well defined hierarchy of authority
3. A system of rules covering the rights and duties of employees
4. A system of procedures for dealing with work situations
5. Impersonality of interpersonal relations
6. Promotion and selection based on technical competence

These six dimensions describe the basic underpinning of a bureaucracy, the pyramidal organization which dominates so much of our thinking

and planning related to organization behavior (Bennis, 1966:5).

Bennis (1966:7) recently catalogued the criticisms of a bureaucracy as follows:

1. Bureaucracy does not adequately allow for personal growth and the development of mature personalities.
2. It develops conformity and "group-think".
3. It does not take into account the "informal organization" and the emergent and unanticipated problems.
4. Its systems of control and authority are hopelessly out-dated.
5. It has no adequate judicial process.
6. It does not possess adequate means for resolving differences and conflicts among ranks and, most particularly, among functional groups.
7. Communication (and innovative ideas) are thwarted or distorted because of hierarchical divisions.
8. The full human resources of bureaucracy are not being utilized because of mistrust, fear of reprisals, etc.
9. It cannot assimilate the influx of new technology or scientists entering the organization.
10. It will modify the personality structure such that man will become and reflect the dull, gray, conditioned "organization man".

Weber (Bennis, 1966:7), the developer of the theory of bureaucracy, came around to condemning the apparatus he helped immortalize. While he felt that bureaucracy was inescapable, he also thought it might strangle the spirit of capitalism and the entrepreneur:

Very few of us have been indifferent to the fact that the bureaucratic mechanism is a social instrument in the service of repression; that it treats man's ego and social needs as a constant, or as nonexistent or inert; that these confined and constricted needs insinuate themselves into the social processes of organizations in strange, unintended ways; and that those very matters which Weber claimed escaped calculation--love, power, hate--not only are calculable and powerful in their effects, but must be reckoned with.

What Weber and Bennis were really saying was that the very purposes for developing the bureaucratic model were scuttled. The wrongs

and injustices the model attempted to circumvent become part and parcel of the model. The hope for equal opportunity has made the full circle and become controlled opportunity; cooperation and participation by all has become rigid control by a few. Personal interaction has become impersonal. The bureaucratic model does not fit the "ideal school system" as described by Kandel (1938, p. 43):

A system of administration conceived as it is in England and the United States is itself educative; it demands intelligence and it elicits intelligence; it relies for the progress and success of education on public opinion and that public opinion must be enlightened; it calls for cooperation and participation of all who are concerned with education, but it also creates that concern.

If the system calls for "cooperation and participation of all who are concerned with education", the traditional, efficient, rigid, bureaucratic structure is not adequate. A rigid structure inherited by an education system that must have flexibility for innovation, adaptability, growth and whose existence depends on sensitivity to public opinion, is inviting more than a fair share of controversy. Morphet, Johns, and Reller (1967) point this out when they said:

At no time has there been adequate understanding of this unique role of education, nor has there been agreement on purposes and objectives. Complete agreement probably should not be expected. Yet, when there are significant differences of opinion, there are bound to be controversies regarding the schools, criticisms, and difficulties in working out a satisfactory program of education. The public schools need the support of the people. To the extent that this support is not forthcoming from any substantial number, the schools will be handicapped.

How then has a system that is dependent on public opinion been able to survive throughout the years under a bureaucratic structure?

The bureaucratic model as described is at the extreme of a continuum. Within the rigidity and hierarchy, varying degrees of "looseness" can be possible. Griffiths (1964) tells us that an open system, such as the school system, is related to and exchanges matter with its environment. Thompson (1965) proposed that the heirarchial organization be "loosened up" and made less tidy, to encourage desired change or innovation. Chin's (Bennis, Benne, Chin, 1969) theory of equilibrium points out that a system either ignores outside disturbance, builds resistance against it, or accommodates the disturbance and achieves a new balance or equilibrium.

Another major factor is the personnel within the system. Each individual has a concept of his role in the organization; however, the individual and the organization must come to terms with each other by the individual accepting and facilitating the attainment of the purposes of the organization, and the organization satisfying the wants of the individual (Barnard, 1938). In other words, both the individual and the organization have roles, expectations, and goals. The behavior of personnel can be seen as a function of two things: first, the institution, it's role and expectation which together constitute a normative dimension on activity in a social system; and second, the individual, his personality and his needs or the personal dimension of activity in a social system. This is summarized by Getzels (1958) in the simple model that follows:

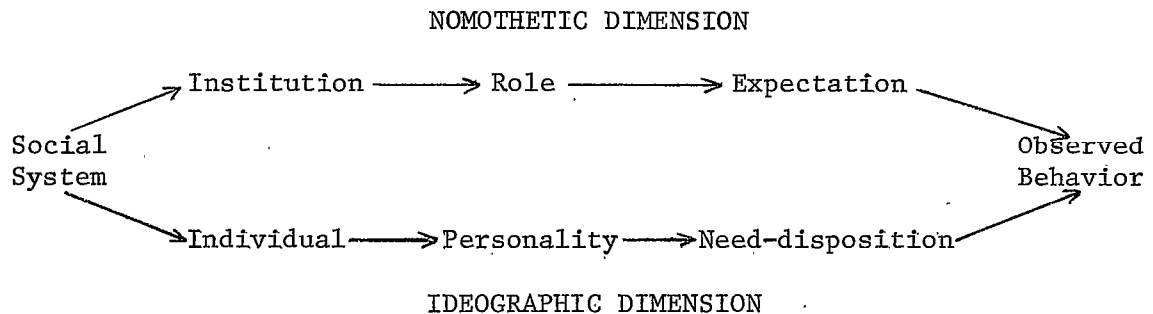


Figure 1

The individuals that make up the personnel of the system are of course very diverse in terms of loyalty to the system. There are those who are very loyal and Presthus (1962), who has developed a rather comprehensive theory about personnel, calls them "upward mobiles" or "organization men". The "organization man", whose personal goals are "synthesized with organizational goals", recognizes authority as the most functional value, is sensitive to authority and status differences, and perceives his superiors as non-threatening models. The second type is the "indifferent", who adapts to the organization but withdraws and redirects his interest to nonorganizational activities or outside activities. The third type is the "ambivalent", who depends on rational values that may be in conflict with the values of the organization. The ambivalent is a source of conflict, best provides insight, motivation, and may be considered a creative catalyst. If the system chooses to be sensitive to the ambivalent, he can inspire change.

It can be assumed that because the system is larger than the individual, the individual would tend to comply and "fit" the system. Etzioni's (1961) compliance theory bears this out; in fact, according to Etzioni, a system has ways and means of exercising power to bring about compliance. The system can "manipulate the physical, material, and symbolic means to secure rewards and deprivations." This tends to give the system the advantage and the power to subtly control its personnel.

Why do individuals accept this? In the first place it is necessary to recognize that the rigid, structured, hierarchial bureaucracy previously described is at the extreme of a continuum. One might then offer one plausible argument that the bureaucracy of the school systems has not always been "tidy" as recommended by Carlson. The system has accommodated the "upward-mobiler", the "indifferents", and the "ambivalents", as described by Presthus (1962).

The individual also comes in many other forms. Jung talks of "constructs"; Freud gave us the "Superego, Ego, and ID"; Berne categorizes the "Parent, Adult, and Child"; and there are, of course, many others. No matter which way we try to categorize individuals, we are never sure that there is not a better way.

These are classifications to essentially simplify the theory being expounded. We know that each individual is a "mixture of" rather than "separate" classification. The concept of the "whole" or the Gestalt is more appropriate. Wolfgang Kohler (1947) explains how the

nervous system gives unitary answer to the total stimulating situation with which an organism is confronted at a given time. How we see, feel, and hear is an integrated whole rather than as a combination of separate parts. Kurt Lewin (1951, p. xi) is more inclusive. His definition of the "Field" or "life space" includes not only the whole individual but his whole psychological environment. The life space is defined so that at any given time it includes all the facts that have existence for the individual or group. This certainly explains and allows for individual differences. But are individuals in some ways really that different. Every major psychologist and sociologist has written on the one hand about man's feeling of inferiority, fear of impotency, regression, and on the other hand about man's aggressiveness, will to power, and struggle for superiority; "the feeling of inferiority and the striving for superiority are universal. . . (Adler, 1929, p. 20)." Again, we should note that individuals are not one or the other but one and the other and even both at the same time.

Mowrer (1964, p. 66) puts the former point of view neatly when he says:

Most of us live depleted existences; weak, zestless, apprehensive, pessimistic, neurotic. . . If at any given moment, a person's life were required of him, he would be found wanting, could not pay out, settle up; for his "net worth" is less than nothing, negative.

In a group, there is generally first "milling around", "expression of negative feelings", and "description of past feelings". Berne (1967) would call this the prerequisite to "gaming" and a game in

itself. The individuals are "testing the water" so to speak. They are displaying some of their wares and asserting their status. Bion (1961: 60-67) would call this the "fight or flight" for survival. Whether two or more people met, the struggle is immediate. The individual has two choices--to fight or to flee. If he chooses the second, he again has two alternatives--he may flee physically and remove himself from the group permanently or he may flee by withdrawing. The second choice is not permanent. He stays in the group and may engage in "fight" from time to time. The group establishes "groupness", and Bion says that "people come together for purposes of preserving the group." Secondly, that a group knows "only two techniques of self preservation, fight or flight." From these two, Bion gives a subsidiary assumption, "The individual feels that in a group the welfare of the individual is a matter of secondary consideration--the group comes first, in flight the individual is abandoned; the paramount need is for the group to survive--not the individual."

Further, Bion says that a group melts together "to obtain security from one individual on whom they depend." Perhaps people gain security from one another in spite of a leader or one individual.

One should note that Mowrer says, "Most of us", not all of us. Frankl (1967:60) would disagree with Mowrer. Talking about man's self-determinism and responsibility, he concludes:

In the last analysis, man has become what he has made out of himself. Instead of being fully conditioned by any conditions, he is constructing himself. Facts and factors are nothing but the raw material for the self constructing acts, and a human life is an unbroken chain of such acts. They present the tools, the means to an end set by man himself.

Frankl places most of the responsibility for man on man's self concept; and to this degree, Mowrer may be very correct.

When two or more people meet, there are several things that happen whether the pair or group is structured, that is, it has a purpose as a group or whether it is unstructured; there is not formal purpose.

In each individual, there is a stimulus-hunger which has the same relationship to survival of the human organism as food-hunger (Spitz, 1945, p. 53-74). "If you are not stroked, your spinal cord will shrivel up."

Stroking may be used as a general term for intimate physical contact; in practice, it may take various forms. Some people literally stroke an infant; others hug or pat it. . . . These all have their analogies in conversation. . . . Stroking may be employed to denote an act of implying recognition of another's presence. Hence, a stroke may be used as the fundamental unit of social action. An exchange of strokes constitute a transaction, which is the unit of social intercourse (Berne, 1967, p. 15).

These transactions may be complimentary or crossed, simple or ulterior. The interaction either is stopped or carried on till mutual satisfaction is reached and the stroke score is even or acceptable to both participants.

To conclude this phase of the discussion, several things are

evident. We cannot blame the bureaucratic organization for the previous exploitation of personnel. Patterns of social organization are, after all, created, maintained, and altered by human beings who must take the responsibility for them. To quote Hodgkinson (1967, p. 33), "Bureaucratic structure is per se little more than a 'rational' system of organizing a number of people so that certain work can be done as effectively and efficiently as possible." The structure has been far from perfect and greatly influenced by the man at the apex--the leader.

Weber saw bureaucracy chiefly with its internal activity. There really is no single educational bureaucracy in America. There are in reality local bureaucracies like the local or town school system. These local systems will often include levels from kindergarten through college.

The parameters of influence are largely those of the community itself, although there will be liaison arrangements with larger units. From local units, we move increasingly into cosmopolitan bureaucracy, where the sphere of influence and decision making is much larger; e.g., state departments, regional accrediting associations, and the U. S. Office of Education (Hodgkinson, 1967, p. 36).

The individual has in the same time enjoyed efficiency, security, and the opportunity to play various roles in the variety of echelons in the bureaucratic structure. Social institutions exist to further the wishes of those who participate in them. The American individual has participated in the social institution of education.

The discussion so far has focused on a description of the system and the individuals that make up the personnel of a system. There

is, of course, a vast number of other factors that affect the system. These are offered, not for discussion, but as a reminder that they are real and do exist in varying degrees for each system. Athos and Coffey (1968, p. 90) list these as "External" and "Internal" factors. Some of the external "conditions" are: (1) economic, (2) social and cultural, (3) political and legal, (4) geographic, and (5) population. In addition, some of the external "groups and institutions" are: (1) owners, (2) competitors, (3) customers, (4) sources of supply (money, labour, land, buildings, equipment, materials), and (5) other institutions (unions, churches, schools, foundations, military, and other noncompetitive businesses).

Internal factors are as follows: (1) officers, (2) purposes and objectives, (3) product or service, (4) industry, (5) niches, (6) size, (7) technology, (8) location, (9) organization, (10) management, (11) financial condition, and (12) history. Parallel to these are: (1) division of work, (2) job design, (3) personal backgrounds of people, (4) things, (5) space, (6) physical conditions, and (7) roles, status, and values.

Athos and Coffey are obviously describing an industrial system, but which of these could we discard when we think of a large school system? This required tripod develops into a normative interactive tripod of emergent activities, emergent interaction, and emergent sentiments. The consequences of a healthy complex organization are, of

course, productivity, satisfaction, and growth.

The system is so broad that it is difficult to imagine a rigid monolithic structure controlling all the viable and dynamic factors. On the other hand, each of these factors can become small bureaucracies preferring to maintain the status quo, and the system becomes a lethargic monster unable to adapt to changes necessary for its very existence.

We can agree with Hodgkinson (1967) when he says, "We must not take Weber's position and assume that the vast network of educational bureaucracies cannot be changed." It does behoove us to first develop new organizational patterns which will allow each participant to attain his own highest level of growth and give the best of his potential.

THEORIES ON COMMUNITY LEADERSHIP

Styles of leadership with which we are all familiar include the autocratic, democratic, and laissez faire.

Several studies have been made of these leadership styles and climate. One major study set up an experiment to determine the effects of different kinds of leaders on groups working under them (Lewin, Lippitt, White, 1939). They studied groups of children ten to twelve years old, making masks in a handicraft class. One group was given an autocratic structure where the adult made all the decisions. He specified who would work with whom, how masks were to be made, and what rules would be followed.

A second group was organized on a democratic basis. The adult leader encouraged the children to make decisions and plans, suggested and guided rather than directed. Strict rules were avoided. The atmosphere was relaxed and free.

A third group was given a laissez faire pattern. There was a nominal leader, but he did no leading. The children were left to work out everything for themselves.

When the results were compared:

The autocratic group was obedient to the commands of the leader. When an outsider walked in on the group, he so upset the members that they turned on one of the boys and made a scapegoat of him. He was picked on so he had to leave the group. Considerable tension and "I" feeling was evident, little inner strength; the group was apathetic, uncooperative. In the absence of their leader, they were baffled and unable to continue work.

The democratic groups were cooperative, keen about their task, showed little tension, showed a pronounced "we" feeling, did not pick on each other. When a stranger entered the group, they held together and turned on the stranger. When the leader left, the group continued on its own momentum. It had plenty of inner strength.

The laissez faire group hardly functioned at all. It was rife with "I" feelings. As masks demand team work, little was done of a purposeful nature. They showed the greatest development in knowledge, having had to work it all out for themselves.

Then the structures were reversed and the democratic group became apathetic under autocratic leadership.

Six differences were noted by Tannenbaum, Weschler, Massauk (1961):

1. Democratic leadership resulted in a more satisfying, efficient leadership than laissez faire.
2. A democratic climate can also be efficient.
3. An autocratic style creates hostility and aggressiveness among its members.
4. Discontent which does not appear on the surface occurred in the autocratic groups.
5. There was more dependency and less individuality in the autocratic than in the democratic group.
6. There was more orientation to the needs of the group and more acceptance of each other in the democratic group.

The following is a discussion on defensive leadership versus participative leadership presented by Dr. J. R. Gibb (1969). Talking on "Dynamics of Leadership", he defines the former:

People must be led. People perform best under leaders who are creative, imaginative and aggressive--under leaders who lead. It is the responsibility of the leader to marshall the forces of the organization, to stimulate effort, to capture the imagination, to inspire people, to coordinate efforts, and to serve as a model of sustained effort.

Accordingly, the leader should "keep an appropriate social distance, show no favorites, control his emotions, command respect, and be objective and fair." The leader must know what he is doing, where he wants to go. The leader sets the goals for the group, although he does listen to advice and counsel. His responsibility is "to make decisions and set up mechanisms for seeing that the decisions are implemented". The leader makes policy and rules and sees that these are administered with "justice and wisdom".

The above is one view on leadership. The reader can easily recall examples of this type; and, in certain instances, this kind of leadership is necessary. We would expect this leadership in a military unit, but we would seriously question it in a school system. Perhaps a more accurate statement should be that we hope some would question this kind of leadership in a school system. Here then is an alternative

viewpoint.

People grow, produce, and learn best when they set their own goals, choose activities that they see as related to these goals, and have a wide range of freedom of choice in all parts of their lives. Under most conditions, persons are highly motivated, like to take responsibilities; can be trusted to put out a great deal of effort toward organizational goals, are creative and imaginative, and tend to want to cooperate with others (Gibb, 1969).

Leadership is only one of several significant variables in the life of the group or the institution. Leaders can be helpful and often are. The most effective leader is one who acts as a catalyst, a consultant, and a resource to the group. His job is to help the group to grow, to emerge, and to become more free. The good leader tends not to lead. He permits, feels, acts, relates, fights, talks--acts human as do other members of the group and the institution. The leader is present, available, and with the group as a person, not as a role.

We find many shades and variations of each of these two oversimplified statements of the theory and practice of leadership in our society. Several years of consulting and research in representative organizations made it very clear that attitudes toward leadership tend to cluster around these two poles. This bifurcation has analogues in current educational theory, politics, religion, philosophy, and administration (Eddy, Burke, Dupre, 1969).

One could go into a lengthy discussion of both sides. Gibb (1969) summarizes very well when he explains:

We see how the cycle is set up: hostility and its inevitable counterpart, fear, are increased by the distrust, distortion, persuasion-reward, and control systems of defensive leadership; and the continuing cycle is reinforced at all stages, for as fear breeds distrust, distrust is rationalized and structured into theories which sanction distrustful leadership practices. The practices reinforce distrust; now the theorist is justified, and latent motivation to continue the cycle is itself reinforced.

Defensive leadership theories and practices permeate our society. We find them in the home, in school, and in the church, as well as in business organizations.

We can assume that the blocks to innovation and creativity are fear, poor communication, imposition of motivations, and the dependency-rebellion syndrome of forces. People are innovative and creative. The administration of innovation involves freeing the creativity that is always present. The administrative problem of innovation is to remove fear and increase trust, to remove strategic and distortional blocks to open communication, to remove coercive, persuasional, and manipulative efforts to pump motivation, and to remove the tight controls on behavior that tend to channel creative efforts into circumvention, counter-strategy, and organizational survival rather than into innovative and creative problem-solving.

We are attempting to become as a people and as a culture. . . . We are trying to create an interdependent, achieving, free, becoming culture. This has never been done in the world, and the strains of transition are awesome and somewhat frightening. The challenge is there. The road is unclear. The goal is at one and at the same time preservation of certain concepts we hold dear and the achievement of a more free, a more open, a more self-determining, and a more human environment for learning and growth (Eddy, Burke, Dupre, 1969).

Looking realistically at communities one can see a variety of leadership styles. There is usually the official elected or appointed leadership and the unofficial behind the scenes leadership. The first is following the established rules. Each year the club elects a new president, the town a new mayor, or the school board rotates the chair-

manship. The second type usually referred to as the "power structure" exists and must be taken into account in any community effort. This power is usually influential enough that any effort can be stopped. Democracy is often limited by major differences in skill, wealth, intelligence, occupational status, and general prestige. Very often elected jobs pay poor salaries, if any, and the most competent individuals do not seek the positions. The positions may not have the status to attract competent people. In other words, the official leadership may not have the "wherewithall" to lead the community or system (Sump-tion and Engstrom, 1966)..

