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A STUDY OF THE CHANGES IN OPINIONS OF SCHOOL BOARD MEMBERS IN
OKLAHOMA ON SELECTED PRINCIPLES OF EDUCATION

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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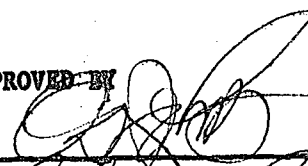
JOHN STEWART SHAW

Norman, Oklahoma

1964

A STUDY OF THE CHANGES IN OPINIONS OF SCHOOL BOARD MEMBERS IN
OKLAHOMA ON SELECTED PRINCIPLES OF EDUCATION

APPROVED BY



Glenn R. Snider

Mary Clare Petty

Claude Kelley

DISSERTATION COMMITTEE

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A STUDY OF THE CHANGES IN OPINIONS OF SCHOOL BOARD MEMBERS IN
OKLAHOMA ON SELECTED PRINCIPLES OF EDUCATION

CHAPTER I

INTRODUCTION

Background and Need

Since the circling of the globe by "Sputnik", deep public concern has placed increasing demands on public education in the United States. The public is now more fully aware that the future of the nation rests in considerable measure upon progress in science, mathematics and technology. Survival in this age may be based on science, but the building of a lasting peace will be determined by knowledge, abilities and insights of many kinds. Philosophers, historians, social scientists and students of language and literature must share with the scientists the promise of the future. Certainly every child in America should have an educational opportunity suited to his needs regardless of his ability, race or socio-economic background.

In America, education is closely bound to the wishes of the people who have traditionally regarded education as a means for improving themselves and their society. The period since World War II has seen great progress toward renewed public interest and participation in education. This interest has been stimulated by the pressing problems confronting the schools and the increased acknowledgment by educational

leaders that the support for public education is subject to the will of the people. The responsibility for the quality of education in any community lies with the representative of the people, the board of education.

An upsurge of public interest in the nation's schools is taking place throughout America. Seldom have so many people demonstrated keen and vital interest in the public schools, and seldom have the schools stood in greater need of public understanding and support.¹

The board of education, created by the authority and out of the responsibility of the state, is the only body representing the people for the control and operation of the local schools. The board of education in the role of representative of the people is in a position to do more than any other local agency or individual in determining what the schools of the community will be.

The quality of free public education depends to a large extent upon the degree of understanding, devotion and effectiveness with which the individual board member fulfills his responsibilities. It is the board of education that officially establishes the policies which determine within the limits of state regulations and the law, the quality and scope of the total educational program for any local school system.

Davies and Hosler write:

The opportunities and responsibilities involved are tremendous. The American people have placed heavy responsibility for the development of our most precious national resource, our children, squarely upon the shoulders of our school boards.²

¹American Association of School Administrators, Public Relations for America's Schools, Twenty-eighth Yearbook (Washington, D. C.: The Association, A Department of the National Education Association, 1950), p. 5.

²Davies, D. R., and Hosler, F. W., The Challenge of School Board Membership, (New York, Chartwell House Inc., 1949), p. 6.

The work of the individual board involves personal sacrifice and the acceptance of the idea that the board as a whole must crusade for better and better education. This board must also support its professional staff in its proposals for wider and better school services.

According to the Bureau of the United States Census the number of public school systems in the United States has been cut nearly 16,000 or 30 percent. This report shows 37,025 school systems in the school year 1961-62 as compared with 52,943 in 1956-57. This report further states that there are 15,427 systems that operate schools for fewer than 150 pupils and another 6,031 "non-operating" systems which reimburse adjacent districts to provide schooling for their children. These small units represent nearly 60 percent of all the school systems in the nation. At the other extreme, the 132 largest school systems, each with at least 25,000 pupils account for nearly 10 million of the 38 million students enrolled in public schools. Altogether seven-eighths of all school enrollment is found in 5,841 school systems.³

Because of consolidation the demands placed upon individual boards of education are increasing every day to a point where every board member must improve his service by knowing and accepting sound principles of education. Davis and Hosler write of the board member:

He needs to see himself and his board in the total setting. Somehow he must gain a perspective which will give him direction, which will guide his decisions even when seemingly bogged down by the detailed problems of his local situation.⁴

³Bureau of United States Census, Reported in American School Board Journal, (William C. Bruce, Editor, Bruce Publishing Co., Milwaukee, August, 1962, Vol. 142, No. 2), p. 4.

⁴Davies and Hosler, op. cit., p. 1.

The board member must be able to see the relationship between his actions as a board member in the local community and the social, economic and political welfare of the community, state and nation. Therefore the quality of his service depends upon his awareness of the significance of his duties and responsibilities. Also, he must realize that he has a continuing responsibility to take the initiative in promoting improvements in educational opportunities for children.

Since attitudes and opinions may and often do change, it can be assumed that through the activities of state school board's associations and other agencies attitudes of board members may be changed toward more complete agreement with and acceptance of sound principles in public education. Because of the increasing responsibilities placed upon board members and due to the growing complexity of the problems of public education, it is believed that a need exists for such a study as the one here reported.

Purpose of Study

The purpose of this study was to determine the extent to which board members opinions have changed since the study by Johnston in 1953.⁵ The results of this study should be of value to school boards' associations as well as superintendents in planning in-service programs for individual board members or boards as a whole.

The Problem

The problem of this study may be stated in the form of a question:

⁵Johnston, Thadeus C., "Opinions of School Board Members in Oklahoma Concerning Certain Selected Principles of Education," (Unpublished Dissertation, University of Oklahoma, Norman, 1953).

What changes in opinions or attitudes of Oklahoma school board members have occurred on selected principles of education in the past ten years?

This problem will involve finding answers to the following subquestions:

- A. What relationships existed among board members when classified as to occupation, formal education and length of service, with reference to their opinions or attitudes on selected principles of education?
- B. How did these relationships differ from those held by the same groups in 1953?
- C. What were the opinions or attitudes of Oklahoma board members in 1963 on selected principles of education?
- D. How did these opinions or attitudes differ from those reported in Johnston's study in 1953?

Delimitations of the Problem. This study was limited to the data received from the responses obtained from 400 board members in the independent school districts of Oklahoma to a questionnaire asking their opinions on the selected principles of education.

Definition of Terms

For the purposes of the study the following definitions were used:

Accepted Principles: The generalizations, accepted in education, which have been derived from experience, research, observation and logical deduction, and have served as guides to conduct or procedures.

Length of Service: The total number of years which the individual board member has served on a board of education.

Opinion: For the purpose of this study "opinion" was used synonymously with "attitude" to express the feeling or belief of the respondents as expressed on the questionnaire.

Droba states, "An opinion is one of the best ways of expressing attitudes. It may not be a perfect index but is a consistent one."⁶ According to Thurstone, an Opinion means a verbal expression of an attitude and that opinion symbolizes an attitude.⁷ He used "opinion" in his studies as a working basis on the assumption that it is a vehicle through which one may measure attitudes.

Nature and Source of Data

The primary data in this study have come from the responses of board members to the questionnaire on which accepted principles of education were stated. The names and addresses of these board members were taken from the current list of Oklahoma school board members, obtained from the Oklahoma State Department of Education.

Method of Research

Type of Research. As the normative survey method of research was used in the previous study, this study used the same method. This method was best suited to the nature of the problem and the data desired.⁸

Research Design and Procedure. The questionnaire used in this study was divided into five areas: (1) Business and Finance, (2) Curriculum, (3) Personnel, (4) Public Relations, and (5) Miscellaneous. These areas include most of the important elements of the duties, responsibilities and functions of school boards. Since this study was a follow-up of an earlier

⁶Droba, D. C., "The Nature of Attitudes," Journal of Social Psychology, Vol. IV, 1933, pp. 444-463.

⁷Thurstone, L. L., The Measurement of Attitudes, (Chicago, The University of Chicago Press, 1929).

⁸Good, C. F., Barr, A. S., and Scates, D. E., The Methodology of Educational Research, (New York, Appleton-Century-Crofts, Inc., 1941), p. 289.

study in which only independent school districts were used, it was necessary to limit this study to the same type.

Also, since this study was concerned with the extent to which board members opinions have changed in the past ten years, as to agreement or disagreement with selected principles, the same questionnaire as used in the earlier study was used. In addition to these items, other principles or issues were developed and added under the heading of "Miscellaneous."

This questionnaire included a horizontal scale on which the respondents indicated whether they (A) fully agreed, (B) agreed more than disagreed but disagreed some, (C) disagreed more than agreed but agreed some and, (D) fully disagreed. These four degrees of opinion were used because it has been established that attitudes rarely if ever occur as a dichotomy of "yes" or "no".⁹ Each board member selected was requested to circle the scale opposite each item as an expression of his opinion on the stated principle or statement.

The names and addresses of all board members serving the independent school districts of Oklahoma were obtained from the Oklahoma State Department of Education. To insure each board member an equal chance of being selected in the sample, Dixon and Massey's Table of Random Numbers was used.¹⁰ Lindquist says of this technique, "A more certain and more convenient procedure (of random selection) is to make

⁹Thurstone, L. L., "Attitudes Can Be Measured," American Journal of Sociology, Vol. XXXIII, 1928, pp. 529-554.

¹⁰Dixon, Wilfrid J., and Massey, Frank J. Jr., Introduction to Statistical Analysis, (New York, McGraw-Hill Book Co. Inc., 1957), pp. 366-370.

use of a table of 'random numbers'.¹¹ These names and addresses of the board members from 505 independent school districts were numbered, and using the table of random numbers indicated above, 400 board members were selected. The distribution of these board members is shown in Table I. Of the total 505 independent school districts, 303 were represented by one or more board members. Three weeks from the date of mailing the questionnaire, a follow-up post card was sent for the purpose of obtaining additional responses. Two weeks later a second card was mailed as a last reminder of the questionnaire and the study. Of the 400 board members who received questionnaires, 216 which represented 54 percent returned the questionnaire.

To determine whether the data were sufficient for statistical analysis and to determine whether additional data would probably alter or change the means of the data, numerical values of 4, 3, 2, and 1 were assigned to the responses A, B, C, and D, respectively as the questionnaires were returned. Means of the responses to each of the four degrees of opinion were computed for each twenty questionnaires as they were received. By determining the precise estimate of the mean of the unknown population, the standard error of this mean from the first twenty questionnaires received and the extent to which the sample means deviated from the value of the population mean, it was found that all means obtained from the data were within the standard error of the estimated mean. It was assumed, therefore, that in all probability further sampling would not alter or change the data.

¹¹Lindquist, E. F., Statistical Analysis in Educational Research, (New York, Houghton Mifflin Co., 1940), p. 25.

TABLE I
NUMBER OF INDEPENDENT SCHOOL DISTRICTS, NUMBER OF SUCH DISTRICTS REPRESENTED, AND NUMBER OF BOARD MEMBERS IN EACH COUNTY WHO WERE SELECTED FOR THE STUDY

County	Number of Independent Districts		Number of Board Members	
	in County	Repre- sented	in County	Repre- sented
Adair	4	3	5	4
Alfalfa	6	3	5	3
Atoka	4	2	4	2
Beaver	4	2	8	5
Beckham	6	2	9	5
Blaine	6	3	9	6
Bryan	11	4	7	4
Caddo	15	6	3	3
Canadian	5	3	5	2
Carter	10	5	3	3
Cherokee	2	2	4	3
Choctaw	5	3	9	5
Cimarron	2	2	8	6
Cleveland	4	3	4	3
Coal	3	2	7	3
Comanche	8	4	6	4
Cotton	3	2	6	3
Craig	6	2	8	5
Creek	11	5	4	2
Custer	7	3	13	8
Delaware			5	4
Dewey			5	3
Ellis			4	2
Garfield			8	5
Garvin			9	5
Grady			9	6
Grant			7	4
Greer			3	3
Harmon			5	2
Harper			3	3
Haskell			4	3
Hughes			9	5
Jackson			8	6
Jefferson			4	3
Johnston			7	3
Kay			6	4
Kingfisher			6	3
Kiowa			8	5
Latimer			4	2
LeFlore			13	8

TABLE I - Continued

County	Number of Independent Districts		Number of Board Members		County	Number of Independent Districts		Number of Board Members	
	In County	Repre- sented	Repre- sented	Repre- sented		In County	Repre- sented	Repre- sented	
Lincoln	9	6	8	6	Payne	6	4	5	5
Logan	5	4	5	11	Pittsburg	11	7	9	9
Love	4	3	4	8	Pontatoc	8	6	8	8
Major	4	3	4	12	Pottowatomie	12	5	6	6
Marshall	2	2	3	6	Pushmataha	6	3	4	4
Mayes	6	4	6	2	Roger Mills	2	2	3	3
McClain	6	4	4	7	Rogers	7	4	5	5
McCurtain	8	5	7	12	Seminole	12	4	6	6
McIntosh	6	3	4	7	Sequoyah	7	5	7	7
Murray	2	2	3	9	Stephens	9	5	6	6
Muskogee	11	8	10	6	Texas	6	5	6	6
Noble	6	4	6	6	Tillman	6	3	4	4
Nowata	5	4	5	12	Tulsa	12	8	11	11
Okfuskee	8	4	5	4	Wagoner	4	3	5	5
Oklahoma	13	10	13	5	Washington	5	3	3	3
Okmulgee	9	5	7	9	Washita	9	6	8	8
Osage	10	6	8	4	Woods	4	2	3	3
Ottawa	7	5	7	5	Woodward	5	3	4	4
Pawnee	4	3	4						
Totals	505	303	400						

Each of the chosen board members was asked to circle only one of the four degrees of agreement or disagreement. These responses were then tallied for each item and only numbers and percentages were used to show the changes between occupation, formal education and length of service, and agreement or disagreement with the principles. It is believed that the use of numbers and percentages only was adequate for the purpose, condition and nature of the study. In the comparisons of these numbers and percentages, if there were any differences between opinions expressed in 1953 with those in this study, they could be more easily seen.

Review of Related Literature

The significance of the position of a board member may be seen to some extent through a brief review of some of the studies that have been made. This should help clarify the purpose of the present study.

The studies concerning boards of education have generally been either status studies or analytical studies. The status studies have attempted to show the socio-economic composition of school boards, whereas the analytical studies have been concerned with relationships of sets of variables regarding school board members. The analytical studies attempted to ascertain the type of person best qualified for board membership. This was done by establishing criteria which distinguished between highly qualified board members and less qualified board members and then by determining the particular characteristics which were peculiar to each group.

Some earlier studies of boards of education have been used for guides for later studies. The more significant ones of this nature were

those by Nearing,¹² Struble,¹³ Counts,¹⁴ Ludeman,¹⁵ Arnett,¹⁶ and Cope.¹⁷ It can be noted that these studies all dealt with the compositions or characteristics of school boards and their members.

Two rather comprehensive studies were made by the Research Division of the National Education Association in 1946 and 1949.¹⁸ The first study was concerned with the composition of school boards and the practices employed by these boards while the latter was concerned with the fiscal relationships that existed between school boards and municipal governments.

Pittman¹⁹ determined the socio-economic factors to be used in his study largely from studies by Struble²⁰ and by Cooke and Cope.²¹

¹²Nearing, Scott, "Who's Who on Boards of Education", School and Society, Vol. 5, January 1917, pp. 89-90.

¹³Struble, George D., "A Study of School Board Personnel", American School Board Journal, Vol. 65, October 1922, p. 48.

¹⁴Counts, George S., The Social Composition of Board of Education, (Chicago, Illinois, The University of Chicago, 1927).

¹⁵Ludeman, W. W., "Study of School Boards", American School Board Journal, Vol. 78, February 1929, p. 38.

¹⁶Arnett, Claude E., Social Beliefs and Attitudes of American School Board Members, (Emporia, Kansas, Emporia Gazette Press, 1932).

¹⁷Cope, Quill E., "Personal Characteristics of the Best County School Board Members", (Unpublished Master's Thesis, George Peabody College for Teachers, 1936).

¹⁸"Status and Practices of Boards of Education", National Education Association, Research Bulletin, Vol. 24, April 1946, pp. 48-83, and "Fiscal Authority of City School Boards", National Education Association Research Bulletin, Vol. 28, April 1950, pp. 47-78.

¹⁹Pittman, Francis W. Jr., "The Relationships of the Effectiveness of School Board Members to Certain Socio-Economic Factors", (Unpublished Dissertation, Oklahoma State University, Stillwater, Oklahoma, 1957).

²⁰Struble, op. cit.

²¹Cooke, Dennis H., and Cope, Quill E., "He is a Good Board Member", Nation's Schools, Vol. 21, June 1938, pp. 31-33.

In this study a check list was developed primarily from the one used by Reeves.²² Each point on the check list was weighted in numerical value in proportion to the number of authors in the literature who held that point important in rating a board member's effectiveness. The scores of effectiveness were divided into four categories: very high, high, low and very low. Finally the scores were associated with their counterparts in the socio-economic classes.

Michael's²³ study made at the University of Michigan was to determine whether working class and middle class opinion leaders held significantly different attitudes toward certain educational issues and whether either group's attitudes differed significantly from those of middle class school board members. It also included a study of the social composition of school boards in sixty-three Michigan cities. The findings of the attitude study revealed no significant differences between middle class and working class opinion leaders regarding the school's purposes. The conclusion drawn from his study was that the control of the formulation of educational policies was largely vested in persons of the same social class; there was little evidence of substantial differences in the educational attitudes of the working class and the middle class.

²²Reeves, Claude E., School Boards: Their Status, Functions and Activities, (New York: Prentice-Hall, Inc., 1954), pp. 337-350.

²³Michael, Calvin Bruce, "Social Class and Educational Attitudes: A Study of Their Relationship and of the Social Composition of Boards of Education in Michigan Cities Above 10,000 Population", (Unpublished Dissertation, University of Michigan, 1961).

Proudfoot²⁴ at the University of Oregon designed his study to determine if selected variables concerning the socio-economic status of "High Influence" members of the school board and their attitudes toward certain common problems frequently confronting school boards were different from those of "Low Influence" board members. When occupation, education, and income were accepted as adequate indices of socio-economic status of 98 school board members, differences, acceptable at between the .1 and .01 levels of confidence, were found between the socio-economic status of "High Influence" and "Low Influence" school board members. He found significant differences between the patterns of responses for "High Influence" and "Low Influence" school board members in four of the ten problem situations presented. The school board members toward the upper limits of the occupational hierarchy and those who had attained a higher level of education along with having higher annual incomes tended to have more favorable attitudes toward: (1) merit increments for superior teachers, (2) hiring only those teachers who hold a university degree, (3) the shop and home economics portions of the school program and (4) the Province's school support fund.

There were two studies in Indiana which compiled information concerning school boards and their operation and provided an impetus for an action program to improve board functioning. The first, by

²⁴Proudfoot, Alexander J., "A Study of the Socio-Economic Status of Influential School Board Members in Alberta as Related to Their Attitudes Toward Certain Common Problems Confronting School Boards," (Unpublished Dissertation, University of Oregon, 1962).

Brubaker²⁵, evaluated the operation of Indiana school boards and analyzed socio-economic status of board members. The companion study²⁶ was a compilation of the beliefs of board members on a variety of school issues. These studies supplied evidence of a wide range in the way boards and administrators conceived of their operational relationships. Board members themselves believed that school board members should be willing to give freely of their time to the community as a whole for the purpose of providing educational programs that would train better citizens. They believed that local leadership must assume the responsibility for any failure to meet the needs of youth. Generally, they were willing to abandon the use of standing school board committees and to select all personnel only on the basis of nomination by their executive officer.

Barnhart²⁷ developed a set of critical incidents for board members in his study. These critical incidents were determined by polling both board members and superintendents to ascertain what incidents were of primary importance in determining effective or ineffective school board participation. These critical incidents were then grouped in the six major categories of board unity, leadership, executive relations, personal relations, staff and group relations,

²⁵Brubaker, M. Bruce, "An Evaluation of the Operation of Indiana School Boards and an Investigation of Related Areas", (Unpublished Dissertation, Indiana University, 1952).

²⁶Stapley, Maurice E., "Attitudes and Opinions of School Board Members in Indiana Cities and Towns", Bulletin of the School of Education, Indiana University, Vol. 27, No. 2, (Bloomington, Indiana, Indiana University, 1951).

²⁷Barnhart, Richard E., "The Critical Requirements for School Board Membership", (Unpublished Dissertation, Indiana University, 1952).

and courage and principle. Then a statistical analysis was made to determine significant relationships. Some of the results of that analysis were: (1) board members with four years of college or more were involved in a larger proportion of effective than ineffective incidents, (2) members of professions were involved in a large proportion of effective incidents, and businessmen were about equal in the number of effective and ineffective incidents, (3) board members with less than one year of service were involved in more ineffective incidents, (4) there was little relationship between age and successful board service up to the point of sixty years, (5) there was a slight trend in favor of board members who had children in school, and (6) there seemed to be no relationship between sex and effectiveness.

Whalen²⁸ used the critical incidents developed by Barnhart²⁹ to check the effectiveness of elected and appointed members. He concluded that appointed members, when judged by the critical incident scale, were more effective than elected board members. However, he suggested that since most of the members polled had been appointed the results might have been different had the opposite been true.

Stapley in reviewing the studies by Whalen³⁰ and Barnhart³¹ reported above, concerning the effectiveness of school boards and school board members, reached the following conclusions:

²⁸Whalen, Richard E. Jr., "Effectiveness of Elected and Appointed School Board Members," (Unpublished Dissertation, Indiana University, 1953).

²⁹Barnhart, op. cit.

³⁰Whalen, op. cit.

³¹Barnhart, op. cit.

In general, effectiveness increases with experience through the first six years of board membership. The amount of formal education which a member possesses, his own economic success in private life, and the amount of time he can devote to public service are closely related to successful board membership.

Sex, parenthood and age, all widely used criteria for school board membership, seem to have little relationship to effectiveness. Little evidence of systematic methods of orientation and in-service training of board members was found. Boards which operate from established written policies and boards that send their members to educational gatherings, such as the meetings of associations of school boards, have achieved greater effectiveness.³²

Conley³³ in a study of boards of education in the southern region investigated the composition of local boards of education in ten selected states in the southern region and the beliefs and attitudes held by board members in the areas of finance, curriculum, methods of selection of board members, board-superintendent relationships, personnel, public relations, and board procedure and practice. He found the only variable in which significant differences in the responses of the board members were consistently found was the variable which noted the board members' participation, or lack of participation, in an in-service or orientation program. Those board members who had participated in an in-service or orientation program reacted significantly more favorably toward six of the seven areas tested than those board members who had not participated in an in-service or orientation program. On the basis of this evidence he concluded that national, regional and state school board associations should consider placing more emphasis on in-service or orientation programs designed for local school boards.

³²Stapley, Maurice E., School Board Studies, (Chicago, University of Chicago, 1957), p. 30.

³³Conley, Billy Lee, "A Study of Boards of Education in the Southern Region", (Unpublished Dissertation, George Peabody College for Teachers, 1962).

McLain³⁴ sought to determine whether there was a relationship between administrative tenure and the attitude of administrators and school board members toward authority. He concluded that there was a significant relationship between authoritarianism and administrative tenure. An authoritarian administrator was likely to attain long tenure, and the equalitarian administrator was likely to attain long tenure if he was working with an equalitarian school board but was likely to attain short tenure if he was working with an authoritarian school board. Any generalizations from these data, however, should be made with caution due to the low percentage (45) of returns of the questionnaire.

A study similar to the one reported here was that by Paschal³⁵ who was concerned with reporting attitudes and opinions held by Alabama school board members with regard to some of the fundamental and more vital educational issues in American life today. It was also concerned with the variables: geographical areas of residence, sex, age, gross income, experience on school boards, and occupational status. No effort was made to account for the attitudinal characteristics of school board members. He discovered that ninety-five percent of the board members who participated in this study were males. The median number of years of service on a school board was 5 to 6 years, and the median age was from 45 to 49 years. The median gross income of Alabama school board members was more than 10,000 dollars. Forty-eight percent of the Alabama school board

³⁴McLain, John David, "Relationship Between Administrative Tenure and Attitude of Administrators and School Board Members Toward Authority", (Unpublished Dissertation, University of Oregon, 1962).

³⁵Paschal, Billy J., "Opinions of Members of Boards of Education in Alabama on Certain Selected Issues During 1961", (Unpublished Dissertation, University of Alabama, 1962).

members were engaged in business; 26 percent in skilled occupations; and 16 percent in professional occupations. He concluded that the opinions of Alabama school board members appear to be in harmony with generally accepted educational theory and practice.

In a study concerning communication of school board members, Burchfiel³⁶ discovered that the lay public most frequently initiated communication with school board members in an attempt to secure information on school board policies. The school board members initiated communication with the lay public most frequently in an attempt to secure the opinions of people about school problems. He also found that 89 percent of the board members indicated that they had sufficient information about school finance, business practices, and school personnel, while 70 percent of board members indicated that they were sufficiently informed about the school curriculum.

A review of the Education Index from June, 1950 to June, 1960, revealed the following distribution of 236 articles concerning boards of education: meetings and procedure, 45; community relationships, 30; personnel, 25; board-superintendent relationships, 24; policies, 21; qualifications and elections, 21; in-service and orientation procedures, 20; curriculum, 18; finance, 15; plant, 9; and professional associations, 8.

No study was found that dealt with the changes in opinions of board members concerning public education, or with the relationships of such changes to characteristics possessed by them.

³⁶Burchfiel, Alvin G., "An Analysis of the Communication of School Board Members with School Personnel and the Lay Public", (Unpublished Dissertation, University of Tennessee, 1962).

Organization of the Report

The report of this study is divided into five Chapters.

Chapter I is devoted to background and need, purpose, the problem, definition of terms, nature and source of data, method of research, review of related literature and the organization of the report.

The data concerning the characteristics of board members in 1963 as compared with 1953, and their opinions on selected principles of education in 1963 as compared with opinions held in 1953 are presented in Chapter II. Comparisons were made of opinions as to agreement or disagreement with selected principles of education as a whole and for each of five areas, among board members when grouped according to occupations, formal education and years of service on a board of education.

Chapter III is concerned with the opinions of board members in 1963 as compared with 1953 on each of the sixty selected principles of education common to both studies and with opinions held by board members in 1963 on fifteen additional principles.

Chapter IV constitutes an extension and review of the findings reported in Chapters II and III.

Chapter V is devoted to a summary of the findings, and conclusions drawn from the study.

CHAPTER II

COMPARISON OF CHARACTERISTICS AND OPINIONS OF BOARD

MEMBERS AS TO SELECTED ITEMS

The purpose of this chapter was to show the comparisons between Johnston's study¹ and this study as to school board members' occupations, levels of formal education or schooling, lengths of service on a board of education and agreement or disagreement with selected principles of education.

The term "occupation" in this study was used to designate the skill or type of work which the board members reported as their means of earning a livelihood. "Formal education" was used synonymously with "schooling" to designate the grade or year of elementary, high school or college completed. The "length of service" was interpreted to mean the total number of years which board members reported that they had served on one or more boards of education.

Characteristics of Board Members in Oklahoma

Table 2 shows the distribution and comparison by number and percent of the board members in 1963 with those in 1953² in the ten reported occupational areas. Since the occupational classifications

¹Johnston, op. cit.

²Ibid, pp. 34-35.

TABLE 2

BOARD MEMBERS IN OKLAHOMA GROUPED IN 1963 AND 1953
BY OCCUPATIONS

OCCUPATIONS	BOARD MEMBERS 1963		BOARD MEMBERS 1953	
	Number	Percent	Number	Percent
Professional, technical and kindred workers	35	16.2	19	9
Farmers and farm managers	74	34.3	114	56
Managers, officials and proprietors, except farm	32	14.8	27	13
Clerical and kindred workers	8	3.7	6	3
Sales workers	15	6.9	5	3
Craftsmen, foremen and kindred workers	16	7.4	16	8
Operatives and kindred workers	9	4.2	7	4
Private household workers	0	0	0	0
Service workers, except private household	10	4.6	1	0
Farm laborers and farm foremen	0	0	0	0
Laborers, except farm and mine	12	5.6	5	3
Housewives	5	2.3	3	1
All Respondents	216	100.0	203	100

used in the present study were the same as those used in Johnston's study in 1953, comparisons were made between the two by percentage distributions.

It is noted that none of the board members responding in either study classified themselves as private household workers or farm laborers. It is interesting to note that the greatest change in occupations was in the classification of farmers and farm managers, with 56 percent of board members listed in this category in 1953³ as compared with 34.3 percent in 1963. In the professional and technical occupations the change was from 9 percent in 1953⁴ to 16.2 percent in 1963. Other occupations showing increases were: sales workers, service workers, laborers and housewives. Attention is called to the differences in ranges in the two studies: a range of 1 percent to 56 percent in 1953⁵ and from 2.3 percent to 34.3 percent in 1963. In both studies the lowest and highest percentages respectively occurred in the occupations of housewives, and farmers and farm managers.

Table 3 shows the comparison by number and percent of the board members in 1963 with those in 1953⁶ by levels of formal education. Attention is called to the differences in percentages between the two studies. As can be noted the range of those in 1953 was from 7 percent in the groups which completed college and more than 16 years of education to 26 percent

³Ibid., pp. 34-35.

⁴Ibid.

⁵Ibid.

⁶Ibid, pp. 36-37.

TABLE 3
BOARD MEMBERS IN OKLAHOMA GROUPED IN 1963 AND 1953
BY LEVELS OF FORMAL EDUCATION

GRADES COMPLETED	1963		1953	
	Number	Percent	Number	Percent
Elementary school, grades 1 through 7	4	1.9	17	8
Completed elementary school, grade 8	19	8.8	43	20
Highschool, grades 9 through 11	14	6.5	38	19
Completed highschool, grade 12	86	39.7	52	26
College, grades 13 through 15	38	17.6	27	13
Completed college, grade 16	29	13.4	13	7
Completed more than 16th grade	26	12.1	13	7
All Respondents	216	100.0	203	100

in the group which completed high school education.⁷ In 1963 the range was from 1.9 percent with seventh grade education or less to 39.7 percent with a high school education. It is interesting to note further that when the totals of those who completed the first eight grades are examined that in 1953⁸ 28 percent reported having a formal education of eight years or less, as compared with 10.7 percent in 1963. At the other extreme in 1953⁹ 14 percent responded that they had received sixteen or more years of education, while in 1963, 25.5 percent stated that they had received the same education. In examining these data further it can be noted that in 1963, 43.1 percent of the board members responding had received an education beyond the twelfth grade, while in 1953 this same group was represented by 27 percent.¹⁰ The median grade level reported in 1953 was 11.5 years¹¹ while in 1963 this median was 13 years. The range in the grade completed in 1953 was from the third to the twentieth while in 1963 the range was from the second to the twentieth.¹² Although the ranges in the two studies were similar the levels of schooling in the 1963 study were markedly higher than those reported in 1953.

The comparisons of years of service on a board of education are presented in Table 4. The range reported in 1953 was from one to fifty

⁷Ibid.

⁸Ibid.

⁹Ibid.

¹⁰Ibid, pp. 36-37.

¹¹Ibid.

¹²Ibid.

TABLE 4
BOARD MEMBERS IN OKLAHOMA GROUPED IN 1963 AND 1953
BY YEARS OF SERVICE ON A BOARD OF EDUCATION

YEARS OF SERVICE	1963		1953	
	Number	Percent	Number	Percent
1 through 5	116	53.7	75	38
6 through 10	66	30.6	93	46
11 through 15	17	7.8	23	11
16 through 20	13	6.1	5	2
21 through 25	2	.9	5	2
26 and over	2	.9	2	1
All Respondents	216	100.0	203	100

years,¹³ while in 1963 the range was from one-half to forty-one years. The medians of the years of service in the two studies were similar, with the 1953 group having a median of 6.9 years,¹⁴ as compared with 6.5 years for the 1963 group. The classifications for years of service as presented in this table were grouped according to the normal terms of office of board members, which in Oklahoma was five years. The data presented in Table 4 show that the greatest changes have occurred for the groups which reported between one and five years of service and between six and ten years. For those who reported one through five years service the 1963 group reported 53.7 percent which was an increase of 15.7 percentage points over the 38 percent reported in 1953.¹⁵ This was followed closely by the decrease of 15.4 percentage points in 1963 for those who reported between six and ten years of service. It is interesting to note the differences in the other classifications, particularly the greater percent in 1963 serving their fourth term or more.