The following four types of leadership are discussed by Lassey and Johnson. Leadership can be viewed as Institutional; that is persons holding office in a community whether they are elected, appointed, or otherwise designated. They are assumed to be leaders because of the position they occupy. Likewise, there are situational leaders. A drastic situation in the institution or structure may arise. In such instances, leadership may arise within the community without reference to existing leadership patterns. In this context, newer residents may have important potential for influence. Another kind of leadership is power leadership, which may be in the old and established families, a political boss, a paternal office holder, or the manager of a dominant business. Such leaders may have complete and often paralyzing control over the life of a community. Still another is shared leadership or

the ideal democratic leadership. It releases power to others and delegates authority. A broad based feeling of involvement and influence may be rendered from this form of leadership.

A community may rely primarily on one or more of the first three types, rejecting the responsibility of self-determination, and allowing leadership to make all the decisions and dictate local action. A mature and developing community usually accepts the responsibility of democracy implied in the fourth type, and shares leadership widely in making decisions (Lassey & Williams, 1970, p. 43).

From one point of view, the leader can be considered a helper, just as many professionals and service agencies consider themselves as helpers. Whether you are seeking advice, medical aid, or plumbing repairs, you are seeking help. We can consider ourselves as a society of "helpers".

A person may have varied motivation for offering help. He may wish to:

Improve performance of a subordinate, reduce his own guilt, may wish to demonstrate his superior skill or knowledge, induce indebtedness, control others, establish dependency, punish others, or simply meet a job prescription. These conscious or partially conscious motivations are so intermingled in any act of help that it is impossible for either the helper or recipient to sort them out (Gibb in Fundamentals of Leadership, ed. Lassey, Montana State University, 1970).

We have all noticed that in certain cases the recipient of the help becomes more helpless and dependent, less able to make his own decisions or initiate his own actions, less self-sufficient, more apathetic and passive, less willing to take risks, more concerned about propriety and conformity, and less creative and venturesome. We have also

seen circumstances in which following help, recipients become more creative, less dependent upon helpers, more willing to make risk decisions, more highly motivated to tackle tough problems, less concerned about conformity, and more effective at working independently or interdependently. Help may or may not lead to personal growth and organizational health.

Under certain conditions, both the giver and the receiver grow and develop. In general, people tend to grow when there is reciprocal dependence--inter-dependence, joint determination of goals, real communication in depth, and reciprocal trust. To the degree that these conditions are absent, people fail to grow.

The following table presents a theory of the helping relationship. Seven parallel sets of orientations are presented. One set of conditions maximize help and a parallel set of conditions minimize help.

THE HELPING RELATIONSHIP

Orientations that help

1. Reciprocal trust (confidence, warmth, acceptance)
2. Cooperative learning (inquire, exploration, quest)
3. Mutual growth (becoming, actualizing, fulfilling)
4. Reciprocal openness (spontaneity, candor, honesty)
5. Shared problem solving (defining, producing alternatives, testing)
6. Autonomy (freedom, interdependency, equality)
7. Experimentation (play, innovation, provisional try)

Orientations that hinder

1. Distrust (fear, punitive-ness, defensiveness)
2. Teaching (training, advice giving, indoctrinating)
3. Evaluating (fixing, correcting, providing a remedy)
4. Strategy (planning for, maneuvering, gamemanship)
5. Modeling (demonstration, information giving, guiding)
6. Coaching (molding, steering, controlling)
7. Patterning (standard, static, fixed)

(Gibb, 1970)

According to Carl R. Rogers (1958), a helping relationship might be defined as "one in which one of the participants intends that there should come about in one or both more appreciation of, more expression of, more functional use of, the latent inner resources of the individual." Rogers is suggesting growth or learning in both the helper and the recipient. One might add that if we could listen more (without prejudice, criticism, or condemnation) and argue less (without flared up emotions of our own), we might be able to communicate more meaningfully.

In other words, "help" is not always helpful--but it can be. The helper and the recipient can grow and learn when help is given in a relationship of trust, joint inquiry, openness, without threat, and interdependence. Growth centered helping processes lead to healthy groups and effective organization.

CHANGE IN SCHOOL SYSTEMS

The process of helping managers and administrators improve the effectiveness of their organizations is viewed as planned change, and has come to be referred to as organization development. The person facilitating the development is referred to as the "change-agent". Some of the characteristics of organization development include the concept of self-renewal, the improvement or development of the personnel involved, the need to clarify the influence pattern or role responsibility, how the organization should operate is determined by the members of the

organization to be changed, the members of the organization participate to determine the rate and amount of change, the members of the organization are assisted by change agents or consultants. The major kinds of work the process requires include: team development, review of current practice and philosophies, working out objectives, planning how to move from where the organization is to where it should be, and reassessing and modifying the diagnoses, objectives, plans, and actions taken in light of these findings.

The unstructured team development discussion group is one of the more effective methods for getting assumptions out on the table, for unleashing and channeling motivations and for encouraging innovative thinking. It gives everyone a chance to participate and contribute.

According to Buchanan (NWRL, 1969), the effectiveness of the program is affected by: (a) the importance of participation; (b) the change is planned as an adaption rather than an adoption; (c) that there is mutual trust and respect as a factor of the innovation in the problem solving, in school systems this would be between administrators, parents, and colleagues, and students; and (d) the importance of feedback.

Watson (1969) mentions that during the life of a typical innovation or change enterprise, that the resistance moves through a cycle. The early stage, when only a few pioneer thinkers take reform seriously, resistance is great. The second stage sees a movement for change growing, the forces pro and con can now be identified. In the third stage,

we see direct conflict and a showdown seems eminent, the resistance becomes mobilized. This stage often means life or death to the reform. The fourth stage after the battle finds the change in power, the resistance is still great and any slip may bring regression. In the fifth stage, the adversaries are as few as the advocates were in the first stage. The old time fighters may now become resisters against any emergent change.

If people and organizations do not change, it is because the natural drives toward change are being stifled or held back by countervailing forces. Watson noted that "all the forces which contribute to stability in personality or in social systems can be perceived as resisting change."

The following terms were pulled out of Watson's book on resistance to change. They are pertinent to any planned change and are concepts that must be recognized.

Homeostasis. Referred to as the stabilizing forces within organisms.

Habit. Organisms will continue to respond in their accustomed ways. Sometimes a new educational practice will arouse much resistance, although after it becomes established it may become as resistant to change as was its predecessor.

Primacy. Primacy is the way the organism first successfully copes with a situation, this sets an unusually persistent pattern of resistance. It is often observed that teachers, despite in-service courses and supervisory efforts, continue to teach in much the same way in which they were taught.

Selective perception and retention. Once an attitude has been set up, a person responds to other suggestions within the framework of his established outlook.

Dependence. All human beings begin life dependent on adults who have established ways of behaving before the newcomer arrives.

Illusion of impotence. Some feel that they are helpless victims of circumstances beyond their control. It is up to someone else to make any needed changes.

Super-ego. The characteristic of the super-ego controlling the id is a powerful agent serving tradition. If all the irrationality of the id be let loose, utter chaos may develop. A change threatens to release this irrationality.

Self-distrust. As a consequence of childhood dependence and stern authority, people learn to distrust their own impulses. Some may say who am I to suggest change in what the wisdom of the past has established.

Insecurity and regression. A further obstacle to effective participation in social change is the tendency to seek security in the past.

Resistance to Change in Social Systems

Some resistance is called conformity to norms. Norms in social systems correspond to habits of the individual. Norms make it possible for members of a system to work and live together. Because norms are shared by many participants, they cannot be easily changed.

Some resistance is due to systematic and cultural coherence. It is difficult to make changes on parts because it affects the whole. Innovations may be a help on one area and have destructive side effects on others. Another source of resistance may be the economic or prestige interest of individuals, often referred to as vested interests.

The greatest resistance may concern matters which are held to be sacred, the sacrosanct; i.e., traditional ceremonies, beliefs, etc. Although the major impetus for change is from out, there are universal traits as to suspicion and hostility toward strange outsiders. This resistance is called rejection of outsiders. Most people who have moved to a new community or joined a new staff or club have felt this temporary rejection.

How do you deal with this resistance? What can you do to reduce the resistance? The following point form outline was prepared to

simplify and clarify the logical steps as suggested by Watson (1969).

Reducing Resistance

A. Who brings the change?

1. Resistance will be less if administrators, teachers, board members, and community leaders feel that the project is their own, not one devised and operated by outsiders.
2. Resistance will be less if the project clearly has wholehearted support from top officials of the system.

B. What kind of change?

1. Resistance will be less if participants see the change as reducing rather than increasing their present burdens.
2. Resistance will be less if the change accords with values and ideals which have long been acknowledged by participants.
3. Resistance will be less if the program offers the kind of new experience which interests participants.
4. Resistance will be less if participants feel that their autonomy and security is not threatened.

C. Procedures in instituting change

1. Resistance will be less if participants have joined in diagnostic efforts leading them to agree on the basic problem and to feel its importance.
2. Resistance will be less if the project is adopted by consensual group decision.

3. Resistance will be reduced if proponents are able to empathize with opponents, to recognize valid objections, and to take steps to relieve unnecessary fears.
4. Resistance will be reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback of perceptions of the project and for further clarification as needed.
5. Resistance will be reduced if participants experience acceptance, support, trust, and confidence in their relations with one another.
6. Resistance will be reduced if the project is kept open to revision and reconsideration if experience indicates that changes would be desirable.

D. Climate for change

1. Readiness for change gradually becomes a characteristic of certain individuals, groups, organizations, and civilizations. They no longer look nostalgically at a golden age in the past but anticipate their Utopia in days to come. The spontaneity of youth is cherished and innovations are protected until they have had a chance to establish their worth. The ideal is seen more and more as possible.

There is a tendency by individuals, groups, organizations, and entire societies to act toward off change. Sometimes resistance to

change is necessary and desirable. What is often considered irrational resistance to change may be an attempt to maintain the integrity of the system in the face of real threat. Few changes can be accomplished without impairing the life situations of some individuals or groups. If the change adversely affects the individual or group standing, there is no doubt that some resistance will occur. The irrational resistance to change may have as its fundamental objective the defense of self-esteem, confidence, and autonomy.

Klein (1969) tells us that innovation occurs after the initial resistance has been worked through. Innovation in any area begins when one or more people perceive that a problem exists and that change is desirable and that it is possible.

Just as individuals have their defenses to ward off threat, to maintain integrity, and protect themselves against unwarranted intrusion of others, so do social systems seek ways in which to defend themselves from overly precipitous innovations.

The existence of political opposition in government insures defense to the extent that the party out of power is sufficiently vigorous. Non-governmental aspects have their defenders who uphold the established procedures and are quick to doubt the value of new ideas. Their importance stems from three considerations: first, they are most likely to perceive and point out threats to the well being of the system; second, they are likely to react against change that may reduce the integrity of the system; and third, they are sensitive to those seeking change as to whether they fail to understand or identify the values of the system they tend to influence (Klein, 1969).

The defender role discussed by Klein is taken on by an individual or a group to work against the ones seeking change. They, the defender(s), may often be viewed by the proponents for the change as impossible and dismissed as "rabble-rousers" or "crackpots". The defender(s) must be taken into account whenever change is planned, as they may hold much power. They dare to give voice to the frustrations and helpless rage which may follow the change and were not otherwise expressed. The man who is a demagogue in the eyes of his opponents is usually a courageous spokesman to the followers for whom he is serving as a defender.

The change agent must view the defender as having something of great value to communicate about the nature of the system in which the change agent is seeking to influence. If the change agent views the situation with a sympathetic understanding of what others are seeking to protect, the modifications of the change itself or the strategy to be used may even lead to the development of more adequate plans. To ignore that which is being defended is to ignore flaws in the plan for change.

The school administrator has an almost impossible balance between innovation and defense; he is almost continuously confronted with the opposing influences of innovators and defenders, as well as those who wish to be left alone. Under these conditions, the most important skill that the administrator can develop is to create conditions in which interplay between change agents and defenders occur with minimum

rancor or with a maximum of mutual respect.

Change is a by-product of work. You get a democratic situation by respecting opinions, seeking consensus, looking for impersonal criteria for making evaluations. But you do not get democratic situations by trying to legislate change. Legislated changes requiring only behavior to a new norm are highly reversible (Thelen, 1969).

Thelen suggests that the legislated changes be labeled forced innovation, manipulation, or legislated performance. The word change is more a movement toward or away from more adaptive processes or ways of life.

Miles (1969) mentions that educational innovation is currently riding a wave of concern unequalled in the History of American education, as indicated by the financial commitments and large amount of educational research which is being done.

Miles served on a team in New York whose purpose was to formulate, apply, evaluate, and disseminate some variations of the basic strategy of planned change in collaboration with several school systems and to help the school systems become self-renewing. A self-renewing school system would have the ability to continuously adapt to the changing internal and external environment in such a manner as to improve itself.

COMMUNITY ORIENTED CHANGE PROCESS

Societies and individuals depend in some measure on motivation, commitment, conviction, and the values men live by, the things that give meaning to their existence. Yet now and then archaeologists unearth another ancient civilization that flourished for a time and then died. We are, today, acutely conscious of the unerring cycles of history and are chronically apprehensive. "Is it our turn--NOW?"

When organizations and societies are young, they are:

Flexible, fluid, not yet paralyzed by rigid specialization and willing to try anything once. As the organization or society ages, vitality diminishes, flexibility gives way to rigidity, creativity fades and there is a loss of capacity to meet challenges from unexpected directions. Call to mind the adaptability of youth and the way in which adaptability diminishes with the years. Call to mind the vigor and recklessness of some new organizations and societies--our own frontier settlements for example--and reflect on how frequently these qualities are buried under the weight of tradition and history (Gardner, 1965, p. 3).

We would not want to stop the process of maturing even though it narrows potentiality and reduces adaptability. The question then is can an individual or organization or society advance toward maturity without advancing toward rigidity and senility? The emphasis is and has to be on the process. Arnold Toynbee implied this when he said, "Civilization is a movement--and not a condition, a voyage and not a harbour (Toynbee, 1958, p. 50)." Continuity and change play havoc with old fashioned conceptions of liberalism and conservatism. People want security in stability. "The only stability possible is stability in

motion (Gardner, 1965, p. 7)."

Motion is fine if we know where we are going. We cannot have motion for the sake of moving. Before one decides where he is going, he had best know where he is. Where one is, is of course dependent on where one has been. This sounds relatively simple for an individual, but it is not that simple for an education system that can be compared to a prehistoric monster with dim vision and a small intellect wavering between high idealism and stark reality, between bureaucratic pressure groups and undecided democratic masses; in an era of scientific preciseness and sociological dilemmas. If we could answer the "why", we could perhaps more easily decide "where to?".

We return to Morphet, Johns, and Reller (1967, p. 29) again:

At no time has there been adequate understanding of the unique role of education, nor has there been agreement on purposes and objectives. Complete agreement probably should not be expected. Yet, when there are significant differences of opinion, there are bound to be controversies regarding the schools, criticisms, and difficulties in working out a satisfactory program of education. The public schools need the support of the people. To the extent that this support is not forthcoming from any substantial number, the schools will be handicapped.

In the past, behavioral scientists studied how individuals took unto themselves the stimuli from the environment and internalized these in personality, but they did not consider man in culture. Today, sociology and anthropology are helping man to see that, aside from biological limitations, the forces that relegate people to perceptions of self are the myths and rituals of the social order. Now we stand on the threshold

of a new era in human relations.

"Across the board, the old order is passing. Man will no longer be held in subservient identity simply by myths which have arisen out of arrangements hallowed by time and force (Dodson, 1970, p. 37)."

The controls of the past provided the rationalization for those who had status, the explanations as to why the rest deserved to be where they were. In the new era, the purpose of controls must be increasingly justified.

The schools face a crucial decision. They can continue to be the chief instrument through which youths are assimilated into the myths and rituals of the dominant group, or else they can reexamine their scholarship, ferret out the myths which are derogatory to minorities, and develop genuine community education in which all students will be comfortable.

If "human" is to have new connotation, social controls cannot be left to blind chance and unplanned change. Man must be the builder of new forms of social organization which will be more fulfilling to more people (Dodson, 1970, pp. 37-38).

It seems that the way to do this is to involve people. You cannot build for people; people must build for themselves. The role for leadership is to anticipate and prepare for change.

An innovative program should anticipate changes in student behavior. . . . The important thing is to be cognizant of the nature of these problems and plan effectively for the change (McCoffery and Turner, 1970).

Further in the same article the authors add, "Equally important is the orientation of parents." Does this mean the administration does the planning and initiating? The teachers? Do you talk at the parents or with the parents?

With regard to the administration doing the planning, Brickell says, "The superintendent may not be. . . and frequently is not. . . the original source of interest in a new type of program, but unless he gives it his attention and actively promotes its use, it will not come into being." (Brickell, NWRL, 1969)

The success of a program according to Buchanan has several other important factors to be considered. Buchanan suggests:

The effectiveness of a program is affected by: (a) the importance of participation; (b) the change is planned as an adaptation rather than adoption; (c) there is mutual trust and respect as a factor, in school systems this would be between administration, parents, colleagues (and students); (d) importance of feedback. (Buchanan, 1964)

Watson speaking of resistance tells us that the "resistance will be less if administration, teachers, board members and community leaders feel that the project is their own, not one devised and operated by outsiders." (Watson, 1969)

Coch and French, for example, explored the reasons underlying resistance to changing methods of manufacturing textiles in a Virginia factory with 600 employees. They found that, "Change can be accomplished by the use of group meetings in which management effectively communicates the need for change and stimulates group participation in planning the changes." (Coch and French, 1958)

It seems then that one of the keys is communication. Not only "who" said "what" to "whom" but a comprehensive two-way communication that travels horizontally, on the level, not up or down, considers

carefully the media and the message, allows the receiver to internalize the message and return to the sender some feedback. Only then is communication complete. There tends to be "interference" in communication that must be taken into account. These are such things as accuracy of content, degree and ambiguity of verbalism, imperception, referent confusion (lack of similar background and experiences), and psychological barriers (Wittich and Schuller, 1967:17). Only if communication is two-way, open, and without threat can it be considered adequate.

The second key is involvement. If we believe in equality and democracy, we had best accept the responsibility of being involved. "Practical intelligence" should be used as often as possible (Lucio and McNeil, 1969:14). This is wide participation of all concerned.

It would seem that involvement of all segments in a community planning change would be necessary. If you are to establish trust, confidence, empathy, you have to deal with all information openly and allow each individual to make his contribution freely.

By way of summary, it appears that three distinct factors are essential to the success of any innovative change project. The initiators of a project want a commitment of the total population concerned. Commitment is an individual and personal thing and will only take place if there is free choice. This is according to theories of Williamson's directive and non-directive counseling, Roger's client-centered approach, and "helping relationships", Lewin's Field Theory,

Frankl's "Logotherapy", and Gibbs' "Helping relationships". Commitment then is dependent on free choice which in turn will only be made if the information is complete, valid, and reliable as seen by the individuals.

In order to get valid and reliable information, allow free choice, and attain community commitment to a social change project, it is most important that certain specific and sequential steps be taken to assure some degree of success.

On the basis of the above mentioned theories and the theories on organizational development, Watson (1969), Klein (1966), Bettinghaus (1968), Bandy (1969), Bennis (1969), and Schmuck (1970), to mention only a few, a plan was developed. The summation was organized by Lassey and Williams (1970). The following plan is a step-by-step analysis and procedures for bringing about cooperative social action. This process, like many discussed by the authors mentioned above, is problem oriented and to that extent would have to be adapted to a non-crisis situation. It is broad in scope and can be adjusted to any situation.