In looking again at Tables 2, 3 and 4 it can be noted that the characteristics of board members in Oklahoma have changed. This change was first noted in the occupations where the percent of farmers had decreased and the percent of professional and technical people had increased. Along with these changes it is noted also that the number of years of formal education had increased markedly. From Table 4 it can be inferred that more board members were serving their first term of office in 1963. From these data one might generalize that the 1963 board

¹³Ibid, p. 37.

¹⁴Ibid.

¹⁵Ibid, p. 38.

member when compared with his counterpart in 1953 was younger in terms of length of service, had more formal education, and was more likely to be engaged in professional, technical, sales, and service occupations.

Opinions of Board Members when Grouped by
Characteristics on Sixty Principles of Education

Comparisons in the tables immediately following are shown in terms of percentages of the total responses to the principles, with respondents grouped according to characteristics. In each case the percent of the responses in 1963 was compared with the findings in 1953.

Table 5 shows the comparisons of the degree of agreement as reported by board members in 1963 and in 1953 grouped according to occupations, on the sixty principles which were common to both studies. The range of responses in the present study of "fully agree" was from 58 percent by laborers to 77 percent for those who listed occupations that are classified as operatives. In the 1953 study the range was from 63 percent by service workers to 85 percent by sales workers.¹⁶ It is noted that the percent of responses by laborers was the lowest of all occupational groups on "fully agree" and highest on "agree more than disagree"; 8 percent of this same group indicated "disagree more than agree" and 6 percent "fully disagree". It is further noted that by occupations all but three, clerical workers, operatives and service workers, were below the 1953 figures in percentages responding on "fully agree". These same three occupations were also below the 1953 figures on "agree more than disagree" and "disagree more than agree." However these occupations showed increases on "fully disagree". It can be seen

¹⁶Ibid, p. 42.

TABLE 5

RESPONSES TO SIXTY PRINCIPLES OF EDUCATION BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY OCCUPATIONS

Occupations	A		B		C		D	
	Fully Agree Percent 1963	1953	Agree More Than Disagree Percent 1963	1953	Disagree More Than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953
Professional, technical	69	81	22	12	5	4	4	3
Farmers, farm managers	65	74	25	17	6	5	4	4
Managers, officials	67	74	25	17	5	6	3	3
Clerical workers	74	74	15	17	5	6	6	3
Sales workers	67	85	23	7	5	4	4	4
Craftsmen	72	81	19	12	4	4	5	3
Operatives	77	72	14	18	5	7	4	3
Private household workers	0	0	0	0	0	0	0	0
Service workers	67	63	25	28	5	9	3	0
Farm laborers	0	0	0	0	0	0	0	0
Laborers, except farm and mine	58	70	28	16	8	9	6	5
Housewives	66	72	26	16	7	7	1	5
All Respondents	67.2	75.7	23.2	15.7	5.7	5.1	3.9	3.5

that the decreases in percentages for the other occupations on "fully agree" was absorbed on "agree more than disagree". When the percentages for all respondents were compared it appeared that board members in 1963 were more hesitant to "fully agree" and tended to be more conservative than did the board members in 1953.

A comparison of reported degrees of agreement with reported levels of formal education of board members is shown in Table 6. The range on "fully agree" was from 63 percent by those board members who reported having completed college to 74 percent by those who reported less than an eighth grade education. It is noted that the lowest percent on "fully agree" in both studies was identified with the group completing four years of college.¹⁷ The highest percent in 1953 on "fully agree" was with those who reported the completion of the eighth grade.¹⁸ It can be noted that the board members reporting that they had completed the thirteenth grade or higher showed a greater degree of disagreement than the other groups. The greatest changes in percentages on "fully agree" were in the three groups which reported between thirteen and fifteen years of schooling, four years of college and more than sixteen years of education. These same three groups had the greatest percent of increase on "agree more than disagree". Therefore it appears that board members who had thirteen or more years of formal education were more hesitant to "fully agree" and thus tended to be more conservative than did the board members in 1953.

¹⁷Ibid, p. 43.

¹⁸Ibid, p. 44.

TABLE 6

RESPONSES TO SIXTY PRINCIPLES OF EDUCATION BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY LEVELS OF EDUCATION

School Grade Completed	A		B		C		D	
	Fully Agree Percent 1963	Fully Agree Percent 1953	Agree More Than Disagree Percent 1963	Agree More Than Disagree Percent 1953	Disagree More Than Agree Percent 1963	Disagree More Than Agree Percent 1953	Fully Disagree Percent 1963	Fully Disagree Percent 1953
1 through 7	74	77	20	13	4	6	2	4
8	70	78	21	15	6	4	3	3
9 through 11	71	76	20	16	6	5	3	3
12	69	74	21	17	5	5	5	4
13 through 15	65	75	25	15	6	6	4	4
16	63	72	28	17	6	7	3	4
Over 16	66	77	25	17	5	4	4	2
All Respondents	67.2	75.7	23.2	15.7	5.7	5.1	3.9	3.5

Table 7 shows a comparison of reported degrees of agreement by reported years of service on a board of education. The ranges of responses in 1963 on "fully agree" were from 33 percent by those reporting twenty-one to twenty-five years of service to 79 percent by those reporting sixteen to twenty years. This later group, sixteen to twenty years of service, was also the highest group on "fully agree" in the 1953 study.¹⁹ It is interesting to note that the group reporting twenty-one to twenty-five years reflected the greatest change on "fully agree", and on "agree more than disagree". Another change which should be pointed out on "fully agree" was the decrease from 76 percent in 1953 to 63 percent in 1963 for the group reporting from six to ten years of service. The only group increasing in percentage of responses on "fully agree" was that reporting twenty-six years or more of service, from 63 percent in 1953 to 76 percent in 1963. These same three groups showed the greatest changes on "agree more than disagree", where the twenty-one through twenty-five years group increased 39 percentage points over the 1953 response, the group reporting six through ten years of service increased 12 percentage points over the same group in 1953, and the last group, twenty-six or more, decreased 11 percentage points from the 1953 group. This twenty-six years or over group had the greatest change on "fully disagree" than any of the other groups, decreasing from 4 percent in 1953 to 1 percent in 1963. Again it is noted that the percentages of responses of disagreement were higher in 1963 for all respondents than they were in 1953.²⁰

¹⁹Ibid.

²⁰Ibid.

TABLE 7

RESPONSES TO SIXTY PRINCIPLES OF EDUCATION BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY YEARS OF SERVICE

Years of Service	A		B		C		D	
	Fully Agree Percent 1963	1953	Agree More Than Disagree Percent 1963	1953	Disagree More Than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953
1 through 5	68	75	22	15	6	6	4	4
6 through 10	63	76	27	15	6	5	4	4
11 through 15	73	78	21	17	4	3	2	2
16 through 20	79	80	17	14	2	2	2	4
21 through 25	33	73	54	15	9	8	4	4
26 or over	76	63	22	33	1	0	1	4
All Respondents	67.2	75.7	23.2	15.7	5.7	5.1	3.9	3.5

Opinions of Board Members When Grouped by Characteristics
on Fifteen Principles of School Business and Finance

The comparisons by percents of responses of board members grouped by occupations in 1963 with those in 1953 on fifteen principles of SCHOOL BUSINESS AND FINANCE are shown in Table 8. It was evident that board members grouped by occupations tended to decrease in percent in 1963 when compared with 1953 on "fully agree" and increase on "agree more than disagree".²¹ The range in 1963 on "fully agree" was from 43 percent by laborers to 64 percent by craftsmen. This range compared with 59 percent by clerical workers to 81 percent by sales workers in 1953.²² The greatest change on the "fully disagree" response was in the increase by clerical workers, operatives and service workers; also it is interesting to note the decrease in the housewives' responses in this category. The range on the "fully disagree" response was from 1 percent for housewives to 11 percent for both clerical workers and laborers. Other changes to which attention should be called, occurred on "fully agree" and "agree more than disagree". On "fully agree" the greatest changes in percentages of responses occurred for sales workers and laborers. On the "agree more than disagree" choice the largest change took place with those listing their occupations as housewives and sales workers. The housewives increased on this choice 24 percentage points over their counterparts in 1953, and sales workers increased 22 percentage points. Changes in other degrees of opinions should also be noted in Table 8. When the percentages of all respondents were compared the 1963 group reported 57.2 percent on

²¹Ibid, p. 47.

²²Ibid, p. 47.

TABLE 8

RESPONSES TO FIFTEEN PRINCIPLES OF SCHOOL BUSINESS AND FINANCE
BY BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953 BY OCCUPATIONS

Occupations	A		B		C		D	
	Fully Agree Percent	1963	1953	Agree More Than Disagree Percent	1963	1953	Disagree More Than Agree Percent	1963
Professional, technical	61	65	23	16	8	10	8	9
Farmers, farm managers	55	65	25	17	11	8	9	10
Managers, officials	56	64	29	19	8	10	7	7
Clerical workers	60	59	19	25	10	13	11	3
Sales workers	57	81	28	6	9	4	6	9
Service workers	57	81	28	6	9	4	6	9
Craftsmen	64	76	20	15	7	4	9	5
Operatives	61	78	21	15	9	5	9	2
Private household workers	0	0	0	0	0	0	0	0
Service workers	58	73	28	20	8	7	6	0
Farm laborers	0	0	0	0	0	0	0	0
Laborers, except farm and mine	43	63	36	19	10	6	11	12
Housewives	51	62	36	12	12	12	1	14
All Respondents	57.2	66	25.8	17	9	8	8	9

35

"fully agree", and the 1953 group, 66 percent;²³ on "agree more than disagree" the 1963 group reported 25.8 percent as compared with 17 percent in 1953.²⁴

Table 9 shows the comparisons of responses of school board members by levels of formal education to the fifteen principles of SCHOOL BUSINESS AND FINANCE. It is noted again that the greatest change in percentages was with the groups that reported completing thirteen or more years of education. The range of percentages in 1963 on "fully agree" was from 52 percent by those who completed college to 69 percent by those who reported less than an eighth grade education. This compared with 63 percent by those completing high school to 74 percent by those with less than an eighth grade education in 1953.²⁵ Other changes which occurred and should be noted are on "agree more than disagree" where the group reporting between thirteen and fifteen years of schooling in 1963 increased 16 percentage points over its counterparts in 1953, and the group reporting the completion of the sixteenth grade reported an increase in 1963 of 13 percentage points over the same group in 1953. It should be pointed out here that the group who reported the completion of sixteen years of schooling had the greatest changes in percentages on "disagree more than agree" and "fully disagree" than any of the other groups. It appeared that this group showed more conservatism than any of the other groups on these principles. It is interesting to note that on "fully disagree" the percentage of all respondents for both studies were the same,

²³Ibid.

²⁴Ibid.

²⁵Ibid, p. 49.

TABLE 9

RESPONSES TO FIFTEEN PRINCIPLES OF SCHOOL BUSINESS AND FINANCE BY BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953 BY LEVELS OF EDUCATION

School Grade Completed	A		B		C		D	
	Fully Agree Percent 1963	Fully Agree Percent 1953	Agree More Than Disagree Percent 1963	Agree More Than Disagree Percent 1953	Disagree More Than Agree Percent 1963	Disagree More Than Agree Percent 1953	Fully Disagree Percent 1963	Fully Disagree Percent 1953
1 through 7	69	74	18	14	8	7	5	5
8	60	66	24	19	8	8	8	7
9 through 11	57	67	27	17	11	8	5	8
12	60	63	22	20	8	8	10	9
13 through 15	53	66	30	14	9	9	8	11
16	52	64	30	17	12	7	6	12
Over 16	55	57	28	18	8	11	9	4
All Respondents	57.2	66	25.8	18	9	8	8	8

8 percent. As before the largest percent of change occurred between the "fully agree" and "agree more than disagree", with the decrease in (A) and the increase in (B).

The comparisons of responses of board members grouped by years of service to the fifteen principles of BUSINESS AND FINANCE is shown in Table 10. Again the percentages on "fully agree" were lower than those in 1953.²⁶ The greatest change occurred in the group reporting twenty-one to twenty-five years of service. Within this group the responses to the four degrees in 1963 were: 27 percent on "fully agree"; 43 percent on "agree more than disagree"; 20 percent on "disagree more than agree"; and 10 percent on "fully disagree". In the "fully agree" category, the group which reported between six and ten years of service decreased from 67 percent in 1953 to 53 percent in 1963.²⁷ It should be pointed out here that the only increase on "fully agree" was reported by the group with twenty-six or more years of service, the increase being 7 percentage points over the 1953 figure. On "fully disagree" the greatest change occurred for the group with twenty-six years and over, from 7 percent in 1953 to 0 percent in 1963.²⁸ Again, the percentages for the different degrees of opinion showed a trend from 1953 to 1963 toward a more conservative point of view.

Opinions of Board Members When Grouped by
Characteristics on Fifteen Principles of Curriculum

The comparisons of the responses of the board members when grouped by occupations, levels of formal education, and years of service to the fifteen principles of CURRICULUM are presented under this section.

²⁶Ibid, p. 50.

²⁷Ibid.

²⁸Ibid, p. 50.

TABLE 10

RESPONSES TO FIFTEEN PRINCIPLES OF SCHOOL BUSINESS AND FINANCE BY
BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953 BY YEARS OF SERVICE

Years of Service	A		B		C		D	
	Fully Agree Percent 1963	1953	Agree More Than Disagree Percent 1963	1953	Disagree More Than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953
1 through 5	57	64	25	20	9	8	9	8
6 through 10	53	67	28	18	11	9	8	9
11 through 15	64	77	21	13	6	7	9	3
16 through 20	66	73	22	13	5	4	7	10
21 through 25	27	72	43	16	20	8	10	4
26 and over	67	60	30	30	3	3	0	7
All Respondents	57.2	67	25.8	17	9	8	8	8

Table 11 shows the comparisons of responses by board members grouped by occupations on the fifteen principles of CURRICULUM. It is noted that the range in percentages on "fully agree" was from 65 percent to 79 percent in 1963 as compared with 73 percent to 84 percent in 1953.²⁹ Attention is called to the decrease in the "fully agree" category and to the increase in the "agree more than disagree" category. The greatest changes occurred on "fully agree" where the percentage of responses for sales workers decreased from 81 percent in 1953 to 67 percent in 1963 and for housewives from 82 percent in 1953 to 68 percent in 1963.³⁰ It is noted that all of the responses on "fully agree" were less in 1963 than they were in 1953, with the exception of those listing their occupation as operatives, who reported an increase from 77 percent in 1953 to 79 percent in 1963.³¹ Other changes worthy of note occurred on "agree more than disagree", with the greatest change recorded for sales workers, from 15 percent in 1953 to 27 percent in 1963.³² The greatest change reported occurred for the housewives which increased from 0 percent in 1953 to 8 percent in 1963 on the "disagree more than agree" choice.³³ When the percentages for all respondents were considered it was noted that on "fully agree" the percentage in 1963 was higher for the principles of CURRICULUM (69.4 percent), than for the principles of BUSINESS AND FINANCE (57.2 percent).

²⁹Ibid, p. 51.

³⁰Ibid.

³¹Ibid, p. 51.

³²Ibid.

³³Ibid.

TABLE 11

RESPONSES TO FIFTEEN PRINCIPLES OF CURRICULUM BY BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953 BY OCCUPATIONS

Occupations	A		B		C		D					
	Fully Agree Percent	1963	1953	Agree More Than Disagree Percent	1963	1953	Disagree More Than Agree Percent	1963	1953	Fully Disagree Percent	1963	1953
Professional, technical	68	74	23	22	7	3	2	1	41	2	2	1
Farmers, farm managers	68	78	25	16	5	4	2	2		2	2	2
Managers, officials	71	78	24	18	4	3	1	1		1	1	1
Clerical workers	76	84	16	10	3	5	5	1		5	1	1
Sales workers	67	81	27	15	3	2	3	2		3	2	2
Craftsmen	72	82	22	12	4	3	2	2		2	3	3
Operatives	79	77	16	19	4	2	1	2		1	2	2
Private household workers	0	0	0	0	0	0	0	0		0	0	0
Service workers	65	73	27	27	5	9	3	0		3	0	0
Farm laborers	0	0	0	0	0	0	0	0		0	0	0
Laborers, except farm and mine	66	73	24	20	7	6	3	1		3	1	1
Housewives	68	82	24	18	8	0	0	0		0	0	0
All Respondents	69.4	76	23.5	17	5.1	5	2	2		2	2	2

Table 12 shows the comparisons of board members' responses grouped by levels of education on the fifteen principles of CURRICULUM. The range on "fully agree" in 1963 was from 63 percent to 80 percent. For 1963 on "agree more than disagree" the range was from 15 to 30 percent, on "disagree more than agree" from 2 to 7 percent, and on "fully disagree" from 1 to 3 percent.³⁴ The greatest change of opinion for any specific group on "fully agree" occurred for those who reported having between thirteen and fifteen years of schooling, from 75 percent in 1953 to 65 percent in 1963.³⁵ Other changes in the "fully agree" category were found for the group reporting sixteen or more years of schooling, from 72 percent in 1953 to 63 percent in 1963, and for the group reporting seven or less years of schooling, from 72 percent in 1953 to 78 percent in 1963.³⁶ On "agree more than disagree" changes occurred for the groups reporting between thirteen and fifteen years of schooling and for those having completed the sixteenth year, both showing increases over the 1953 responses. Other degrees of opinions and changes that have taken place should also be noted in Table 12.

Table 13, which shows the comparisons of the responses of board members grouped by years of service to the principles of CURRICULUM, reveals that the greatest range in 1963 was found in "agree more than disagree" from 13 percent to 60 percent. This may be compared with the 56 percentage points spread in "fully agree" from 30 to 86 percent in the same year. The greatest change of opinion occurred was in the "agree more than disagree"

³⁴Ibid, p. 54.

³⁵Ibid, p. 54.

³⁶Ibid.

TABLE 12

RESPONSES TO FIFTEEN PRINCIPLES OF CURRICULUM BY BOARD MEMBERS
IN 1963 AND 1953 BY LEVELS OF EDUCATION

School Grade Completed	A		B		C		D	
	Fully Agree Percent 1963	1953	Agree More Than Disagree Percent 1963	1953	Disagree More Than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953
1 through 7	78	72	18	18	2	7	2	3
8	72	79	21	15	6	3	1	3
9 through 11	80	78	15	18	4	4	1	1
12	71	76	22	16	5	5	2	3
13 through 15	65	75	27	17	6	5	2	3
16	65	73	30	19	4	5	1	2
Over 16	63	72	27	24	7	4	3	0
All Respondents	69.4	76	23.5	17	5.1	5	2	2

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TABLE 13

RESPONSES TO FIFTEEN PRINCIPLES OF CURRICULUM BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY YEARS OF SERVICE

Years of Service	A		B		C		D	
	Fully Agree Percent 1963	1953	Agree More Than Disagree Percent 1963	1953	Disagree More Than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953
1 through 5	69	76	23	19	6	3	2	2
6 through 10	63	81	29	14	5	4	3	1
11 through 15	79	75	19	20	2	3	0	2
16 through 20	86	81	13	19	1	0	0	0
21 through 25	30	73	60	12	10	9	0	5
26 and over	83	70	17	20	0	7	0	3
All Respondents	69.4	78	23.5	17	5.1	3	2	2

category for the group reporting twenty-one through twenty-five years of service. This group increased from 12 percent response for this degree of choice in 1953 to 60 percent for 1963.³⁷ This same group showed a decrease of 43 percentage points in the "fully agree" category, where it dropped from 73 percent in 1953 to 30 percent in 1963.³⁸ A general trend was noted from 1953 to 1963 from full agreement toward a position of agreement more than disagreement on the principles of CURRICULUM. It is interesting to note that four of the six groups did not "fully disagree" with any of the fifteen principles of CURRICULUM.

Opinions of Board Members When Grouped by Characteristics
on Fifteen Principles of Personnel

This section considers comparisons of the responses of the board members in Oklahoma grouped by occupations, levels of formal education, and years of service to the fifteen principles of PERSONNEL.

Table 14, which shows the responses of board members grouped by occupations to the principles of PERSONNEL reveals that the range in "fully agree" was from 63 percent by laborers to 85 percent by operatives in 1963, and that the range in "agree more than disagree" was from 10 percent by operatives to 26 percent by laborers during the same years. It should be pointed out that the greatest change on "fully agree" occurred in the labor category with a decrease from 80 percent in 1953 to 63 percent in 1963.³⁹ Housewives and managers showed a greater change on "fully agree" than any of the other occupations on the principles of

³⁷Ibid, p. 55.

³⁸Ibid.

³⁹Ibid, pp. 57-58.

TABLE 14

RESPONSES TO FIFTEEN PRINCIPLES OF PERSONNEL BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY OCCUPATIONS

Occupations	A		B		C		D	
	Fully Agree Percent 1963	1953	Agree More Than Disagree Percent 1963	1953	Disagree More Than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953
Professional, technical	71	80	22	14	4	3	3	3
Farmers, farm managers	70	75	22	16	6	5	2	4
Managers, officials	69	79	23	17	5	4	3	0
Clerical workers	76	78	14	16	7	4	3	2
Sales workers	71	77	18	12	6	7	5	4
Craftsmen	76	80	16	12	3	6	5	2
Operatives	85	78	10	17	1	4	4	1
Private household workers	0	0	0	0	0	0	0	0
Service workers	70	74	20	13	4	13	6	0
Farm laborers	0	0	0	0	0	0	0	0
Laborers, except farm and Mine	63	80	26	13	7	7	4	0
Housewives	73	84	20	11	4	5	3	0
All Respondents	71	77	21	16	5	5	3	2

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PERSONNEL. Laborers also showed a significant change in percentages in the "agree more than disagree" category. The figures for the laborers reflected an increase in percent from 13 percent in 1953 to 26 percent in 1963.⁴⁰ It should be pointed out here that all occupations with the exception of operatives reported percents lower in 1963 than in 1953 on the "fully agree" category. The operatives' group was the only one showing a decrease in responses on "agree more than disagree", all other occupations showing increases. The greatest changes which occurred on the two degrees of disagreement were for service workers. This group decreased from 13 percent in 1953 on "disagree more than agree" to 4 percent in 1963, and increased on "fully disagree" from 0 percent in 1953 to 6 percent in 1963.⁴¹

Table 15, which shows the comparisons of the responses to the fifteen principles of PERSONNEL by board members when grouped by levels of education, reveals that the greatest changes occurred on "fully agree" for the two groups which reported the completion of the sixteenth grade and more than sixteen years of schooling, both showing decreases from 1953 to 1963. In the category of "agree more than disagree" the greatest changes were the increases in percentages for the three groups which reported the greatest amount of formal education. In the "disagree more than agree" category the greatest change occurred for the group reporting seven or less years of schooling, from 9 percent in 1953 to 3 percent response in 1963.⁴² It should be pointed out that this group also showed a greater trend toward full agreement on these principles than did any other group.

⁴⁰Ibid.⁴¹Ibid.⁴²Ibid.

TABLE 15

RESPONSES TO FIFTEEN PRINCIPLES OF PERSONNEL BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY LEVELS OF EDUCATION

School Grade Completed	A		B		C		D	
	Fully Agree Percent 1963	Fully Agree Percent 1953	Agree More Than Disagree Percent 1963	Agree More Than Disagree Percent 1953	Disagree More Than Agree Percent 1963	Disagree More Than Agree Percent 1953	Fully Disagree Percent 1963	Fully Disagree Percent 1953
1 through 7	81	73	16	15	3	9	3	3
8	73	79	18	15	6	4	3	2
9 through 11	70	78	20	16	5	3	5	3
12	72	70	19	16	5	9	4	5
13 through 15	71	79	22	13	4	6	3	2
16	67	76	24	17	6	6	3	1
Over 16	69	78	24	16	4	3	3	3
All Respondents	71	75	21	16	5	6	3	3

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Table 16, which shows the responses of board members grouped by years of service, reveals that the group which reported twenty-one to twenty-five years of service was again the lowest, 47 percent, in the "fully agree" category. The sixteen through twenty group showed the highest figure, 83 percent, on the "fully agree" category. The group reporting twenty-one through twenty-five years of service showed the greatest changes on each of the four degrees of opinion. This group showed a greater trend toward conservatism than any other group on these principles. It is interesting to note that this group did not respond in the category of "disagree more than agree" in 1963, but made a greater response on "fully disagree" than the same group in 1953. There was a trend by the sixteen through twenty group toward more full agreement from 1953 to 1963. The twenty-six and over group, recorded a 77 percent response on "fully agree" in both studies, a change from 10 percent in 1953 to 0 percent in 1963 in the "disagree more than agree" category, and increased from 0 percent in 1953 to 3 percent in 1963 on the "fully disagree" category.⁴³ When the percents for all respondents were considered it was noted that the change for these groups as a whole were smaller than for any of the previous areas of education.

Opinions of Board Members When Grouped by Characteristics
on Fifteen Principles of Public Relations

Table 17 reveals that when the responses of the board members to the fifteen principles of PUBLIC RELATIONS were grouped by the occupations of the board members, the percentages between the two studies showed marked differences. These differences can be seen on the "fully agree" choice

⁴³Ibid, p. 60.

TABLE 16

RESPONSES TO FIFTEEN PRINCIPLES OF PERSONNEL BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY YEARS OF SERVICE

Years of Service	A		B		C		D	
	Fully Agree Percent		Agree More Than Disagree Percent		Disagree More Than Agree Percent		Fully Disagree Percent	
	1963	1953	1963	1953	1963	1953	1963	1953
1 through 5	72	75	20	17	5	6	3	2
6 through 10	68	78	23	15	5	4	4	3
11 through 15	74	80	20	15	6	4	0	1
16 through 20	83	77	15	23	1	0	1	0
21 through 25	47	76	47	12	0	12	6	0
26 and over	77	77	20	13	0	10	3	0
All Respondents	71	77	21	16	5	5	3	2

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TABLE 17

RESPONSES TO FIFTEEN PRINCIPLES OF PUBLIC RELATIONS BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY OCCUPATIONS

Occupations	A		B		C		D	
	Fully Agree Percent		Agree More Than Disagree Percent		Disagree More Than Agree Percent		Fully Disagree Percent	
	1963	1953	1963	1953	1963	1953	1963	1953
Professional, technical	75	82	21	13	2	4	2	1
Farmers, farm managers	67	79	27	16	4	4	2	2
Managers, officials	70	82	26	13	4	4	0	1
Clerical workers	84	89	9	11	2	0	5	0
Sales workers	73	99	21	0	4	1	2	0
Craftsmen	74	88	20	10	4	2	2	0
Operatives	83	73	10	17	6	9	1	1
Private household workers	0	0	0	0	0	0	0	0
Service workers	75	88	23	20	2	0	0	0
Farm laborers	0	0	0	0	0	0	0	0
Laborers, except farm and mine	63	71	24	13	9	13	4	3
Housewives	73	93	24	0	4	7	0	0
All Respondents	71.5	81	23	14	3.9	4	1.6	1

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of opinion where six of the ten occupations reported differences of 10 percentage points or more from 1953 to 1963. Further differences can be noted in the "agree more than disagree" category where again six of the ten occupations showed a difference of 10 percentage points or more from 1953 to 1963. In both studies the laborers showed a lower percentage of "fully agree" choices, 71 percent in 1953, and 63 percent in 1963.⁴⁴ Significant difference occurred on "fully agree" for sales workers and housewives, with sales workers decreasing from 99 percent in 1953 to 73 percent in 1963 and housewives decreasing from 93 percent in 1953 to 72 percent in 1963.⁴⁵ All of the occupations with the exception of operatives responded fewer times on "fully agree" in 1963 than in 1953. The operatives tended more toward full agreement in 1963 than did their counterparts in 1953. In the "agree more than disagree" category, housewives increased from 0 percent response in 1953 to 24 percent in 1963, and sales workers increased from 0 percent response in 1953 to 21 percent in 1963.⁴⁶ On this degree of choice, "agree more than disagree", clerical workers and service workers showed a change of 3 percentage points or less between the two studies. The highest percentages in the two studies in the "fully agree" category was the 99 percent reported for sales workers in 1953 and the 84 percent by clerical workers in 1963.⁴⁷ The percentage of responses, 23 percent, for all respondents in 1963 on "agree more than disagree" on principles of PUBLIC RELATIONS was comparable to that of

⁴⁴Ibid., pp. 62-63.

⁴⁵Ibid.

⁴⁶Ibid.

⁴⁷Ibid.

all respondents on the other categories of principles, BUSINESS AND FINANCE, CURRICULUM and PERSONNEL.

The comparisons of the responses to the principles of PUBLIC RELATIONS by board members grouped by levels of formal education is presented in Table 18. Although the percentages of responses in 1963 on "fully agree" were fairly consistent for all levels of education, changes occurred from 1953 to 1963 for the group reporting between thirteen and fifteen years of schooling and for the group reporting the completion of the eighth grade. The thirteen through fifteen group dropped from 82 percent in 1953 to 70 percent in 1963, and the eighth grade group dropped from 84 percent in 1953 to 73 percent in 1963.⁴⁸ The only group which did not show a great change was that reporting nine through eleven years of schooling. This same group showed less change on "agree more than disagree" than any of the other groups. The greatest change on this degree of opinion, "agree more than disagree", occurred with the group reporting the completion of the sixteenth grade and the group with seven or fewer years of formal education. These two groups showed increases over the 1953 percentages, with the group with sixteen years of schooling increasing from 14 percent in 1953 to 30 percent in 1963, and the group with one through seven years of schooling increasing from 15 percent in 1953 to 20 percent in 1963.⁴⁹ These same two groups also showed the greatest amount of change on "disagree more than agree".

The comparisons of the responses on the fifteen principles of PUBLIC RELATIONS by board members when grouped by years of service are

⁴⁸Ibid., p. 64.

⁴⁹Ibid., p. 64.

TABLE 18

RESPONSES TO FIFTEEN PRINCIPLES OF PUBLIC RELATIONS BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY LEVELS OF EDUCATION

School Grade Completed	A		B		C		D	
	Fully Agree Percent 1963	1953	Agree More Than Disagree Percent 1963	1953	Disagree More Than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953
1 through 7	68	75	29	15	3	8	0	2
8	73	84	21	13	6	4	0	1
9 through 11	79	81	17	16	3	3	1	0
12	72	81	23	14	4	3	1	2
13 through 15	70	82	22	13	5	4	3	1
16	66	76	30	14	3	9	1	1
Over 16	76	84	20	14	2	2	2	0
All Respondents	71.5	81	23	14	3.9	4	1.6	1

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presented in Table 19. The group reporting twenty-one to twenty-five years of service showed the greatest change in responses from 1953 to 1963. This group dropped from 88 percent to 28 percent on the choice of "fully agree" and increased from 5 percent in 1953 to 65 percent in 1963 on "agree more than disagree."⁵⁰ The groups reporting sixteen to twenty years of service, and over twenty-six years not only increased in percentages on "fully agree" between 1953 and 1963 but also reported the highest percent (80) in 1963 on this degree of choice.⁵¹ It is also interesting to note that the group reporting over twenty-six years of service changed from 21 percent on "disagree more than agree" in 1953 to 0 percent in 1963.⁵² Further attention is called to the changes in the "disagree more than agree" category between the two studies. In this degree of choice the largest change occurred with the group reporting twenty-six and over years of service, where the percentages dropped from 21 percent in 1953 to 0 percent in 1963.⁵³ The next largest decrease in the "disagree more than agree" category was from 14 percent in 1953 to 1 percent in 1963 for those who reported serving between sixteen and twenty years.⁵⁴

Opinions of Board Members When Grouped by Characteristics
on Fifteen Miscellaneous Principles in 1963

Table 20 shows comparisons of the responses to the MISCELLANEOUS principles by board members in Oklahoma in 1963 grouped by occupations.

⁵⁰Ibid, p. 65.

⁵¹Ibid.

⁵²Ibid.

⁵³Ibid.

⁵⁴Ibid.