ANALYSIS AND PROCEDURES FOR BRINGING ABOUT SOCIAL ACTION TO SECURE COOPERATION IN THE COMMUNITY

- I. Understand the stages in bringing about social action
 - A. Recognition of a prior social situation
 1. Analysis of prior actions, messages, and decisions that the community and groups have made relevant to the proposed action
 2. Identify potential facilitating and hindering decisions
 - B. Definition of an Underlying Problem
 1. Recognize and define the nature and dimensions of the

- problem: Economic, Health, Social
 - 2. Indicate seriousness of problem
 - 3. Make some tentative selection of desired goals
 - 4.. Some decisions as to appropriate line of action
- C. Location of Relevant Groups and Institutions
- 1. Identify groups that will be affected by the change and determine the relevance and seriousness of the change to each group
 - 2. Isolate groups and the nature of the effect on each
- D. Formation and Use of Initiating Sets
- 1. Form a member of small groups of individuals who are in agreement with the aims of the proposed change
 - 2. Use the "initiating sets" of individuals to contact other individuals and groups
 - a. Consultation function
 - b. Problem definition
 - c. Contact
 - d. Legitimization
- E. Legitimization with Key Influentials within the community
- 1. Formal legitimizer-legal, appointed power of decision-making
 - 2. Informal legitimizer-Central figures in community with high esteem or personal attractiveness, and possibly holding advisory position
- F. Diffusing Information within Social System
- 1. Creation of Diffusion Sets to make change known to population who have not heard of it
 - 2. Membership characterized by:
 - a. Access to many people and groups
 - b. Ability in persuasion and information transmission (communication)
 - c. Time to engage in diffusion
 - d. Organizational abilities
- G. Defining need for the new social program (social system involved)
- 1. Basic Education to provide public understanding of proposal and advantages and disadvantages
 - 2. Demonstrations or trials--successful pilot run or miniature program

- G. 3. Questionnaire or Survey--public opinion and predispositions of community: Survey attitudes, not specific action, that is, better recreation (not swimming pool) better methods of saving lives (not hospital emergency room)
- 4. Spirit of Competition--use of comparisons of communities with similar characteristics
- 5. Development committees--formal advisory community committee
- 6. Channel for complaints--channel community dissatisfaction toward acceptance of change
- 7. Use of fact programs--change as extension of already accepted idea
- 8. Be open to Exploit a Crisis--watch for relevant crises to illustrate need and be prepared to move immediately

- H. Obtaining a Commitment to Action
 - 1. Agreement to support change-agent and his ideas
 - 2. Agreement to vote
 - 3. Pledge of money
 - 4. Agreement to work in campaign

- I. Deferring Goals for relevant individuals and groups; to get common goals for all members of community

- J. Agreement on the Means to be Used--Decisions to focus on one or two ways to solve the problem

- K. Constructing a formal plan of work to be accomplished
 - 1. Steps to be taken in order for idea to be put into operation
 - 2. Decisions about financing, operational steps, time sequence, specific tasks

- L. Mobilizing Resources for a formal launching of the program
 - 1. Actual gathering of human and natural resources needed to carry out the program
 - 2. Public ceremony

- M. Action: Keep all relevant social systems informal

- N. Evaluation
 - 1. Occurrence of frequent intervals during entire social-action process
 - 2. Informal feedback
 - 3. Formal evaluation
 - a. degree to which goals were met

- N. 3. b. adequacy of planning
- c. efficiency of groups
- d. adequacy of communication

Chapter 3

DESIGN AND PROCEDURES

Introduction

School's systems are described as open, living systems, contained within, but constantly influencing and being influenced by the environment. They are complex social systems stabilized by role expectations, goals, and interpersonal norms. Every social system has goals and role expectations for the individual in the system (Getzels, 1955: 5). Individuals within a faculty or group adhere to the expected roles of the system as well as what they accept as appropriate in the schools. Schmuck (1969:3) wrote that norms are compelling stabilizers because individuals in the school monitor one another's behavior. If organizational change in the school is to be viable and stable, changes in interpersonal expectations must be shared so that each person knows that his colleagues have changed their expectations in the same way he has changed his own.

Bringing about the integration of an organization is contingent upon the sharing of expectations among subgroups of the organizations, and organizational change projects rely heavily upon the use of small group activities which involve frequent exchanges of individual expectations and perceptions (Lucio, 1969:135).

The Organizational Self-Renewal project in Three Forks, Montana,

was an attempt to improve interpersonal communication by use of the various subgroups of the school system.

The following is a sequence of events where the adults, together with the educators and the students, attempted to come to some understanding and consensus on what the education for the Three Forks' student should be, and an investigation into the feasibility of bringing about the desired goals. It utilized Practical Intelligence--a method of inquiry based upon faith in capacities of ordinary people (Lucio and McNeil, 1969:16).

The Questionnaire

The questionnaire used in this study was a revision of a questionnaire written by the project director and was aimed at measuring changes of attitudes on the fourteen statements in Objective B in the description of the project, page 11. The questionnaire (Appendix A, pages 166 through 171) was expanded to twenty-one questions covering all aspects of the statement (a) through (m), on page 12.

Validation of Questionnaire

To validate the questionnaire, copies were given to five education doctoral students and a committee of five experts, all staff members, at Montana State University. The suggestions, corrections, and recommendations were incorporated and the revised copies were then given to a graduate class of seventeen students for further refinement.

The resulting and improved questionnaire was then reproduced for reliability testing.

Test of Questionnaire for Reliability

A graduate class of seventeen students responded to the questionnaire on January 7, and again on January 11. The Pearson product-moment correlation coefficient was calculated and found to be .85. The question of whether this was a sufficiently high reliability coefficient was researched.

Reliability coefficients determined by test-retest method are sometimes referred to as coefficients of stability according to Collins, Johansen, and Johnson (1969:38). "Standardized achievement and intelligence tests frequently have reliability coefficients of .85 or higher, yet personality and interest inventories may have coefficients of less than .70." Thorndike (1961:186) confirms this when he says, "A high school math test with a reliability coefficient of .80 would look unattractive . . . on the other hand, a procedure for judging leadership that had a reliability of .60 might look very attractive." Fox (1969:362) says, "If we move to the area of attitudes and interests, we know the data is more flexible and changeable, and so expectations for reliability must be adjusted down to where correlations in the .70's are accepted."

A review was made of comparable instruments in "scales for measurement of attitudes", by Shaw and Wright (1967). Reliability was

listed as low as .54 (page 80) and .6 (page 70). Thorndike (Thorndike and Hagen, 1961:190) adds that, "A test with relatively low reliability will permit us to make useful studies of and draw accurate conclusions about groups, but relatively high reliability is required if we are to have precise information about individuals."

The other question as Fox (1969:354) puts it, "How long is long enough for forgetting, but not so long for change?" It was found (in examples) that the time for test-retest varied from collecting one set of papers and handing out another test, to one year. It depends! Shaw and Wright illustrate a variety. "The greater the time lapse, the greater the possibility of lower stability coefficient (Collins, Johansen, and Johnson, 1969:34)."

Since the sample in the study included teaching staff, students and community members, it was deemed advisable to check the reliability on a two-week time interval with groups resembling those in the sample. Accordingly, another graduate class composed mostly of teachers was tested and retested in two weeks yielding an r of .915, from an $N = 22$. Similarly, a high school group of students at White Sulphur Springs was tested and retested within two weeks yielding an r of .826 from an $N = 21$. Locating an adult group proved more of a challenge. An extension class was located through a county agent. Thirty-five to forty rural people were anticipated with two meetings scheduled one week apart. It was decided to use them. Twenty-five out of thirty-two tested returns

were useable. On the retest, only thirteen of the twenty-five were useable. With an $N = 13$, r was calculated to .99.

It should be noted that the last group had one under age forty and one over age sixty. If we compare the three groups, high school students $r = .826$, graduate students (teachers) $r = .915$, and the extension class (community members ages forty to sixty) $r = .99$, it tends to confirm the theory that as we age, we become more rigid and less flexible in our attitudes (Gardner, 1965:3). The Three Forks community has more older people and fewer younger people, as became evident from the 1970 census discussed on page 68. The project director was informed of this possible source of resistance. The reliability testing indicated that the questionnaire was in a suitable range of reliability.

Description of the Population and Sampling Procedure

The population included the people of the school community of Three Forks, Montana, namely the High School District J-24 and the Elementary District 24-24 in Gallatin County. The school board of six members became one group to participate in the project. The teaching staff, including all twenty-four teachers, became another group in the participating sample. The students were limited to grades seven through twelve, inclusive, a total of 202 students. Each name on the list was assigned a number, then using a table of random numbers, two samples of 36 students each were selected; one group to participate in discus-

sions in the project, the other to be used as an opinion-giving group or non-participant group. The total student sample broke down to thirty-five girls and thirty-seven boys, wherein the total student population the girls numbered 99 and the boys 101. By grades, the total sample resulted as follows: grades seven - ten out of thirty-two, eight - fifteen out of thirty-five, nine - fourteen out of forty-three, ten - thirteen out of thirty-five, eleven - eleven out of thirty, and twelve - nine out of twenty-seven. It was reasoned the random selection gave an excellent distribution by grade and sex.

In order to sample the community members, it was necessary to make a list of all the members. This was compiled from the following sources:

1. Registered voters for the precincts of Trident, Logan, and Three Forks--from lists supplied by the Gallatin County Courthouse.
2. School census lists for Trident, Logan, and Three Forks.
3. Mobile home owners list
4. Real property owners list.
5. Power Company billing list
6. Telephone directory (Manhattan, Logan, and Three Forks)

A full-time secretary was hired to assist in the tabulation of the list. This list was given to a postal employee who was able to add and delete names of those who had married, deceased, moved away, moved in recently, or had a relative or parent living with them. The

list was numbered totaling 1,054, and a table of random numbers was used to draw two samples of thirty members. The total population was composed of 526 males, or 49 percent, and 528 females, or 51 percent. Of the total, 86.3 percent lived in Three Forks area, 10.5 percent in Logan, and 3.1 percent in Trident.

The discussion participant sample had fifteen, or 50 percent, males; and fifteen, or 50 percent, females, with 86 percent Three Forks, 10 percent Logan, and 3 percent Trident. The opinion giving non-participant group had thirteen, or 43.3 percent males, and seventeen, or 56.7 percent, females, with 80 percent Three Forks, 13.3 percent Logan, and 6.6 percent Trident.

Both samples were checked for age distribution, which was very well distributed. The samples showed 43.2 percent between the ages of twenty and fifty years old and 56 percent over fifty years old. This raised a question as to why the percentage of those over age fifty was so high. Information was sought from the Head of the State Information System, Division of State Department of Planning and Development. It was found that in Montana (1970 Census) 50 percent of the population was between ages twenty-one and sixty-four, compared to 52.8 percent for Three Forks. In the State, 9.9 percent were over age sixty-five, compared to 11.9 percent for Three Forks. It was found that 31.9 percent in the State were ages five to nineteen and only 29.4 percent in Three Forks. It was found that 8.2 percent in the State were under age five

and only 6 percent in Three Forks. It was reasoned that had the original information been sought in the pattern of that of the State census, the sample did distribute for age very adequately. Also, both samples were checked for parents, and it was found that each group had thirteen parents.

Since the project was to be a model, it was highly desirable to make its duplication as simple as possible, refrain from bias in the sample and maintain the mathematical probability:

If some individuals in the universe are more likely to be chosen than others, the sample is said to be biased--to prevent this bias and to avoid the criticism of bias, even if the sample is not biased, some non-subjective method of choosing a sample should be employed (Dixon and Massey, 1951).

To stratify a sample generally improves the sample if one can be sure of what factors are relevant and they can be clearly and easily defined. If one is not sure, then the random sample will avoid any subjective choice for stratification.

Ostle (1963:45) makes the point when he says:

A good sample is one from which generalizations to the population can be made; . . . to generalize from a sample to a population, we need to be able to deduce from any assumptions about the population whether the observed sample is within the range of sample variation that might occur for that population under the given method of sampling. Such deductions can be made if, and only if, the laws of mathematical probability apply. The purpose of randomness is to insure that these laws apply.

Not being sure of what factors were most relevant and not wishing to encroach on people's privacy, it was decided, particularly when the randomness was evident on easily verifiable variables, to let the

random law of probability give every possible variable equal opportunity to be selected. The random samples appeared to be representative of the community and meet the criteria of randomness.

The next step was to start pre-testing. Individuals were given the choice of refusing to participate and after the first day, it was evident that about 10 percent refusals could be expected. It was then decided, in collaboration with the project director, to over sample in order to assure a residue of at least thirty members in each sample after the post-testing.

Pre-Testing

Each individual of the total sample, both participating and non-participating, as well as a group of student volunteers and a group of community volunteers, was pre-tested by using the questionnaire in Appendix A, pages 166 through 171.

The school board was pre-tested at a board meeting and the faculty at a faculty meeting. The two randomly selected groups of students were pre-tested in groups. The volunteer students were pre-tested when they came to the office to volunteer.

The community volunteers were pre-tested at a special preliminary meeting especially held for them. Each of the community participating and non-participating members were visited at home, where the method of selection, a brief over-view of the project, and the questionnaire were explained. Each member was told which group they were

in, "Discussion" group or "Opinion Giving" group. These terms were used instead of participant and non-participant. Each was asked if they would respond to the questionnaire which would be picked up later and if they would cooperate in their randomly selected role. The pre-testing took all of two full weeks. Two hundred and fifty-seven house calls were made to interview 164 people; that is to drop off a questionnaire and call back later to pick it up to obtain eighty-two members. Broken down by samples, fifty-two non-participating members were interviewed to get thirty-six to cooperate; and eighty-one participants were interviewed to get forty-six to cooperate. The second group was over sampled by ten more members because of the realization that the "drop out" throughout the project might be fairly high. The number of refusals and the apathy met face to face at doorways forewarned of the vulnerability of such a project and the over sampling was done to assure enough residue at the end of the project to be able to follow through with the non-parametric statical measures.

It should be pointed out that it had not been planned to pre-test or post-test the volunteers nor to use their data in the analysis. They were given the same treatment as the others to avoid any suggestions of special status.

Project Meetings

The project was a series of meetings. Before each meeting, the evaluator received an agenda and attended the meeting. Following

is a list of meeting dates with a brief notation. An objective analysis follows in Chapter 4 of this paper.

- January 28 - Preliminary - community volunteers only - high school cafeteria. Dr. Lassey of Montana State University talked on Social Change. Jack DoBush talked about random sample. Write down at least five things you are concerned about in education.
- February 8 - Community wide meeting in elementary gym. Filled out questionnaires on the project and what you want and do not want in an ideal school.
- February 15 - Community only - high school cafeteria. Studied ideal school and do not wants and made additions.
- February 18 - Faculty and students - high school cafeteria. Studied ideal school and do not wants and made additions.
- March 1 - Community wide meeting - elementary gym. Administrators' speeches and categorizing and labeling of issues.
- March 8 - Community wide meeting - elementary gym. Showed film on Innovated Teaching in Montana and Philosophy of Education.
- March 15 - Community wide meeting - elementary gym. Dr. Lair talked on "Meaning of Discipline" and Dr. Palmer on "Vo-Tech".
- March 22 - Community wide meeting - elementary gym. Individualized Instruction slides and panel discussion.
- April 2 - Problem Development Workshop - Community wide. Elementary gym. How to write goal statements and ranking of prestige of occupations.
- April 3 - Problem Development Workshop - Community wide. Saturday morning. Develop problem statements.
- April 3 - Problem Development Workshop - Community wide. Saturday afternoon. Force-field analysis.

April 3 - Problem Development Workshop - Community wide.
Saturday night. General goal of schools.

Evaluation of Students (3/8/71)

The student attendance at project meetings dropped, in spite of encouragement by the project director and some of the community members. It was hypothesized that: (1) the students did not feel accepted by the community and staff, (2) students felt they were not contributing to the meetings, and (3) students had difficulty understanding some of the topics of discussions at the meetings. In addition, it was desirable to try and find out if any interpersonal communication existed and what some of the reasons were for absenteeism. To test these hypotheses and attempt to obtain the desired information, a student questionnaire (Appendix B, pages 172 to 173) was prepared. It was reviewed by the project director and the superintendent, and administered on March 8, to thirty-one students of the participating sample. A summary and analysis of this questionnaire is in Chapter 4.

Progress Evaluation (3/24/71)

In view of rather irregular attendance of people in the sample, it was necessary to gain information on several points: (1) Did the participants have a concept of the purpose of the project and its present stage of progress? (2) What were some of the main sources of information and was there any feeling about the project? (3) How did

people feel about the meetings, about being absent, and when absent what were some of the reasons? (4) An advisory committee had recently been formed and it was crucial that its role be well understood. Did the participants have an accurate concept of the role of this advisory committee; and (5) With attendance at a rather low ebb and a modified RUPS Workshop in the offing, it was deemed expedient to try and generate some interest and get commitment for attending. The progress evaluation questionnaire (Appendix C, pages 173 to 175) was prepared in close collaboration with the project director. It was then reviewed by the Superintendent, Mr. Kreitinger of Three Forks; Dr. William Lassey, Director of the Community Planning and Development Center and Associate Professor of Sociology at Montana State University; and Dr. Robert Thibeault, Department Head of Educational Services at Montana State University. On March 24, 1971, the questionnaire was administered to all available students of randomly selected participants sample and volunteer participant group. A questionnaire was placed in the mail box of each of the twenty-four teachers and asked that it be returned the next day. A questionnaire was mailed to each of the randomly selected community participants and each of the community volunteer participants. The latter two groups were asked to return questionnaires after the weekend on a Monday. The next day, the returned questionnaires were sorted and summarized by groups and in total. The results are reported in Chapter 4.

Post-Testing

The last meeting of the project was held on April 26, when task groups were initiated. It was decided to start to do the post-testing at least two weeks later, after May 10.

The school board, and the community participating and non-participating members were mailed questionnaires (Appendix A, pages 166 to 171). Each member was contacted by phone and asked if the questionnaire had been received, thanked for their cooperation, and asked to return it. In the third week, those whose returns had not arrived were called by phone again. The staff members were each given a questionnaire through the school mail boxes. The two groups of students were post-tested in groups. The results were tabulated, summarized, and analyzed.

The Analysis

The responses both pre-test and post-test to each question were tabulated for individuals and for each group in the sample. The first null hypothesis; that there was no change of attitude toward the school as a result of the project, was an umbrella hypothesis which to be tested was really six separate hypotheses, one for each group. Namely: (1) staff, (2) participating students, (3) non-participating students, (4) participating community members, (5) non-participating community members, and (6) community volunteers. The differences from the pre-test to the post-test were calculated and the non-parametric

Wilcoxon Matched-Pairs Signed Ranks Test, which is well suited for this kind of problem, was applied to test the null hypothesis for each group at the .05 level of significance on a two-tailed test (Tables 1 through 7, Chapter 4).

The second hypothesis, that there was no change of attitude toward the school as a result of the project regardless of whether the sample participated in the project or not, could be tested only on the matched groups of students and community members. This hypothesis was really four sub-hypotheses. The two student groups were compared first on the pre-test and then on the post-test using the Mann-Whitney U test. The Mann-Whitney U is the most powerful non-parametric alternative to the t test. Significance was sought at the .05 level of significance for a two-tailed test. This was repeated for the two community groups on the pre-test and the post-test (Tables 8 to 11, Chapter 4).

In a sense, the null hypotheses stated in the statement of the Hypotheses on page 8 cannot be retained or rejected as such because some of the sub-hypotheses may be rejected while others are retained.

Each question was constructed to measure a specific objective. Responses were compared for each question by groups (Tables 13 to 33, Chapter 4). The pre-test - post-test differences were calculated and significant change of attitude was sought for each group on each question at the .05 level of significance on a two-tailed test using the Wilcoxon Matched-Pairs Signed Ranks test.

Chapter 4

RESULTS OF THE STUDY

Chapters 1 through 3 outlined the problem to be investigated, reviewed literature pertinent to the study, and explained the procedure by which the study was conducted. This chapter reports the results chronologically in seven sections. The first section reports a mid-term student evaluation questionnaire, 3/8/71. This is followed by a Progress Evaluation, 3/24/71. Then follows an evaluative commentary of the project's meetings. The fourth section, using six statistical analyses, tests the first null hypothesis that there was no change of attitude toward the school as a result of the project. This is an analysis of each group of the sample using the non-parametric Wilcoxon Matched-Pairs Signed Ranks Test. This hypothesis is really six separate hypotheses, one for each group and were so tested.

The second null hypothesis is that there was no change of attitude toward the school as a result of the project regardless of whether the sample participated in the project or not. The fifth section tests the hypothesis using four statistical analyses for change of attitude at the .05 level of significance. This is an analysis of the two pairs of matched samples; namely Participating and Non-Participating Students, and Participating and Non-Participating Community Members, using the Non-Parametric Mann-Whitney U Test. This second hypothesis is in

reality four separate hypotheses and was so tested.