TABLE 19

RESPONSES TO FIFTEEN PRINCIPLES OF PUBLIC RELATIONS BY BOARD MEMBERS
IN OKLAHOMA IN 1963 AND 1953 BY YEARS OF SERVICE

Years of Service	A		B		C		D	
	Fully Agree Percent		Agree More Than Disagree Percent		Disagree More Than Agree Percent		Fully Disagree Percent	
	1963	1953	1963	1953	1963	1953	1963	1953
1 through 5	74	79	20	16	4	4	2	1
6 through 10	65	82	29	14	4	3	2	1
11 through 15	75	79	25	14	0	4	0	3
16 through 20	80	68	18	18	1	14	1	0
21 through 25	28	88	65	5	7	5	0	2
26 and over	80	64	20	11	9	21	0	4
All Respondents	71.5	80	23	15	3.9	4	1.6	1

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TABLE 20

RESPONSES TO THE FIFTEEN MISCELLANEOUS PRINCIPLES BY BOARD MEMBERS
IN OKLAHOMA IN 1963 BY OCCUPATIONS

Occupations	A	B	C	D	Totals
	Fully Agree Percent	Agree More Than Disagree Percent	Disagree More Than Agree Percent	Fully Disagree Percent	Percent
Professional, technical	55	23	10	12	100
Farmers, farm managers	50	25	14	11	100
Managers, officials	56	25	13	6	100
Clerical workers	60	17	8	15	100
Sales workers	55	22	13	10	100
Craftsmen	54	27	5	14	100
Operatives	60	22	7	11	100
Private household workers	0	0	0	0	0
Service workers	55	24	11	10	100
Farm laborers	0	0	0	0	0
Laborers, except farm and mine	45	28	14	13	100
Housewives	56	24	16	4	100
All Respondents	53.2	24.1	11.9	10.8	100

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The range on "fully agree" was from 45 percent by laborers to 60 percent by both clerical workers and operatives; on "agree more than disagree" from 17 percent by clerical workers to 28 percent by laborers; on "disagree more than agree" from 7 percent by operatives to 16 percent by housewives; and on "fully disagree" from 4 percent by housewives to 15 percent by clerical workers.

The comparisons of the responses to the fifteen MISCELLANEOUS principles by board members in Oklahoma in 1963 grouped by levels of formal education is presented in Table 21. An examination of this table shows that the percentages did not differ more than 9 points among all levels of education on each degree of choice. The range on "fully agree" was from 50 percent by those reporting from thirteen to fifteen years of schooling to 59 percent by those reporting the completion of the eighth grade, and on "agree more than disagree" it was from 19 percent for those completing seven or less years of schooling to 28 percent for those completing from thirteen to fifteen years. In the "disagree more than agree" category the range was from 10 percent for those completing the eighth grade and those with over sixteen years of schooling to 16 percent for those completing the sixteenth year, and in the "fully disagree" category it was from 8 percent for those completing the sixteenth year to 13 percent for those reporting from nine to eleven years of schooling.

The comparisons of the responses to the fifteen MISCELLANEOUS principles by board members in Oklahoma in 1963 grouped by years of service is presented in Table 22. In this table the percentages vary more than in the two previous tables. The range on "fully agree" was from 33 percent by those reporting twenty-one to twenty-five years of service to 70 percent by those who showed over twenty-six years of service. On "agree more

TABLE 21
RESPONSES TO THE FIFTEEN MISCELLANEOUS PRINCIPLES BY BOARD MEMBERS
IN OKLAHOMA IN 1963 BY LEVELS OF EDUCATION

School Grade Completed	A		B		C		D		Totals Percent
	Fully Agree Percent	Disagree More Than Agree Percent	Agree More Than Disagree Percent	Disagree More Than Agree Percent	Fully Disagree Percent	Fully Disagree Percent			
1 through 7	57	19	12	12	10	12	10	100	
8	59	21	10	10	10	10	10	100	
9 through 11	52	23	12	12	12	13	11	100	
12	54	24	11	11	11	11	10	100	
13 through 15	50	28	12	12	12	10	8	100	
16	53	23	16	16	16	8	12	100	
Over 16	52	26	10	10	10	12	12	100	
All Respondents	53.2	24.1	11.9	11.9	10.8	10.8	10.8	100	

TABLE 22

RESPONSES TO THE FIFTEEN MISCELLANEOUS PRINCIPLES BY BOARD MEMBERS
IN OKLAHOMA IN 1963 BY YEARS OF SERVICE

Years of Service	A		B		C		D		Totals Percent
	Fully Agree Percent	Disagree More Than Agree Percent	Agree More Than Disagree Percent	Disagree More Than Agree Percent	Fully Disagree Percent	Fully Disagree Percent			
1 through 5	55	22	11	12	100				
6 through 10	49	30	12	9	100				
11 through 15	59	17	17	7	100				
16 through 20	57	20	11	12	100				
21 through 25	33	40	17	10	100				
26 and over	70	17	3	10	100				
All Respondents	53.2	24.1	11.9	10.8	100				

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than disagree" the range was 23 percentage points; on "disagree more than agree" it was 14 percentage points; and on "fully disagree" it was only 5 percentage points. It should be pointed out that the ranges in this table were greater than in the previous tables in this section. It appeared that the group with twenty-one through twenty-five years of service tended to be less receptive to these principles than the other groups in this category.

Table 23 shows comparisons between responses on the original sixty principles and the fifteen MISCELLANEOUS principles in 1963. A smaller percentage of board members indicated full agreement on the MISCELLANEOUS principles than on the sixty principles, 53.2 percent as compared with 67.2 percent; while a higher percentage indicated full disagreement on the MISCELLANEOUS principles than on the sixty original principles, 18.8 percent as compared with 3.9 percent. When percentages for both (A) and (B) degrees of agreement were combined, showing 93.4

TABLE 23

RESPONSES BY BOARD MEMBERS IN OKLAHOMA ON SIXTY
ORIGINAL PRINCIPLES AND FIFTEEN MISCELLANEOUS
PRINCIPLES IN 1963

	A	B	C	D	Total Percent
	Fully Agree Percent	Agree more than Disagree Percent	Disagree more than Agree Percent	Fully Disagree Percent	
All Respondents					
Sixty principles	67.2	23.2	5.7	3.9	100
Miscellaneous principles	53.2	24.1	11.9	10.8	100

percent agreement with the original principles and 77.3 percent agreement with the MISCELLANEOUS principles. It became apparent that board members were less committed to the MISCELLANEOUS principles than to the original sixty principles. This may be due to the fact that the MISCELLANEOUS principles tended to reflect viewpoints that have not been fully accepted in general practice.

CHAPTER III

COMPARISON OF OPINIONS OF BOARD MEMBERS

ON EACH PRINCIPLE OF EDUCATION

In the deliberations and actions of a board of education, opinions are expressed by each participating member on board policies, revenue, expenditures, employees, instruction or other phases of school board activities and responsibilities. Without certain principles serving as guideposts to boards of education, these boards and individuals would have to arrive at decisions by mere chance or by trial and error. It is the purpose of this chapter to show the extent to which board members opinions on selected principles of education have changed in Oklahoma since 1953, and the comparison of responses in Johnston's study to the responses in the present study on each principle.¹

Extent of Agreement and Disagreement with Seventy-five Principles of Education

The general summary of the responses of the 216 board members on the seventy-five principles is presented in Table 24. Table 25 may be thought of as a general summary or a comparison of the two studies on the sixty principles which are common, expressed in terms of the percent of responses for each degree of choice. Table 26 may also be thought of as a general summary or a comparison of the two studies on

¹Johnston, op. cit.

TABLE 24

RESPONSES BY BOARD MEMBERS IN OKLAHOMA IN 1963 ON EACH OF
THE FOUR DEGREES OF OPINION ON EACH OF SEVENTY-FIVE
PRINCIPLES AND THE PERCENT ON ALL PRINCIPLES

<u>Principles</u>	A	B	C	D	<u>Total Response</u>
	Fully Agree Number	Agree More than Disagree Number	Disagree More than Agree Number	Fully Disagree Number	
1	156	38	11	8	213
2	130	66	11	7	214
3	179	31	3	1	214
4	121	54	24	17	216
5	159	43	7	6	215
6	76	70	34	34	214
7	129	57	14	14	214
8	98	65	38	14	215
9	84	79	31	13	207
10	145	60	4	5	214
11	64	56	39	55	214
12	75	48	35	56	214
13	118	53	16	25	212
14	150	48	12	6	216
15	147	54	8	5	214
16	137	51	19	6	213
17	153	55	3	4	215
18	146	54	10	4	214
19	112	63	21	19	215
20	116	64	24	10	214
21	122	68	18	6	214
22	128	69	14	3	214
23	184	28	4	0	216
24	143	61	9	2	215
25	160	46	6	3	215
26	168	41	4	1	214
27	195	16	2	1	214
28	154	50	5	2	211
29	136	57	14	6	213
30	153	50	8	3	214
31	153	48	8	7	216
32	138	62	7	9	216
33	190	24	1	0	215
34	173	14	3	4	214
35	184	23	2	7	216
36	176	33	5	0	214
37	196	20	0	0	216
38	122	67	18	9	216

TABLE 24 - Continued

<u>Principles</u>	A	B	C	D	<u>Total Response</u>
	Fully Agree Number	Agree More than Disagree Number	Disagree More than Agree Number	Fully Disagree Number	
39	171	35	5	5	216
40	100	77	24	15	216
41	96	72	29	19	216
42	124	48	27	17	216
43	183	25	4	3	215
44	112	72	17	14	215
45	172	34	6	4	216
46	176	36	2	1	215
47	155	55	3	3	216
48	133	59	18	6	216
49	153	54	7	1	215
50	157	51	6	0	214
51	152	49	5	1	207
52	184	29	2	0	215
53	137	59	7	8	211
54	115	80	14	3	212
55	167	38	6	4	215
56	129	60	19	6	214
57	173	34	5	4	216
58	184	26	4	0	214
59	101	77	23	14	215
60	181	33	2	0	216
61	172	26	8	9	215
62	113	61	16	26	216
63	54	63	55	44	216
64	102	62	37	15	216
65	120	71	15	9	215
66	112	54	26	23	215
67	171	34	9	2	216
68	155	33	12	16	216
69	122	43	22	29	216
70	83	73	37	21	214
71	63	80	50	23	216
72	75	87	36	15	213
73	173	36	5	1	215
74	15	28	63	110	216
75	184	29	3	0	216
Totals	10,339	3,789	1,121	843	16,092
Percent	64	24	7	5	100

TABLE 25

RESPONSES BY BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953
ON EACH OF THE FOUR DEGREES OF OPINION

Prin- ciples	A		B		C		D		Total	
	Fully Agree Percent 1963	1953	Agree More than Disagree Percent 1963	1953	Disagree More than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953	1963	1953
1	73	83	18	11	5	3	4	3	100	100
2	61	73	31	20	5	4	3	3	100	100
3	84	92	14	6	2	1	0	1	100	100
4	56	58	25	23	11	11	8	8	100	100
5	74	79	20	13	3	5	3	3	100	100
6	35	40	33	20	16	20	16	20	100	100
7	60	75	26	13	7	5	7	7	100	100
8	46	57	30	24	18	10	6	9	100	100
9	41	42	38	33	15	15	6	10	100	100
10	68	84	28	14	2	1	2	1	100	100
11	30	36	26	16	18	20	26	28	100	100
12	35	47	22	19	17	11	26	23	100	100
13	56	63	25	18	7	7	12	12	100	100
14	69	79	22	15	6	5	3	1	100	100
15	69	74	25	17	4	6	2	3	100	100
16	64	76	24	20	9	4	3	0	100	100
17	71	86	26	10	1	4	2	0	100	100
18	67	63	25	26	5	7	2	4	100	100
19	52	57	29	23	10	14	9	6	100	100
20	54	61	30	25	11	7	5	7	100	100
21	57	75	32	19	8	4	3	2	100	100
22	60	75	32	22	7	2	1	1	100	100
23	85	93	13	6	2	1	0	0	100	100
24	67	85	28	12	4	2	1	1	100	100
25	75	94	21	5	3	1	1	0	100	100
26	78	94	19	6	2	0	1	0	100	100
27	91	93	7	7	1	0	1	0	100	100
28	73	77	24	22	2	0	1	1	100	100
29	64	74	27	21	6	4	3	1	100	100
30	72	84	23	13	4	2	1	1	100	100
31	71	60	22	22	4	6	3	3	100	100
32	64	76	29	16	3	5	4	3	100	100
33	88	95	11	5	1	0	0	0	100	100
34	81	93	16	7	1	0	2	0	100	100
35	85	86	11	8	1	3	3	3	100	100

TABLE 25 - Continued

Prin- ciples	A		B		C		D		Total	
	Fully Agree Percent 1963	1953	Agree More than Disagree Percent 1963	1953	Disagree More than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953	1963	1953
36	83	91	15	8	2	0	0	1	100	100
37	91	98	9	2	0	0	0	0	100	100
38	57	59	31	28	8	8	4	5	100	100
39	80	77	16	15	2	6	2	2	100	100
40	46	44	36	33	11	16	7	7	100	100
41	45	51	33	30	13	12	9	7	100	100
42	57	61	22	20	13	12	8	7	100	100
43	85	93	12	6	2	1	1	0	100	100
44	52	72	33	23	8	4	7	1	100	100
45	79	93	16	5	3	1	2	1	100	100
46	82	91	17	8	1	1	0	0	100	100
47	72	74	26	20	1	4	1	2	100	100
48	62	58	27	26	8	12	3	4	100	100
49	71	88	25	7	3	4	1	1	100	100
50	73	83	24	14	3	2	0	1	100	100
51	73	93	24	5	2	1	1	1	100	100
52	86	98	13	1	1	1	0	0	100	100
53	65	73	28	21	3	5	4	1	100	100
54	54	64	38	29	7	6	1	1	100	100
55	77	88	18	11	3	0	2	1	100	100
56	60	72	28	21	9	5	3	2	100	100
57	80	92	16	7	2	1	2	0	100	100
58	86	94	12	4	2	2	0	0	100	100
59	47	52	36	30	11	15	6	3	100	100
60	84	93	15	6	1	1	0	0	100	100
All Responses	67.1	75.7	23.4	15.7	5.6	5.1	3.9	3.5	100	100

TABLE 26

RESPONSES BY BOARD MEMBERS IN OKLAHOMA
IN 1963 AND 1953 IN EACH OF FOUR AREAS

Areas	A		B		C		D	
	Fully Agree Percent 1963	1953	Agree More Than Disagree Percent 1963	1953	Disagree More Than Agree Percent 1963	1953	Fully Disagree Percent 1963	1953
Business and Finance	57	65	26	17	9	9	8	9
Curriculum	69	79	24	16	5	3	2	2
Personnel	71	77	21	15	5	5	3	3
Public Relations	71	81	23	15	4	4	2	1
All Respondents	67.1	75.7	23.4	15.7	5.6	5.1	3.9	3.5

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on the sixty principles which are common, expressed in terms of the fifteen principles in each of the four areas of education. It is noted that the 64 percent of the responses were made on "fully agree" for the seventy-five principles, and that 67.1 percent responded on "fully agree" for the first sixty principles. Other differences in the totals for all responses can be noted in Tables 25 and 26. One must be reminded that Table 24 shows the responses to seventy-five principles for each degree of opinion, while Table 25 shows comparisons between the two studies on sixty principles by percents, and Table 26 shows comparisons between the two studies on sixty principles by areas.

In Table 26 it can be noted that for each of the four areas common to the two studies the percentage on "fully agree" in 1963 was lower than in 1953, while on "agree more than disagree" the percentage in 1963 was greater than in 1953. On the other two degrees of opinion it is noted that the percentages in 1963 were much closer to those in 1953. An analysis of the figures reveals that for the two degrees of agreement the decrease on "fully agree" was largely offset by an increase in "agree more than disagree."²

Table 27 shows the responses by board members in 1963 on the fifteen MISCELLANEOUS principles. It is noted in Table 27 that the total percentage for all respondents was lower on "fully agree" than for any of the other four areas. However, on the two degrees of disagreement it is noted that the percentages were higher than for the other areas.

²Ibid, p. 71.

TABLE 27

RESPONSES BY BOARD MEMBERS IN OKLAHOMA IN 1963 ON EACH
OF THE FOUR DEGREES OF OPINION ON EACH OF
THE MISCELLANEOUS PRINCIPLES

Principles	A	B	C	D	Total Percent
	Fully Agree Percent	Agree More than Disagree Percent	Disagree More than Agree Percent	Fully Disagree Percent	
61	80	12	4	4	100
62	52	28	8	12	100
63	25	29	26	20	100
64	47	29	17	7	100
65	56	33	7	4	100
66	52	25	12	11	100
67	79	16	4	1	100
68	72	15	6	7	100
69	57	20	10	13	100
70	39	34	17	10	100
71	29	37	23	11	100
72	35	41	17	7	100
73	80	17	2	1	100
74	7	13	29	51	100
75	85	13	2	0	100
All Responses	53	24	12	11	100

Comparison of the Responses to Seventy-five Principles

Comparisons of the responses in the two studies are presented in graphical form in the tables which follow. All responses were converted into percentages to facilitate graphical presentation.

In each case the principle is stated above the graphical presentation. The heavy black bar represents 1953 responses and the striped bar 1963 responses. The four degrees of opinion shown as A, B, C, and D, are defined as follows:

A - Fully Agree

B - Agree More Than Disagree

C - Disagree More Than Agree

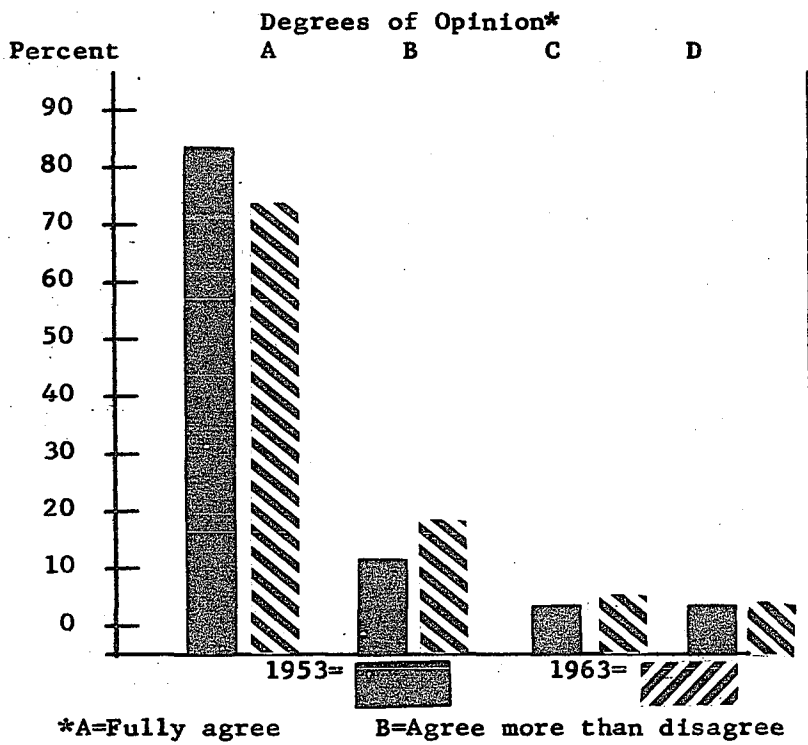
D - Fully Disagree

Table 28 shows the comparison of the responses of board members to each of the fifteen principles of BUSINESS AND FINANCE. The greatest changes occurred on Principles 7 and 10. On Principle 7 this change was 15 percentage points on "fully agree" dropping from 75 to 60 percent. On Principle 10 this change was 16 percentage points on "fully agree," dropping from 84 to 68 percent. Others which showed 10 percentage points change or more on "fully agree" were Principles 1, 2, 8, 12, and 14. Principle 11 showed an increase of 10 percentage points on the "agree more than disagree" choice of opinion. The remaining principles had 8 percentage points or less change on either "fully agree" or "agree more than disagree". On the choices of "disagree more than agree" and "fully disagree" only two principles showed more than 4 percentage points difference. These two principles were 8 and 12 where the differences were 8 and 6 percentage points respectively. It can be further noted that on Principles 4 and 9 the changes were small for any one degree of

TABLE 28

RESPONSES OF BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953 ON EACH PRINCIPLE AND THE TOTAL IN THE AREA OF BUSINESS AND FINANCE

Principle 1. The school district should be free to give final approval to the annual budget.



Principle 2. A school district should have the power to secure the necessary funds to pay for the educational program the district approves.

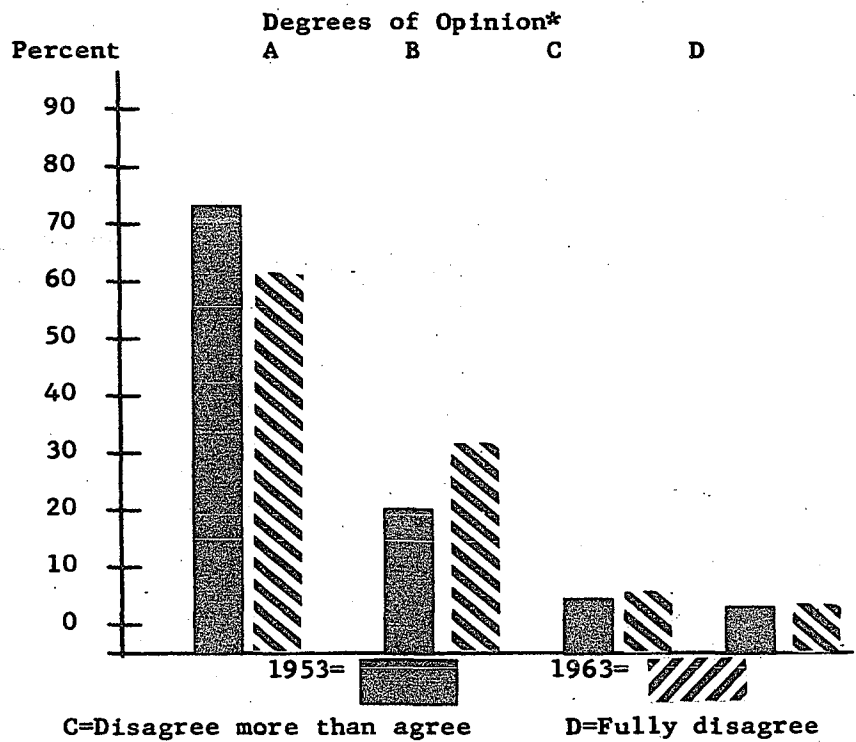
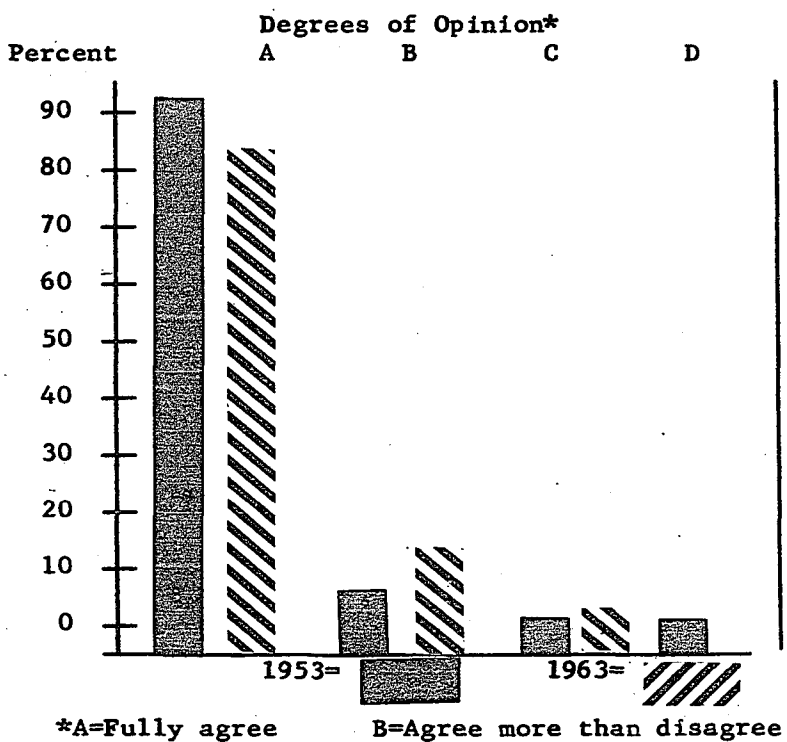


TABLE 28 - Continued

Principle 3. School district budgets should be approved and adopted before the beginning of the fiscal year.



Principle 4. The only limitations placed on school districts to borrow through bonding should be to prevent indebtedness beyond the ability to repay the loan.

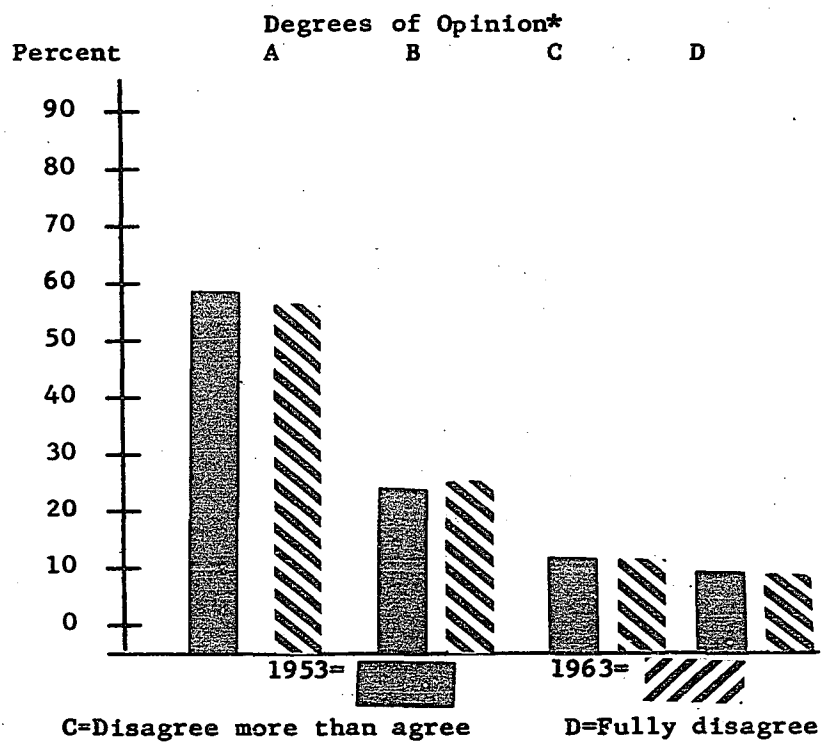
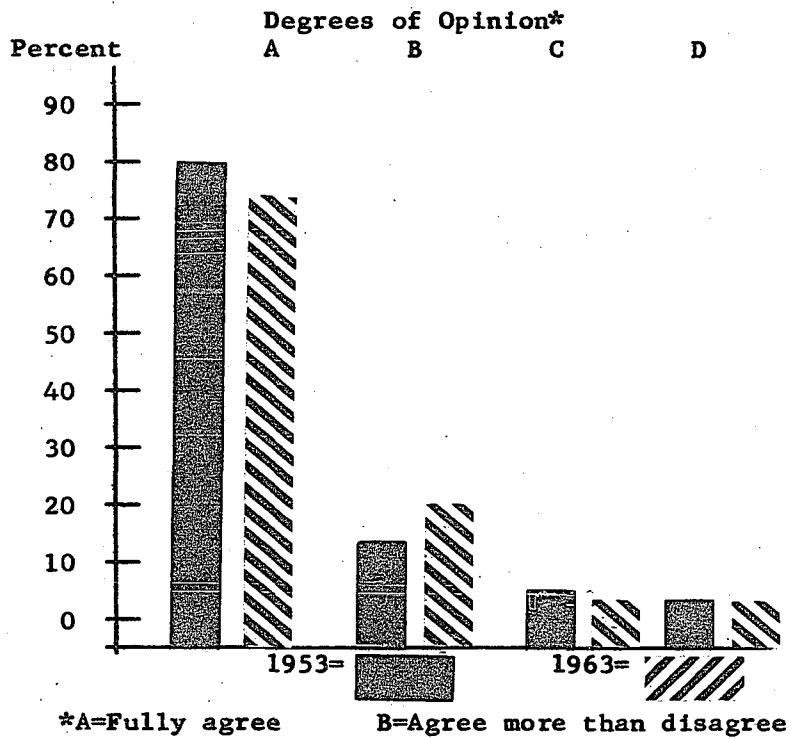
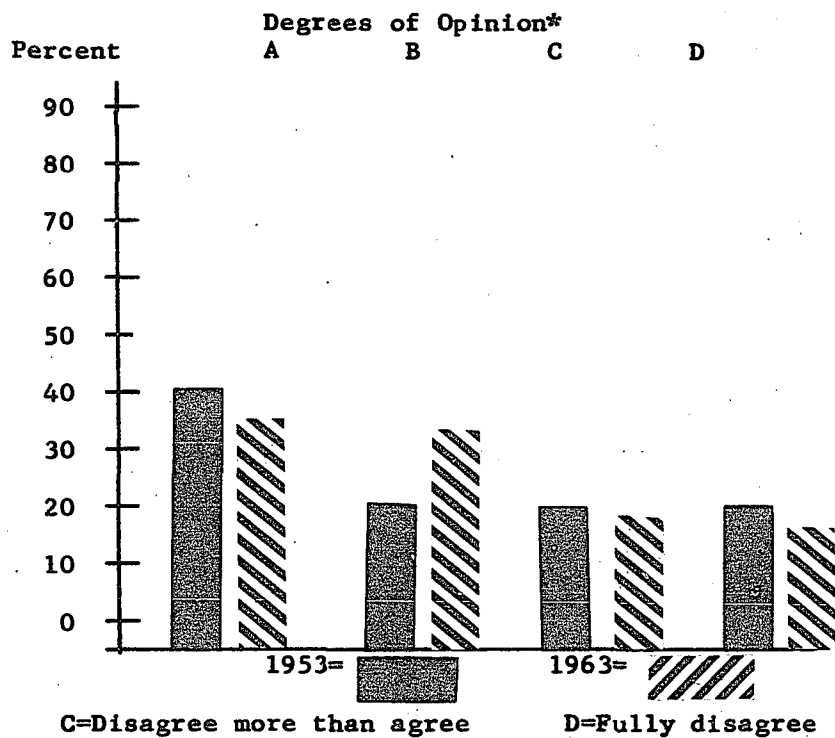


TABLE 28 - Continued

Principle 5. School districts should be of sufficient size in area, wealth and population to provide a rich and varied program through twelve grades at a reasonable cost to the taxpayer.



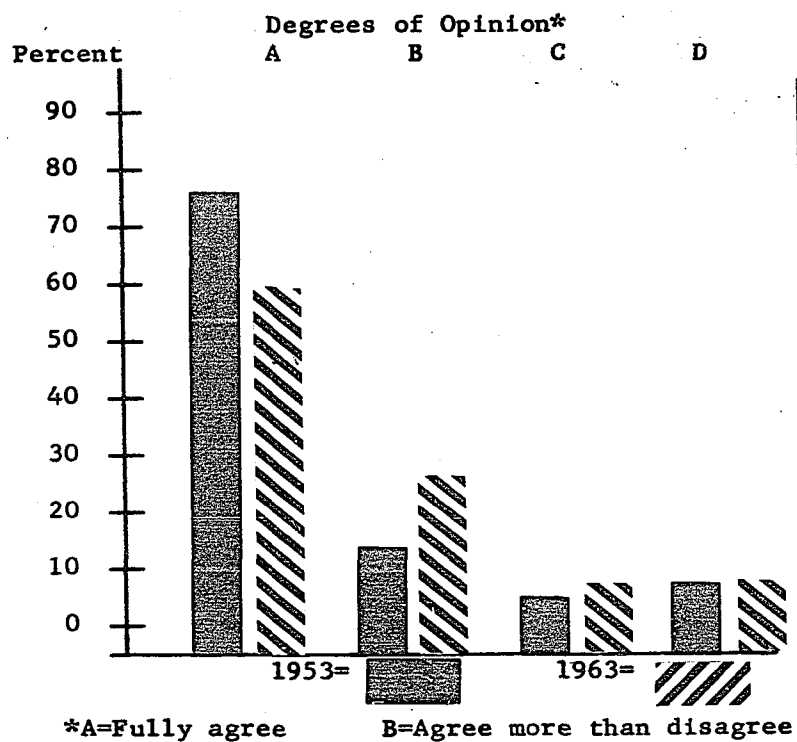
Principle 6. Property assessments for taxation purposes should be at current market value at a voluntary sale between a "willing buyer" and a "willing seller."