The sixth section is an evaluation of an additional post-test questionnaire. This is followed by the last section which is an evaluation of the achievement of the Project Objectives. The second objective (Objective B) uses 126 analyses to test a null hypothesis of no change of attitude at the .05 level of significance, on a two tailed test.

Evaluation of Students - 3/8/71

The student attendance at project meetings dropped in spite of encouragement by the project director and some of the community members. Some students were at a disadvantage, first because they lacked the courage and experience to speak up in adult groups; secondly, the discussions and subjects were often above their level of cognizance or experience; and thirdly, it was necessary to break the public norm of not paying attention to what students might have to say. One teacher said, "Mr. _____ is too dominant, he won't listen to anybody, let alone a student;" and as one parent said, "I was ready to strangle that teacher--she turned off the student every time the student tried to say something." The student questionnaire (Appendix B, page 172) was prepared and reviewed by the project director and the superintendent, and administered on March 8th to thirty-one students of the participating sample. The responses were summarized and calculated into percentages as follows:

Question 1 - Do you feel you are accepted at the meetings?

	Very Little 1	2	3	4	Very Much 5
a) by community members	3%	26%	26%	26%	19%
b) by staff	3%	13%	19%	36%	29%

Question 2 - When you speak, how much do you feel that you are listened to?

	Very Little 1	2	3	4	Very Much 5
	16%	19%	29%	36%	0%

Question 3 - How much do you feel that you are making a contribution to the meetings?

No Responses	Very Little 1	2	3	4	Very Much 5
6%	19%	13%	44%	16%	3%

Question 4 - How much do you feel that you are able to understand discussions of issues during meetings?

	Very Little 1	2	3	4	Very Much 5
	3%	16%	32%	36%	13%

Question 5 - What do you think is good about the meetings?

The following comments were extracted to give a sample of the responses.

- The students get to participate
- If the students could understand why these meetings are being held, there would be a lot more attending. We are gradually accomplishing a lot. We've got a good instructor.
- I think the things we talk about
- The fact that some people want students to get involved and for the community to be able to communicate, the schools around us are watching to see what becomes of the project

and the project may help them also.

- Can voice opinions
- The way students are given a chance
- Getting the ideas together
- The people together striving for certain goals. It is also helping or could help a lot to bridge the generation gap if adults would listen and students would talk, because adults can't really shut you out at these meetings--at least there would be someone listening.
- Some people have good ideas and can express them at the meetings
- It gives everyone a chance to say what they want. Some very good ideas come out.
- I learned a lot about the school that I didn't know
- They are involving people who are interested, but in the past had no way of participating

Question 6 - What about the meetings is not good?

The following comments are a sample of the responses.

- The kids are afraid of being "shot" down by the parents, so don't participate
- They will let you say something then ignore what you said and go on talking about what they were saying.
- It drags, and I do not understand all Mr. Bright tries to explain. We get off on the wrong subject, sometimes, and the grown-ups don't listen to the students. (I think this is very wrong.)
- Sometimes the groups are too big, students are afraid to voice their opinions--they think the adults will laugh. Certain people will dominate the group and destroy the whole purpose of the project. They are at a bad time because the students have homework and they last so long.
- The adults sort of take over the discussions, stay on little picky details, and don't listen to the student's view of the matter. The meetings last too long, which makes them boring.
- They are held so late at night that it takes up valuable time that could also be used for studying--especially when the meetings are held during six weeks tests.
- Some students have homework to do and they are on school nights.
- The adults dominating discussion
- Some of the community members don't let you say what you want to say. Some people will listen but certain community members are too busy saying they want this and that and they

tell you to sit down because you don't know what you'r talking about. Also, everyone is talking at the same time and no one is listening.

- Too many loud-mouthed adults
- I don't get to give my opinion as much as everyone else

Question 7 - After a meeting, do you talk about what happened at the meetings:

	<u>Yes</u>	<u>No</u>
a) to other students in the school?	61%	38%
b) to your parents?	94%	6%

Question 8 - If you have missed one or more meetings, please state why.

Some students did attend all meetings and a total of twenty responded to this question as follows:

- Meetings too long (3)
- Transportation a problem (2)
- Homework (4)
- Illness (3)
- Didn't know date (1)
- No time (1)
- Tests (2)
- Chores (1)
- Other conflicts (3)

It became evident that homework, length of meetings, and other problems were present. The project had not legitimized students staying out until eleven o'clock, particularly if parent(s) were not part of the project nor were teachers giving the selected students any special privileges with regard to assignments. This is not given as a judgment but rather as a fact of reality and must be recognized in a project of this kind.

Progress Evaluation - 3/24/71

At approximately midway through the project, it was necessary to gain information on several points. These were as follows: (1) Did the participants have a concept of the purpose of the project and its present stage of progress? (2) What were some of the main sources of information and was there any feeling about the project? (3) How did people feel about the meetings, about being absent and when absent what were some of the reasons? (4) An advisory committee had recently been formed and it was crucial that its role be well understood. Did the participants have an accurate concept of the role of this advisory committee; and (5) With attendance at a rather low ebb and a modified RUPS Workshop in the offing, it was deemed expedient to try and generate some interest and get commitment for attending. The progress evaluation questionnaire (Appendix C, pages 173 to 175) was prepared and administered on March 24, 1971. A summary of this evaluation follows:

Question 1 - In your opinion, what is the purpose of the project?

The responses indicated a good general understanding of the purpose of the project. Example comments extracted from a list are:

- To get all the students, faculty, and community working together
- To try and solve problems of the school and help provide a better educational program. One person wrote--To prepare our youth for jobs; and another person said--To raise the mill levy come election. A good summary of the general tone of the comments was given by one respondent who wrote, "I feel this project is an experiment, trying to involve and

interest the taxpayers of Three Forks in their school system. Also, I feel it is an honest effort to upgrade our schools, and to educate the public as to the changing needs of the students.

Question 2 - Have you talked to anyone about the project?

		<u>Yes</u>	<u>No</u>
Student Volunteers	(SV)	19	2
Community Volunteers	(CV)	29	-
Faculty	(F)	18	1
Community Random Sample	(CR)	25	1
Student Random Sample	(SR)	<u>30</u>	<u>4</u>
Total		121	8

As exemplified by the responses, the majority were discussing the project.

Question 3 - Where are you getting your information?

	<u>Radio</u>	<u>Newspaper</u>	<u>Children</u>	<u>Neighbors</u>	<u>Project Particip.</u>	<u>Meetings</u>
SV		4	2	2	8	16
CV	1	11	6	6	20	20
F	1	7	1	3	14	17
CR	2	10	1	6	15	16
SR	<u>1</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>12</u>	<u>26</u>
Total	5	35	13	20	69	95

This indicated that the newspaper and project participants were secondary major sources of information, in addition to the project meetings. The fourth source was neighbors and the fifth source, the school children. This information was made available to the project director and it did give an indication of what the general communication pattern was in the community.

Question 4 - What kind of feelings do people seem to have about the project?

	<u>Positive</u>	<u>Negative</u>	<u>Positive & Negative</u>	<u>Indifferent</u>	<u>Don't Know</u>	<u>0</u>
SV	1	1	15	2	1	0
CV	2	1	19	3	2	1
F	2	3	15	1	-	
CR	6	1	15	3	4	
SR	<u>6</u>	<u>2</u>	<u>17</u>	<u>1</u>	<u>8</u>	<u>—</u>
Total	17	8	81	10	15	1

The responses indicated a general middle view of how other people felt about the project. There was no instruction or criteria given to do the assessment of other people's feelings.

Question 5 - How do you feel about the project yourself?

	<u>Positive</u>	<u>Negative</u>	<u>Positive & Negative</u>	<u>Indifferent</u>	<u>Don't Know</u>
SV	10	-	9	1	-
CV	16	1	11	-	1
F	7	1	12	-	-
CR	13	2	9	1	1
SR	<u>17</u>	<u>-</u>	<u>10</u>	<u>2</u>	<u>4</u>
Total	63	4	51	4	6

In this question, the respondent expressed how he felt, not as in Question 4, how does he think other people felt about the project. The responses may have been expected as a result of Question 4. If one feels positive about something, one tends to think other people feel the same way.

Question 6 - Are you familiar with how far the project has progressed?

	<u>Yes</u>	<u>No</u>
SV	12	9
CV	27	2
F	18	4
CR	20	6
SR	<u>25</u>	<u>9</u>
Total	102	19

About one-sixth of the people said they did not know how far the project had progressed. The sporadic attendance coupled with lack of communication on their part could easily account for this. To support a respondents answer to Question 6, Question 7 was added.

Question 7 - At what stage is the project?

The responses confirmed that most of the people had a good idea of where the project was. Most of the responses said - End of Phase III - Beginning of Phase IV - Problem-solving stage - Midway. We have categorized all the issues and now try to find the solutions, etc.

Question 8 - When you miss a meeting, do you feel you have missed something important?

	<u>Yes</u>	<u>No</u>
SV	13	3
CV	23	3
F	3	3
CR	20	6
SR	<u>24</u>	<u>9</u>
Total	85	24

Do you find out what happened?

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
SV	13	5	2
CV	24	1	3
F	5	1	15
CR	23	2	
SR	<u>26</u>	<u>7</u>	<u>—</u>
Total	91	16	20

These gave some indication of whether people felt a commitment to the project.

Question 9 - When you were unable to attend a meeting, would you please share the reasons that kept you away?

Most of the usual and expected excuses for absenteeism were given; illness - work - other commitments - babysitting problem - etc. Some were very candid. After missing two meetings because of illness, I became disinterested - Church meeting once and Bobcat game once - Out of town - etc.

Question 10 - Do you feel that people who have not attended most of the meetings should be encouraged to attend future meetings and to work in task groups?

	<u>Yes</u>	<u>No</u>
SV	17	2
CV	21	8
F	9	7
CR	19	7
SR	<u>29</u>	<u>5</u>
Total	95	29

This question attempted to get an expression of whether people who had not attended regularly, or even people outside the project

might be resented if they were placed on task groups. The large majority showed support. The faculty group, however, were almost evenly divided. Perhaps teachers being process conscious, thought that the weak attenders would hamper the progress of a task group. Perhaps, too, the teachers were most keenly apprehensive of the need and role of a task group.

Question 11 - Can you see any differences since the project has started?

	<u>Yes</u>	<u>No</u>
SV	14	5
CV	23	4
F	13	6
CR	15	7
SR	<u>23</u>	<u>11</u>
Total	88	33

At this stage, about one-quarter of the sample saw no change. The second part of this question asked for specific incidents. Many saw the difference of interest, more involvement, improved relations, better understanding, willingness to hear both sides of an issue, as changes resulting from the project. As one noted - People who have never taken or had the opportunity to be heard or to be involved are eager to help and learn. Another wrote - Lots of conversation regarding the school; and still another - Decided increase in community interest.

Question 12 - What do you think is the purpose of the Advisory Committee?

This question was asked to get some reaction to the concept and formation of the advisory committee and its functions. The responses were similar. One phrase answers can seldom encompass a whole concept. Here are some extracted from the list: Keep everyone together and make parts clearer - Consolidate ideas - To speak and act for the group by listening to their ideas - To help project progress smoothly - Evaluating and scheduling, but not deciding - Help see that plans are carried out. One person summarized it very well - To be fully informed at all times on the progress of the project so that they can pass their information on to interested parties. They also hold the project together so it doesn't go off in ten different directions.

Question 13 - Are you aware of the important workshop planned for April 2 and 3?

The questionnaires were coded and the "no" respondents were forwarded a handout describing the workshop. With regards to the purpose of the workshop, most of the people had the idea that it was a problem-solving workshop. Comments: To help us get started finding out what our problems are and methods we might use in solving them - Summarize into definite problems, to be solved in the future - To break down the fifteen issues so everyone can understand them - To resolve a firm direction to be taken on issues presented.

Question 14 - Will it be possible for you to arrange your time so that you can attend this workshop?

	<u>Yes</u>	<u>No</u>	<u>I Don't Know</u>
SV	11	-	9
CV	21	4	4
F	16	2	2
CR	10	9	6
SR	<u>11</u>	<u>5</u>	<u>17</u>
Total	69	20	38

This question was included to get some idea of the possible attendance. The first meeting of the workshop had 112 in attendance. It would seem that the "I don't know's" did attend.

Question 15 - What would you especially like to see come out of the project?

This question was inserted to gather information for the project director. Since the workshop agenda was still flexible, the responses to this question indicated anticipation of the participants, and the workshop could be adapted to satisfy as many as possible. These informative comments were turned over to the project director as soon as they were received. In general, those cognizant of the project's overall purpose were looking forward to learning some processes. Others expected product; the resolution of the fifteen areas of concern. As is noted on page 102, the modified RUPS Workshop did attempt to accomplish some of each--some process and some product.

Evaluative Commentary on the Project Meetings

The overall plan of the project was to involve the sample of the total community in a series of meetings, approximately thirty-six hours, to work through processes, teach communication skills, and arrive at a consensus of opinion on the purpose of the school, as well as major areas of concern. Then task groups were to be formed to study and resolve the identified areas of concern. The project director had an evaluation sheet that was filled out by each participant at each meeting. This served as immediate feedback to the director and as guidelines for the next meeting, as well as information to be given at the next meeting. The evaluator attended each meeting, playing a "behind the scenes" role, and kept a notebook of comments, suggestions, criticism, and problems as seen by him. After adjournment, he would visit with several participants to get reactions on various phases of the meeting and/or project. These were shared with the director immediately after the meeting. The following summaries are taken from the files and notebook.

First community volunteer meeting (1/28/71 - 8:00 PM). The volunteer group was a special group. The project director did not wish to dampen their enthusiasm in any way, therefore, they were called for a pre-project meeting. It was hoped to engage their cooperation to assist in keeping attendance high and generally generating positive attitudes about the project. It was recognized that the motives of the

volunteers were important. Some of these people had "axes to grind", and some were sincere and genuinely concerned about being helpful in any way possible.

The meeting was carefully planned with a careful mixture of information giving and generally setting a pattern for future meetings. There was the novelty of newness for everybody. Mild surprises were expressed at the large attendance and the recognition of others present. Sitting in small groups of six was a new experience.

There were delays--first in starting the meeting, then in the numerous handouts, and collection of information sheets, questionnaires, evaluations, coffee and cookie detail. The meeting went one hour over-time, but was well received as evidenced by comments from meeting's evaluation.

Comments:

1. Speed it up
2. This is the first time I've been asked my opinion on the school. Thank you!
3. A very good system, it makes participation a pleasure.
4. Keep the good work up, terrifically interesting.
5. I was surprised at how much information we got and how much we learned.
6. Let's have more!
7. Meeting was too long and this can keep people from returning sometimes. Thanks.
8. Meeting should be shorter.
9. Very good start.
10. Ran out of time in groups so we could not discuss as much as we wanted to.
11. Not enough time allotted for group activities.
12. Worry about group activities becoming sensitivity training programs. Was late getting here so couldn't answer all above.

13. When you don't have children in school (yet); you really don't know what is going on, and it is tough to get the drift.

It was decided to expedite many of the mechanics, e.g. set up handouts in six's, have each six group appoint a "runner" to pick up and return handouts, attendance sheets, evaluation, etc. A separate coffee and cookie committee of students was appointed to serve and avoid the delays of dispersing for coffee and reassembling. Time was to be watched more carefully and the agenda to be flexible and allow several points for adjournment depending on the hour.

First total community meeting (2/8/71 - 7:30 PM). Once again, there was a novelty of newness and the excitement of anticipation. This time the setting was in the large elementary gymnasium. The project director directed the formation of six's to insure a distribution of the staff, students, and community members in each group. Most people were surprised at the format; this was something different. Each had an opportunity to participate and because of the positive approach-- "List Three Good Things You Have Recently Heard About Your School, Youth, or Education," "Share these in your sixes." "If you were to plan an ideal school, list ten most important necessities." "What are five things you would definitely not want in your ideal school," allowed each to unload their concerns. "What are five things you think this school, or schools in general, need today but don't have."

Each individual, as part of the evening's program, responded to

these instructions on paper, then shared their contributions in sixes and each of the sixes compiled one list. These lists were to be compiled for sharing at the next meeting. The next meeting date was then set by the group and they decided to hold two separate meetings--one of community members and school board, and the other of students and staff. The purpose was to give everyone a better chance to digest the volume of information from the first meeting and add to it.

<u>Community Members Meeting</u>	2/15/71	7:00 P.M.
<u>Student-Faculty Meeting</u>	2/18/71	1:00 P.M.

The groups were smaller and the meetings ran much more efficiently. The runners worked very efficiently. They had at this meeting, for example, the following things to pick up and return to the front table:

1. Six attendance sheets
2. Six addendas for names of project participants
3. Six pairs of non-carbonized (NCR) paper
4. Six ballpoint pens
5. Two sets of six note cards
6. One masonite writing board for NCR (no carbon req'd) paper
7. One set of six sets of materials on:
 - a. Ideal School
 - b. Don't Wants
 - c. Satisfactions
 - d. Concerns
8. Paraphrasing handout
9. Handling Misunderstandings handout
10. Norm handout
11. Evaluation sheets

In some of the handouts, especially 8, 9, and 10, the group preferred to have them read by the director while they followed. The

overhead projector was used constantly with the relevant instructions for all to see. The groups were allowed to take the unfinished portion of handouts home to digest for the next meeting, particularly handout number 7, which was rather voluminous. As a result, this meeting was adjourned at the prearranged time.

The next meeting date was set by the group for March 1. It was recognized that a rather voluminous task was ahead and the groups agreed to a four-hour meeting to start at seven o'clock. The general feeling was that these meetings had real value. Members were generally anxious to get on with it.

On Thursday, February 25, the superintendent, the project director, and the evaluator held a brief assessment meeting. After four meetings enthusiasm seemed to be falling off. Even though Phase I of gathering information was done, there was the tedious task of categorizing and labeling the same information. There was real concern about being able to proceed with the project without a crisis. Can you teach a problem-solving process without a problem to a society that deals with problems only after the problem is obvious. Should a crisis be injected? Created? There was the danger of polarizing the group by injecting a crisis. It was decided that the project would proceed as planned without a "crisis" of concern. On this point, the advice of Dr. William Lassey, Director of the Community Planning and Development Center and Associate Professor of Sociology at Montana State University;

Dr. Robert Thibeault, Department Head of Educational Services at Montana State University; and Dr. John Picton, Research and Development Specialist, NWRL, Portland, Oregon, was sought. General advice and agreement was with the decision to proceed without a "crisis".

Total community meeting (3/1/71). The total group was first shown some thirty slides taken at previous meetings. These were flashed on the screen with comments from the director.

Both the elementary principal, Chester Schendel, and superintendent Jack Kreitingner, gave brief talks on their concerns from an administrative point of view. The speeches were well received and their talks accepted as further information on the needs and concerns of the school system.

The large group then broke into seven groups of sixteen to eighteen members each. The director did some deliberate shifting of people to assure that each group had a board member, some staff members, some students, and some community members. Each group was under a teacher leader and was given the task of taking one of the seven information areas and categorizing and labeling the information. Instructions were:

- Group and label comments
- Check for cross labeling
- Identify main conflicts
- Identify immediate concerns in green
- Identify problem-solving issues in red

The work was done, however there was much confusion, much

discussion, and noticeable frustration. The larger group organizations did not have the small or sextet type of rapport. Leaders and several vocal members tended to dominate; some individuals, especially students, just gave up and retreated in silence. It was perhaps an excellent lesson for everybody to realize and appreciate the difficulty of the problem-solving process. People later expressed real concern over "dominators" and the general disrespect for student opinions. Some became, as a result, defenders of student's opinions.

At the end, the meeting divided into students, staff, board, and community members and each group selected two representatives (total of eight), to work closely with the project director. The exact role of this "Advisory Committee" was not clearly understood by the participants present at the meeting. This was evidenced by the discussions with groups of participants that remained after adjournment.