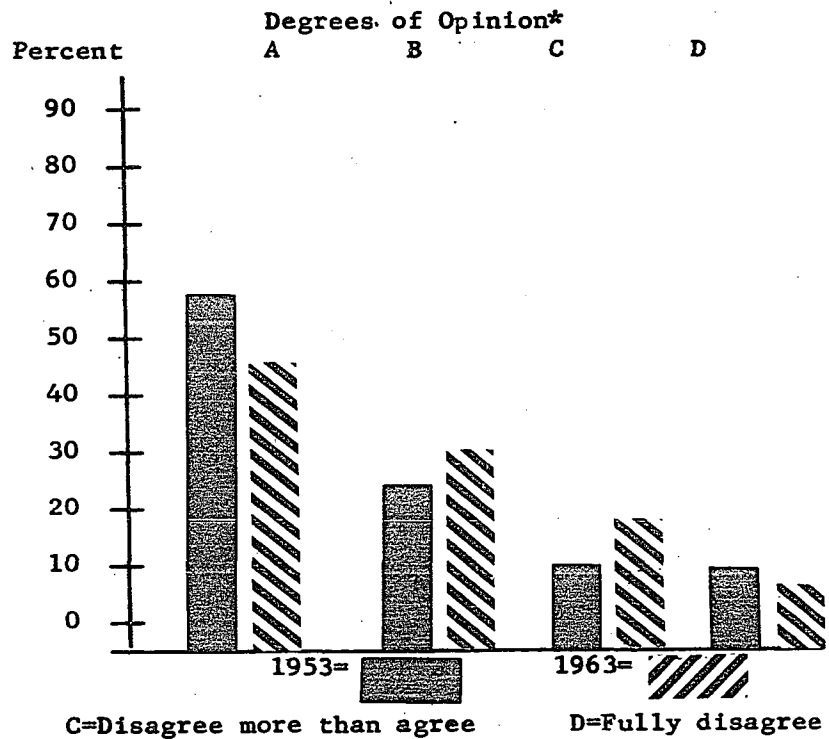
74

TABLE 28 - Continued

Principle 7. Property assessment should be equitable within the school district, among the districts and throughout the state.



Principle 8. The state should share in the financial support of all elements of the educational program of school districts including physical facilities.



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TABLE 28 - Continued

Principle 9. Legislative appropriations for schools should not be in separate grants for separate elements of current expenses.

Principle 10. The state legislature should have the powers necessary to fulfill the responsibility imposed on it by the constitution to maintain an adequate system of free public education.

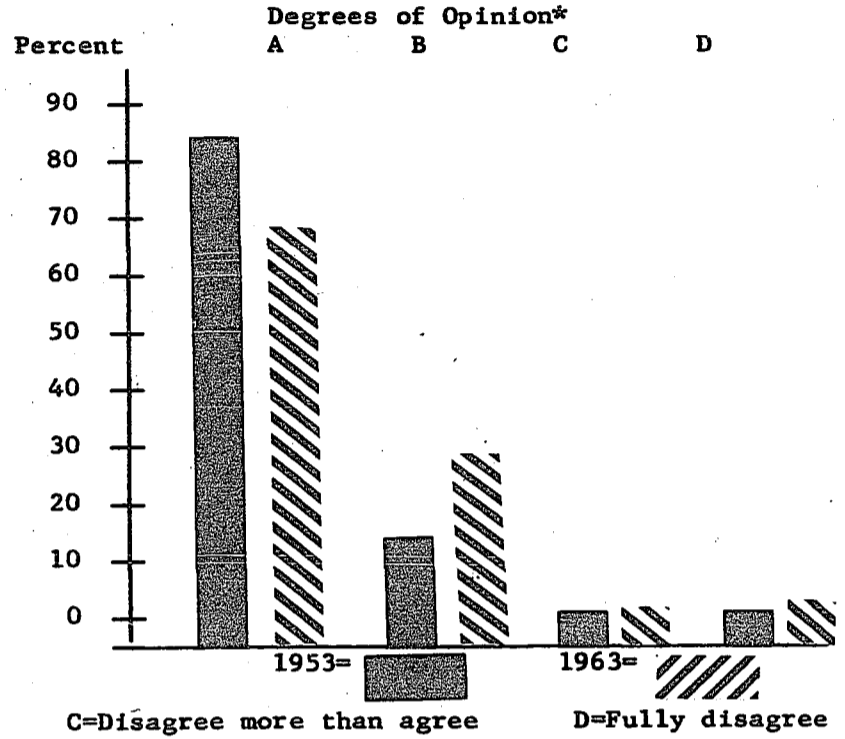
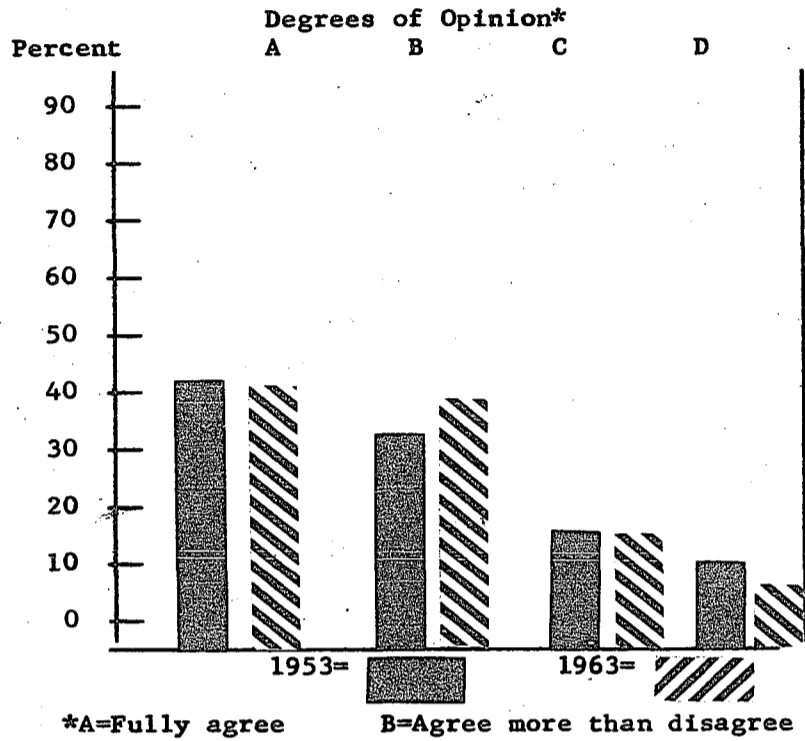


TABLE 28 - Continued

Principle 11. Kindergartens and the 13th and 14th grades, when they are provided, should be financed in the same manner and from the same sources as grades one through twelve.

Principle 12. Tax exemptions should be based only on inability to pay.

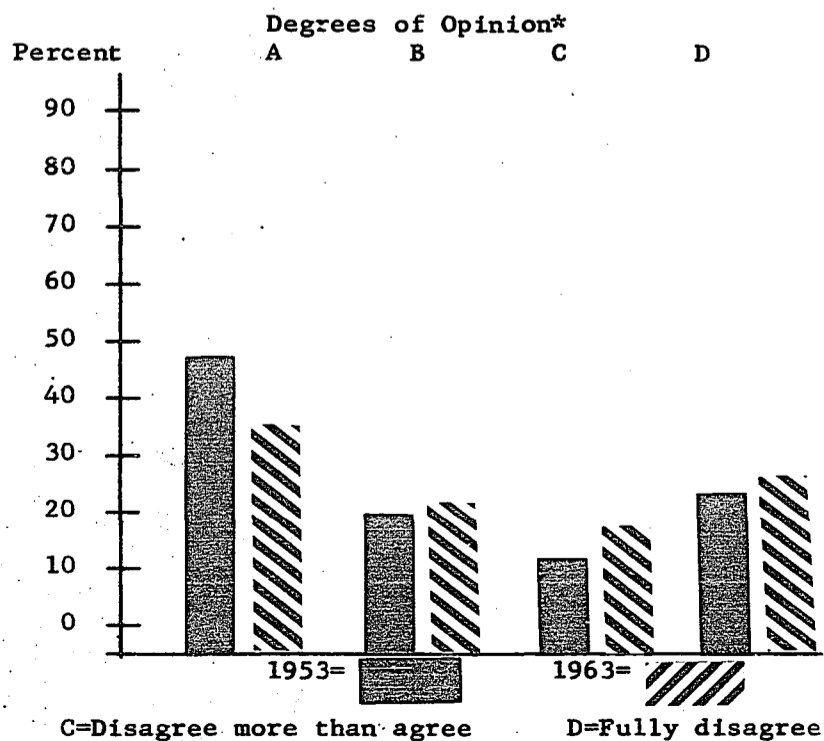
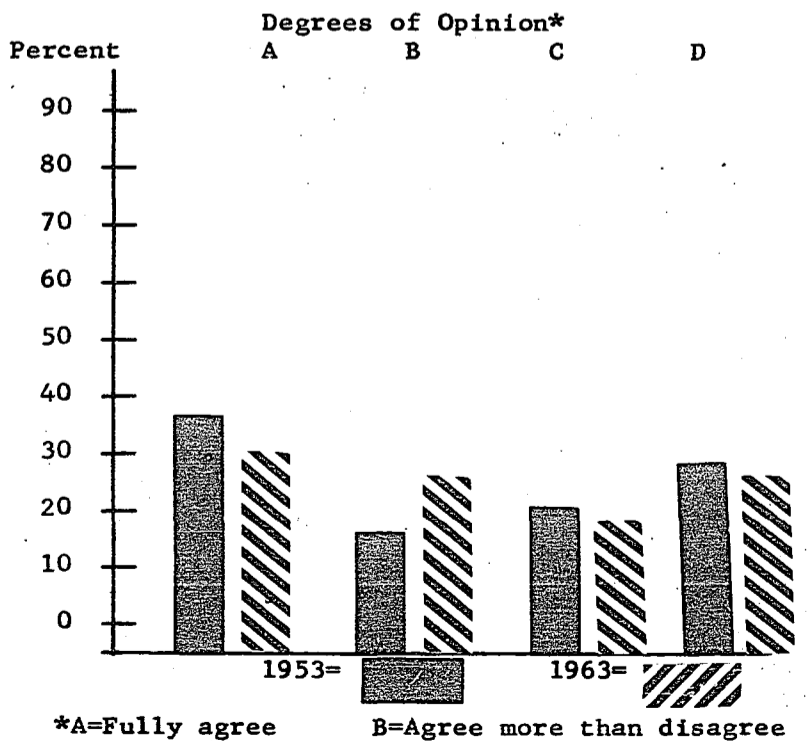


TABLE 28 - Continued

Principle 13. Some federal aid in the financing of public elementary and secondary schools should be provided as a means of equalizing educational opportunity between states, but with the basic control and responsibility remaining with the state and local educational authorities.

Principle 14. A uniform system of financial accounting should be used statewide by school districts that would provide information for the analysis of costs of the various departments, functions and activities of schools.

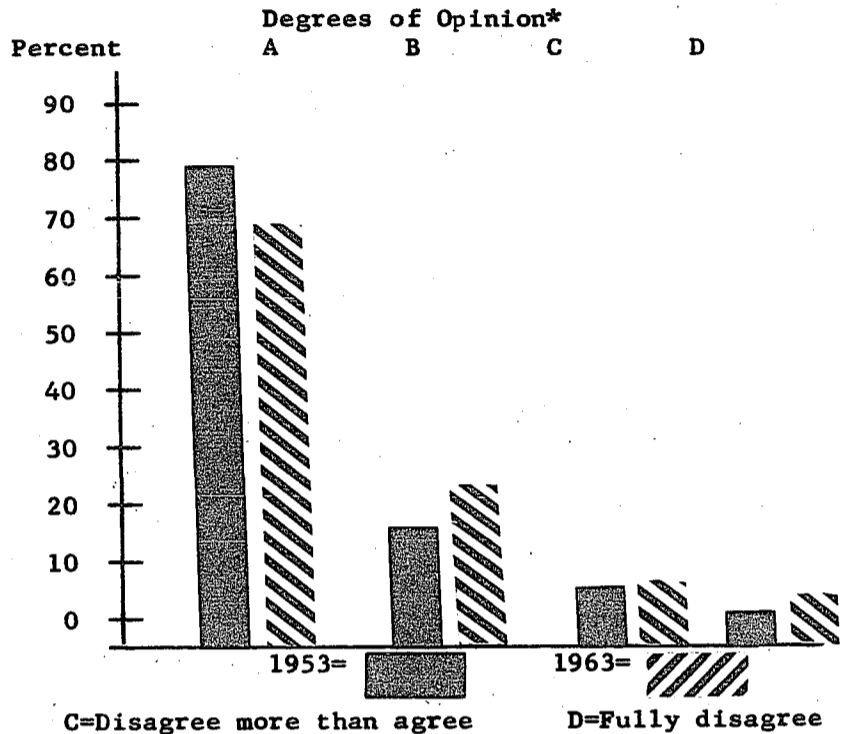
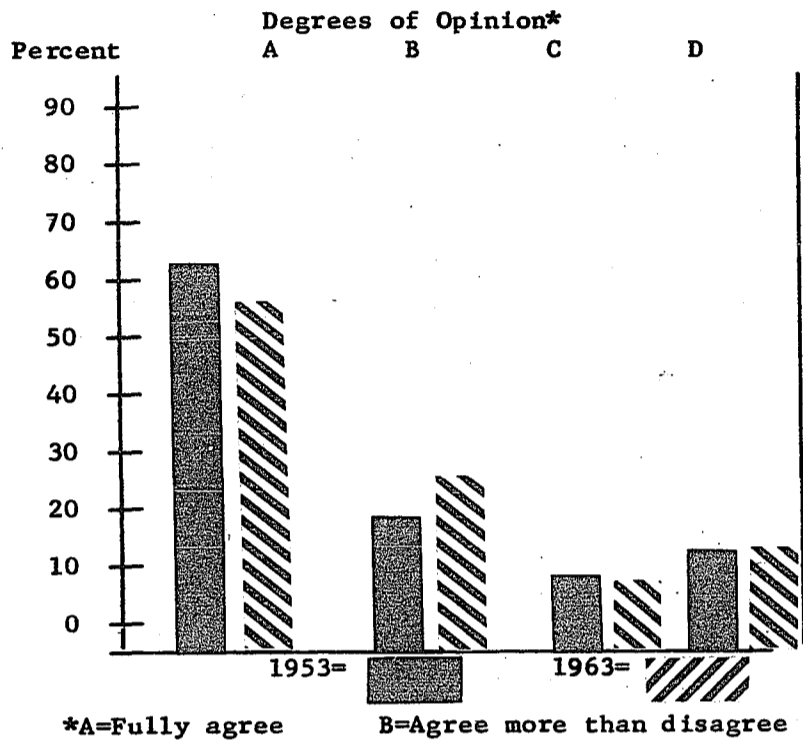
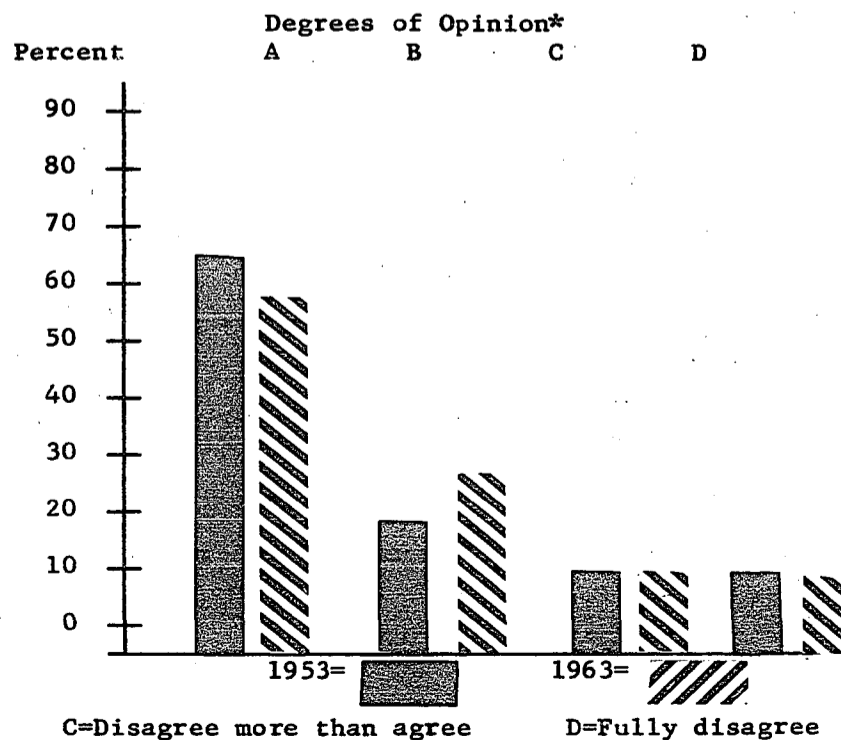
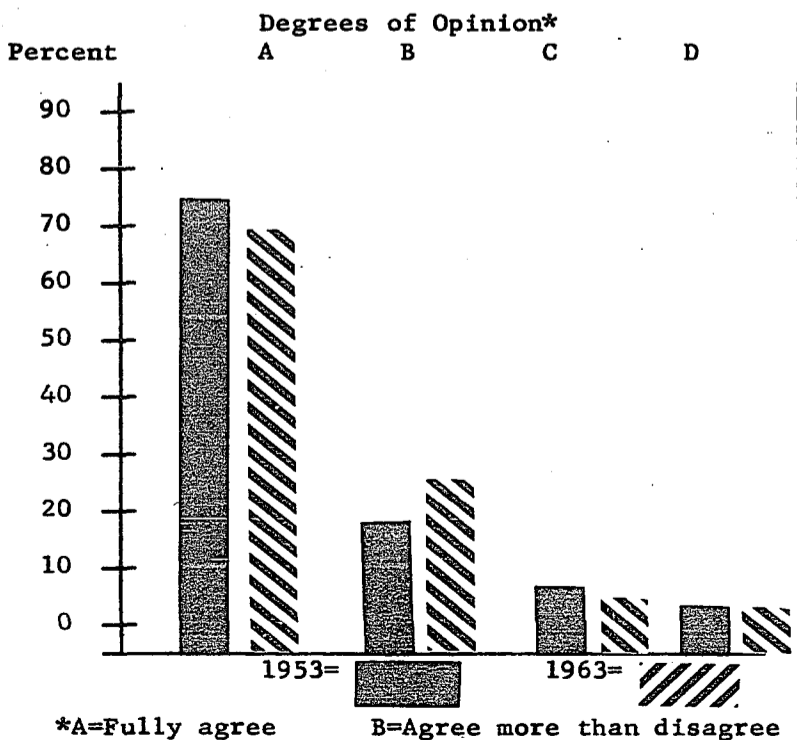


TABLE 28 - Continued

Principle 15. Local boards of education should adopt and put into writing rules and regulations pertaining to the financial management of the school system.

Total of the principles in the area of Business and Finance.



choice and were fairly consistent between the two studies. When the responses for these fifteen principles were totaled it was seen that the responses in 1963 were 8 percentage points below the 1953 responses on "fully agree", and 9 percentage points higher on "agree more than disagree." It is noted that the responses in 1963 for the remaining two degrees of opinion were the same on "disagree more than agree," and 1 percentage point below the 1953 percentage on "fully disagree."

Table 29 shows the comparison of the responses to each of the fifteen principles of CURRICULUM. Principle 18 is the only one in this group showing an increase on "fully agree". Principle 27 showed the least difference of all fifteen principles, with a decrease of only 2 percentage points on the "fully agree" degree of choice. The greatest changes occurred on Principles 21, 24 and 25, with Principle 25 showing the greatest decrease, 19 percentage points on "fully agree." The other two principles, 21 and 24, both showed decreases of 18 percentage points from 1953 to 1963 on the (A) degree of choice. Other principles which differed more than 10 percentage points on the "fully agree" category were 16, 17, 21, 22, 24, 25, 26, 29 and 30. Principles 17, 21, 22, 24, 25, 26 and 30 showed decreases of 10 percentage points or more on the (A) degree of choice, and increases of 10 percentage points or more on the "agree more than disagree" choice. Principles 17, 24 and 25 showed increases of 16 percentage points on the (B) choice. All the rest of the principles showed 8 percentage points or less difference on "fully agree." The greatest difference on "disagree more than agree" was 5 percentage points which was the increase shown on Principles 16 and 22. On "fully disagree" the greatest difference occurred on Principles 16 and 19 where there were increases of only 3 percentage points. When the totals for

TABLE 29

RESPONSES OF BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953 ON EACH PRINCIPLE AND THE TOTAL IN THE AREA OF CURRICULUM

Principle 16. The chief purpose of the school should be to develop in children and youth greater competence with democratic processes.

Principle 17. The curriculum of the school should include not only "textbook" learning but all other kinds of learning in which the pupils engage under the direction of the school.

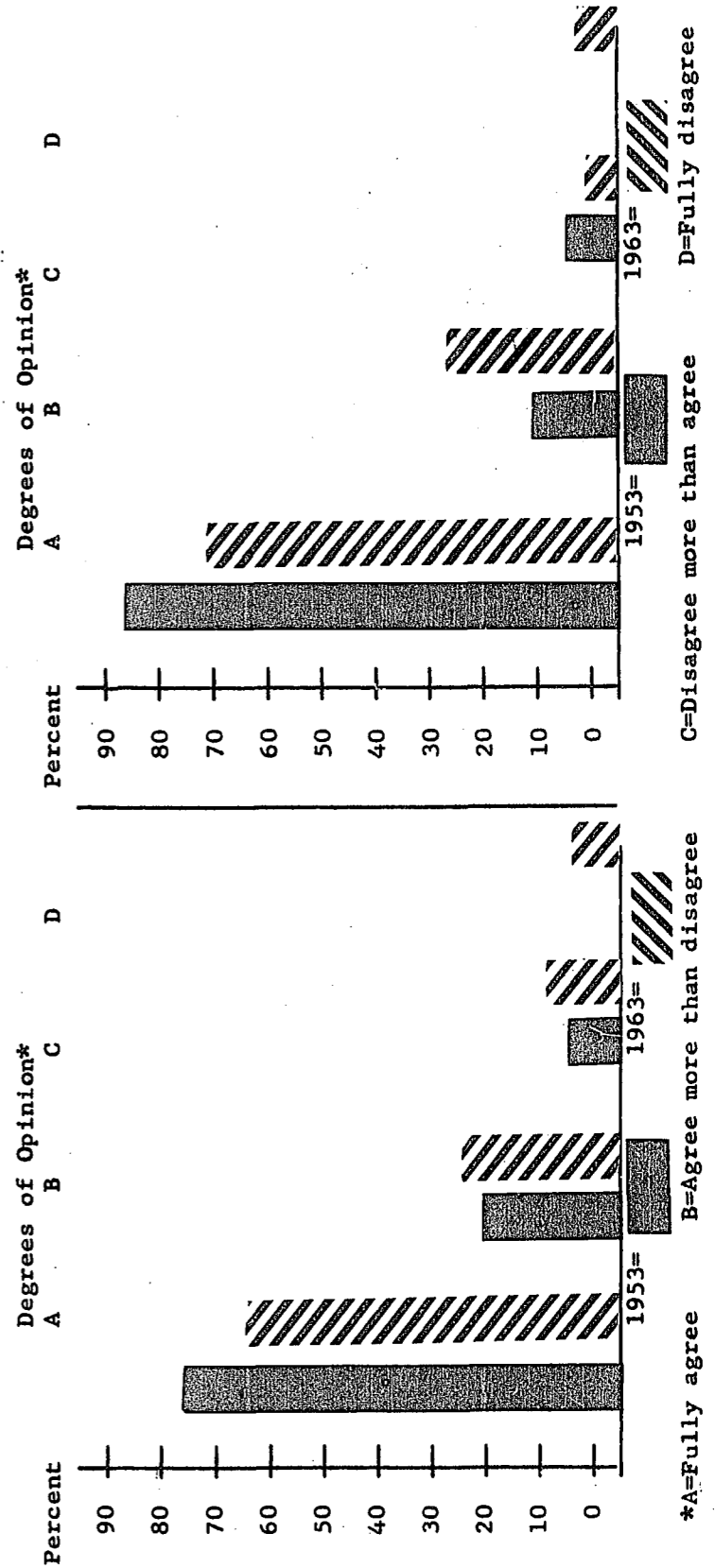
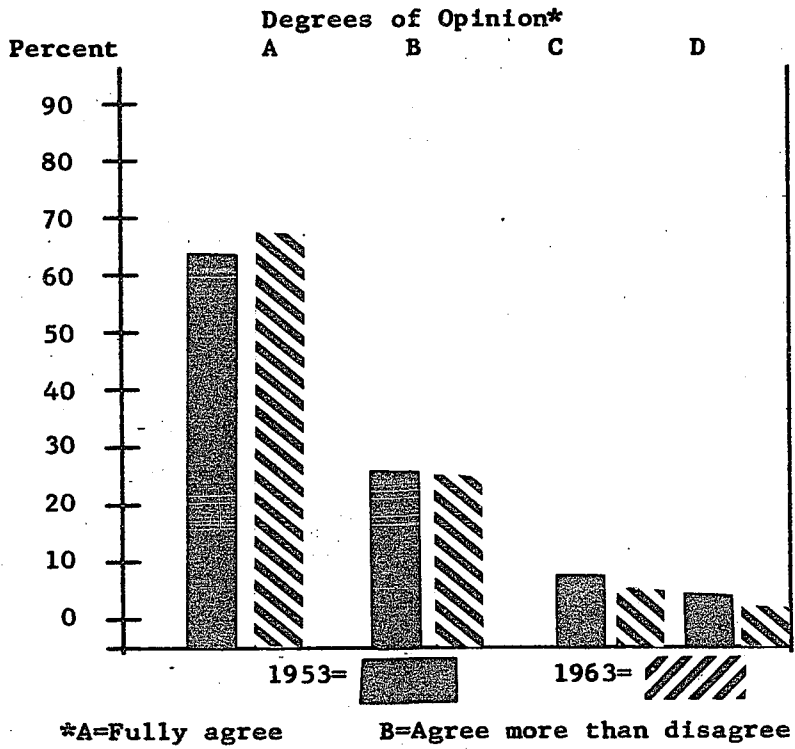


TABLE 29 - Continued

Principle 18. The public schools should provide general education that serves all pupils and individualized education that recognizes differences among pupils.



Principle 19. The local school staff, pupils, board of education and people of the community should jointly determine what the school shall teach in addition to what the state requires.

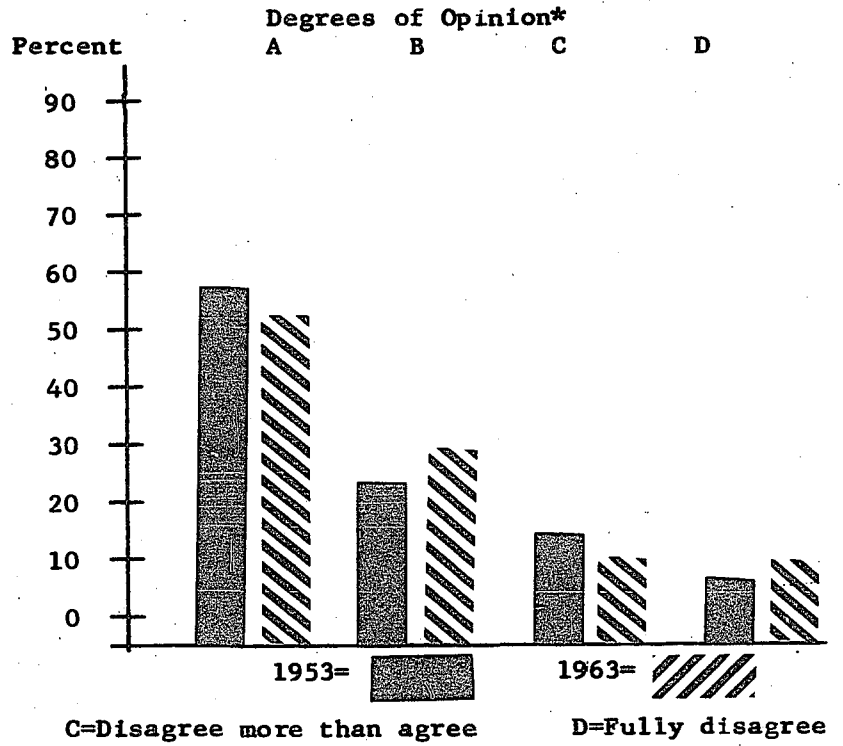
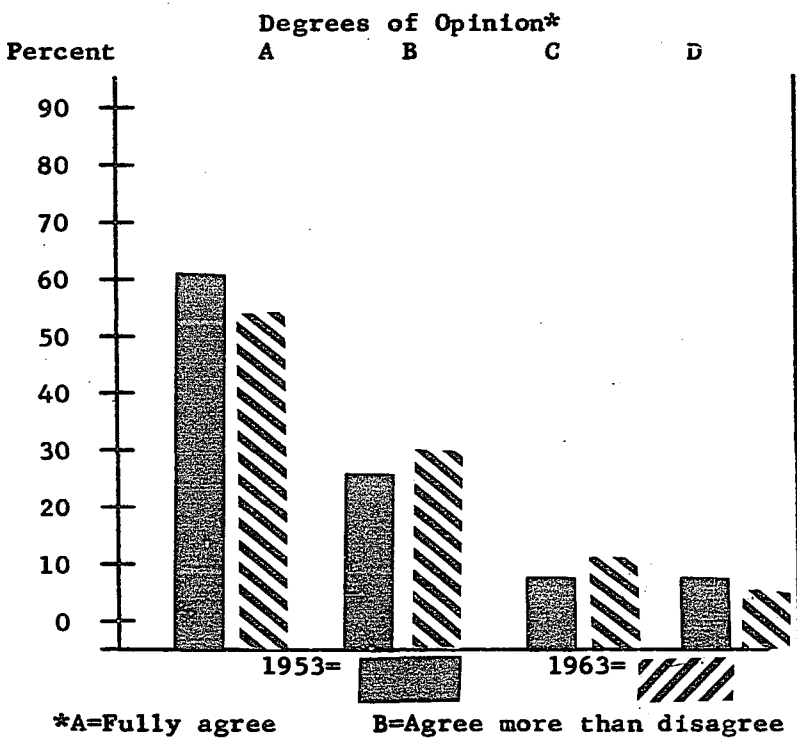


TABLE 29 - Continued

Principle 20. Pupil achievement should be evaluated mainly in terms of each pupil's individual aptitudes and abilities rather than in competition with other pupils.



Principle 21. Teachers should be free to employ the best educational methods possible in order for the school to fulfill the objectives established by our society.