The project to a large degree, so far, was abstract. According to conversation after the meeting with "doers" and "problem-solvers", this was a wishy-washy waste of time. They had listed concerns as individuals and they invisioned these as real problems. They wanted answers and solutions rather than discussions and abstract verbage. They were clamouring for immediacy, for solutions, not for process. On the other hand, many, because of experience, recognized the danger of mob problem-solving and tenaciously held out for process.

It was interesting to note that the seven teacher leaders were,

after a briefing, able to lead their groups through the process of categorizing, labeling, and identifying immediate concerns, main conflicts, and problem-solving issues (NWRL, 1969). The groups accomplished far more than was really expected.

Advisory committee. There was a tremendous amount of clerical work to reproduce materials enmasse for the next meeting. There was also the problem of the director wanting to gradually step out of the director role and allow the community to carry the project on its own momentum. With the completion of Phase II and the election of two representatives from each of the groups, the Advisory Committee was established. At the first meeting on March 10, 1971, the Committee composed the agenda for the next community meeting, assigned some individual responsibilities at the next meeting, and clearly defined its role. The following list of functions of the Advisory Committee was produced as a handout, flashed on an overhead screen, and clarified for the community meeting.

The Advisory Committee members were cognizant of dangers of being labeled a decision making group or becoming chore boys, rather than advisors and coordinators.

Functions of the Advisory Committee

1. Help the project director see that community interests are taken into consideration in the planning of agendas for community meetings.

2. Help to see that plans developed in community meetings are carried out by work groups (this in later phases of the project).
3. Function as a kind of group "clerk" to draw together information, plans, and materials prepared by community effort.
4. Help to disseminate to the community, information about the progress of work in the project.
5. Keep a balance in the presentations made by speakers during parts of the project requiring additional information. See that all sides of issues are presented.
6. Coordinate activities of the project to be able to bring all planning work together.
7. Become very familiar with processes and materials of the project so that the group can be responsible for directing the project again, when the need arises in five or six years.
8. Be responsible for helping task work groups of community people to have an opportunity to get work done on time.

IN NO WAY IS THE ADVISORY GROUP A DECISION-MAKING BODY. IT IS FOR THE PURPOSE OF COORDINATING AND HELPING OTHER WORK GROUPS AND SEEING THAT THE PROJECT IS PRODUCTIVE.

The Advisory Committee members should be contacted by community members wishing to suggest items for meetings.

ALL COMMUNITY MEMBERS MUST TAKE THE RESPONSIBILITY FOR COOPERATIVE DECISION-MAKING BY THE TOTAL SCHOOL COMMUNITY, IF THE SCHOOL'S ARE TO BETTER SATISFY THE NEEDS AND INTERESTS OF ALL PEOPLE.

This Committee held seven meetings during the latter phases of the project and was very instrumental in using feedback and adjusting community meetings to the needs of the participants, while staying within the broad purposes of the project and allowing no oversight. They understood their role and continued to fill it very adequately.

Community meeting (3/8/71). The last meeting came up with eighty-eight areas of concern which the Advisory Committee thorough a voluminous clerking process labeled into fifteen planning issues as follows:

1. Better Financing
2. Investigate Consolidation
3. Up-Date Buildings, Facilities, and Equipment
4. Need for Vo-Tech Education
5. Expand the Program to Meet Individual Learning Needs and Interests
6. Develop a Broader, less competitive, P.E. Program
7. Decide Who Teaches Values
8. Improve School-Community-Board Relationships
9. Define Student Freedom and Responsibility
10. Emphasis on the Primary Grades - Get a Good Start in Kindergarten
11. Adult Education Needs
12. Maintain A Good Staff
13. Clarify Teacher Duties, Prerogatives, and Respect
14. Hire a Counselor for the Elementary and Secondary Levels
15. Investigate the Usefulness of Tenure

The project was now at Phase III, essentially searching for more information on the fifteen issues. For this meeting, three members of the Advisory Committee handled the agenda. The philosophy of education exercise was explained and administered. This exercise was to illustrate how each differed in their philosophy and their value system. It illustrated how a community can, and often does, have divergent views. The results were tallied and fed back to the meeting. By way of interest, the group distributed as follows: Pragmatists 473 points, realists 218 points, and idealists 406 points. There are many implications and a lengthy discourse could ensue. Suffice it to say that on the

basis of the pragmatist majority, there was success ahead for the project; and on the basis of the idealists, there was a large segment of the population whose acceptance of any change was questionable.

Two other minor, but interesting, observations were noted. First, that each Committee member was regarded as an intruder replacing the director who had established a rapport with the group and secondly, these members, though bold and courageous, were not in the habit of relating to an audience that size. In spite of this, they did well and the group was permissive and gradually accepted them. The student hurried through her presentation, the teacher was too much like a teacher, and the community member related very well.

In the second half of the meeting, a film was viewed by all on "Innovative Teaching in Montana", and generated much interest and discussion. The meeting went into sextets to share their impressions of the film,

Community meeting (3/15/71). Another three members of the Advisory Committee, now accepted by the group, were in charge of the agenda, which was not in the information seeking stage. The two speakers selected by the total group were present. Dr. Jess Lair, Professor of Educational Psychology at Montana State University, spoke on "Discipline and Student Freedom"; and Dr. Dean Palmer, Professor of Distributive Education at Montana State University, spoke on "Vocational-Technical Education". Both were well received. Some of the comments were:

they were very good - more time for questions - he was great - did a good job - am very pleased with the speakers - I enjoyed the program very much - good meeting - etc. One of the Committee members, a holder of the status quo, wasn't sure they should have speakers. "We don't want some specialists to come down to sell us a bill of goods." Many expressed the opinion that this was now the best part of the whole project.

Community meeting (3/22/71). Radio announcement.

There will be a community educational planning project meeting for the Three Forks School Districts tonight at 7:00 P.M. in the Three Forks Elementary School Gym. The results of national research on individualized teaching will be presented in the form of narrated colored slides. Following the slides, Dr. Willis Vandiver, and Mr. Jerald Mikesell from Montana State University; Mr. James Burke, Supervisor of Secondary Education in Montana; and Mr. Ron-Zwicker, who has had experience teaching in a program of individualized instruction, will form a panel to answer questions on the subject. Individualized instruction was identified in the community project as a topic to be studied. The public is invited to attend. Valley guests are very welcome.

The format for this information getting meeting was different. Two film strips with tapes from the United States Office of Education were presented: "The Nature and Effects of Individualized Instruction", and "Some Problems and Solutions". The panel was introduced. Each spoke briefly and the meeting was open to questions which were prepared by sextets and written on cards. As each question was dealt with by the panel, there was open communication for comment or further questions from the floor. There seemed to be a gradual realization after this

meeting, where four types of individualized instruction were explored coupled with the broad coverage of the two speakers at the previous meeting, that there were no simple answers to some of the issues that these community meetings had brought to the surface. By the same token those of the "old guard" and citizens in general, began to realize that some change might occur. Lacking "pat" answers or solutions, there grew a feeling of insecurity amongst some.

All types were visible, all types were present. On the positive side, there were information getters, information givers, discussion starters, followers, questioners, combiners, gate keepers, and tension-relievers. Also present were the recognition seekers, dominators, avoiders, blockers, and draggers (N.T.L., 1969).

Modified RUPS Workshop (4/2 and 3/71). A problem-solving workshop was scheduled and directed by Dr. Donald Schliesman, Associate Dean of Education, and Dr. Alexander Howard, Professor of Education, both from Central Washington State University at Ellensburg. Both were prepared in problem-solving processes by the Northwest Regional Educational Laboratory in Portland and both came highly recommended. The workshop was set up in four sections: (1) Friday evening; (2) Saturday morning; (3) Saturday afternoon; and (4) Saturday evening.

There was considerable discussion before the workshop started. Both men came with a fine plan, but process oriented. The project director felt a strong need for product orientation recognizing that you

cannot get product without process first as well as the fact that the participants expected product. Product was the necessary reward. There was then an adjustment of the planned agenda in order to give five communication skills:

1. Communication Pattern in a School Community
2. Communicating in Small Working Groups
3. Paraphrasing as a Communication Skill
4. Communicating without Words
5. Watching Non-Verbal Behavior

and three process skills:

1. Reaching Consensus
2. Q-sort Procedure
3. Force-Field Analysis

along with writing goal statements as outlined by Robert F. Mager (1962) for each of the fifteen issues and an overall philosophy for the Three Forks schools. All this was accomplished and the following "products" were achieved:

1. A general goal or objective for the Three Forks Schools
2. Goal statements for each of the fifteen areas of interest
3. Ranked the areas of interest in terms of which need to be investigated (accomplished) first.

Dr. Alexander Howard, who kept a close watch on the meeting evaluation, commented that the communication processes were rated high, which indicated a recognition of the need for the process with the product as a goal. He also said, "the groups (sextets) literally tried to use and copy the techniques demonstrated. They were more perceptive

than I expected, being novices at this." Dr. Don Schliesman summarized when he said, "There was some product, some consensus--as a result of the workshop there is some change--the evidence was on the wall (referring to newsprint put up by sextets outlining their overall purpose for the school)."

Last community wide meeting (4/26/71). From April 3 (Workshop) to this meeting, the Advisory Committee met three times, essentially to digest and reproduce reams of materials as a result of the workshop. Since this was the last meeting, there were many loose ends to tidy up and prepare an agenda to accomplish this. As a result of the workshop, the fifteen areas of concern were grouped into seven broad areas as follows:

1. Better Financing - Investigate Consolidation - Up-Date Buildings, Facilities and Equipment
2. Need for Vo-Tech Education
3. Expand the Program to Meet Individual Learning Needs and Interests - Develop a Broader, less competitive, P. E. Program - Decide Who Teaches Values
4. Improve School-Community-Board Relationships - Define Student Freedom and Responsibility
5. Emphasis on the Primary Grades - Get a Good Start in Kindergarten
6. Adult Education Needs
7. Maintain A Good Staff - Clarify Teacher Duties, Prerogatives, and Respect - Hire a Counselor for the Elementary and Secondary Levels - Investigate the Usefulness of Tenure

The last grouping, number 7, became essentially an administrative function while the other six required task groups. The community meeting reviewed a handout on the role of the task group, then rated and ranked the six broad areas in terms of which is most important and which is easiest to accomplish. This was done on the assumption that several task groups might be organized to work on several of the six areas. Each individual indicated preference for topics they would like to work on. The surprise of this meeting was that most people wanted to work on a task group and that they wanted to form six task groups--one for each area. The meeting made it quite clear that no broad area was to be omitted or temporarily shelved. This was quite a turn about from the expected. That same evening after the large meeting was adjourned, the task groups met in separate parts of the gymnasium and selected a temporary chairman and a date for their first meeting.

The organization of the task groups marked the completion of Phase V and the project. There was, of course, concern on whether the community would form task groups at all. The formation of task groups was dependent on the project participants rather than the director or the Advisory Committee. It was crucial that there be no coercion on individuals and, having just had a rather marathon series of long meetings, maybe they had had enough. One could say that the overall project goal was to produce more community involvement. Certainly organized and functioning task groups was involvement which had not existed

before. These task groups, functioning on their own with only a coordinating advisory committee, would perhaps be the real and visible measure of the overall success of the project.

Task group meetings. The first meeting of each of the task groups was held in the Title III office where they received handouts for:

1. Steps in Problem-Solving
2. Features of Successful Task Groups
3. Force-Field Analysis
4. A Case Study of the Problem-Solving Process
5. Handout #29 on Force-Field Analysis
6. Five Resources in Planning and Taking Action

Armed with these, they proceeded. The following is a list of groups and meeting dates set at the time of writing this report.

Adult Education (Ten members)

Meeting Dates: April 30, 1971
 May 5, 1971 - Speakers--Mr. Brent Polton
 Dr. Jim Kincaid
 May 18, 1971 - Present gathered information
 June 4, 1971 - Speaker - Mr. Brent Polton

Better Financing (Seven members)

Meeting Dates: May 4, 1971
 May 11, 1971 - Speaker - Mr. Earl Felbaum
 "How the Three Forks Schools
 are Financed"

Vocational Education (Six members)

Meeting Dates: April 28, 1971
 May 7, 1971 - Report of Mr. Dale Storey

Expanded Curriculum (Nine members)

Meeting Dates: May 3, 1971
 May 6, 1971 - Planned trip to Salt Lake
 May 9,10,11,12--1971 - Five members went to
 Salt Lake

May 11, 1971 - Five members went to Ennis
May 20, 1971 - Reported on trips to Ennis
Salt Lake - Began Force-
Field Analysis

Relationships and Student Freedom (Twelve members)

Meeting Dates: May 3, 1971
May 10, 1971
June 7, 1971

The Wilcoxon Matched-Pairs Signed Ranks Test:

To test the null hypotheses that there would be no change of attitude of the community toward the school as a result of the project, the Wilcoxon Matched-Pairs Signed Ranks Test was applied. It was an appropriate test for this portion of the study.

The Wilcoxon Matched-Pairs Signed Ranks Test is a non-parametric test to check the difference between paired observations. The data are a set of N paired observations, namely the pre-test score and the post-test score for each individual in each of the sample groups. The difference d between each pair was calculated as either positive or negative. When $d = 0$, the pair is deleted from the analysis. The values of d were then ranked from smallest to largest retaining sign identity. Under the null hypothesis, the sum of the positive ranks will tend to equal the sum of the negative ranks. If a significant difference between the sums is observed, this constitutes evidence for rejection of the null hypothesis. The smaller of the two sums of ranks is denoted by the letter T (Ferguson, 1966).

For large samples over $N = 20$, T has an approximate normal distribution with Mean = $\frac{N(N+1)}{4}$ and standard deviation = $\sqrt{\frac{N(N+1)(2N+1)}{24}}$

$$\text{therefore } z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}} = T - \frac{N(N+1)}{4}$$

A value of 1.96 is required for significance at $\alpha = .05$, two tailed test. In this study, the null hypothesis was tested at $\alpha = .05$ two tailed test to show whether any change of attitude had occurred from the pre-test to the post-test in each of the groups in the sample.

Table 1

Wilcoxon Test of Difference Between Pre-Test
and Post-Test Scores of Staff

Staff member	Pre-test score	Post-test score	d.	Rank of d.	Rank with less frequent sign
1	62	79	17	21	
2	68	81	13	20	
3	71	74	3	9	
4	57	59	2	6	
5	62	72	10	18.5	
6	62	71	9	17	
7	60	83	23	23	
8	64	72	8	15.5	
9	66	63	- 3	- 9	- 9
10	56	81	25	24	
11	63	61	- 2	- 6	- 6
12	61	60	- 1	- 2.5	- 2.5
13	72	70	- 2	- 6	- 6
14	67	68	1	2.5	
15	52	62	10	18.5	
16	56	77	21	22	
17	59	58	- 1	- 2.5	- 2.5
18	48	49	1	2.5	

Table 1 (Continued)

Staff member	Pre-test score	Post-test score	d.	Rank of d.	Rank with less frequent sign
19	59	64	5	12	
20	60	67	7	14	
21	38	41	3	9	
22	48	56	8	15.5	
23	68	64	- 4	-11	-11
24	64	58	- 6	-13	-13
				T	= -50

The negative ranked sum being $T = 50$, the formula was applied

$$z = \frac{50 - \frac{24(25)}{4}}{\sqrt{\frac{24(25)(49)}{24}}} = 2.857 \text{ which is significant at the}$$

.05 level of significance. The teaching staff showed a significant positive change and the null hypothesis was rejected.

In this sample in Table 2, page 110, the positive ranks sum being the smaller $T = 160.6$. The formula was applied

$$z = \frac{160.5 - \frac{33(34)}{4}}{\sqrt{\frac{33(34)(67)}{24}}} = 2.144 \text{ which is significant at the}$$

.05 level of significance. Therefore, the null hypothesis was rejected.

Turning to Table 3, page 111, we find that this sample of 36 had 18 positive and 16 negative ranks which yielded $T = -269$. The formula was applied

Table 2

Wilcoxon Test of Difference Between Pre-Test and
Post-Test Scores of Participating Students

Student member	Pre-test score	Post-test score	d.	Rank of d.	Rank with less frequent sign
1	65	67	2	6.5	6.5
2	80	81	1	2	2
3	47	45	- 2	- 6.5	
4	70	77	7	18.5	18.5
5	52	54	2	6.5	6.5
6	51	51	0		
7	57	59	2	6.5	6.5
8	52	54	2	6.5	6.5
9	82	71	-11	-25	
10	51	51	0		
11	66	55	-11	-25	
12	69	66	- 3	-10.5	
13	71	55	-16	-29.5	
14	65	63	- 2	- 6.5	
15	54	59	5	13.5	13.5
16	49	62	13	27	27
17	65	64	- 1	- 2	
18	74	65	- 9	-22.5	
19	70	67	- 3	-10.5	
20	81	82	1	2	2
21	51	46	- 5	-13.5	
22	59	66	7	18.5	18.5
23	72	64	- 8	-21	
24	65	46	-19	-32	
25	55	55	0		
26	61	56	- 5	-13.5	
27	77	72	- 5	-13.5	
28	59	48	-11	-25	
29	74	53	-21	-33	
30	58	65	7	18.5	18.5
31	69	54	-15	-28	
32	60	51	- 9	-22.5	
33	65	48	-17	-31	
34	60	66	6	16	16
35	70	77	7	18.5	18.5
36	86	70	-16	-29.5	

T = + 160.6

Table 3

Wilcoxon Test of Difference Between Pre-Test and
Post-Test Scores of Non-Participating Students

Student member	Pre-test score	Post-test score	d.	Rank of d.	Rank with less frequent sign
1	57	57	0		
2	58	74	16	28	
3	58	58	0		
4	49	64	15	26.5	
5	71	64	- 7	-15.5	-15.5
6	60	57	- 3	- 4	- 4
7	78	76	- 2	- 1	- 1
8	53	85	22	32	
9	60	70	10	20.5	
10	67	71	4	7.5	
11	72	65	- 7	-15.5	-15.5
12	81	66	-15	-26.5	-26.5
13	43	48	5	10	
14	48	51	3	4	
15	73	76	3	4	
16	63	69	6	12.5	
17	69	76	7	15.5	
18	69	51	-18	-29	-29
19	80	67	-13	-23.5	-23.5
20	44	76	32	33	
21	64	51	-13	-23.5	-23.5
22	51	48	- 3	- 4	- 4
23	62	66	4	7.5	
24	38	53	14	25	
25	66	76	10	20.5	
26	64	73	9	18	
27	80	46	-34	-34	-34
28	49	59	10	20.5	
29	46	67	21	31	
30	60	57	- 3	- 4	- 4
31	67	57	-10	-20.5	-20.5
32	73	68	- 5	-10	-10
33	61	55	- 6	-12.5	-12.5
34	54	47	- 7	-15.5	-15.5
35	72	53	-19	-30	-30
36	69	74	5	10	

T = -269

$$z = \frac{269 - \frac{34(35)}{4}}{\sqrt{\frac{34(35)(69)}{24}}} = .487 \text{ which is not significant.}$$

This portion of the sample retained the null hypothesis.

Thirty-five returns were useable for Table 4, page 113, with twenty showing positive ranks and thirteen showing negative ranks giving $T = -167.5$. The formula was applied

$$z = \frac{167.5 - \frac{33(34)}{4}}{\sqrt{\frac{33(34)(67)}{24}}} = 2.019, \text{ which is significant at}$$

the .05 level. The null hypothesis was rejected.

Thirty-three returns were useable for Table 5, page 114, with nineteen showing a positive rank and thirteen showing a negative rank giving $T = 183.5$. The formula was applied

$$z = \frac{183.5 - \frac{32(33)}{4}}{\sqrt{\frac{32(33)(65)}{4}}} = 1.505 \text{ which is not significant}$$

at the .05 level, thus retaining the null hypothesis.

Table 4

Wilcoxon Test of Difference Between Pre-Test and Post-Test
Scores of Participating Community Members

Community member	Pre-test score	Post-test score	d.	Rank of d.	Rank with less frequent sign
200	79	67	-12	-25	-25
201	45	71	26	33	
202	50	63	13	27	
203	64	68	4	10	
204	60	70	10	22	
207	58	59	1	1.5	
208	73	64	- 9	-20	-20
209	74	76	2	4	
210	36	29	- 7	-17	-17
211	56	69	13	27	
212	103	101	- 2	- 4	- 4
213	45	43	- 2	- 4	- 4
214	54	61	7	17	
215	49	49	0		
216	56	81	25	32	
218	48	65	17	30	
219	57	51	- 6	-14.5	-14.5
220	56	60	4	10	
221	54	65	11	23.5	
222	65	70	5	13	
223	44	61	17	30	
225	49	66	17	30	
227	68	64	- 4	-10	-10
228	66	60	- 6	-14.5	-14.5
229	55	59	4		
230	70	66	- 4	-10	-10
231	52	55	3	6.5	
232	44	37	- 7	-17	-17
233	66	66	0		
236	59	68	9	20	
239	58	71	13	27	
241	58	57	- 1	- 1.5	- 1.5
244	62	71	9	20	
245	75	64	-11	-23.5	-23.5
246	72	69	- 3	- 6.5	- 6.5

T = -167.5

Table 5

Wilcoxon Test of Difference Between Pre-Test and Post-Test
Scores of Non-Participating Community Members

Community member	Pre-test score	Post-test score	d.	Rank of d.	Rank with less frequent sign
250	64	71	7	16	
251	76	73	- 3	- 8.75	- 8.75
252	74	63	-11	-22.5	-22.5
253	49	58	9	17.5	
254	67	65	- 2	- 3.5	- 3.5
255	50	50	0		
256	58	61	3	8.75	
258	60	70	10	19.5	
259	72	63	- 9	-17.5	-17.5
260	53	72	19	31	
261	72	83	11	22.5	
262	62	60	- 2	- 3.5	- 3.5
263	56	81	25	32	
264	53	56	3	8.75	
265	72	78	6	14	
267	69	73	4	10	
268	50	56	6	14	
269	55	56	1	1.5	
270	53	43	-10	-19.5	-19.5
271	47	59	12	25.5	
272	47	29	-18	-30	-30
273	71	68	- 3	- 8.75	- 8.75
274	70	66	- 4	-10	-10
275	64	69	5	12	
276	58	46	-12	-25.5	-25.5
278	59	75	16	29	
279	52	58	6	14	
280	64	75	11	22.5	
282	90	79	-11	-22.5	-22.5
283	67	66	- 1	- 1.5	- 1.5
284	62	75	13	27	
286	70	66	- 4	-10	-10
288	50	65	15	28	
					T = -183.5

Table 6

Wilcoxon Test of Difference Between Pre-Test and Post-Test Scores of Volunteer Community Members

Community member	Pre-test score	Post-test score	d.	Rank of d.	Rank with less frequent sign
1	48	51	3	8.5	
14	65	66	1	2.5	
15	50	64	14	15	
16	48	63	15	16.5	
17	65	67	2	6	
19	56	41	-15	-16.5	-16.5
24	53	45	- 8	-12	-12
25	73	70	- 3	- 8.5	- 8.5
27	85	76	- 9	-13	-13
28	64	66	2	6	
29	65	66	1	2.5	
30	68	74	6	10.5	
32	57	58	1	2.5	
33	45	45	0		
35	38	40	2	6	
40	48	65	17	18	
41	46	52	6	10.5	
42	77	51	-26	-19.5	-19.5
43	50	76	26	19.5	
44	63	76	13	14	
46	66	67	1	2.5	
47	76	76	0		
					T = -69.5

In Table 6, the volunteer group enjoyed freedom that neither of the other groups did. Fifty-one were pre-tested, forty-seven were mailed post-tests. Since this was a volunteer group, no reminders were sent nor any phone calls made. Twenty-two returns were received and are shown in this table. There were five negative ranks giving

T = 69.5. The formula was applied

$$z = \frac{69.5 - \frac{20(21)}{4}}{\sqrt{\frac{20(21)(41)}{24}}} = 1.325 \text{ which is not significant at}$$

the .05 level and the null hypothesis was retained.

Table 7

Summary of Tables 1 Through 6

Sample	z	.05	Null hypothesis
Table 1 - Staff	2.857	Significant	Rejected
Table 2 - Participating Students	2.144	Significant	Rejected
Table 3 - Non- Participating Students	.487	Not Significant	Retained
Table 4 - Participating Community	2.019	Significant	Rejected
Table 5 - Non- Participating Community	1.505	Not Significant	Retained
Table 6 - Volunteer Community	1.325	Not Significant	Retained

Critical value of z , $\alpha = .05$, two tailed test is 1.96 .

This table summarizes that the participants in the project, except for the volunteer group, showed a significant change of attitude toward the school at the .05 level. The volunteer community group did

not show significant change, likewise the non-participating students and non-participating community groups did not show change. The non-participating students showed the least change. If it is considered that early in the school year when the old "rules and policies" were thrown out and the declared policy of the school was to write new rules and policies with the consultation of students as they were required, then it is possible these students tended to respond rather positively on the pre-test. On checking the summary work sheet, it was found that this was true. On a one to five scale, if a respondent rates the answers high, then he narrows the margin of positive that is available on a post-test. If he rates low, then he widens the margin for showing positive change in the post-test. In addition, people learn only through experience, experience that is a very personal involvement (Salter, 1941). This supports the smaller change in each of the non-participating groups.

School Board Sample

The total school board was included in the pre-test. During the progress of the project, a board election was held and one member seeking re-election was defeated and another one declined renomination. When the post-testing was done, both were sent questionnaires and both were contacted by phone on three separate occasions. Every effort was made to obtain their questionnaires, realizing the delicateness of the situation. One of these members became somewhat bitter after his

defeat in the election and has played the "disturber" role.

As a result, only four returns were available for the post-test evaluation. The sample was too small to apply the Wilcoxon Test, and this group was excluded from the analysis.

Mann-Whitney U Test

To test the second null hypothesis that there was no change of attitude in either the participating or non-participating groups as a result of the project, the Mann-Whitney U Test was selected.

The Mann-Whitney U Test is one of the most powerful of the non-parametric tests and it is the most useful alternative to the parametric t test when the t test assumptions cannot be met or when the measurement in the research is weaker than interval scale. The null hypothesis is that both groups have the same distribution; in the present study, that there is no change of attitude toward the school regardless of whether the group participated in the project or did not participate in the project.

To do this, the participating and non-participating student groups were combined and compared first on the pre-test (Table 8, page 119) and then on the post-test (Table 9, page 121). Then the participating and non-participating community member groups were combined and compared on the pre-test (Table 10, page 123) and then on the post-test (Table 11, page 124).

To calculate U, the scores of both groups were combined and

Table 8

Mann-Whitney U Test on Participating and Non-Participating
Students on the Pre-Test Scores

Non-participating			Participating		
Student member	Pre-test	Rank	Student member	Pre-test	Rank
1	57	20.5	1	65	40
2	58	23	2	80	66
3	58	23	3	47	5
4	49	8	4	70	53
5	71	55.5	5	52	14.5
6	60	29	6	51	11.5
7	78	65.5	7	57	20.5
8	53	16	8	52	14.5
9	60	29	9	82	70
10	67	45.5	10	51	11.5
11	72	58	11	66	43.5
12	81	68.5	12	69	49
13	43	2	13	71	55.5
14	48	6	14	65	40
15	73	60.5	15	54	17.5
16	63	35	16	49	8
17	69	49	17	65	40
18	69	49	18	74	62.5
19	80	66	19	70	53
20	44	3	20	81	68.5
21	64	36.5	21	51	11.5
22	51	11.5	22	59	25.5
23	62	34	23	72	58
24	38	1	24	65	40
25	66	43.5	25	55	19
26	64	36.5	26	61	32.5
27	80	66	27	77	64
28	49	8	28	59	25.5
29	46	4	29	74	62.5
30	60	29	30	58	23
31	67	45.5	31	69	49
32	73	60.5	32	60	29
33	61	32.5	33	65	40
34	54	17.5	34	60	29
35	72	58	35	70	53
36	69	49	36	86	71
R1 = 1,244.5			R2 = 1,439.5		

ranked from smallest to largest but retained each score's identity as to which group it belongs to. Tied scores received an average rank. The ranks are returned to their respective groups and summed R1 and R2.

In large samples (n_1 and n_2 each larger than 20), it has been shown (Mann-Whitney, 1947) that as n_1 , n_2 increase in size, the sampling distribution of U rapidly approaches the normal distribution with

$$\text{Mean} = \mu_u = \frac{n_1 n_2}{2}$$

$$\text{and standard deviation} = \sigma_u = \sqrt{\frac{n_1(n_2)(n_1+n_2+1)}{12}}$$

Therefore, when n is greater than 20, significance can be observed by calculating z :

$$z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1+n_2+1)}{12}}}$$

$$U = 36(36) + \frac{36(37)}{2} - 1244.5 = 609.5$$

$$z = \frac{609.5 - \frac{36(36)}{2}}{\sqrt{\frac{36(36)(72+1)}{12}}} = .4336$$

The two student samples compared on the pre-test yielded a z of .4336, which retained the null hypothesis. In other words, we have no significant difference and; therefore, no valid reason to believe that they are not from the same population.

Table 9

Mann-Whitney U Test on Participating and Non-Participating
Students on the Post-Test Scores

Non-participating			Participating		
Student member	Post-test	Rank	Student member	Post-test	Rank
1	57	28.5	1	67	50.5
2	74	61.5	2	81	70
3	58	31	3	45	1
4	64	38.5	4	77	68.5
5	64	38.5	5	54	20
6	57	28.5	6	51	12.5
7	76	65	7	59	33
8	85	72	8	54	20
9	70	55.5	9	71	57.5
10	71	57.5	10	51	12.5
11	65	42	11	55	23.5
12	66	46	12	66	46
13	48	7.5	13	55	23.5
14	51	12.5	14	63	36
15	76	65	15	59	33
16	69	54	16	62	35
17	76	65	17	64	38.5
18	51	12.5	18	65	42
19	67	50.5	19	67	50.5
20	76	65	20	82	71
21	51	12.5	21	46	3
22	48	7.5	22	66	46
23	66	46	23	64	38.5
24	53	17	24	46	3
25	76	65	25	55	23.5
26	73	60	26	56	26
27	46	3	27	72	59
28	59	33	28	48	7.5
29	67	50.5	29	53	17
30	57	28.5	30	65	42
31	57	28.5	31	54	20
32	68	53	32	51	12.5
33	55	23.5	33	48	7.5
34	47	5	34	66	46
35	53	17	35	77	68.5
36	74	61.5	36	70	55.5
$n_2 = 36$		$R_2 = 1,408$	$n_1 = 36$		$R_1 = 1,220$

In comparing the two student groups on the post-test, Table 9, page 121, we find that

$$U = 36(36) + \frac{36(37)}{2} - 1220 = 742$$

$$z = \frac{742 - \frac{36(36)}{2}}{\sqrt{\frac{36(36)(72+1)}{12}}} = 1.059$$

On the post-test, these two student groups yielded a z of 1.059 which again retained the null hypothesis, but it did indicate a greater difference between the two groups, comparing z from Table 8 and Table 9. There is now a difference compared to the pre-test as a result of one of these groups being directly involved in the project. The lack of significant difference may be attributed to the interpersonal communication existent among students within the school. Both groups did show a change in Table 2, page 110, and Table 3, page 111, toward a more positive attitude toward the school.

$$U = 35(33) + \frac{35(35+1)}{2} - 1126.5 = 658.5$$

$$z = \frac{658.5 - \frac{35(33+1)}{2}}{\sqrt{\frac{35(33)(69)}{12}}} = -.779$$

The calculated z on the pre-test was .779 on Table 10, page 123, which is not significant. The null hypothesis was retained.

In comparing the two community groups on the post-test scores,

Table 10

Mann-Whitney U Test on Participating and Non-Participating
Community Members on the Pre-Test Scores

Non-Participating			Participating		
Community member	Pre-test	Rank	Community member	Pre-test	Rank
250	64	43.5	200	79	65
251	76	65	201	45	4.5
252	74	62.5	202	50	13.5
253	49	10	203	64	43.5
254	67	49.5	204	60	37.5
255	50	13.5	207	58	32
256	58	32	208	73	61
258	60	37.5	209	74	62.5
259	72	58.5	210	36	1
260	53	19	211	56	26.5
261	72	58.5	212	103	68
262	62	40	213	45	4.5
263	56	26.5	214	54	21.5
264	53	19	215	49	10
265	72	58.5	216	56	26.5
267	69	52	218	48	8
268	50	13.5	219	57	29
269	55	23.5	220	56	26.5
270	53	19	221	54	21.5
271	47	6.5	222	65	46
272	47	6.5	223	44	2.5
273	71	56	225	49	10
274	70	54	227	68	51
275	64	43.5	228	66	47.5
276	58	32	229	55	23.5
278	59	35.5	230	70	54
279	52	16.5	231	52	16.5
280	64	43.5	232	44	2.5
282	90	67	233	66	47.5
283	67	49.5	236	59	35.5
284	62	40	239	58	32
286	70	54	241	58	32
288	50	13.5	244	62	40
			245	75	64
			246	72	58.5
$n_2 = 33$		$R_2 = 1,219.5$	$n_1 = 35$		$R_1 = 1,126.5$

Table 11

Mann-Whitney U Test on Participating and Non-Participating
Community Members on the Post-Test Scores

Non-participating			Participating		
Community member	Post-test	Rank	Community member	Post-test	Rank
250	71	53.5	200	67	43
251	73	57.5	201	71	53.5
252	63	28	202	63	28
253	58	16.5	203	68	45
254	65	24.5	204	70	50
256	61	25	207	59	19
255	50	9	208	64	31
258	70	50	209	76	62
259	63	28	210	29	1.5
260	72	56	211	69	47.5
261	83	67	212	101	68
262	60	22	213	43	4.5
263	81	65.5	214	61	25
264	56	13	215	49	7.5
265	78	63	216	81	65.5
267	73	57.5	218	65	34.5
268	56	13	219	51	10
269	56	13	220	60	22
270	43	4.5	221	65	34.5
271	59	19	222	70	50
272	29	1.5	223	61	25
273	68	45	225	66	39.5
274	66	39.5	227	64	31
275	69	47.5	228	60	22
276	46	6	229	59	19
278	75	60	230	66	39.5
279	58	16.5	231	55	11
280	75	60	232	37	3
282	79	64	233	66	39.5
283	66	39.5	236	68	45
284	75	60	239	71	53.5
286	66	39.5	241	57	15
288	65	34.5	244	71	53.5
			245	64	31
			246	69	7.5
$n_2 = 33$		$R_2 = 1,209$	$n_1 = 35$		$R_1 = 2,075.2$

Table 11, page 124, we find that

$$U = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$\text{or } U = n_1 n_2 + \frac{n_2(n_2+1)}{2} - R_2$$

$$= 35(33) + \frac{33(34)}{2} - 1209 = 507$$

$$z = \frac{507 - \frac{35(33)}{2}}{\sqrt{\frac{33(35)(69)}{12}}} = -.865$$

The z formula was applied yielding -.865. The null hypothesis was retained.

Table 12

Summary of Tables 8 through 11

Table	Group	z	Null hypothesis
Table 8	Pre-Test of P & NP Students	.4336	Retained
Table 9	Post-Test of P & NP Students	1.059	Retained
Table 10	Pre-Test of P & NP Community Members	- .779	Retained
Table 11	Post-Test of P & NP Community Members	-.865	Retained

Critical value of z, $\alpha = .05$, two tailed test is 1.96.

In both cases on the post-test, Table 9, page 121, and Table 11, page 124, the difference between the groups is evident and greater than on the pre-test, Table 8, page 119, and Table 10, page 123, but not great enough to be significant. Some change did occur, but not significant by the statistical analysis applied.

Additional Post-Test Questionnaire

In addition to the post-test, it was necessary to get some reaction to the general goal statement and the seven broad issues as produced by the project. The two page questionnaire, Appendix A, pages 166 through 171, is summarized below. The responses were on a five-point scale from very little to very much.

The following 1971 statement of what the purpose of the Three Forks schools should be is one of the project outcomes developed by cooperating community members, faculty members, students, and board members working in the planning project.

The purpose of the schools is to provide each student with the opportunity and encouragement to develop an awareness and growth of his own potentials socially, emotionally, academically, physically, and professionally. Each student should be able to make and write his own goals, long range and immediate, in his life while he is in school and after he graduates. Education is a never-ending process of presenting people with many different ways of adjusting to and producing in a changing society. Each student should become aware of possible choices and he should become skilled in making choices suitable to his abilities. Each student should have an opportunity to recognize and practice thought skills, physical skills, and social skills. He should be helped to know how to learn new concepts. He should have an opportunity to grow in self-acceptance and independence from others. As much as possible, students should be responsible for what they learn.

In the school, there should be an atmosphere of mutual respect and acceptance among all persons in the school and community. The student should be satisfied that he has an opportunity to develop himself. The school system should be based on a structure of defined responsibilities for students, teachers, administrators, community members, and board members; these responsibilities should be periodically revised through the cooperative efforts of students, faculty, board, and community.

Question 22-3 - How much do you feel that this statement of purpose is one that you can support?

	Very Little 1	2	3	4	Very Much 5	0	Total
Participating Students	3	4	11	13	9	1	41
Non-Participating Students	-	5	7	10	12	2	36
Participating Community	1	5	7	6	6	1	26
Non-Participating Community	-	2	7	3	13	-	25
Volunteers	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>-</u>	<u>9</u>
	5	17	33	35	43		137

The table shows that the majority were in the 3, 4, and 5 responses indicating rather high positive support for the umbrella statement for the Three Forks schools. The non-participants show a higher level of acceptance of the statement than the participants. The opportunity to participate is sometimes more important than actual participation.

Question 23-8 - What would you say was the most valuable outcome of the total project this year?

This was a positive question. The comments were summarized on separate sheets. The following few extracted from the long list give us the general tone: That the students, faculty, school board, and community are finally getting together and working together - Public awareness of school problems and goals - Community members found that they could discuss school problems with each other - Improved communication between administration, staff, board, and students.

Question 24-P - What seemed to be the purpose of the first year of the project?

The responses indicate a good positive concept of the purpose of the project as the following extracted comments show: Public involvement in school policies and school personnel - Stimulate community and involvement:- Making the public participate in the school system - To acquaint the community, staff, administration, and students with each other's desires.

Question 25-12 - As a result of the project, do you feel there have been changes in the:

a. Community	<u>Yes</u>	<u>No</u>	<u>0</u>	<u>Total</u>
Participating Students	26	15		41
Non-Participating Students	24	10	2	36
Participating Community	23	2	1	26
Non-Participating Community	16	3	-	19
Volunteers	<u>7</u>	<u>-</u>	<u>2</u>	<u>9</u>
	96	30	5	131

b. School	<u>Yes</u>	<u>No</u>	<u>0</u>	<u>Total</u>
Participating Students	30	11	-	41
Non-Participating Students	28	6	2	36
Participating Community	15	5	5	25
Non-Participating Community	13	3	3	19
Volunteers	<u>5</u>	<u>1</u>	<u>-</u>	<u>6</u>
	91	26	10	127

c. Individuals				
Participating Students	29	11	1	41
Non-Participating Students	26	9	1	36
Participating Community	15	6	5	26
Non-Participating Community	15	3	-	19
Volunteers	<u>7</u>	<u>1</u>	<u>1</u>	<u>9</u>
	72	30	9	131

In all three cases, a majority felt that there has been changes. Comments included the following: Yes, they are more aware of the needs - People found out there were a lot of people who thought it was time for some changes - Yes, more people involved and learning together. Some of the negative ones were outspoken as is shown by these: No, it continued to operate as it pleased - No, the school for the most part is the same - No change at all - Not enough to be noticed yet.

Question 26-11 - How worthy is the project of Federal Funding?

	Very Little 1	2	3	4	Very Much 5	0	Total
Participating Students	3	3	10	13	9	3	41
Non-Participating Students	3	4	11	8	10	1	36

	130						
	Very Little				Very Much		
	1	2	3	4	5	0	Total
Participating Community	6	1	6	4	5	3	25
Non-Participating Community	4	-	3	3	8	-	18
Volunteers	<u>2</u>	<u>-</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>7</u>
	18	8	32	29	33	10	127

This question received a mixed response. The median score is different for each group and a graph would be tri-modal. Some people do not understand the funding program under Title III. Some thought local money was being used. This type of misunderstanding is probably the reason for the varied responses. The rationale behind this question was to get a feeling of how the people invisioned the use of Federal Funds. The next question was to gain an assessment of success. The project could be a "flop", but the people could still think it was worthy of use of Federal Funds.