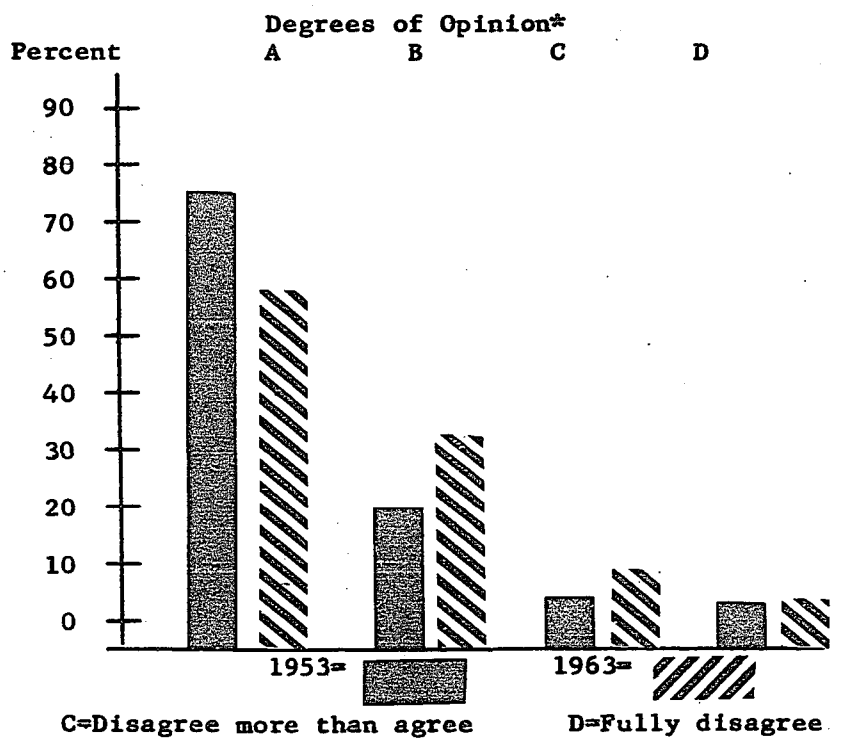
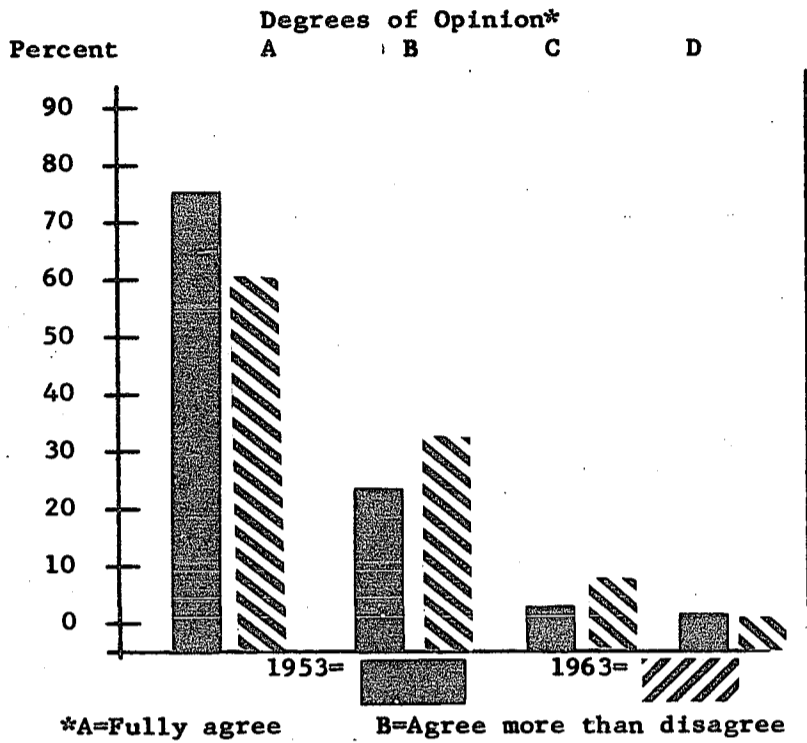


TABLE 29 - Continued

Principle 22. Pupils should be taught controversial issues in a form appropriate to their age and understanding.



Principle 23. The curriculum should be planned to meet both present and probable future needs of pupils.

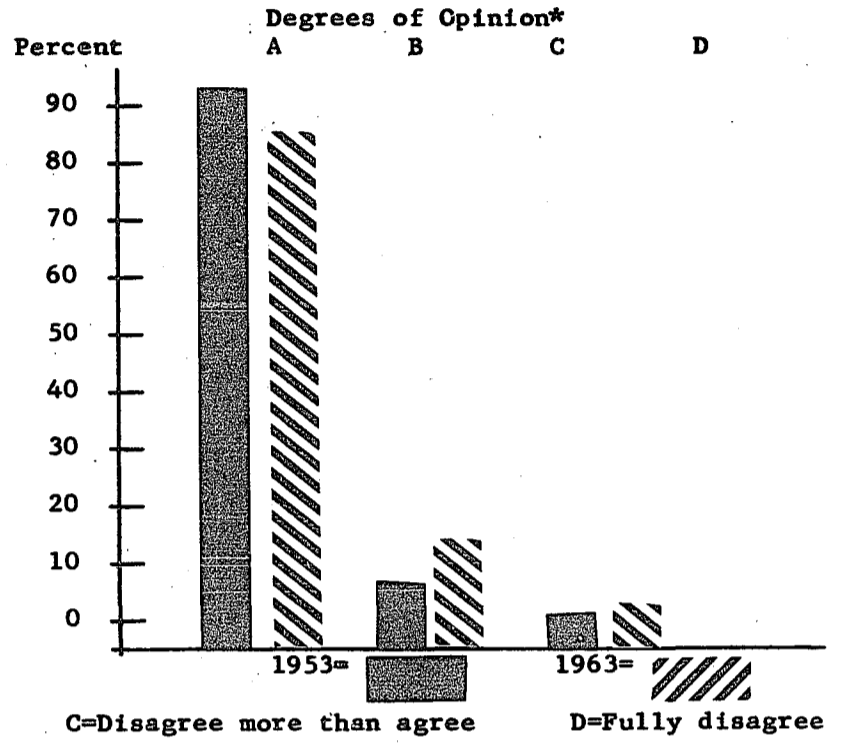
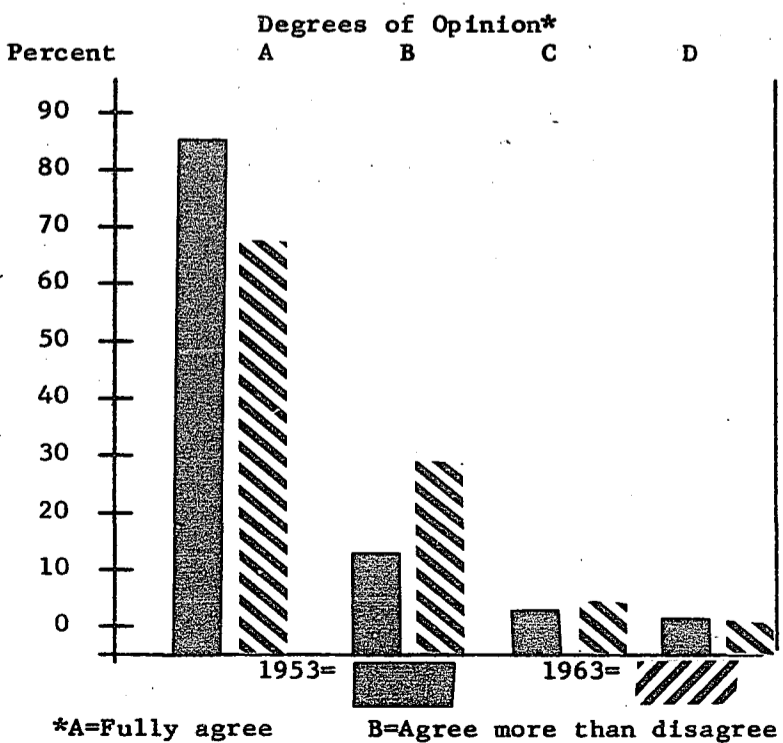


TABLE 29 - Continued

Principle 24. The curriculum should provide experiences that help pupils to become intelligent buyers and consumers of goods and services.



Principle 25. The curriculum should provide opportunities for all pupils to learn better family living.

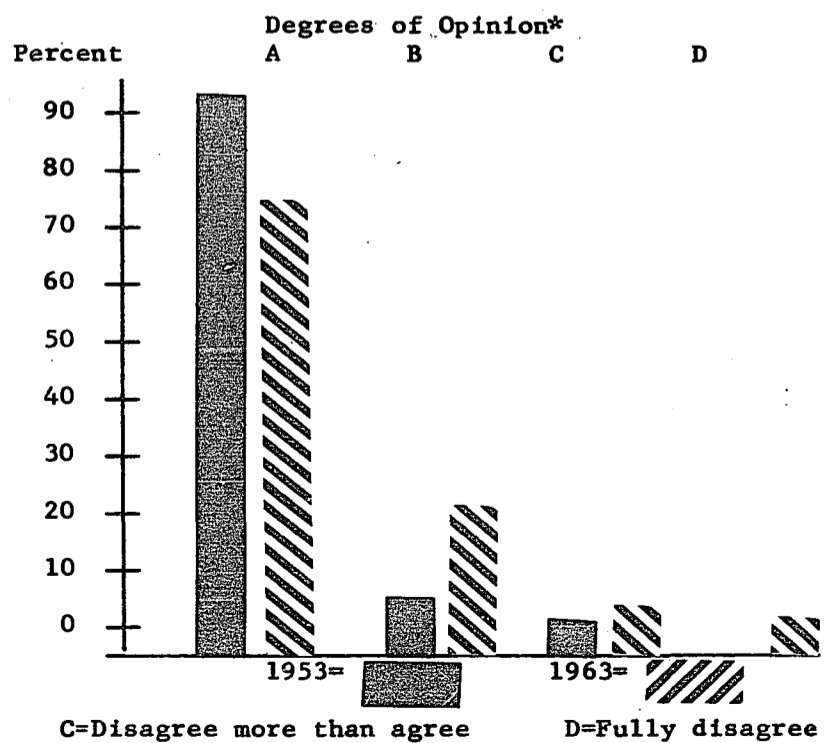
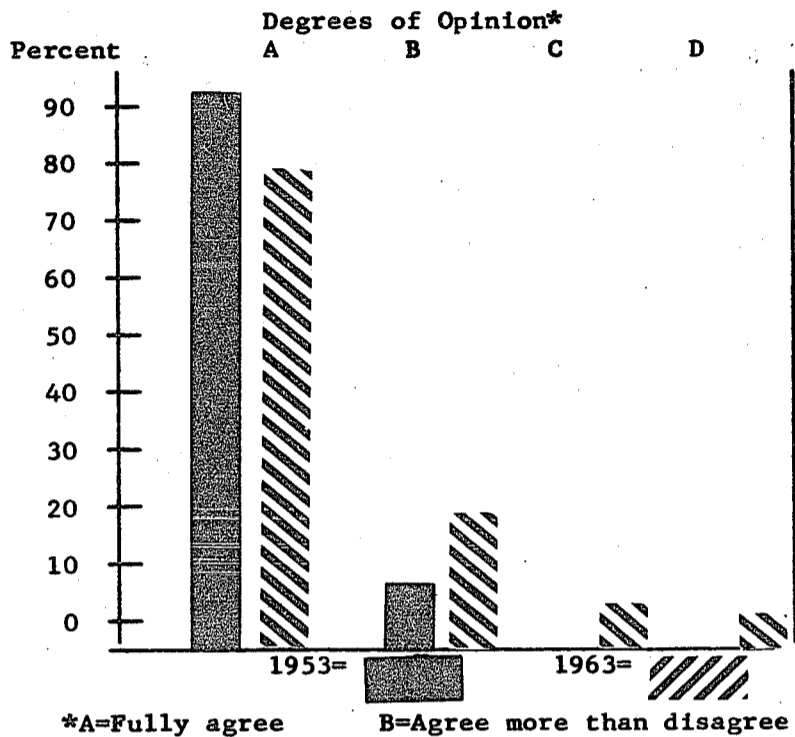


TABLE 29 - Continued

Principle 26. The curriculum should provide opportunities for pupils to study themselves in order to discover and develop their aptitudes, abilities and skills.



Principle 27. The curriculum should provide for the development of skills in reading, writing, arithmetic, speaking and listening.

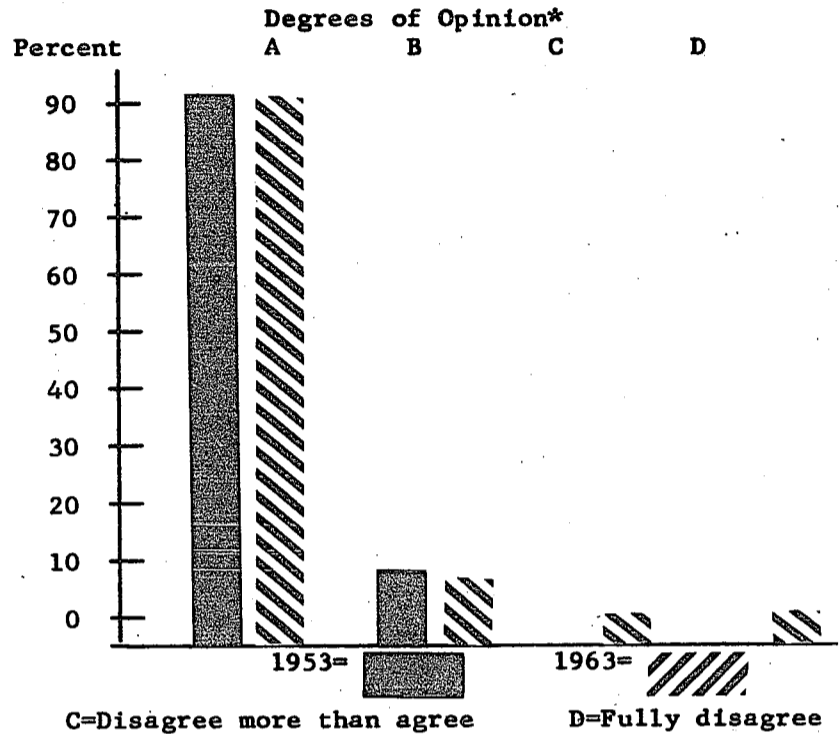
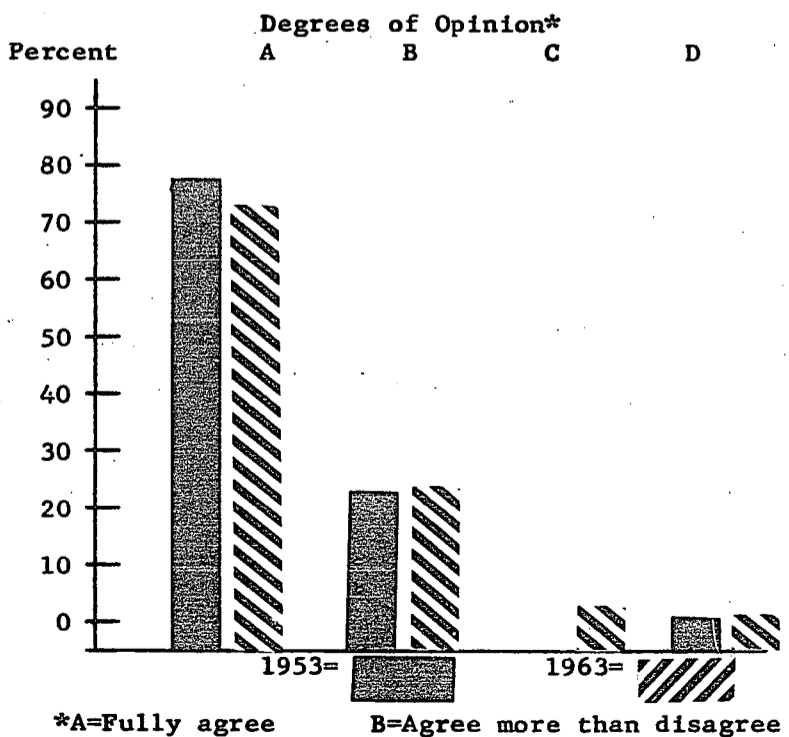


TABLE 29 - Continued

Principle 28. The curriculum should provide for the use of a wide variety of materials and aids and include the community as a source of many learnings.



Principle 29. Activities such as athletics, dramatics, student government, etc., should be provided for their educational values and considered as a part of the curriculum.

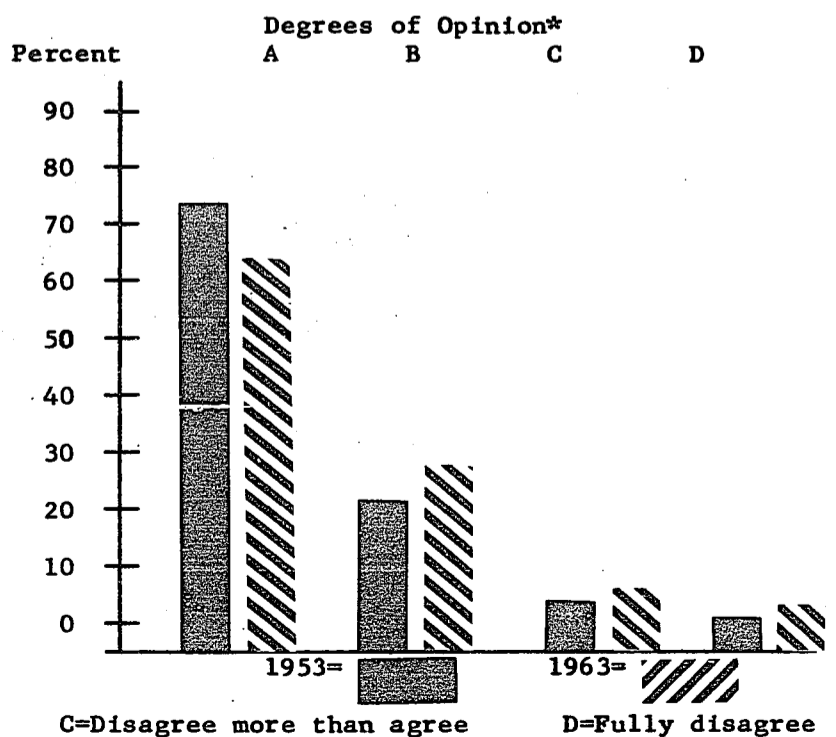
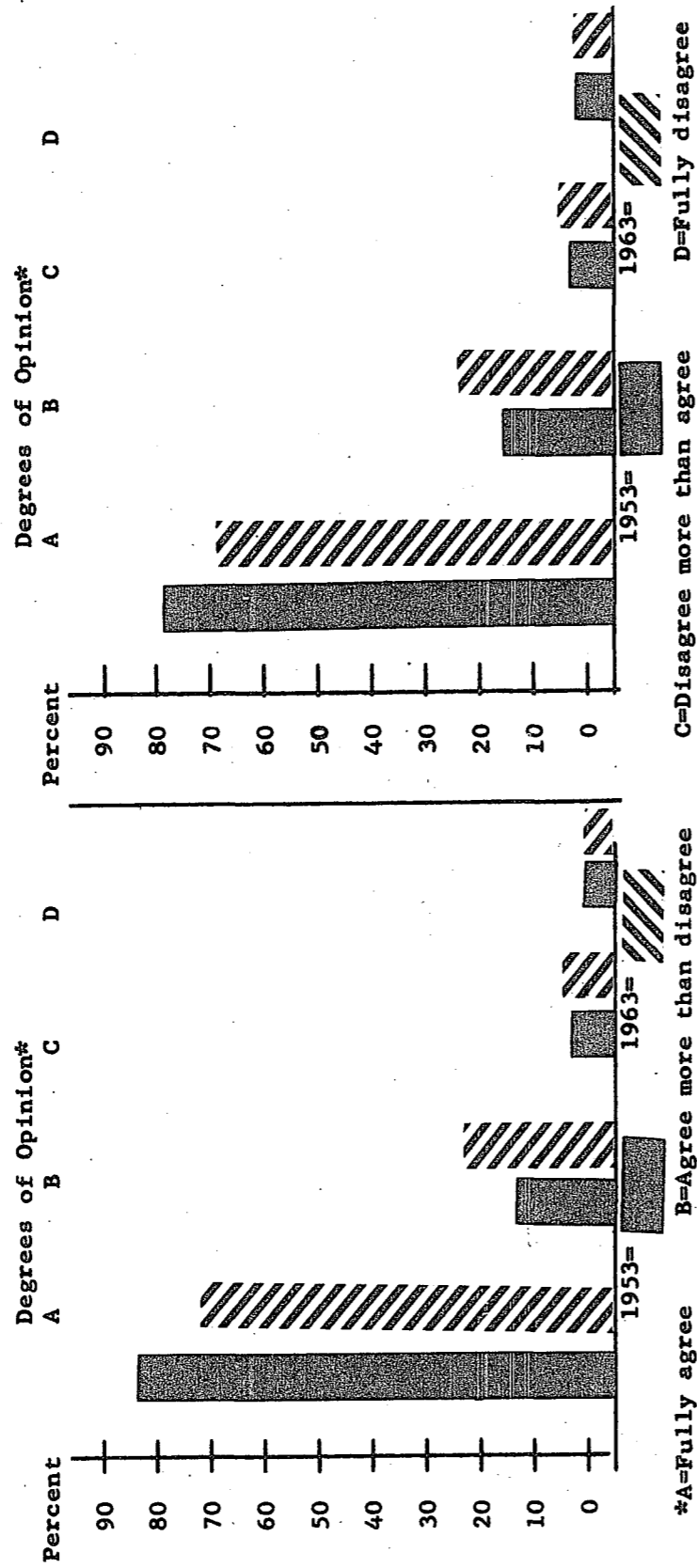


TABLE 29 - Continued

Principle 30. The curriculum should provide for relating specific subjects such as English, history, art, etc., to everyday problems in the lives of the children.

Total of the principles in the area of Curriculum.



these fifteen principles were considered, it was noted that in 1963 on "fully agree" the percentage of responses was 10 percentage points below that of 1953, and on "agree more than disagree" it was 8 percentage points above 1953. On "disagree more than agree" the 1963 percentage of responses was 2 percentage points above that of 1953, and on "fully disagree" the percentage of responses was the same.

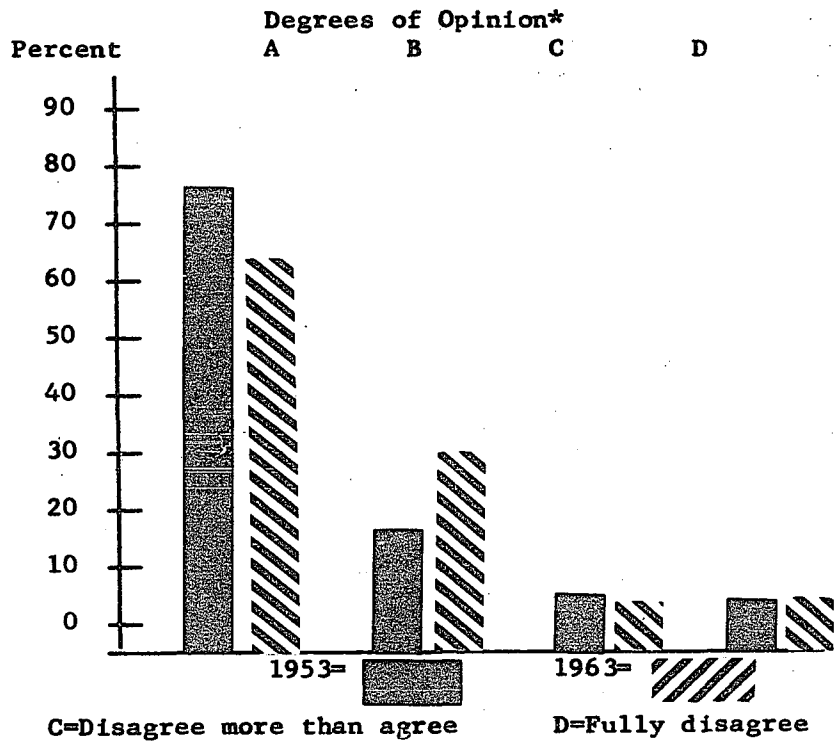
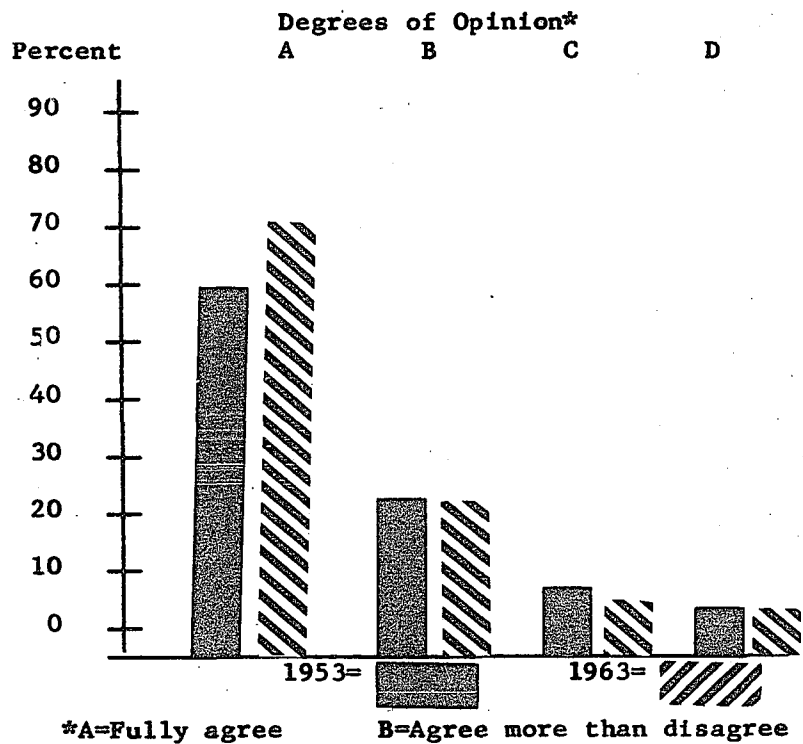
The comparisons between the two studies on the fifteen principles of PERSONNEL are shown in Table 30. From this table one can see that the greatest and least changes on "fully agree" occurred on Principles 44 and 35 respectively. Principle 44 showed a decrease of 20 percentage points on "fully agree," an increase of 10 percentage points on "agree more than disagree," an increase of 4 percentage points on "disagree more than agree" and a 6 percentage points increase on "fully disagree." Principle 35 showed changes of only 1, 3 and 2 percentage points on the degrees of choice (A), (B) and (C) respectively, with no change in percentage on (D). Others which reflected little change on any degree of choice were Principles 38, 39 and 40. Of the fifteen principles six had a difference of 8 percentage points or less on any one degree of opinion. Five of the principles, including Principle 44, had a difference of 10 percentage points or more on one or more degrees of opinion. As a whole, these fifteen principles showed less change than either of the two preceding areas. It should be noted that on Principles 31, 39 and 40, the percentages on "fully agree" were greater in 1963 than in 1953. When the percentages of the total responses for these fifteen principles were compared it was noted that the differences in percentages were less for the four degrees of choice than for any of the previous areas investigated.

TABLE 30

RESPONSES OF BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953 ON EACH PRINCIPLE AND THE TOTAL IN THE AREA OF PERSONNEL

Principle 31. Boards of education should establish definite written policies pertaining to the selection, duties, salaries, promotion and dismissal of all school personnel.

Principle 32. The selection of school personnel should be based only on suitability and fitness for the position.

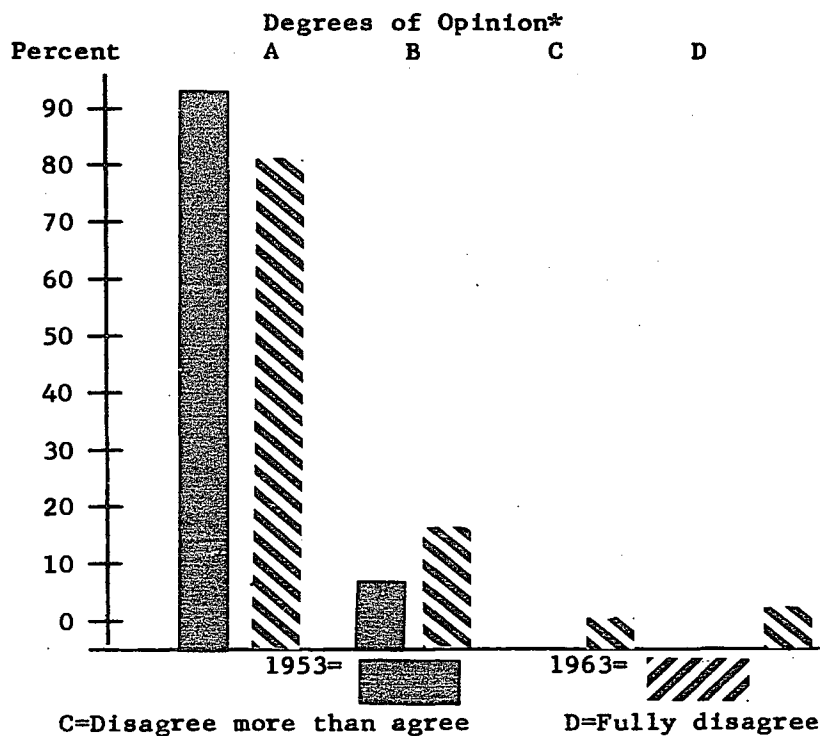
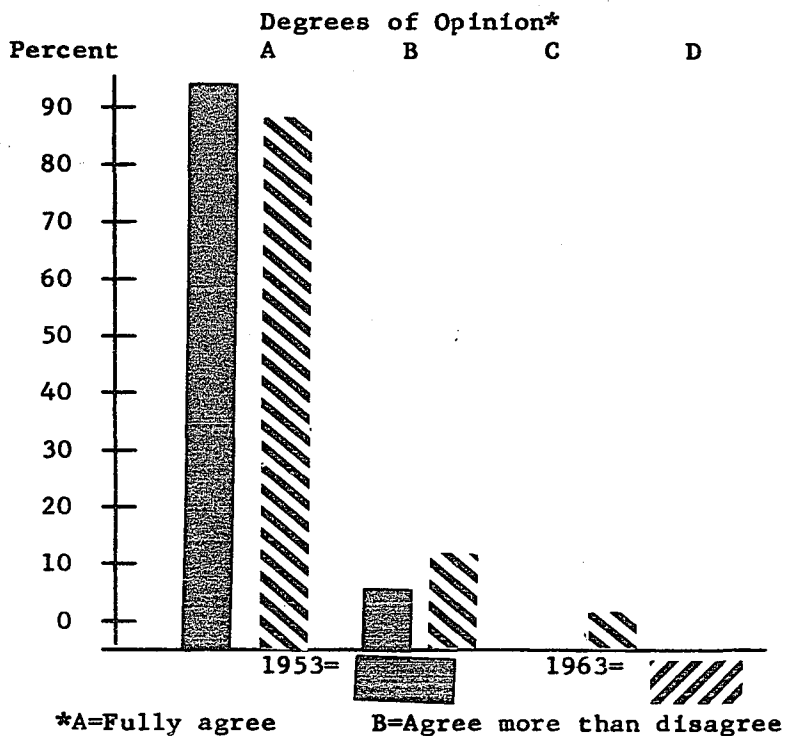


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TABLE 30 - Continued

Principle 33. It should be the policy of the board of education to insure stability of the instructional staff by retaining competent personnel.

Principle 34. The salary schedule in school districts should offer a career in teaching, induce capable young people from highschools to prepare for teaching and promote constant improvement during the time of teaching.



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TABLE 30 - Continued

Principle 35. The superintendent should be given the responsibility of recommending or nominating all employees to the board with the board's reserving the right to appoint or reject his nomination.

Principle 36. The standards of pay for teachers should be approximately as high as those of other professions which require equal qualifications and training.