Question 27-9 - How successful has the project been during its first year?

	Very Little				Very Much		
	1	2	3	4	5	0	Total
Participating Students	4	7	13	6	7	4	41
Non-Participating Students	1	4	12	9	7	-	33

	Very Little 1	2	3	4	Very Much 5	0	Total
Participating Community	2	3	9	5	3	4	26
Non-Participating Community	1	1	6	3	5	-	16
Volunteers	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>-</u>	<u>7</u>
	10	16	41	24	26	8	123

The responses indicate a middle of the road feeling with the emphasis on the positive side. There was no criteria given for evaluating the project.

Question 29-T - How many of your concerns are included in the seven areas?

	None 1	Few 2	Some 3	Most 4	All 5	0	Total
Participating Students	1	1	12	22	4	1	41
Non-Participating Students		1	12	10	10	-	33
Participating Community	1	2	3	10	10	-	26
Non-Participating Community		1	3	11	5		20
Volunteers	<u>—</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>—</u>	<u>9</u>
	2	6	32	55	33	1	129

The majority indicate that most of their concerns were included

in the seven areas of concern. Where people had not marked response 5, they were still hung up on their "private agendas". Although it was impossible to satisfy everyone, it was evident that a positive acceptance was made.

Evaluation of Project Objectives

Can a project of the magnitude of the Three Forks ESEA Title III be successfully conducted? The project's objectives are stated on pages 13-16 and an evaluation of their achievement follows.

Objective A

Faculty members, school board members, students, and community members representing a cross section of these groups in the community school districts J-24 and 24-24 will produce through interaction in homogeneous and heterogeneous groups a written: (1) assessment of the needs of the Three Forks School District as these groups perceive them, (2) a written educational philosophy, and (3) a set of written operational goals for the school system that can be evaluated through use of Mager's educational objectives as a model for comparison.

Yes, the faculty members, school board, students, and community members did produce through interaction in homogeneous and heterogeneous groups: (1) a written needs assessment for the Three Forks school (Phase I), (2) a written educational philosophy for their school (Phase IV), and (3) did write operational goals using Mager's model so that they can be evaluated (Phase IV).

Objective B

Members of the Three Forks School District, including parents, teachers, students in grades seven through twelve, board members,

and other community members will indicate by marking a questionnaire administered as a pre-test and a post-test that they have experienced a significant (.05 level) change of attitude related to the following topics during the project.

This objective has fourteen sub-objectives. As mentioned earlier in this paper, the pre-test and post-test questionnaire (Appendix A, pages 166 through 171) was constructed for these fourteen objectives.

Following is a horizontal analysis of each sub-objective by sample groups. Each objective is stated with the question(s) that apply and the table that summarizes the data. The Wilcoxon Matched-Pairs Signed Ranks Test was used to test significant change at $\alpha = .05$, two tailed test. When $d = 0$, that pair is deleted; therefore, each analysis has a different N . When $N \leq 25$, the Table I in Ferguson (1966: 446) was used and significance is shown if T is less or equal to the critical value of the T Table. When $N > 25$, the formula for z where

$$z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{2}}} \quad \text{was applied. The critical value for } z$$

when $\alpha = .05$ is 1.96.

B. (1) The degree of opportunity the school system provides for individuals in the school community to express opinions and feelings on school issues and decisions.

Question 1 a. How much of an opportunity has the school system provided YOU to express YOUR opinions and feelings on school issues and decisions?

The following abbreviations will apply on Tables 13 through 33.

- S - Staff
- PS - Participating Student
- NPS - Non-Participating Student
- PC - Participating Community
- NPC - Non-Participating Community
- V - Volunteer

Table 13

Objective B. (1)

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	15	25	-41.75		Not Significant	
PS	27			.864	Not Significant	
NPS	27			.372	Not Significant	
PC	25			3.309	Significant	Positive
NPC	33			2.683	Significant	Positive
V	23	73	-15		Significant	Positive

Three groups said that they now had more opportunity to express themselves on school issues and decisions. Both student groups did not show significant change. Why? The students were given a voice in school affairs from the beginning of the school term. At the time of the pre-test, they tended to rate this question high and thus eliminated the potential for change on the post-test. By the same token, the teachers found that their opportunity for involvement did not change during the progress of the project. These three groups--staff, participating students, and non-participating students--were in direct

contact with the new policies of the administration.

B. (2) The degree individuals feel informed about the program the school offers.

Question 3 b. How much do YOU know about the total program YOUR school has offered?

Table 14

Objective B (2) - Question 3 b

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	14	21	-16.5		Significant	Positive
PS	20	52	54.5		Not Significant	
NPS	21	59	120		Not Significant	
PC	24	81	-18		Significant	Positive
NPC	15	25	-19.5		Significant	Positive
V	19	46	-20.5		Significant	Positive

Students generally knew about the school program. They were part of it. Thus, in both the pre-test and post-test they rated the high end of the scale, narrowing the possibility of showing change. The three non-school groups during the course of the project learned many things about the school and trends in education. There seemed to be an indication of communication "over-flow" because even the non-participating community member group showed significant and positive change. The surprise group was the teachers. Perhaps, the fact that they now had an overview of what all the other teachers were doing, had to

think of an overall goal for the school, and examine the areas of need in their total school program, as well as observe films of innovative trends in education, they showed significant positive change.

B. (3) The degree individuals see a value in involving community members (students, faculty, board members, and community people in general) in evaluating school programs, policies, and goals.

Question 4 c. How much should the people in the community be involved in evaluating and formulating school programs, policies, and goals?

Table 15

Objective B (3) - Question 4 c

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	14	21	-26		Not Significant	
PS	19	46	+70		Not Significant	
NPS	25	89	-150		Not Significant	
PC	20	52	-73		Not Significant	
NPC	17	35	-65		Not Significant	
V	14	21	+30		Not Significant	

An examination of the responses and this summary suggests that everybody thought people in the community should be involved in evaluating and formulating school programs, policies, and goals and continue to think so. They did not change their minds about this question.

B. (4) The unity that faculty members, students, and people in the community seem to have in their effort to improve their educational system.

Question 5 d. How well do YOU feel the faculty and students in the community work together to improve their educational system?

Table 16

Objective B (4) - Question 5 D

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	16	30	-28	.076	Significant	Positive
PS	25	89	+71		Significant	Negative
NPS	26				Not Significant	
PC	22	66	-78.5		Not Significant	
ENPC	17	35	-40		Not Significant	
V	23	73	+91		Not Significant	

At the beginning of the year, the superintendent's new policy of, no policy and a voice for all students and faculty involved in the school, gave the staff some serious second thoughts as to whether this would work. As a result, the staff tended to be modest on the pre-test in responding to this question. The students, on the other hand, were experiencing a "student lounge" and had high hopes for their "cause", thus tending to rate the responses rather high. During the course of the year, the staff found that student leaders were very realistic in the policy planning meetings and their estimation of the good that could come from student involvement rose (staff room discussion). The

students, in general, discovered that the teachers and student leaders were fairly conservative in the new policies, and that "student freedom" was not quite what they had envisioned. The student post-test was much more realistic, but lower than the pre-test showing negative change in the analysis.

Question 6 d. How well do YOU feel the faculty and people in the community work together to improve their educational system?

Table 17

Objective B (4) - Question 6 d

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	17	35	- 9		Significant	Positive
PS	25	89	+100.5		Not Significant	
NPS	25	89	-146		Not Significant	
PC	21	59	- 48		Significant	Positive
NPC	23	73	-125		Not Significant	
V	18	40	- 71		Not Significant	

This question involved directly the faculty and the participating community members. These two groups showed a significant change. The other groups, in a sense, were outsiders who responded as they saw the faculty-community relationship and they did not see a significant change in this relationship.

Question 7 d. How well do YOU feel the students and the people in the community work together to improve their educational system?

Table 18

Objective B (4) - Question 7 d

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	18	40	- 19.5	.685	Significant	Positive
PS	26				Not Significant	
NPS	22	66	-101		Not Significant	
PC	20	52	- 24		Significant	Positive
NPC	21	59	+117		Not Significant	
V	20	52	- 90.5		Not Significant	

The staff saw a significant improvement in the student-community relationship. The staff, from the vantage point of seeing the students continually, watching the students at student council meetings, at community project meetings, perhaps tended to illustrate the "halo effect" and indicate a significant change. The participating community also learned to work with students, to listen to them and envisioned a significant positive change. The other groups saw no change in the student-community relationship.

B. (5) The satisfaction individuals feel with the degree of personal involvement they have in evaluating school programs, policies, and objectives.

Question 2 e. How satisfied have you been in the past with the amount of influence YOU have personally had in evaluating school programs, policies, and goals?

Table 19

Objective B (5) - Question 2 e

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	21	59	+ 71.5		Not Significant	
PS	18	40	- 63		Not Significant	
NPS	26			1.346	Not Significant	
PC	22	66	115		Not Significant	
NPC	15	25	- 25		Significant	Positive
V	22	66	-124		Not Significant	

Only the non-participating group showed a significant change. They were aware of the meetings and perhaps empathized with the participants. Marquis (1951) points out that the possibility of participation is more important than the actual participation. The other groups may have had high hopes, but upon getting involved they were able to see the problems of bringing these hopes to reality. Therefore, they showed no significant change.

B. (6) The satisfaction individuals feel with the degree the schools are making an effort to serve all of the needs of all of the people.

Question 8 f. How well do YOU think YOUR schools have satisfied the educational needs and interests of all of the people they have served?

Table 20

Objective B (6) -- Question 8 f

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	11	11	+ 71		Not Significant	
PS	16	30	+ 26		Significant	Negative
NPS	23	73	+106		Not Significant	
PC	20	52	+100.5		Not Significant	
NPC	20	52	+ 41		Significant	Negative
V	18	40	+ 81		Not Significant	

The participating students discovering the difficulty of bringing about innovative school programs, as well as learning about a variety of broader programs available in some other schools coupled with a rejection in the mill levy vote, reacted negatively to this question. They showed a significant negative change. Their expectations were seemingly hopeless. An examination of all the groups responses showed a negative trend. The non-participating group, not having the direct information, obtained at project meetings, may have decided that since the project was in progress and all the "goings on" at the school, things must really be in "bad shape". Whereas the others got information and rationalized that things were as satisfactory as they could be under the circumstances, the non-participating group assumed things were bad, thus showing a negative change.

B. (7) The degree that the school system recognizes, clarifies, and offers for public discussion the important educational problems it faces.

Question 10 g. How much has the school system recognized, clarified, and offered for public discussion the important educational problems the school faced?

Table 21

Objective B (7) - Question 10 g

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	22	66	- 5.5	.322	Significant	Positive
PS	22	66	-69.5		Not Significant	
NPS	32				Not Significant	
PC	23	73	-42.5		Significant	Positive
NPG	25	89	-30		Significant	Positive
V	22	66	- 7.5		Significant	Positive

This was a major question to the whole project. Did the respondents feel they had an opportunity to participate in school problems. Certainly the project had given them the opportunity where none had really existed before. One would expect positive significant change and it is shown in the above table, except for the two student groups. Although a positive trend was noted in the calculations, the change is not significant. This is a case of "private agenda" for the two student groups. The students had some immediate and real problems which they wanted resolved. The project did not resolve these. They show no

significant change.

B. (8) The effort the school system makes to give serious consideration to suggestions about change in the system from community members.

Question 9 h. How active do YOU feel community members have been in developing goals that they felt the school should try to follow?

Table 22

Objective B (8) - Question 9 h

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	18	40	-10	1.815	Significant	Positive
PS	23	73	-80		Not Significant	
NPS	26				Not Significant	
PC	24	81	-40		Significant	Positive
NPC	19	46	-41.5		Significant	Positive
V	21	59	-41		Significant	Positive

The rationale here is that the students with their "private agenda" were not satisfied with the general goals developed by the whole group. The broad and general goals were not dealing with the immediate felt needs of the student community. The students were very aware of some of the negative remarks and rumors about the "student lounge", "student freedom", and "free campus". The trend on this question was positive by all groups, but the change was not significant in both participating and non-participating student groups.

B. (9) The degree the school system is in need of improvement.

Question 11 i. How much do YOU feel that YOUR school system is in need of improvement.

Table 23

Objective B (9) - Question 11 i

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	13	17	+46.5		Not Significant	
PS	24	81	- 3.4		Significant	Positive
NPS	25	89	-74		Significant	Positive
PC	22	66	-73.5		Not Significant	
NPC	18	40	-53		Not Significant	
V	18	40	+81		Not Significant	

The students show a significant change and feel that the school system needs more improvement. They are not asked to give constructive alternatives. The adult groups aware that they have no alternatives at the moment and respecting the system they have do not show significant change.

B. (10) The amount of mutual respect among faculty members, students, community members, and administration.

Question 12 j. How much of an atmosphere of mutual respect and acceptance is there among faculty members and students?

Table 24

Objective B (10) - Question 12 j

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	16	30	-60.5		Not Significant	
PS	28			1.730	Not Significant	
NPS	26			2.06	Significant	Negative
PC	17	35	+50.5		Not Significant	
NPC	12	14	+36		Not Significant	
V	20	52	+40		Significant	Negative

Two groups changed their thoughts significantly and negatively about the faculty-students relationship--the non-participating students and the volunteer community members. From the raw score sheets, there is a visible tendency to rate high. Perhaps these two groups felt that a high degree of respect was present. In the post-test, they tended to be more realistic and, as a result, showed a negative change. This seemed to be a reasonable inference.

Question 13 j. How much of an atmosphere of mutual respect and acceptance is there among administration and faculty?

Page 146

One possible explanation of the following table is that the faculty, participating students, and the volunteers overrated their pre-test. In the post-testing, they were more realistic in their assessment, rated the responses lower, and yielded a negative and significant change.

Table 25

Objective B (10) - Question 13 j

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	15	25	+ 6		Significant	Negative
PS	18	40	+ 14		Significant	Negative
NPS	23	73	+143		Not Significant	
PC	11	11	+27.5		Not Significant	
NPC	13	17	- 40.5		Not Significant	
V	16	30	+ 29.5		Significant	Negative

Question 14 j. How much of an atmosphere of mutual respect and acceptance is there among students and community?

Table 26

Objective B (10) - Question 14 j

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	7	2	+ 12		Not Significant	
PS	28			.192	Not Significant	
NPS	25	89	-152.5		Not Significant	
PC	18	40	+ 62		Not Significant	
NPC	13	17	+ 24.5		Not Significant	
V	15	25	+ 26		Not Significant	

No group showed any change on the responses to this question.

Question 15 j. How much of an atmosphere of mutual respect and acceptance is there among students and administration?

Table 27

Objective B (10) - Question 15 j

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	16	30	+60.5		Not Significant	
PS	24	81	+95		Not Significant	
NPS	21	59	+70.5		Not Significant	
PC	18	40	+90		Not Significant	
NPC	16	25	+59.5		Not Significant	
V	11	11	+20.5		Not Significant	

No group showed any change on the responses to this question.

Question 16 j. How much of an atmosphere of mutual respect and acceptance is there among community members and faculty?

Table 28

Objective B (10) - Question 16 j

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	11	11	+ 36		Not Significant	
PS	23	73	+116.5		Not Significant	
NPS	22	66	+126		Not Significant	
PC	18	40	+ 67.5		Not Significant	
NPC	17	35	- 74		Not Significant	
V	14	21	+ 36		Not Significant	

No group showed any change on the responses to this question.

Question 17 j. How much of an atmosphere of mutual respect and acceptance is there among administration and community?

Table 29

Objective B (10) - Question 17 j

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	13	17	+ 7	1.513	Significant	Negative
PS	25	89	+89.5		Not Significant	
NPS	27				Not Significant	
PC	17	35	+47		Not Significant	
NPC	15	25	+35		Not Significant	
V	16	30	32.5		Not Significant	

Although this table shows no significant change, it was noted from the tally sheets that a negative trend in all groups existed. It may be that all expectations with a new administrator were very high. As the year passed and the project uncovered many of the problems and the difficulty of resolving them, people took a more realistic view when they responded to the post-test.

B. (11) The effective use of staff and community resources in the provision of the school's program.

Question 18 k. How much do YOU feel that YOUR school system has used the resources of its staff and community in the past to provide the school's educational program?

Table 30

Objective B (11) - Question 18 k

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	13	17	13.5		Significant	Negative
PS	23	73	- 81.5		Not Significant	
NPS	22	66	-128		Not Significant	
PC	23	73	+ 98.5		Not Significant	
NPC	16	30	+ 48.5		Not Significant	
V	18	40	- 85.5		Not Significant	

One group showed any significant change. There seemed to be an almost equal distribution of positive and negative ranks.

B. (12) The satisfaction individuals have with the quality of instruction in the schools.

Question 19 1. How satisfied have YOU been with the quality of instruction in YOUR schools?

Table 31

Objective B (12) - Question 19 1

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	11	11	-23.5	1.594	Not Significant	
PS	28				Not Significant	
NPS	21	59	+88.5		Not Significant	
PC	21	59	+ 68		Not Significant	
NPC	22	66	86.5		Not Significant	
V	16	30	45		Not Significant	

No group showed any significant change.

B. (13) The satisfaction individuals have with the degree the school board attempts to serve the best interests of the students.

Question 20 m. How much do YOU feel that the school's facilities and equipment have provided for the school's educational program?

Table 32

Objective B (13) - Question 20 m

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	12	14	+32.5		Not Significant	
PS	24	81	+45		Significant	Negative
NPS	24	81	+131		Not Significant	
PC	19	46	+54.5		Not Significant	
NPC	21	59	+94.5		Not Significant	
V	15	25	-37.5		Not Significant	

No group showed any significant change, except the participating students who showed negative change. The project introduced through films and speakers many of the modern trends in terms of facilities and equipment. These students may have used these sources to compare and evaluate their school. This could account for the negative change.

Question 21 m. How much do YOU feel that YOUR school board has served the best interests of the student?

Table 33

Objective B (13) - Question 21 m

Group	N	Critical value of T	Calcu- lated T	z	Change of Attitude	Positive or Negative
S	13				Significant	Positive
PS	21	59	57		Significant	Positive
NPS	23	73	+94.5		Not Significant	
PC	16	30	-52.5		Not Significant	
NPC	17	35	-59.5		Not Significant	
V	14	21	+49		Not Significant	

The staff all showed a positive rank. This suggests that they recognized some of the difficulties that the school board had in dealing with school problems and were willing to accept that the board had done its best. The same would probably hold true for the participating students. The other groups show no significant change.

Objective B was evaluated using 126 analyses. Various sub-objectives were achieved in varying degrees. The overall objective to show a positive change of attitude at the .05 level of significance was only partially met.

Objective C

A cross section of student, community member, and faculty member groups in the community who represent the total community's educational interests and who actually participate in the self-renewal small group interaction process will indicate a significant change (.05 level) in their attitudes.

This objective is related to Objective B, but is concerned only with the participants in the project. If the volunteer community members are disregarded, and using the evaluator's questionnaire, this objective was achieved (see Table 7, page 116). Since the volunteer group did not show a significant change at the .05 level, this objective was partially achieved; in other words, all the participants, except the volunteers, showed a significant change of attitude toward the school.

Objective D

Participants in the self-renewal project's small groups will rewrite goals for the school system that were written in the first phase of the project to refine them and make them operationally useful to teachers who would desire to use the general goals as a basis for construction of specific classroom behavioral objectives later. The refinement and operational quality of the developed statement of goals as a basis for construction of specific classroom behavioral objectives later. The refinement and operational quality of the developed statement of goals will be evaluated using the criteria of Robert F. Mager's Preparing Instructional Objectives, suggestions presented by guest speakers from the Office of the Superintendent of Public Instruction and Montana State University, and criteria presented in a RUPS workshop which is expected to be included in the self-renewal project.

During the Workshop in Phase IV, objectives were written for fifteen issues or areas of concern, as they were called during this phase of the project. The advisory committee did the clerking duties and the subsequent meeting combined these fifteen into seven areas and rewrote objectives making the improvements and adjustments. This objective was achieved.

Objective E

Elementary and secondary students referred to the counselor provided by this project and who are considered by faculty members as in need of professional personal counseling for emotional problems (as indicated on a referral slip) and who receive this counseling during the project will, after a series of counseling interviews, list those aspects of the educational system that they feel are a source of irritation and concern to them. The project director, who is the counselor, will summarize these lists and give them anonymously and with the consent of the counselees to groups participating in the self-renewal project for their use as feedback from students who might not ordinarily offer it.

The project director, who is also the counselor, did make a file of student commentaries on sources of irritations and concerns, available to the evaluator. The evaluator noted that these concerns had all been included in the discussions during needs assessment phase and were incorporated into the project's areas of concern. On the basis of this evidence, the objective was met.

Objective F

Participants in the project will learn to use an organizational self-renewal process, and accomplishment of this task to be measured by the observation of an outside evaluator.

This objective is very broad and an organizational self-renewal process is not simple. The groups did learn a variety of skills and processes, especially at the modified RUPS workshop. As observed by Dr. Howard, one of the workshop directors, "Groups literally tried to use and copy the techniques demonstrated." Again, during the task group meetings, processes were being used, e.g. communicational skills, force-field analysis, problem-solving techniques. The evaluator would

have to agree that the organizational self-renewal process was learned and was used and continues to be used.

Objective G

Members of the participating small groups and random selection of community and student body will indicate by marking a questionnaire item that they accept completely the goals they produce finally for their school system.

In addition to the post-test, there were two extra pages attached, Appendix A, pages 166 through 171. The summary of these has been dealt with in this chapter on pages 126 through 132.

Objective H

Members of the participating small groups will evaluate by marking questionnaires the individual phases of the self-renewal project, and members participating will write suggestions for improving each phase.

As part of each meeting's agenda, the last item before adjournment was an evaluation sheet. They were tallied and studied by the director and used in the planning of each subsequent meeting (Bright, 1971).

Objective I

The project director will statistically analyze questionnaire results obtained during the project and send them with a written final report on the project. The project director will include in the report a record of his subjective observations of the effectiveness of phases of the project. The project director will disseminate the report on the project to the Office of the Montana Superintendent of Public Instruction and Montana State University College of Education for their use and distribution. Reports on the project will also be sent by the project director to the Center

for Studies of the Person, La Jolla, California, and to the Director of Small Schools Projects at the Northwest Educational Laboratory, Portland, Oregon. Progress of the project working groups will be made available continually during the project through the local newspaper, The Three Forks Herald.

The project director did follow through and make copies of his report available as he described.

Objective J

The Three Forks School organization will have become responsive to its environment as indicated by its ability to form working subgroups which can develop tentative educational goals (or subordinate organizational goals) that are accepted by the general school organizational community.

The Community of the Three Forks school has become more responsible. The vigor of the task groups and the number of meetings they have had is indicative of a high degree of activity and concern. A description of these has been presented in Chapter 3 of this paper. Each group has elected a chairman and a recording secretary and a copy of the minutes were forwarded to the advisory committee, which acted as a focal point for the community project.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Educators have concerned themselves with the "learner", improvement of the "teacher", learning materials, facilities, methods and procedures; each of these have been experimented with and refined and plugged into the same old organizational system, essentially a stable, impregnable bureaucracy. The inertia of the "system" has warded off all but the most determined and ingenious efforts. The "system" has diminished the influence of the individual and has tended to increase the distance between the rightful owners of the schools--the public taxpayers--and the administrators.

Organizational self-renewal, a relatively new concept, has not been introduced to the school systems in the nation. In fact, only one other similar effort in the United States was tried in Alaska and at the time of this writing, it was learned that a similar program is in progress in Colorado with its focus on adult education. This study was designed to evaluate an organizational self-renewal project in the Three Forks school system. Ten null hypotheses were formulated to test, first, that there would be no change of attitude toward the school in the total community and second, since the project involved participants and non-participants, that there would be no distinguishable change between them. The null hypotheses were applied and tested on a twenty-

one response questionnaire administered as a pre-test in January, 1971, and as a post-test in May, 1971, to a total community sample that included the school board, the teaching staff, two randomly selected groups of students, two randomly selected groups of community members, and a volunteer group of community members. To test hypothesis one, the Wilcoxon Matched-Pairs Signed Ranks Test was used. To test the second hypothesis, the Mann-Whitney U Test was applied.

In addition to the two null hypotheses, the evaluative study was concerned with the attainment of the objectives outlined in the proposal for the project.

Summary of Findings

The Wilcoxon Matched-Pairs Signed Ranks Test was applied to each group in the total sample. A calculated z of 1.96 was required at .05 level of significance to show a change from the pre-test to the post-test, and reject the first null hypothesis.

1. Significance testing of the staff showed evidence of positive change of attitude between the pre-test and post-test at .05 level of significance.

2. Significance testing of the participating student group showed evidence of positive change of attitude between the pre-test and post-test at the .05 level of significance.

3. Significance testing of the non-participating student showed no evidence of change.

4. Significance testing of the participating community members showed evidence of positive change at the .05 level of significance.

5. Significance testing of the non-participating community members showed no evidence of change.

6. Significance testing of the volunteer community members showed no evidence of change.

The Mann-Whitney U Test was applied to the two randomly selected student groups and two randomly selected community member groups. The test was applied on the pre-test and on the post-test. A calculated z of 1.96 was required at the .05 level to give significant evidence of change and reject the null hypothesis.

7. No significant difference was found on the pre-test of the participating and non-participating student groups.

8. No significant difference was found on the post-test of the participating and non-participating student groups.

9. No significant difference was found on the pre-test of the participating and non-participating community member groups.

10. No significant difference was found on the post-test of the participant and non-participant community member groups.

Each of the objectives (A through J) outlined in the planning stage of the project were satisfactorily achieved, except for objectives B and C. The project objective in both B and C was to reach a change in the total sample of .05 significance. Change was evident in the

total sample, but only the staff, participating student group, and participating community member group attained the objective. Other sub-objectives met with varying degrees of success.

Conclusions

As Samuel J. Beck said, "We cannot know without the intellect. We do not know until we experience with the emotions," and Salter (1961) suggests that learning is a very personal thing that takes place within the individual. The project allowed some of the community the opportunity to expose themselves and be exposed to a large volume of ideas and theory. As a result, learning took place. Participant group showed significant change. Conclusion: To bring about a change of attitude in individuals, the individuals have to be participants as individuals in an educative process.

The volunteer community members showed no significant change. When people come voluntarily, they indicate personal concern for the project. They each arrive with a "personal agenda" and if the "public agenda" does not correspond closely with their "personal agenda", they either change, drop out, or develop resistance (Howard, 1971). As Bion (1961) put it, either "fight or flight".

If people do not like what they hear, they "turn it off". This became evident in some of the meetings evaluations and in some of the comments on the questionnaires, e.g. What is the purpose of the project?

Answer - To get Larry Bright his degree

- To spend the taxpayers money
- I've never seen \$17,000 spent so fast on so little
- Cut the red tape and get to the problem

The second conclusion states that a community involvement project must have goals that are broad and flexible and constantly adjust-
ive to the felt needs of the total community. Closely allied to this is the next conclusion that each individual must be recognized and his
contribution accepted. Accepted here means understood by all and added to the total of all contributions regardless of whether it is a positive or negative point of view.

Each meeting and every detail must be carefully planned, yet flexible enough to allow for alternatives. People do not generally like "canned" programs. People tend to support most that which they have helped plan. The next conclusion states that the theory of practical intelligence does work. Average people representing a community can discuss, digest, and resolve complex problems about their schools,
at the same time learn some processes, skills, and up-date their concept of their school. As one board member said, "We don't want some fancy speaker to come and sell us a "bill of goods", meaning that there are some things about their school that they (the community) can deal with best without outside interference or help. The comment also suggests a reluctance to, and shades a fear of, change. Status quo is generally much more comfortable.

Conclusion: The organizational self-renewal project did

achieve, for the most part, all that it set out to accomplish. The non-participants of the sample did not show significant change, but did show a positive change. A most important factor in education is time. With a post-test on the heels of the project's completion, was there enough time for the community to look at the total project in retrospect and individually assess and adjust their personal evaluations? With a second mill levy election pending, was the project shoved out of focus? Were the second responses given with serious thought, or automatically, to get the thing out of the way? In addition, the spring season of gardening, painting, cleaning, etc. is perhaps not an opportune time to impose questionnaires on people. The time from the conclusion of the project to post-testing was two weeks. The time from mailing post-test questionnaires to collecting them was two and one-half weeks. It is the writer's feeling that at least one month of time should be allowed between the conclusion of a project and the beginning of post-testing. If the project was started with the opening of the school term, there would be ample time to allow for this.

A major factor in this kind of a study is that while five months elapsed from the pre-testing to the post-testing, life goes on. Many extraneous factors enter the picture over which no one has control. People move, marry, die, go broke, suffer election defeats, etc. People are not things that can be taken out of one cage and placed in an experimental cage. If a minimal residue of the sample is desired, 10 percent

over-sampling is insufficient. A 20 percent to 30 percent over-sampling is required. Also, the standard methods of testing and measurement need new insights to be used in sociological studies of this nature. Conclusion: There is need for further study and research in the area of organizational self-renewal and in the area of practical measurements for these studies. The Faculty of the School of Education should be commended for their interest and support in this fringe area of innovative experimentation with the concerns of American Education.

Recommendations

This project was planned about four months in advance and the actual process started in January and ended in May of 1971. During the process, the community had a board election and a mill levy election. The school year tends to be a social measure of time. As a result, many of the task groups formed are, because of summer vacation, forced to shelve their momentum and progress until the fall of next year. Recommendation: This project should be replicated in a similar community. It should be planned one year in advance and launched early in the school year and completed at least several months before the school year ends. This could avoid the extraneous variables of board or levy elections.

In the analysis, directional change is noted, but not enough to show significance. Recommendation: The statistical analysis should select tests that are more sensitive to smaller degrees of change. Two

weeks after the project was completed at Phase V, the post-testing was administered. The total effect of the project may not be felt by the community until much later. The total project is a three year project.

Recommendation: A second post-testing using the same instrument should be administered during the third year on the same sample. This kind of evidence could be most helpful to future projects of this kind.

During the course of the project, success of a meeting often depends on immediate feedback. This involves fast and efficient mechanics. A secretary is necessary to quickly reproduce gathered information. Tallies of evaluations have to be made "on the spot". The director is busy seeing that the agenda is followed through and is a trouble shooter for "on the scene" problems.

A project of the kind described in this study should have the necessary equipment. Recommendation: An equipment list of the following is a necessity: Xerox, dry copy, thermofax, mimeograph, ditto with a supply of transparencies, ditto masters, and mimeo stencils. Then you need some adequate sound system, slide projector, film strip projector, film projector--both 16 mm and 8 mm, opaque projector, overhead projector, record player, tape recorder, cameras, and film. Recommendation: Ideally, the secretary has additional training with a working knowledge of all the above audiovisual aids. Recommendation: The project director needs an assistant to do many of the "on the spot" menial tasks, act as additional feedback to the director, and assist in the progress

planning required between meetings.

The project was limited because you can only deal with a limited number of people in a group at one time. This project was bolder than most, attempting to conduct meetings with a potential attendance of 160 people. Although there is in each community a formal and an informal communications network (Sumption and Engstrom, 1966), there is no guarantee that the necessary project information is being dissiminated.

Recommendation: A sociological project involving the total community must have a well organized communication information dissimination system. Recommendation: A preliminary study of the community; its social, religious, political, and economic structure would be most helpful to total analysis of the effect of a self-renewal project.

Recommendation: Further studies of this kind should be carried out.

APPENDICES

Appendix A

Read carefully each question. Decide how you feel about the question and choose an answer that best indicates your feeling. Answer all questions. Add comments if you wish to make any.

- 1 a. How much of an opportunity has the school system provided YOU to express YOUR opinions and feelings on school issues and decisions?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

- 2 e. How satisfied have YOU been in the past with the amount of influence YOU have personally had in evaluating school programs, policies, and goals?

Very Satisfied _____ Satisfied _____ Moderately Sat _____ Somewhat Sat _____ Dissatisfied _____

- 3 b. How much do YOU know about the total program YOUR school has offered?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

- 4 c. How much should the people in the community be involved in evaluating and formulating school programs, policies, and goals?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

- 5 d. How well do YOU feel the faculty and students in the community work together to improve their educational system?

Very Well _____ Well _____ Moderately _____ Somewhat _____ Very Little _____

- 6 d. How well do YOU feel the faculty and people in the community work together to improve their educational system?

Very Well _____ Well _____ Moderately _____ Somewhat _____ Very Little _____

- 7 d. How well do YOU feel the students and the people in the community work together to improve their educational system?

Very Well _____ Well _____ Moderately _____ Somewhat _____ Very Little _____

- 8 f. How well do YOU think YOUR schools have satisfied the educational needs and interests of all of the people they have served?

Very Well _____ Well _____ Moderately _____ Somewhat _____ Very Little _____

9 h. How active do YOU feel community members have been in developing goals that they felt the school should try to follow?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

10 g. How much has the school system recognized, clarified, and offered for public discussion the important educational problems the school faced?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

11 i. How much do YOU feel that YOUR school system is in need of improvement?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

12 j. How much of an atmosphere of mutual respect and acceptance is there among faculty members and students?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

13 j. How much of an atmosphere of mutual respect and acceptance is there among administration and faculty?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

14 j. How much of an atmosphere of mutual respect and acceptance is there among students and community?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

15 j. How much of an atmosphere of mutual respect and acceptance is there among students and administration?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

16 j. How much of an atmosphere of mutual respect and acceptance is there among community members and faculty?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

17 j. How much of an atmosphere of mutual respect and acceptance is there among administration and community?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

18 k. How much do YOU feel that YOUR school system has used the resources of its staff and community in the past to provide the school's educational program?

Very Much _____ Much _____ Moderately _____ Somewhat _____ Very Little _____

19 1. How satisfied have YOU been with the quality of instruction in YOUR schools?

Very Satisfied ___ Satisfied ___ Moderately Sat ___ Somewhat Sat ___ Dissatisfied ___

20 m. How much do YOU feel that the school's facilities and equipment have provided for the school's educational program?

Very Much ___ Much ___ Moderately ___ Somewhat ___ Very Little ___

21 m. How much do YOU feel that YOUR school board has served the best interests of the student?

Very Much ___ Much ___ Moderately ___ Somewhat ___ Very Little ___

The following 1971 statement of what the purpose of the Three Forks Schools should be is one of the project outcomes developed by cooperating community members, faculty members, students, and board members working in the planning project.

The purpose of the schools is to provide each student with the opportunity and encouragement to develop an awareness and growth of his own potentials socially, emotionally, academically, physically, and professionally. Each student should be able to make and write his own goals, long range and immediate, in his life while he is in school and after he graduates. Education is a never-ending process of presenting people with many different ways of adjusting to and producing in a changing society. Each student should become aware of possible choices and he should become skilled in making choices suitable to his abilities. Each student should have an opportunity to recognize and practice thought skills, physical skills, and social skills. He should be helped to know how to learn new concepts. He should have an opportunity to grow in self-acceptance and independence from others. As much as possible, students should be responsible for what they learn.

In the school, there should be an atmosphere of mutual respect and acceptance among all persons in the school and community. The student should be satisfied that he has an opportunity to develop himself. The school system should be based on a structure of defined responsibilities for students, teachers, administrators, community members, and board members; those responsibilities should be periodically revised through the cooperative efforts of students, faculty, board, and community.

22-3. How much do you feel that this statement of purpose is one that you can support?

2

3

4

5

We need to know how you feel about the project. Your opinions will be reviewed by Title III officials in Helena who considers the success of the first year of three-year projects.

23-8. What would you say was the most valuable outcome of the total project this year?

24-P. What seemed to be the purpose of the first year of the project?

25-12. As a result of the Project, do you feel there have been changes in the:

Yes

No

Please comment:

Yes

No

Please comment:

Yes

No

Please comment:

26-11. How worthy is the Project of Federal Funding?

2

3

4

5

1

Please comment:

27-9. How successful has the project been during its first year?

Very Little

1

2

3

4

Very Much

5

Please comment:

28-14. How could the project be improved?

In the project, all person's concerns about education were considered and put together. Seven areas were named for study and resolution by task groups of people. The seven areas are listed below:

- A. Better Financing - Investigate Consolidation - Up-date Buildings, Facilities, and Equipment
- B. Need for Vo-Tech Education
- C. Expand the Program to Meet Individual Learning Needs and Interests - Develop a Broader, less competitive, P.E. Program - Decide Who Teaches Values
- D. Improve School-Community-Board Relationships - Define Student Freedom and Responsibility
- E. Emphasis on the Primary Grades - Get A Good Start in Kindergarten
- F. Adult Education Needs
- G. Maintain a Good Staff - Clarify Teacher Duties, Prerogatives, and Respect - Hire a Counselor for the Elementary and Secondary Levels - Investigate the Usefulness of Tenure

29-T. How many of your concerns are included in the seven areas?

1

2

3

4

5

None

Few

Some

Most

All

Please comment:

Please feel free to make any additional comments:

Appendix B

INFORMATION FOR EVALUATOR

March 8, 1971

1. Do you feel you are accepted at the meetings:

	VERY LITTLE				VERY MUCH
	1	2	3	4	5
a) by community members?					
b) by staff?					

2. When you speak, how much do you feel that your are listened to?

VERY LITTLE				VERY MUCH
1	2	3	4	5

3. How much do you feel that you are making a contribution to the meetings?

VERY LITTLE				VERY MUCH
1	2	3	4	5

4. How much do you feel that you are able to understand discussions of issues during meetings?

VERY LITTLE				VERY MUCH
1	2	3	4	5

5. What do you think is good about the meeting?
-

6. What about the meetings is not good?
-

7. After a meeting do you talk about what happened at the meetings?

a) to other students in the school?	yes _____	no _____
b) to your parents?	yes _____	no _____

8. If you have missed one or more meetings, please state why.
-

NAME _____

GRADE _____

Appendix C

March 24, 1971

PROGRESS EVALUATION

This is a mid-project progress evaluation. Please answer each question frankly, sign, and return in the enclosed addressed envelope by Tuesday. Someone will call to pick up questionnaires that have not been received by Tuesday.

Please feel free to comment after any question.

1. In your opinion, what is the purpose of the project?

2. Have you talked to anyone about the project?

Yes _____ No _____

3. Where are you getting your information?

Radio _____ Newspaper _____ Children _____ Neighbors _____ Project Partic _____ Meetings _____

4. What kind of feelings do people seem to have about the project?

Positive _____ Negative _____ Positive & Negative _____ Indifferent _____ Don't Know _____

5. How do you feel about the project yourself?

Positive _____ Negative _____ Positive & Negative _____ Indifferent _____ Don't Know _____

6. Are you familiar with how far the project has progressed?

Yes _____ No _____

7. At what stage is the project?

8. When you miss a meeting, do you feel you have missed something important?

Yes _____ No _____

Do you find out what happened? Yes _____ No _____

9. When you were unable to attend a meeting, would you please share the reasons that kept you away?

-
10. Do you feel that people who have not attended most of the meetings should be encouraged to attend future meetings and to work in task groups?

Yes _____ No _____

-
11. Can you see any differences since the project has started?

Yes _____ No _____ If yes, what?

-
12. What do you think is the purpose of the Advisory Committee?

-
13. Are you aware of the important workshop planned for April 2 and 3?

Yes _____ No _____

What seems to be its purpose?

-
14. Will it be possible for you to arrange your time so that you can attend this workshop?

Yes _____ No _____ I don't Know _____

(Please call 285-6830 if you find that you cannot attend. Sets of materials need to be prepared for each person.)

-
15. What would you especially like to see come out of the project?

The following question is for community members:

Would you like babysitting services to be provided during the project's Workshop?

Yes _____ No _____

If yes, indicate ages and number of children:

YOUR NAME: _____

- Check one: _____ Student Selected at Random
 _____ Student Volunteer
 _____ Faculty
 _____ Board Member
 _____ Community Member Selected at Random
 _____ Community Member Volunteer

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