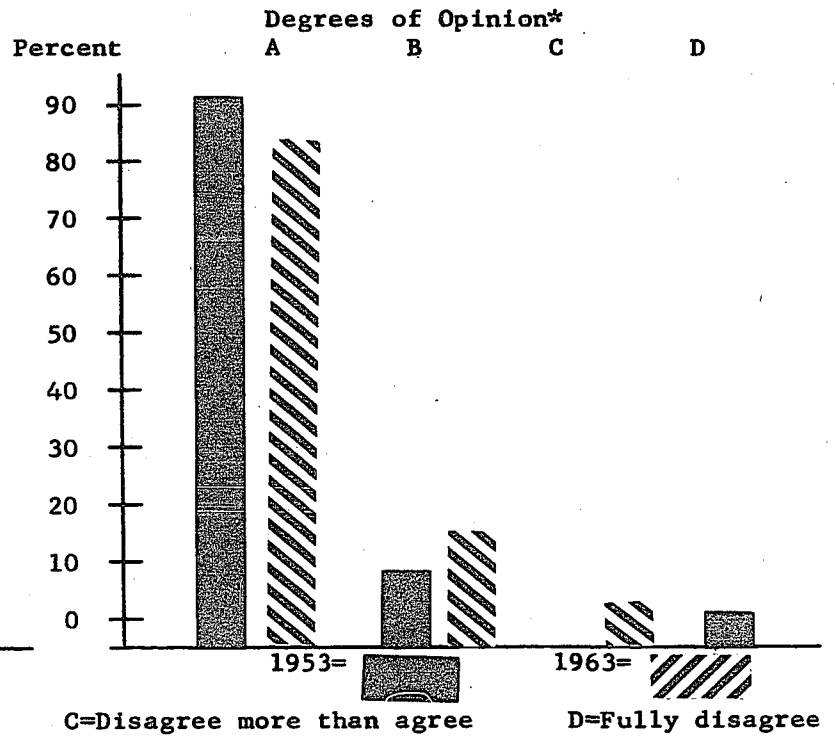
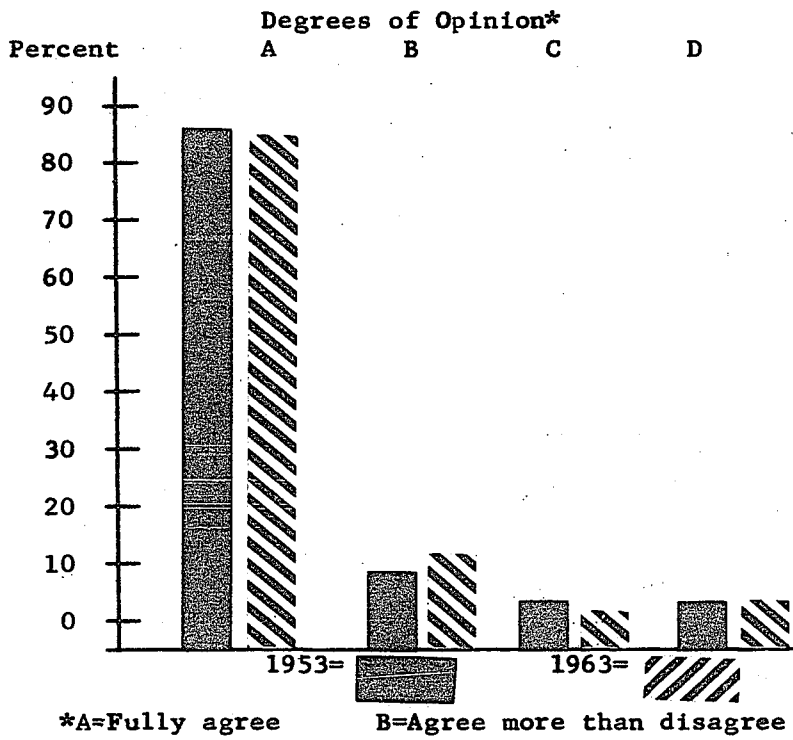


TABLE 30 - Continued

Principle 37. The teacher's load should be so arranged that the teacher can give a high quality of service to the pupils at all times.

Principle 38. Personnel policies and regulations established by boards of education should provide for financial assistance for a specified time to teachers and other employees who become ill or disabled.

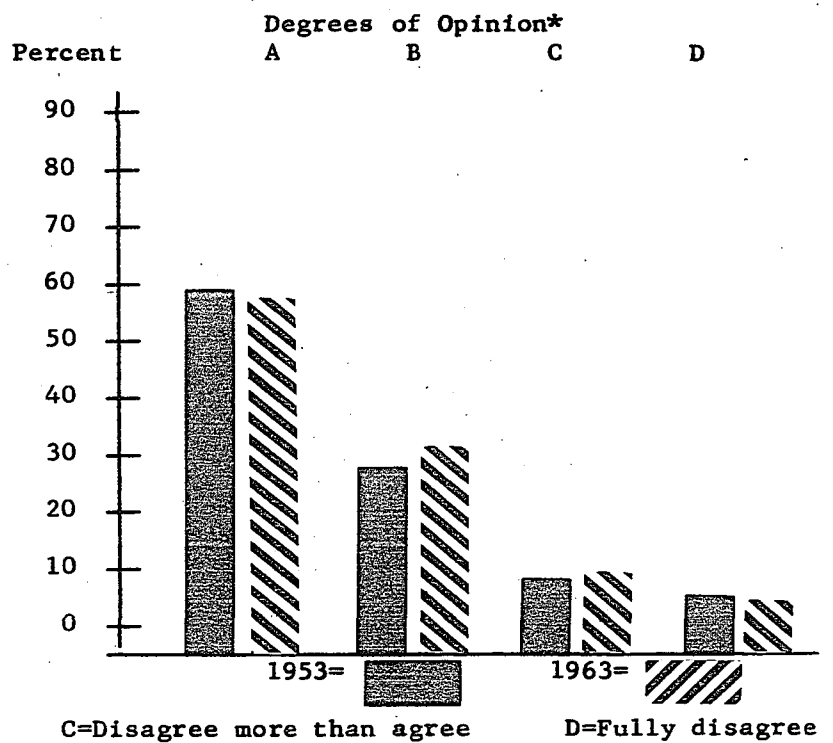
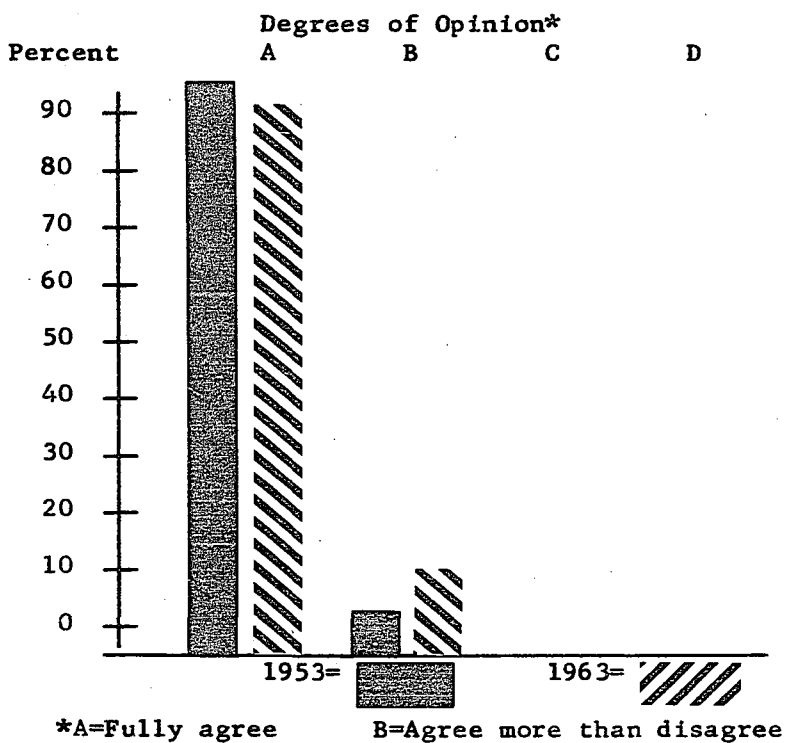


TABLE 30 - Continued

Principle 39. Boards of education should be authorized to enter into legal contracts with teachers for the succeeding school year during a specified period prior to the beginning of the succeeding fiscal year.

Principle 40. State salary schedules that have been established as a basis for apportioning state aid should not become the salary schedule in the school districts.

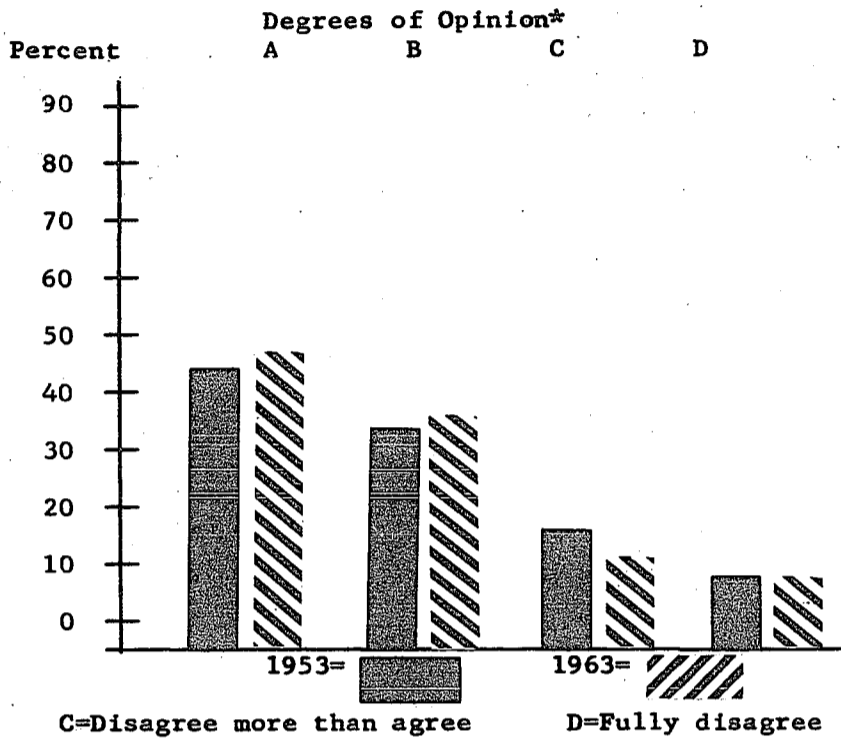
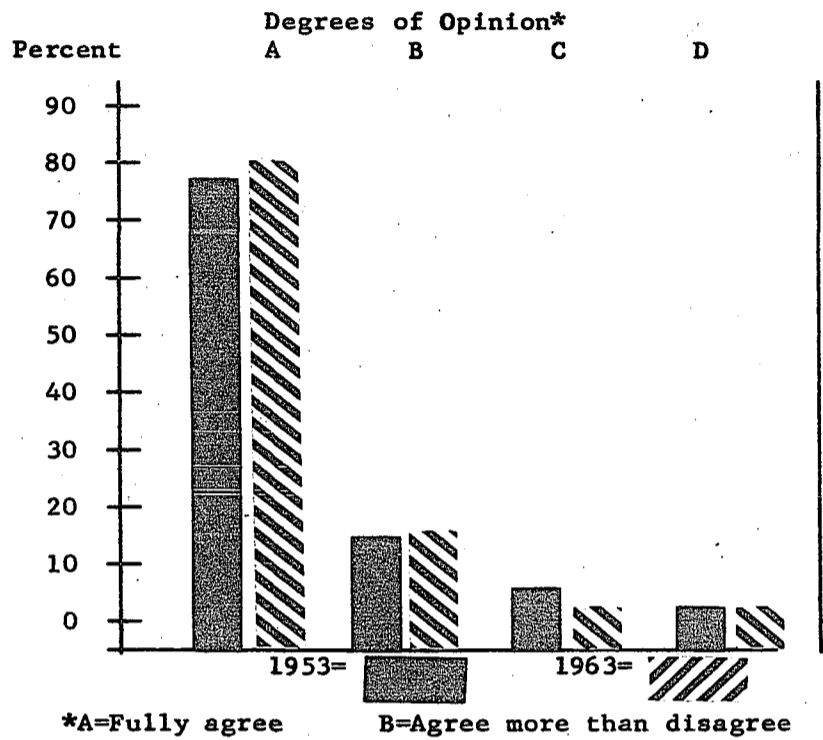


TABLE 30 - Continued

Principle 41. Written salary schedules established by the board of education should be the method of determining the pay of teachers and non-professional employees.

Principle 42. Other things being equal, the teacher in one grade should receive as much salary as the teacher in another grade whether it be in the elementary or the high school.

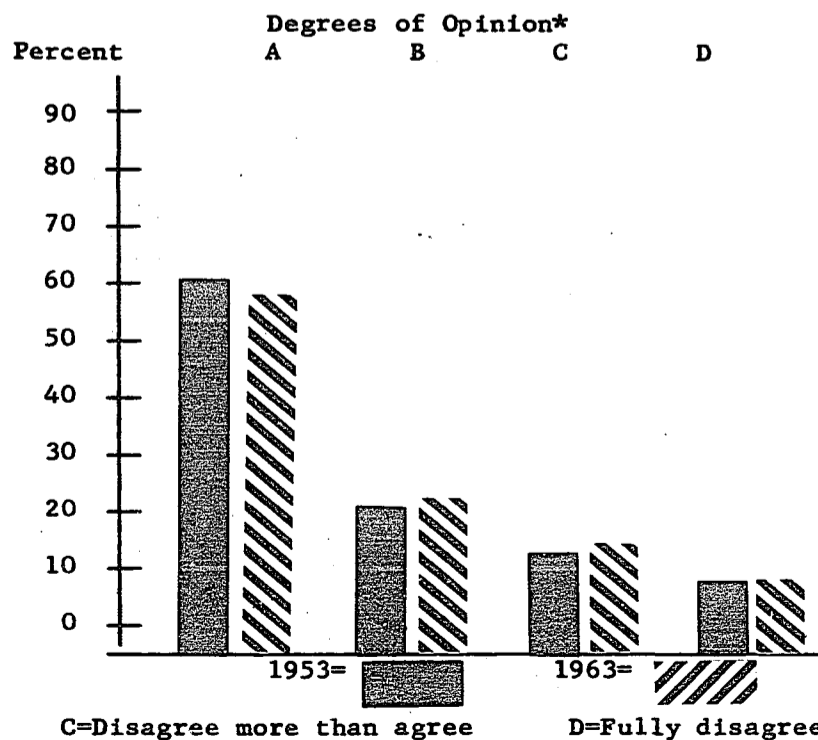
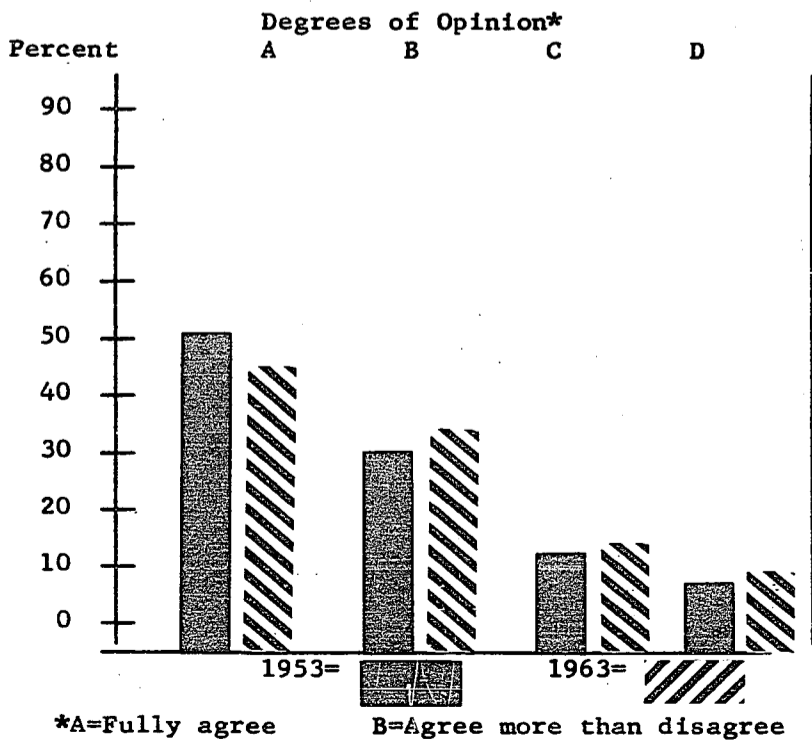


TABLE 30 - Continued

Principle 43. All means and incentives possible should be provided by the board of education for encouraging all personnel to improve their services.

Principle 44. One factor in determining the level of teachers' salaries should be the cost of maintaining an appropriate standard of living.

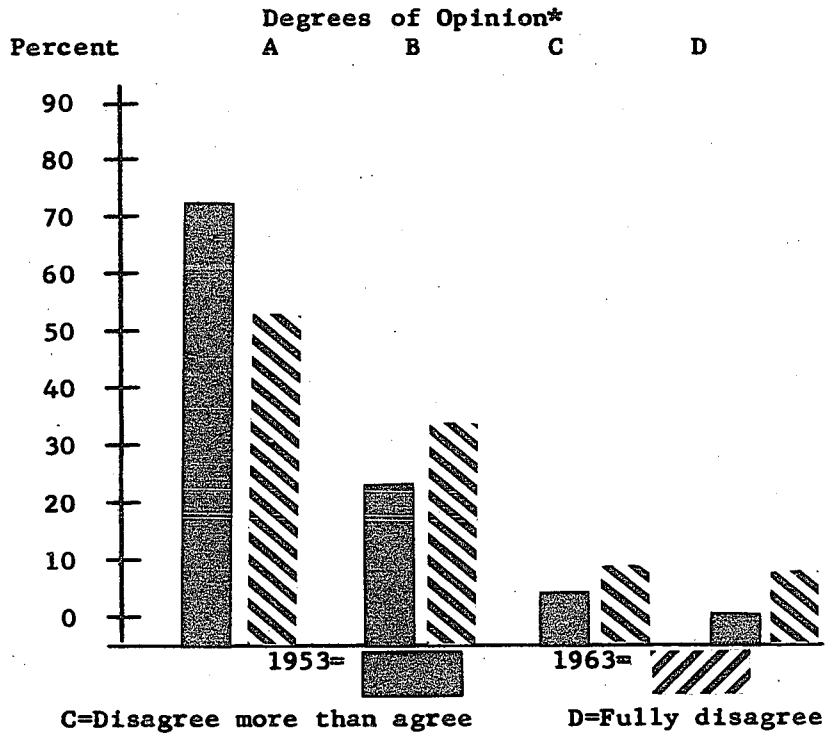
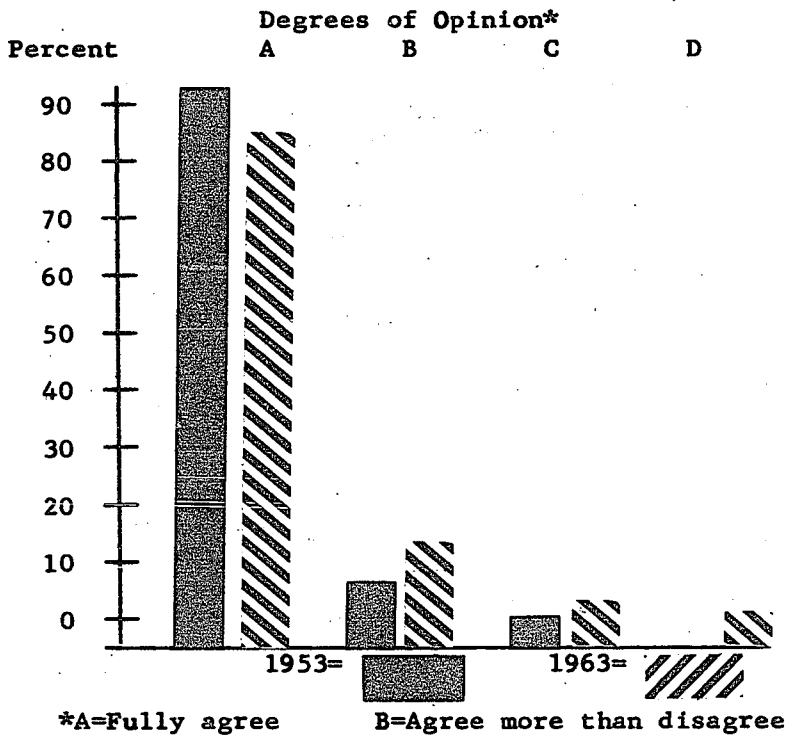
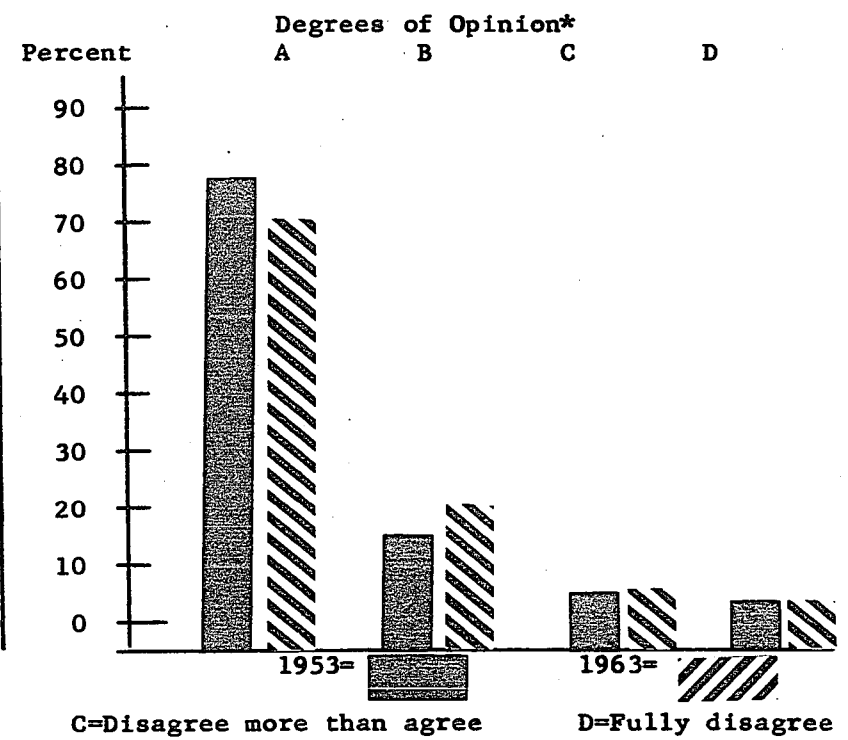
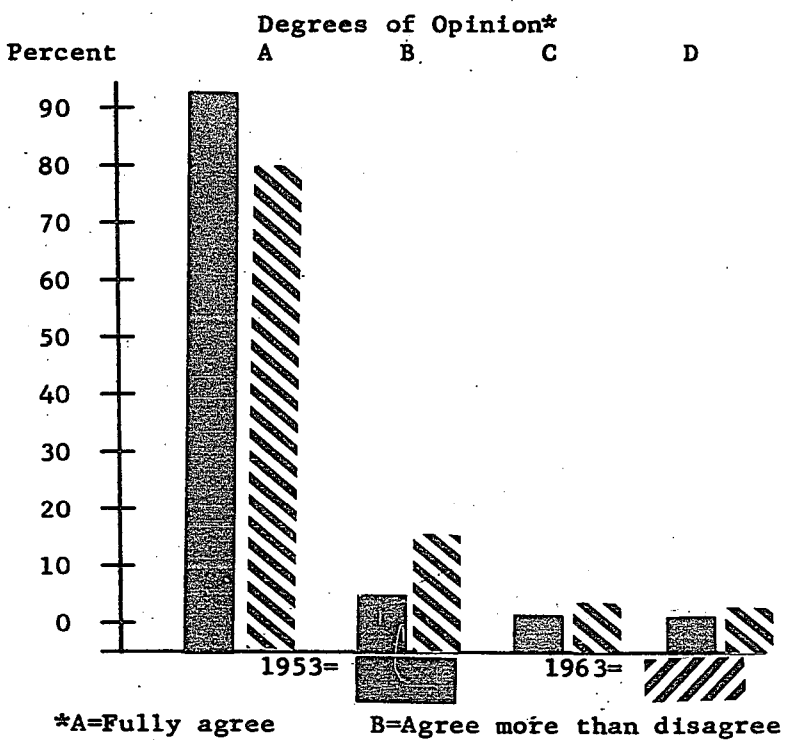


TABLE 30 - Continued

Principle 45. The primary purpose of personnel policies adopted by the board of education should be to attract and hold persons with qualifications required for superior teaching and service.

Total of all the principles in the area of Personnel.



The comparison of responses to the fifteen principles of PUBLIC RELATIONS is presented in Table 31. From an examination of this table it can be seen that the principle showing the greatest change from 1953 to 1963 was Principle 51, with differences on "fully agree" and "agree more than disagree" of 20 and 19 percentage points respectively, the former a decrease and the latter an increase. There were seven other principles which had differences of 10 percentage points or more between the two studies on "fully agree," all showing decreases. Four of these six showed 10 percentage points or more difference on both (A) and (B) degrees of choice, with the (A) in each case being smaller and the (B) greater. The principle with the least amount of change on the (A) degree of choice was Principle 47, where the difference was only 2 percentage points. The remaining six principles all had less than a 10 percentage point change. Attention should be called to Principle 48 which is the only one for which the (A) degree of choice was greater in 1963 than in 1953.

The presentation of the responses to the fifteen MISCELLANEOUS principles is shown on Table 32. Since no comparison could be made on these principles, only percentages of the responses on each principle are shown. Within this group it can be seen that on the choice of "fully agree" there were four principles which received 75 percent or more of the total responses. These principles were 61, 67, 73 and 75. Attention is called to the percentages on Principle 74. On this principle only 7 percent showed full agreement while 51 percent expressed full disagreement. It can be seen that as a whole these fifteen principles showed a lower percent of full agreement and a higher percent of full disagreement than did any of the other areas presented in this study.

TABLE 31
RESPONSES OF BOARD MEMBERS IN OKLAHOMA IN 1963 AND 1953 ON EACH PRINCIPLE AND THE TOTAL IN THE AREA OF PUBLIC RELATIONS

Principle 46. The aim in school-community relations should be to keep the people informed concerning the purposes, accomplishments, conditions and needs of the school and to keep the school informed of the thinking and wishes of the people.

Principle 47. A public relations program should be considered as necessary in the administration of public schools as it is in the administration of private business.

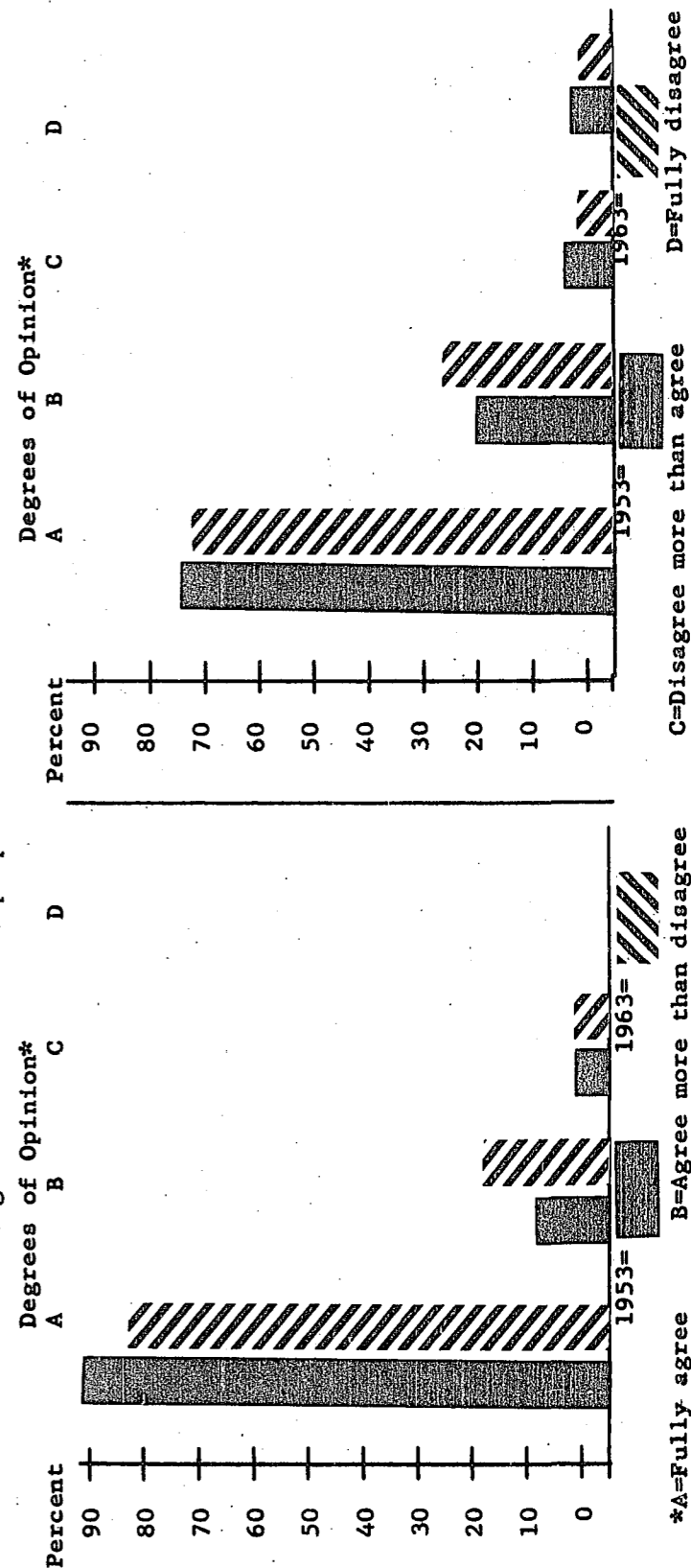
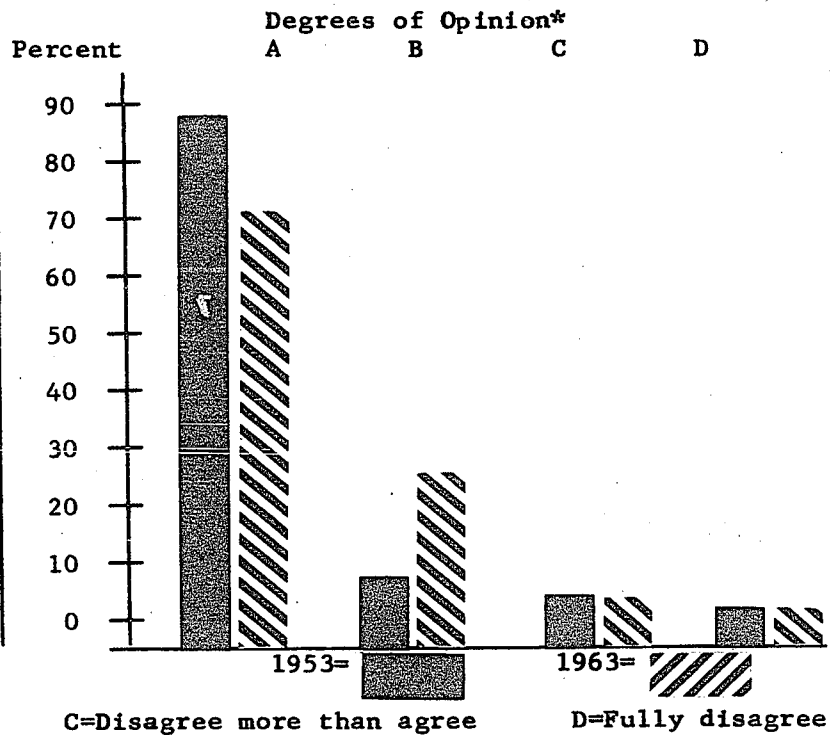
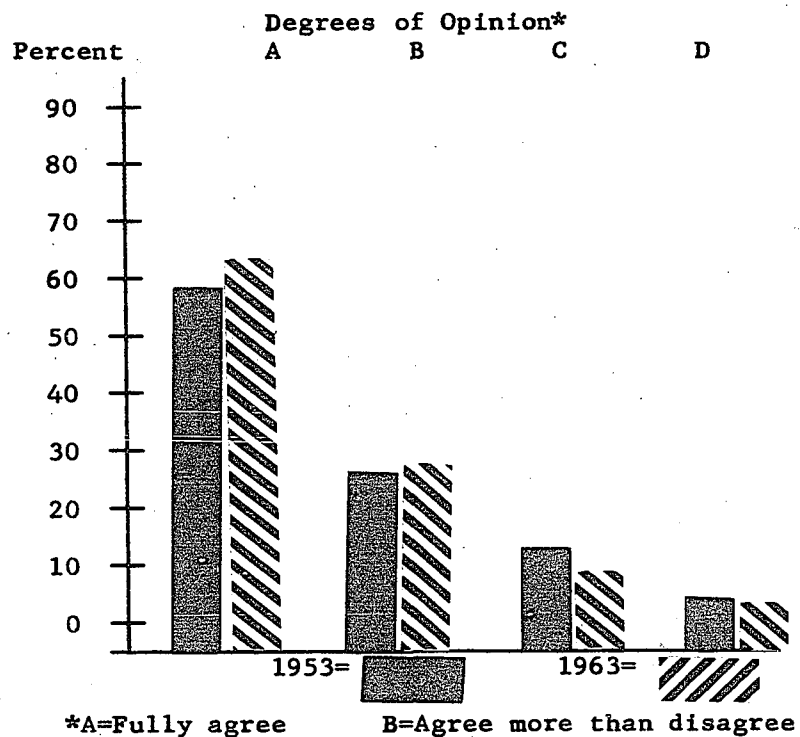


TABLE 31 - Continued

Principle 48. The board of education should have written policies and regulations concerning public relations practices.

Principle 49. The public relations program should be so well balanced that no one department or activity will be publicized at the expense of another.

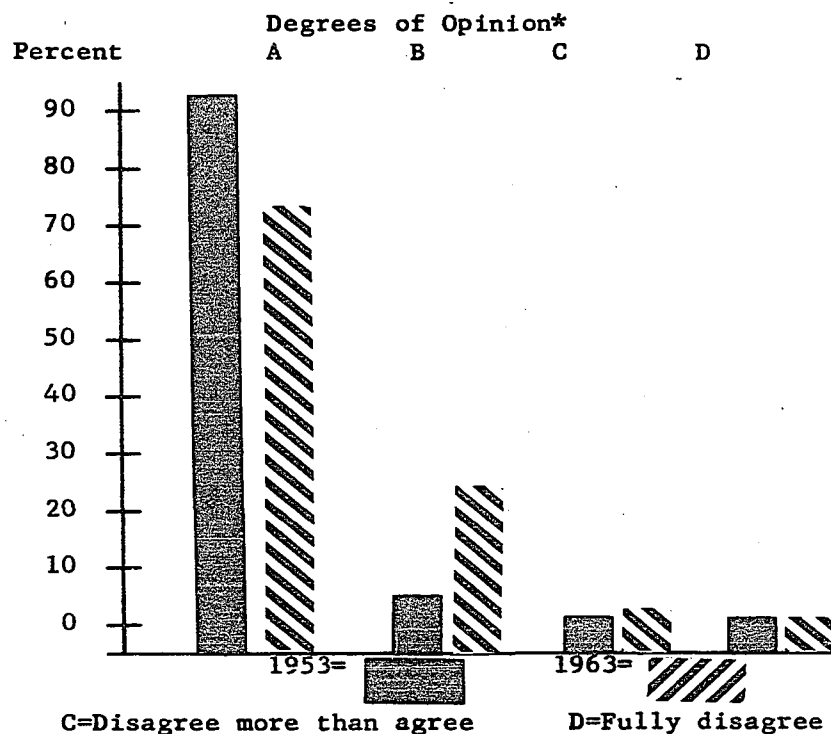
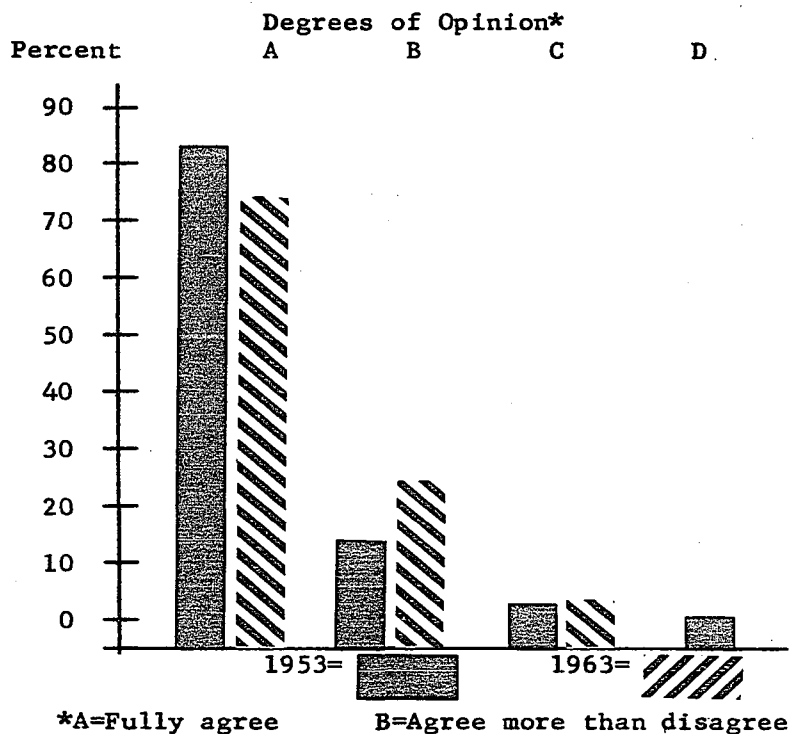


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TABLE 31 - Continued

Principle 50. In a school-community relations program the emphasis should be placed on continuous information throughout the year.

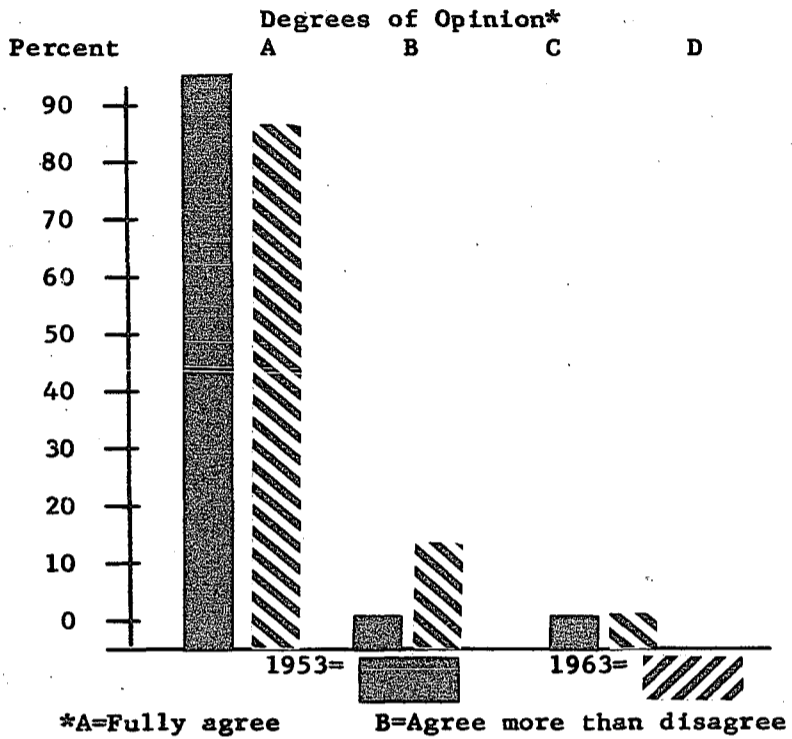
Principle 51. To be efficient the public relations program of the school should reach all groups in the community.



101

TABLE 31 - Continued

Principle 52. The information furnished by the school should be timely, truthful, unselfish and unbiased.



Principle 53. Every ethical means possible including printed matter, exhibits, visitations, talks and social contacts of board members and school personnel should be used in the public relations program.

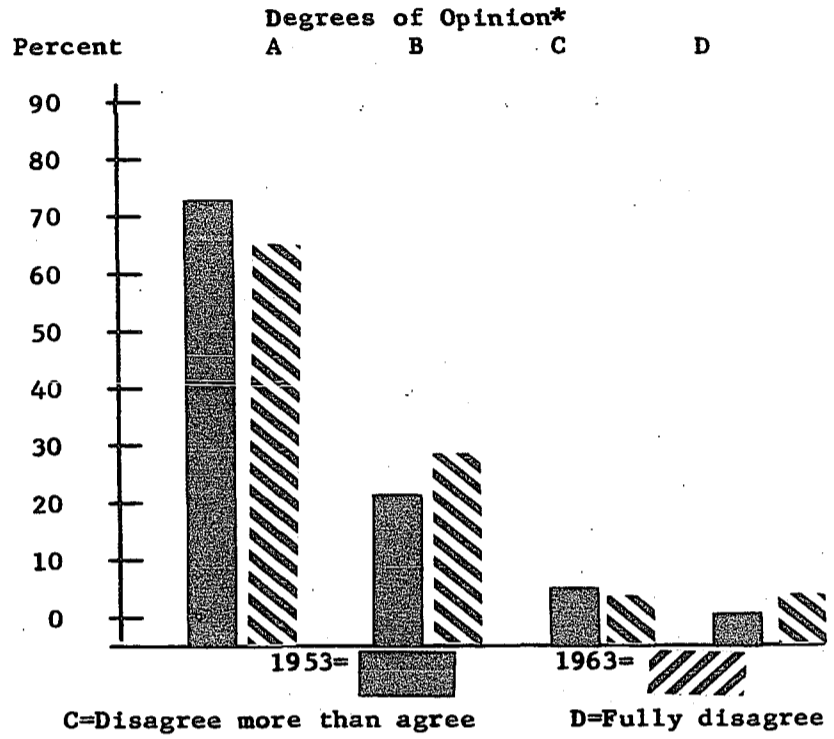
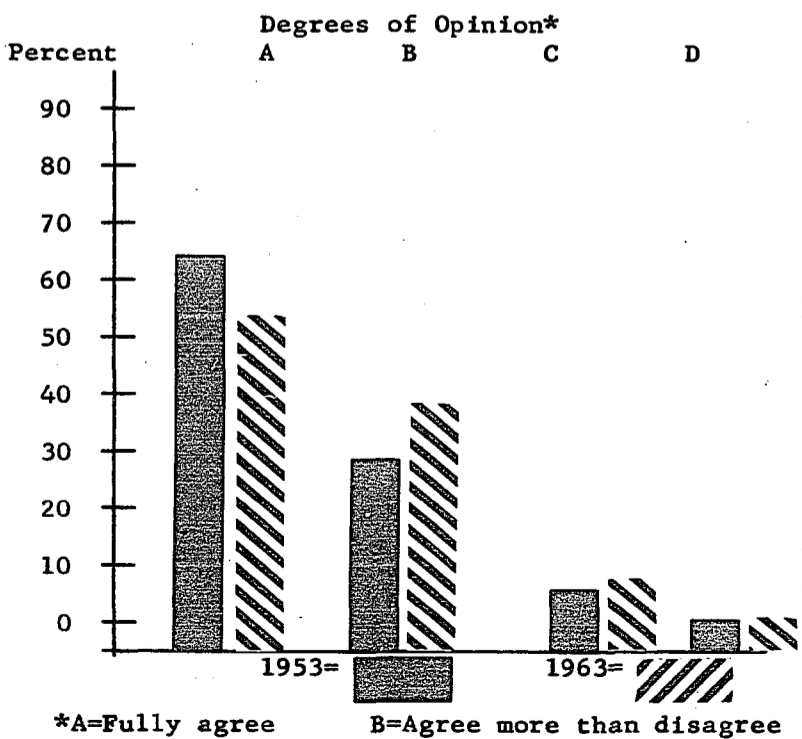


TABLE 31 - Continued

Principle 54. The public schools should use many of the techniques of public relations which have been used so successfully in private business.



Principle 55. The teachers, custodians and all other employees should have a definite and important responsibility in the public relations program.

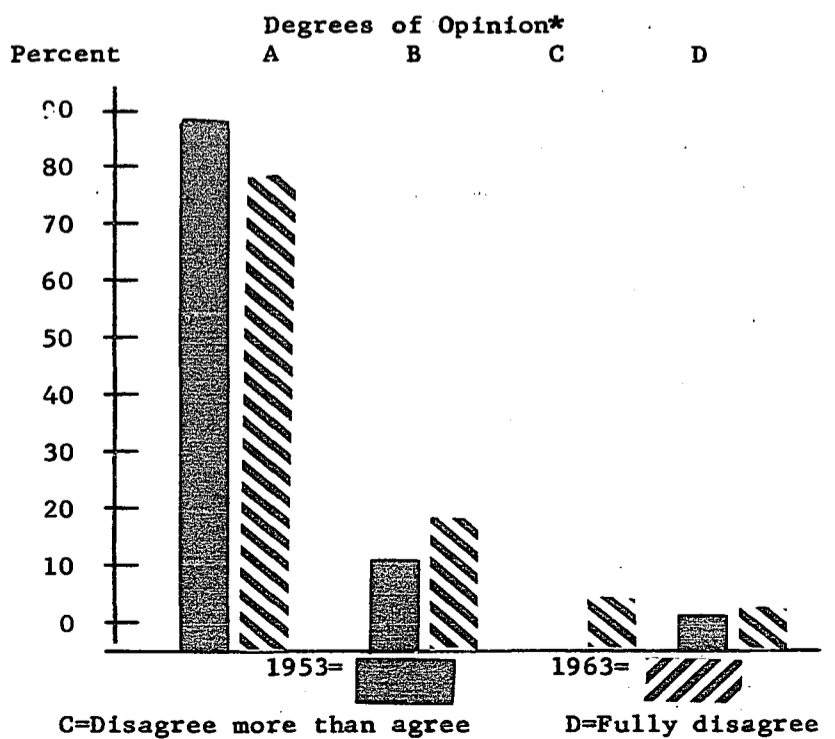


TABLE 31 - Continued

Principle 56. The public relations service of the school should be definitely organized and systematized just as every other department, service or activity should be organized and systematized.

Principle 57. Each member of the board of education should consider himself a public relations agent for the school.

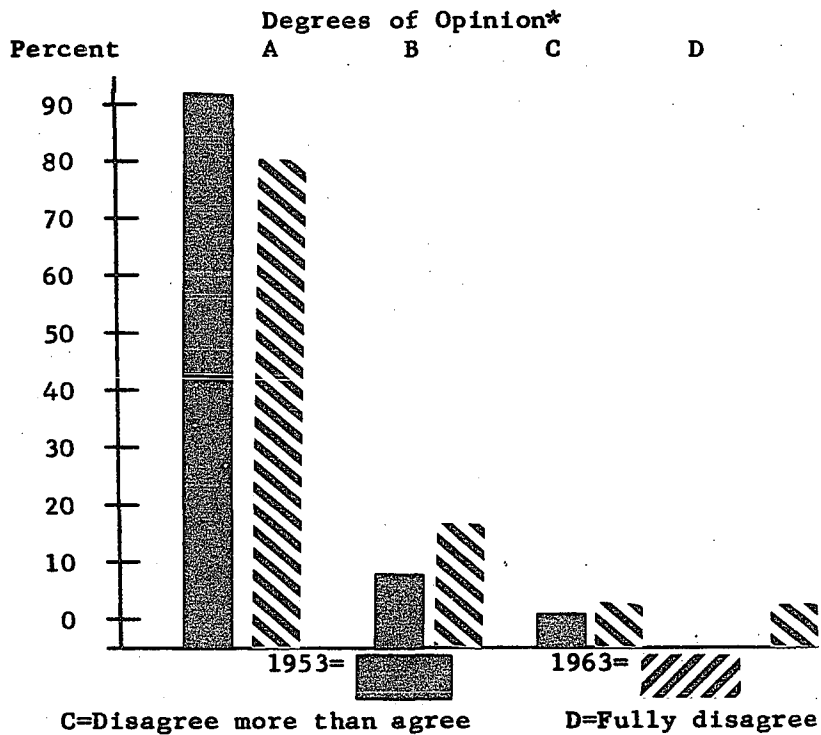
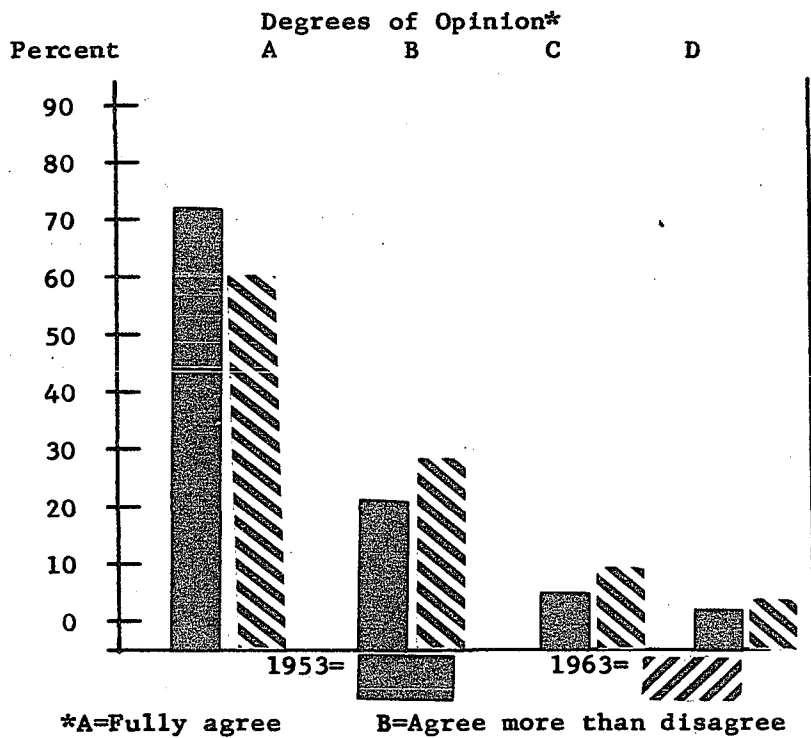


TABLE 31 - Continued

Principle 58. The public relations program should result in better schools through improved understanding by the people of what the schools are trying to do, and through wider participation from the community in promoting improvement in the schools.

Principle 59. The board of education should keep the public informed by giving publicity to all its actions.

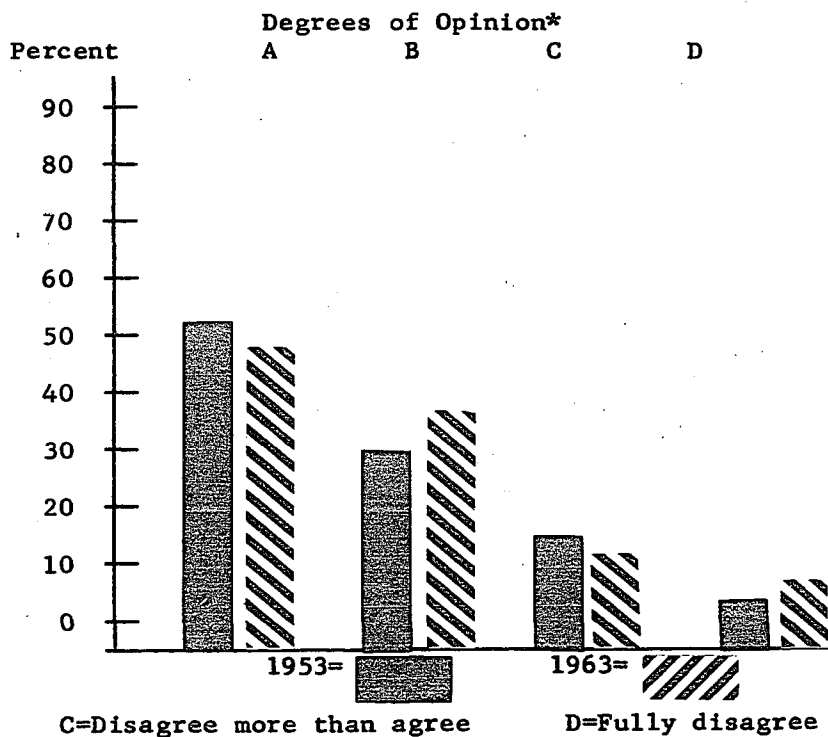
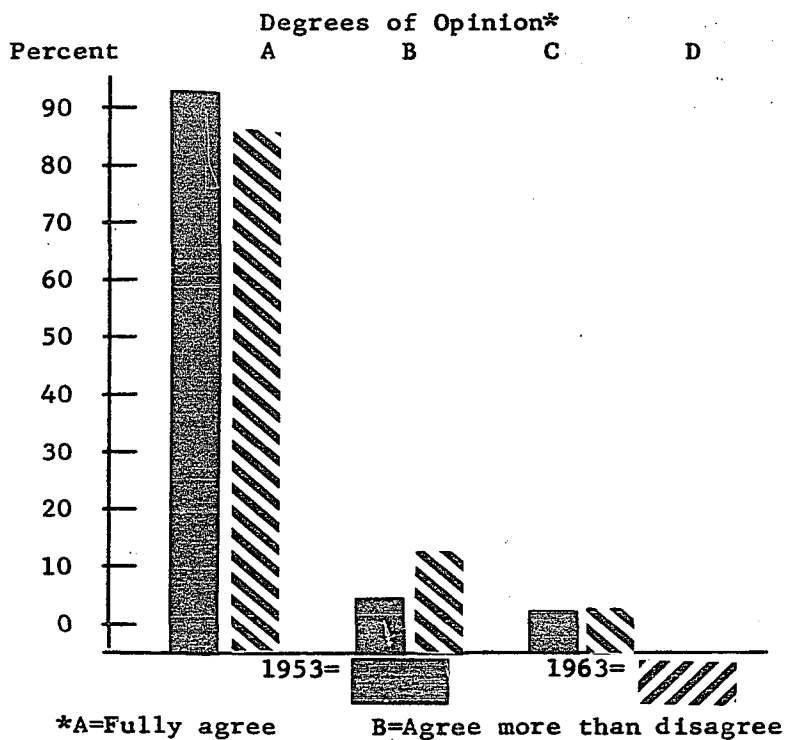


TABLE 31 - Continued

Principle 60. Information from the school to the public should be presented in an interesting manner and on the level of understanding of all groups it is to reach.

Total of all the principles in the area of Public Relations.

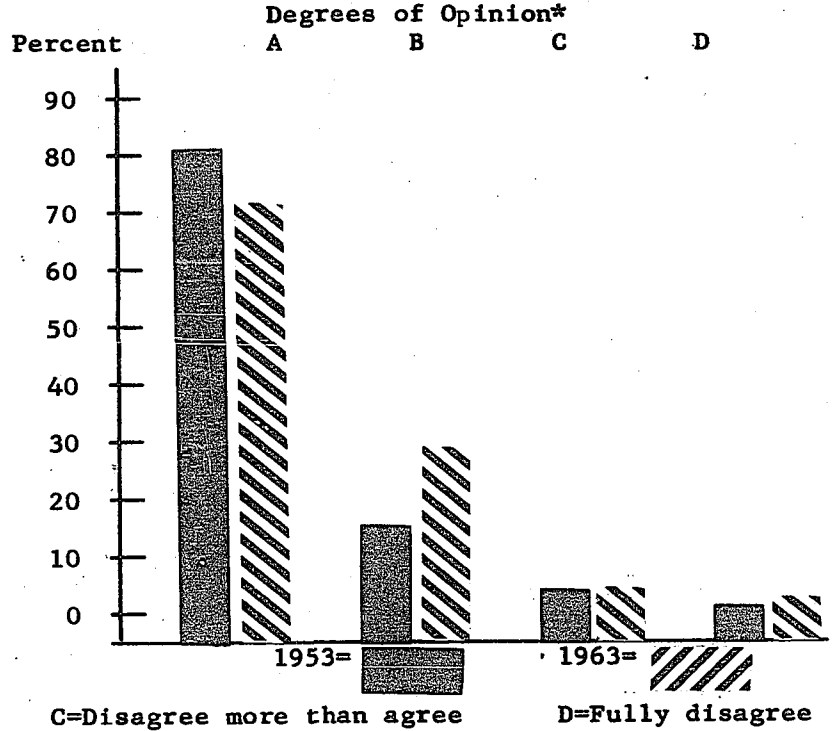
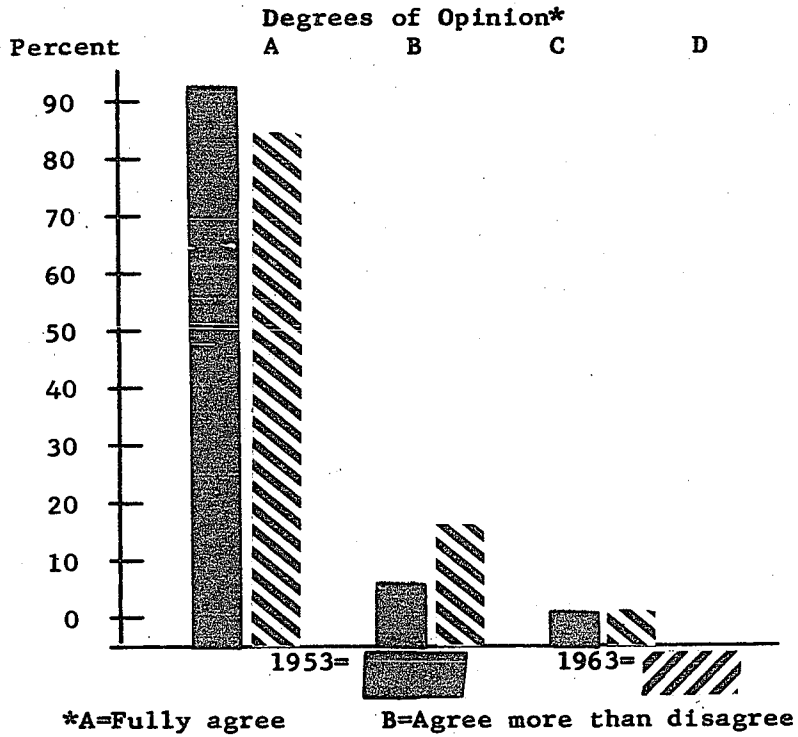


TABLE 32

RESPONSES OF BOARD MEMBERS IN OKLAHOMA IN 1963 ON EACH MISCELLANEOUS PRINCIPLE AND THE TOTAL

Principle 61. The use of tax funds should not be used for any private or church school activity.

Principle 62. School districts should be integrated for all pupils, regardless of race or color.

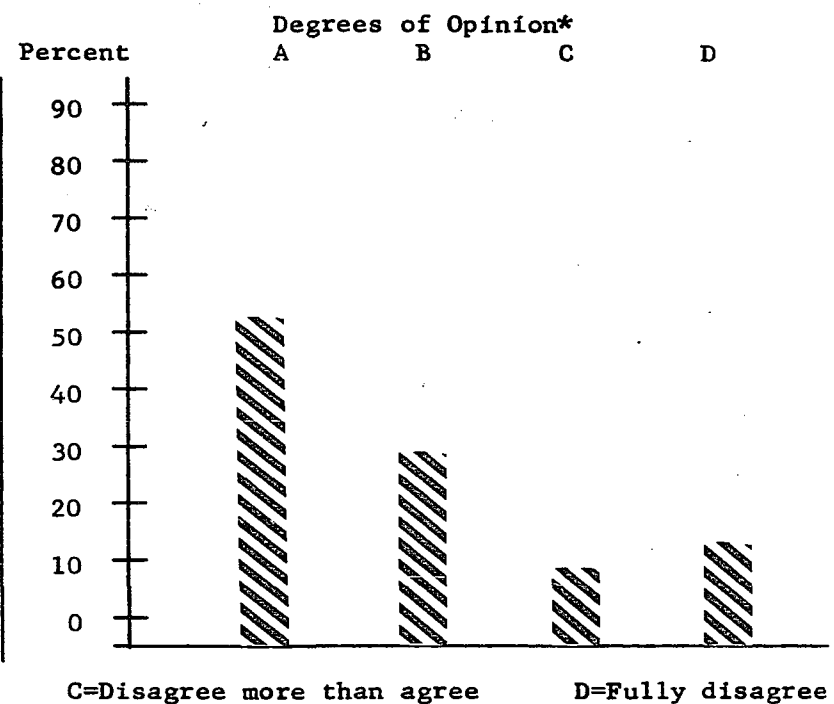
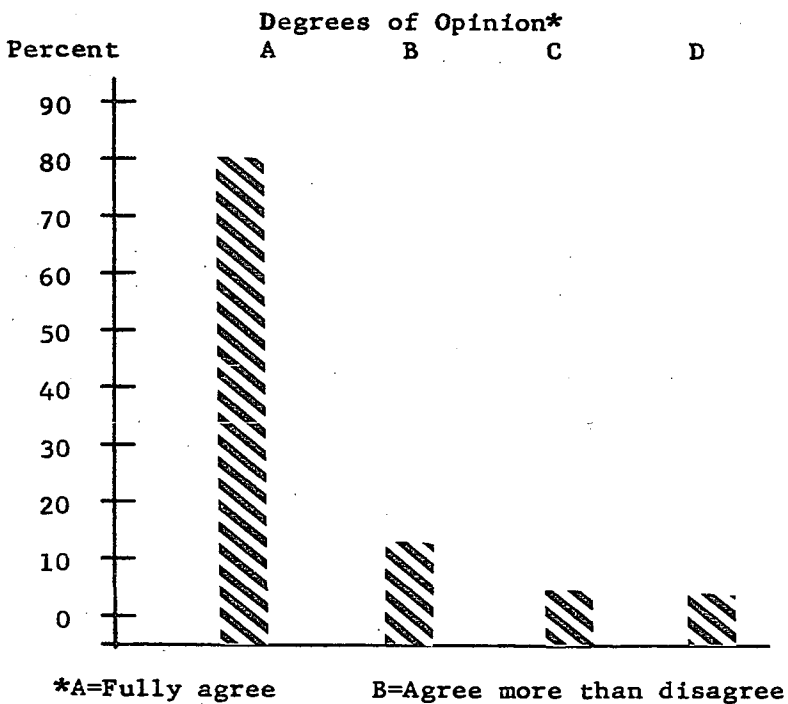


TABLE 32 - Continued

Principle 63. Faculties as well as student bodies of school districts should be racially integrated.

Principle 64. The size (enrollment) of schools definitely affects the quality of the educational program.

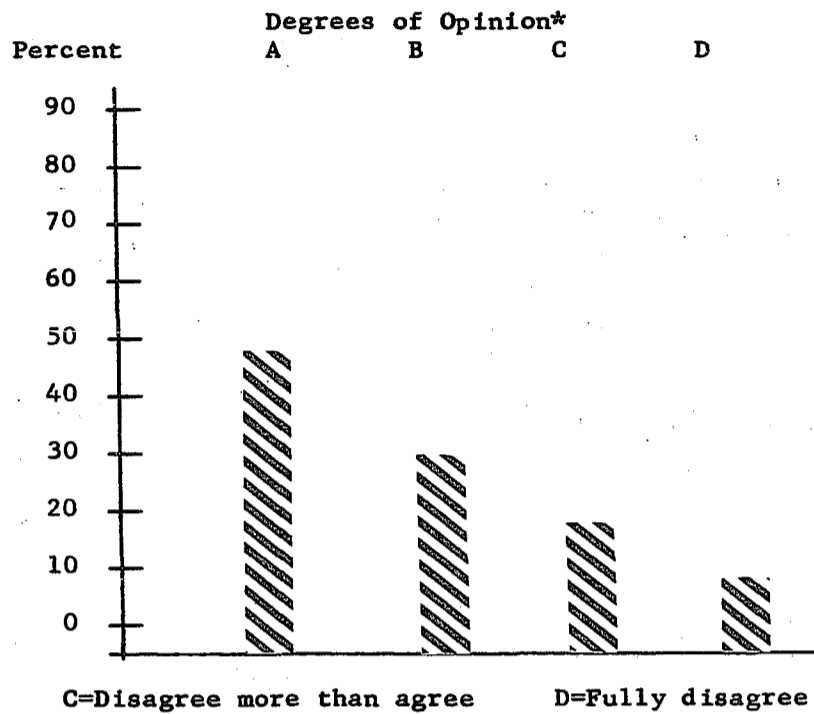
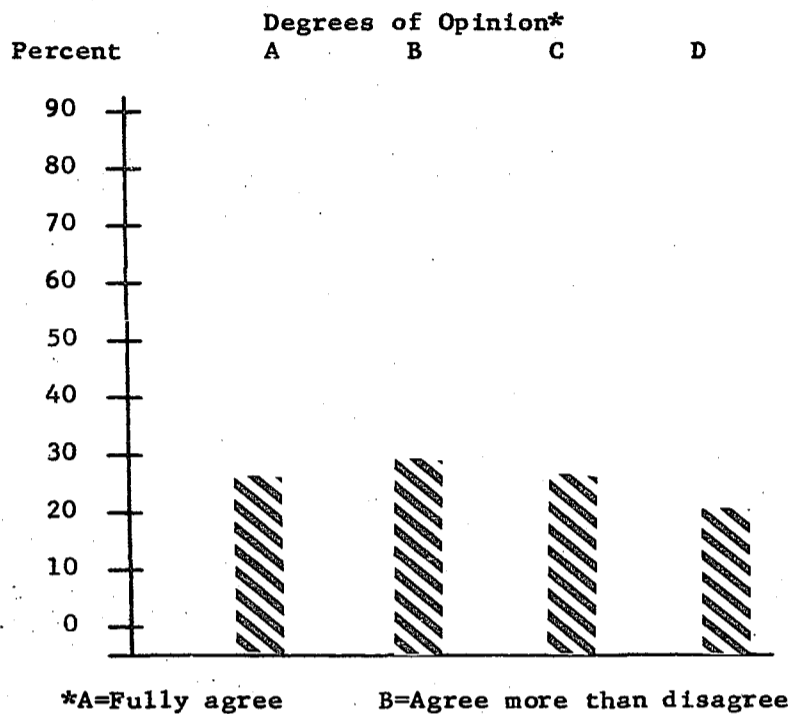


TABLE 32 - Continued

Principle 65. The people of any district should have a voice in any reorganization effort undertaken.

Principle 66. For the teachers' guidance, boards of education should have written policies concerning the Courts' ruling on Bible readings and prayers in the public schools.

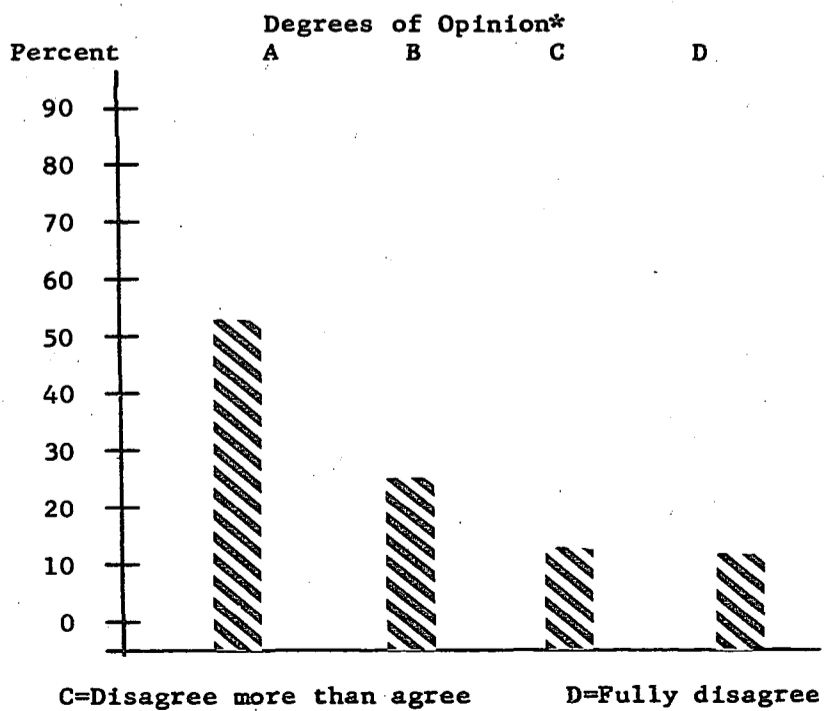
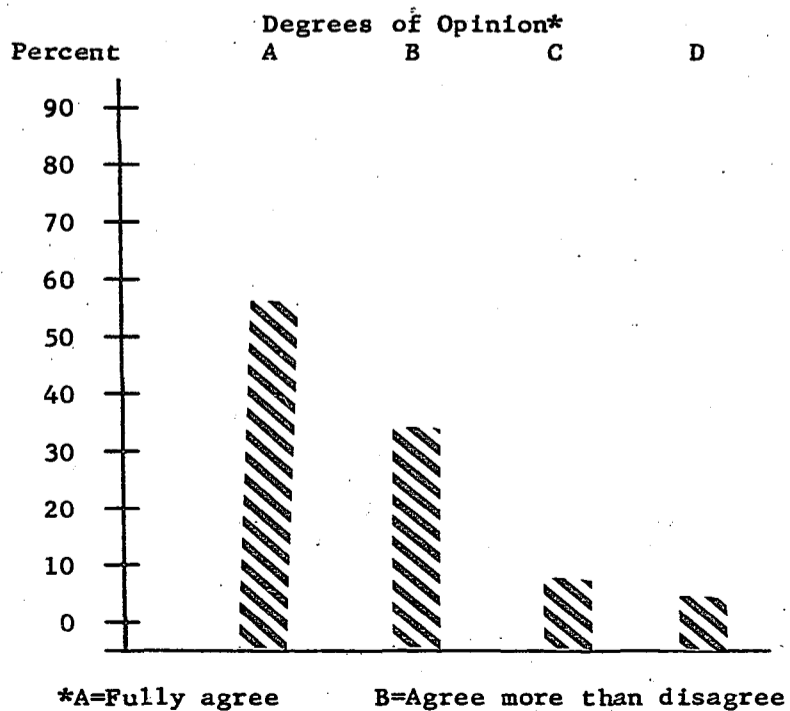
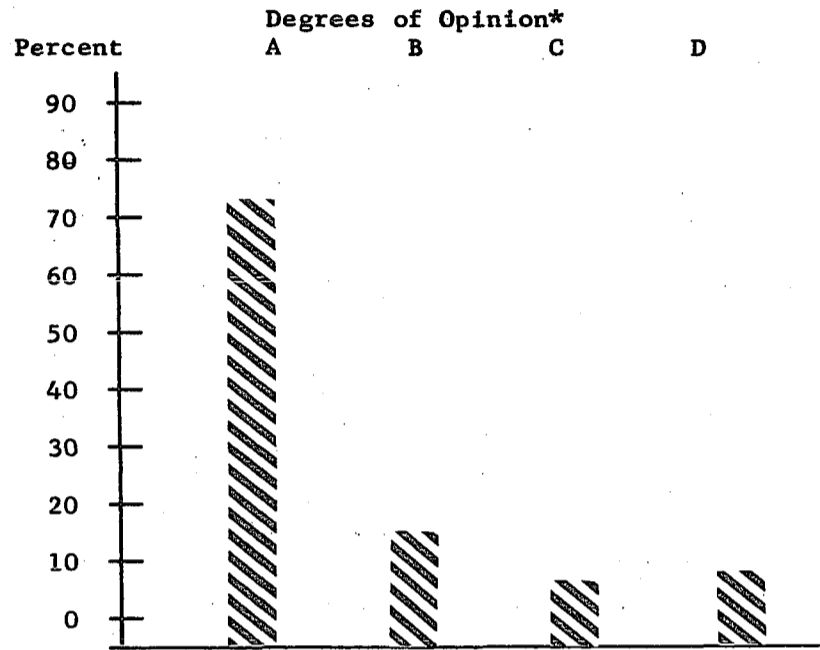
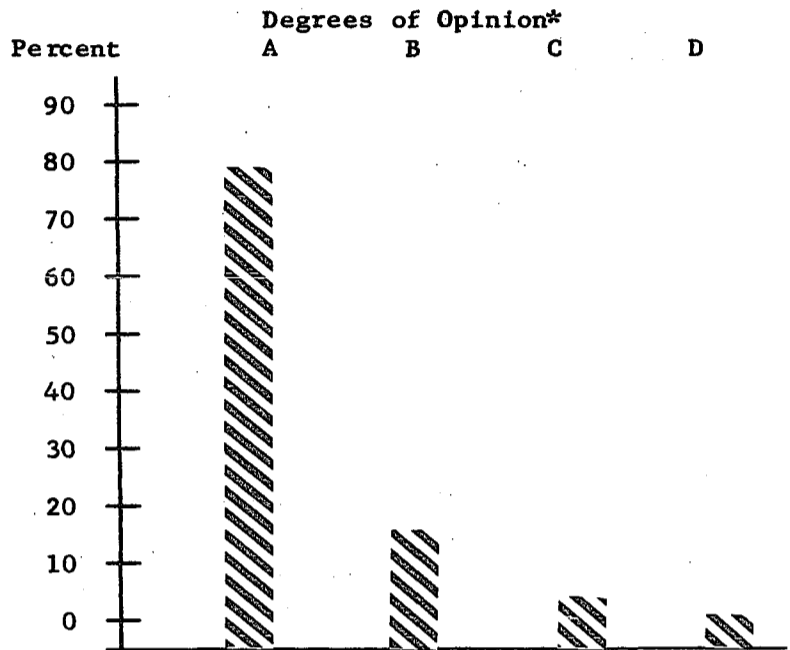


TABLE 32 - Continued

Principle 67. One of the most important tasks of a board of education is that of choosing a superintendent.

Principle 68. School board members should be either elected or appointed to represent the whole school district and not as representatives of areas within the district, such as city wards.

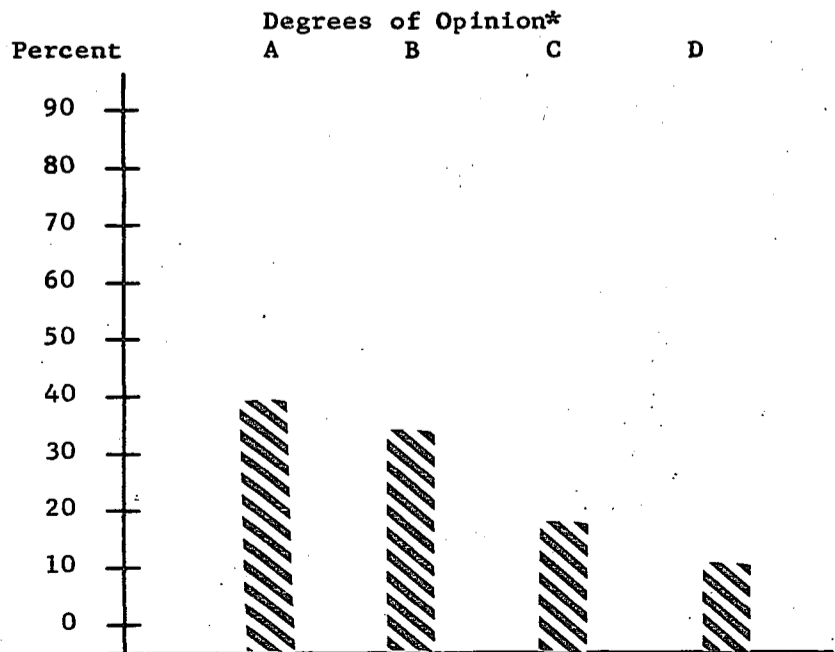
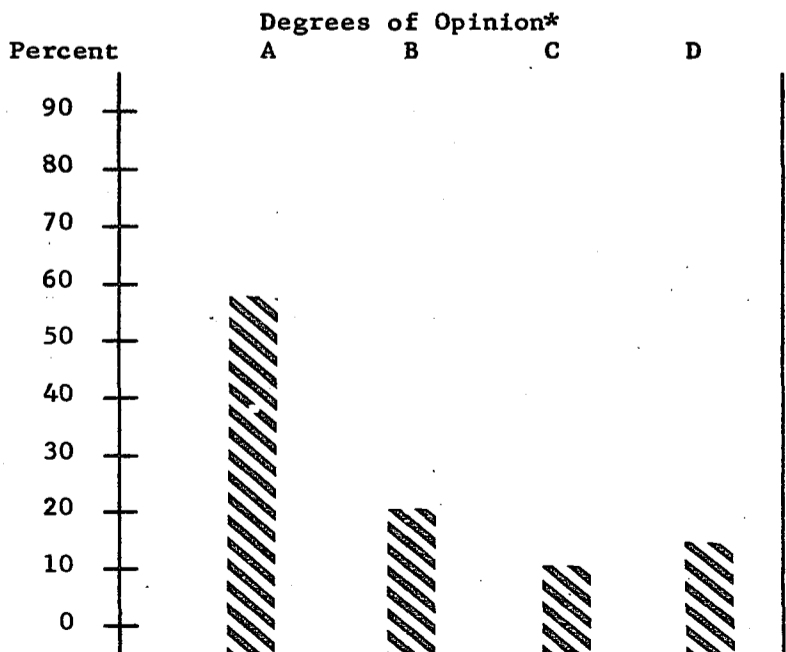


*A=Fully agree B=Agree more than disagree C=Disagree more than agree D=Fully disagree

TABLE 32 - Continued

Principle 69. Federal aid to the public schools should be provided as a means of providing additional revenue, but with the basic control and responsibility remaining with state and local authorities.

Principle 70. School districts should provide funds for the improvement and/or modernization of instruction including in-service educational programs for teachers.



*A=Fully agree B=Agree more than disagree C=Disagree more than agree D=Fully disagree

TABLE 32 - Continued

Principle 71. Teachers should have a voice in determining salary schedules, working conditions, and other personnel policy questions in the school district where they are employed.

Principle 72. The principle of rewarding personnel for superior teaching through merit pay is fundamentally sound.

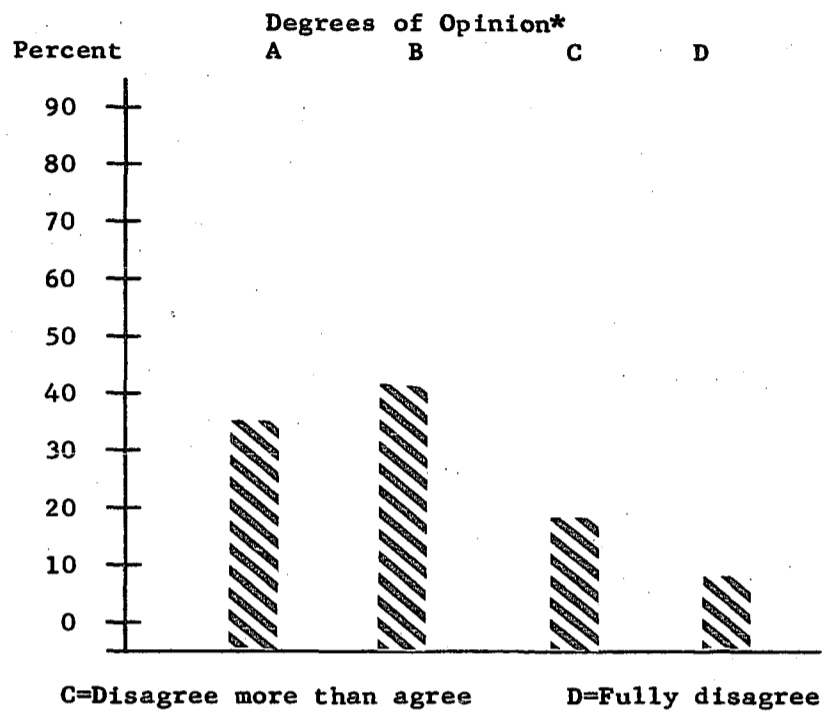
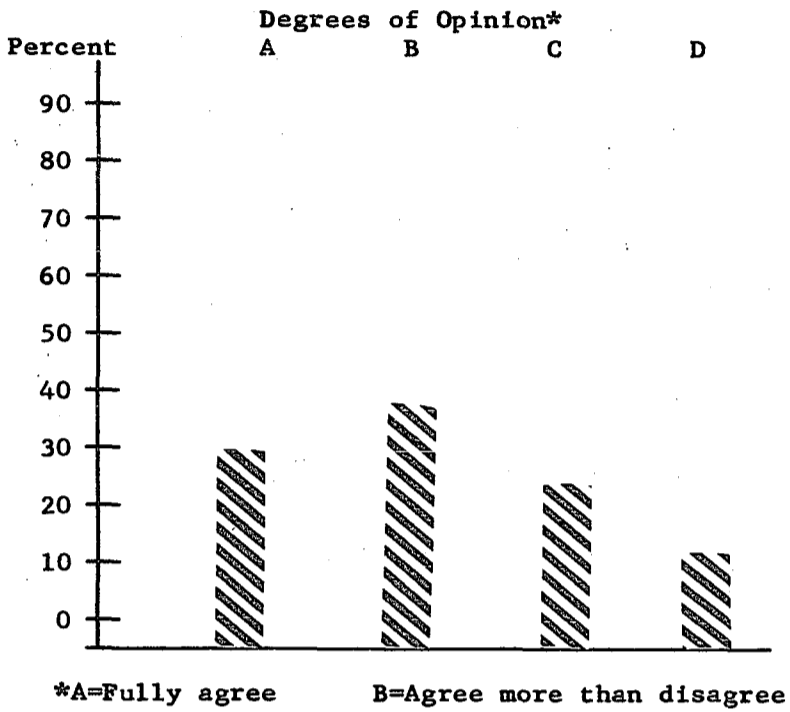


TABLE 32 - Continued

Principle 73. High schools should provide good terminal education as well as programs for college bound students.

Principle 74. School personnel should have the right to organize or join a professional union, which may or may not use the "strike" as a means of increasing salaries or improving school programs.

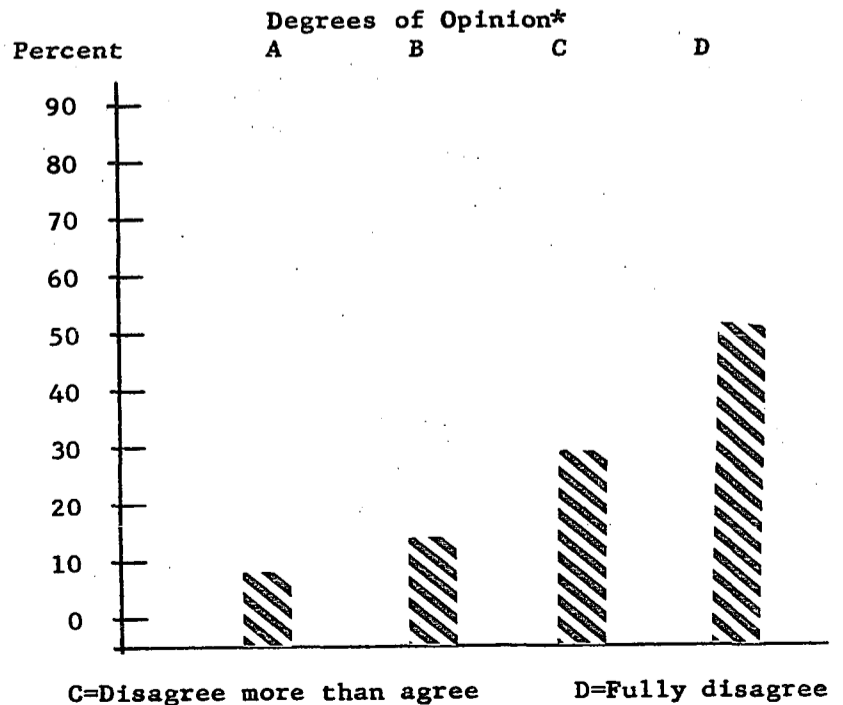
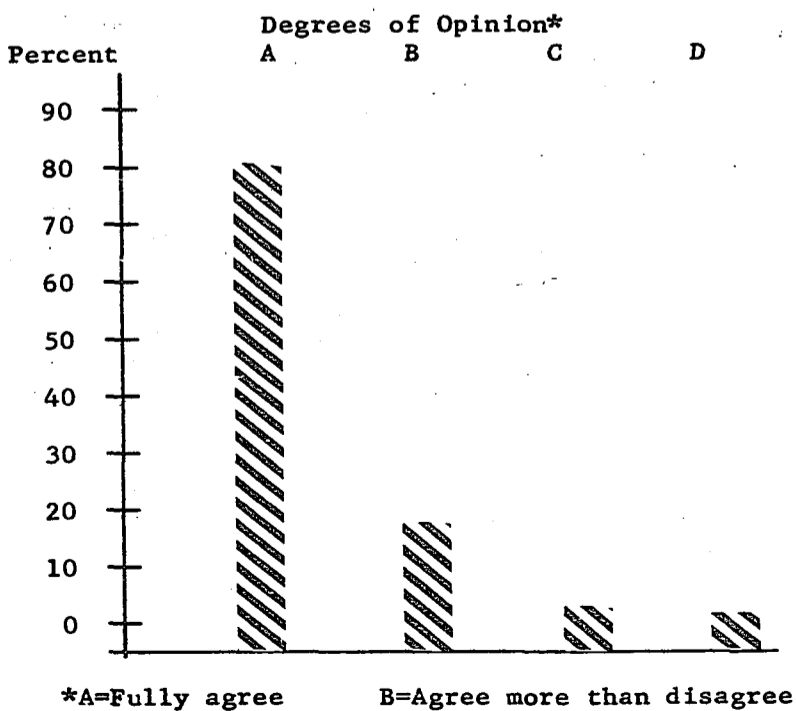
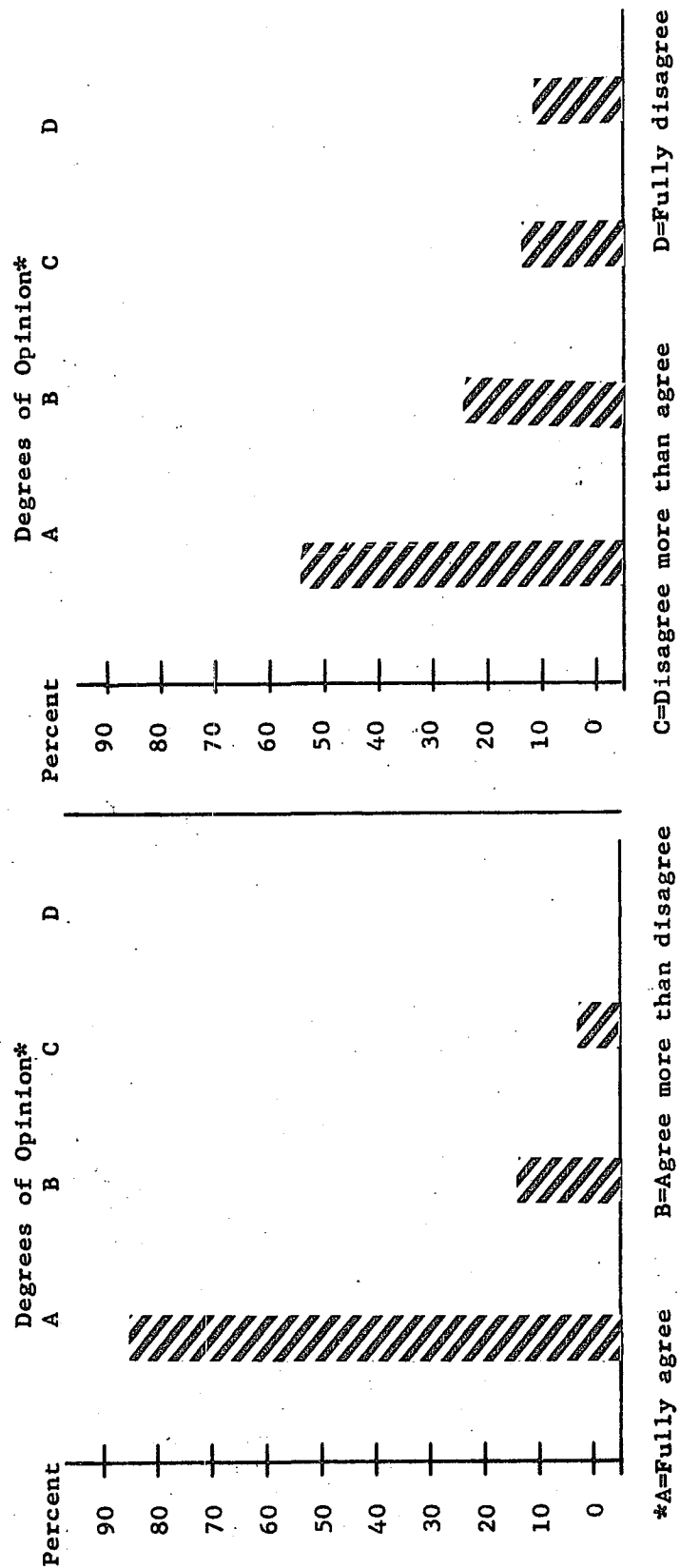


TABLE 32 - Continued

Principle 75. The school board member should have Total of all the Miscellaneous Principles. a feeling of responsibility toward the educational problems of not only his local district, but also of the state and nation.



The range on "fully agree" for these fifteen principles was from 85 percent for Principle 75 to the 7 percent on Principle 74. On the "agree more than disagree" choice the range was from 41 percent for Principle 72 to 12 percent on Principle 61. Principles 63, 71, 72 and 74 all showed a greater percent on the (B) than on the (A) degree of choice. On "disagree more than agree" the range was from 29 percent on Principle 74 to 2 percent on Principles 73 and 75. It should be noted that for Principles 74 and 63, the "disagree more than agree" category had a greater percent than the "fully agree" category. Attention is called to Principle 63 which comes closer to having an equal distribution among the four degrees of choice than any other of the seventy-five principles. On "fully disagree" the range was from 51 percent on Principle 74 to 0 percent on Principle 75. It is noted that Principles 62, 63, 66, 69, 70 and 71 showed responses of 10 percent or more on the "fully disagree" choice.

In general there was more disagreement with these last fifteen principles than for any of the other four groups of principles. As indicated previously, this may be due to the fact that these principles in some instances reflected viewpoints that have not gained general acceptance.

CHAPTER IV

FINDINGS

Design and Purpose

Before presenting the findings, it would be well to review the design and purpose of the study. The study was designed to seek answers to the following question:

What changes in opinions or attitudes of Oklahoma school board members have occurred on selected principles of education in the past ten years?

The answering of this question involved finding answers to the following subquestions:

- A. What relationships existed in 1963 among board members when classified as to occupation, formal education and length of service, with reference to their opinions or attitudes on selected principles of education?
- B. How did these relationships differ from those held by the same groups in 1953?
- C. What were the opinions or attitudes of Oklahoma board members in 1963 on selected principles of education?
- D. How did these opinions or attitudes differ from those reported in Johnston's study in 1953?

The principal purpose of this study was to determine the extent to which board members' opinions had changed since the study by Johnston in 1953.

A checklist or questionnaire of seventy-five items was prepared for the purpose of determining the extent to which board members agreed or disagreed with certain principles of education. The checklist or

questionnaire consisted of the sixty items used by Johnston and an additional fifteen items prepared by the author on which board members checked the response indicating their degree of agreement with each principle. The questionnaire also included three items which asked for occupation, level of formal education and total number of years of service on any board of education. The 216 of the total of 400 board members sampled who returned the questionnaire were assigned to one of the occupational groups on the basis of the occupation written on the questionnaire. The levels of education were those that are commonly considered as the division points from kindergarten to university graduate study. The classification for years of service was by the normal term of office of five years as served by board members in Oklahoma.

Percentages of responses were used to show the relationship between occupations, levels of formal education, years of service and responses on the principles.

Data for the study were obtained by mailing the questionnaire to 400 board members, selected randomly, serving the independent schools of Oklahoma. Of the 400 questionnaires mailed 216 were returned. The data were punched on International Business Machine cards, verified and tabulated.

Analysis of Findings

In interpreting the data, it should be remembered that the figures and percentages in the present study were based upon 216, or 54 percent, of responding board members to whom questionnaires were sent. This compared with the 203, or 50.75 percent, who responded in 1953.

Characteristics of Board Members

Occupations of board members. The reported occupations of board members were classified into ten broad occupational groups for both studies. The percentages of farmers and craftsmen serving on boards of education decreased from 1953 to 1963, and the percentages of other occupational groups showed increases. The farmer group decreased in number and percent from 114, or 56 percent, in 1953 to seventy-four, or 34.3 percent, in 1963; whereas the craftsmen reported the same number, sixteen, which represented 8 percent in 1953 and 7.4 percent in 1963. The number and percentage in other occupational groups which showed increases from 1953 to 1963 were: professional workers from nineteen, or 9 percent, to thirty-five, or 16.2 percent; managers, officials and proprietors from twenty-seven, or 13 percent, to thirty-two, or 14.8 percent; sales workers from five, or 3 percent, to fifteen, or 6.9 percent; laborers from five, or 3 percent, to twelve, or 5.6 percent; service workers from one, or 0 percent, to ten, or 4.6 percent; operatives from seven, or 4 percent to nine, or 4.2 percent; clerical workers from six, or 3 percent, to eight, or 3.7 percent; and housewives from three, or 1 percent to five, or 2.3 percent.

Thus it can be seen that, although there were still proportionally more farmers serving on boards of education than representatives of other occupational groups, boards had a higher proportion of their membership from professional workers and the managerial occupations in 1963 than they did in 1953. These three groups, farmers, professional workers, and managers, represented approximately 65 percent of the total membership of boards of education included in the study.

Formal education of board members. The school grades completed by board members in 1963 ranged from the second to the twentieth as compared with the third to the twentieth in 1953. The median grade in 1963 was thirteen years as compared to 11.5 years in 1953. The largest group for both studies had graduated from high school but had not completed college, eighty-six, or 39.7 percent, in 1963 and fifty-two, or 26 percent, in 1953. The smallest group in 1963, four, or 1.9 percent, reported that they had completed seven or less years of education. This group reported seventeen, or 8 percent, in 1953. The remaining groups and their changes by number and percentages were: those who attended college but did not graduate, increased from twenty-seven, or 13 percent, in 1953 to thirty-eight, or 17.6 percent, in 1963; those who had completed college increased from thirteen, or 7 percent, in 1953 to twenty-nine, or 13.4 percent, in 1963; those who had completed more than the sixteenth grade increased from thirteen, or 7 percent, in 1953 to twenty-six, or 12.1 percent, in 1963; those who had completed the eighth grade but had not attended high school decreased from forty-three, or 20 percent, in 1953 to nineteen, or 8.8 percent, in 1963; and those who had attended high school but did not graduate decreased from thirty-eight, or 19 percent, in 1953 to fourteen, or 6.5 percent in 1963.

The level of schooling in 1963 was markedly higher than the level reported in 1953. Eighty-two percent reported a minimum of a high school education in 1963 as compared with 53 percent in 1953. The number of board members in the three groups which reported attending college, graduating from college and completing more than the sixteenth grade was approximately 43 percent of the total number of board members in 1963, as compared with 27 percent in 1953.

Length of service of board members. The 216 board members in 1963 reported a range in years of service from one-half to forty-one, with a median of 6.5 years. This compared with the 203 board members in 1953 which had a range in years of service from one to fifty with a median of 6.9 years.

One-hundred-sixteen, or 53.7 percent of the board members reported service of one through five years in 1963, whereas in 1953 this figure was seventy-five, or 38 percent. Other differences between the two studies by number and percentages were: those who reported six through ten years of service decreased from ninety-three, or 46 percent, in 1953 to sixty-six, or 30.6 percent, in 1963; those reporting eleven through fifteen years decreased from twenty-three, or 11 percent in 1953 to seventeen, or 7.8 percent, in 1963; the group reporting sixteen through twenty years increased from five, or 2 percent, in 1953 to thirteen, or 6.1 percent in 1963; those reporting twenty-one through twenty-five years decreased from five, or 2 percent in 1953 to two, or .9 percent, in the 1963 study; and the same number, two, reported twenty-six or more years of service in both studies.

In 1963, a majority, 53.7 percent, of the board members were serving their first term of office, as compared with 38 percent in 1953. Approximately 84 percent of the board members in both studies fell within the first two groups, one through five and six through ten years.

In summary, a majority of the 216 board members in 1963 were farmers, high school graduates, and were serving their first term of office. Although the percent of farmers in 1963 was not as high as that of 1953, farmers still showed the greatest percentage of all occupations in both years. The percent of high school graduates in 1963 was higher than that in 1953. Fifty-three and seven-tenths percent were serving their first term in office in 1963 as compared with 38 percent in 1953.

Comparisons Between Characteristics of Board Members and Reported Opinions on Sixty Principles of Education

Occupations and Sixty principles. The responses of board members grouped by occupations to sixty principles of education, ranged on "fully agree" from 58 percent by laborers to 77 percent by operatives in 1963. In 1953 the range on "fully agree" was from 63 percent by service workers to 85 percent by sales workers. On this "fully agree" choice the occupations which showed decreases in percentages from 1953 to 1963 were: professional, from 81 percent to 69 percent; farmers, from 74 percent to 65 percent; managers, from 74 percent to 67 percent; sales workers, from 85 percent to 67 percent; craftsmen, from 81 percent to 72 percent; laborers, from 70 percent to 58 percent; and housewives, from 72 percent to 66 percent. Two occupations showed increases on "fully agree" from 1953 to 1963: operatives, from 72 percent to 77 percent, and service workers, from 63 percent to 67 percent. The clerical workers for both studies showed 74 percent on "fully agree". In 1953 the responses to "agree more than disagree" ranged from 7 percent for sales workers to 28 percent for service workers, while in 1963 this range was from 14 percent by operatives to 28 percent by laborers. In 1953 the range on "disagree more than agree" was from 4 percent for professional workers, sales workers and craftsmen to 9 percent for service workers and laborers, whereas in 1963 this range was from 4 percent for craftsmen to 8 percent for laborers. On "fully disagree" the range in 1953 was from 0 percent for service workers to 5 percent for laborers and housewives; in 1963 this range was from 1 percent for housewives to 6 percent for clerical workers and laborers.

There was little if any difference between the responses of the different occupational groups in 1963 as compared with 1953, when the two degrees of agreement were considered together. Even though there were differences between the two studies on these two degrees of agreement, the decreases on "fully agree" were mostly absorbed by the increases on "agree more than disagree."

Levels of formal education and sixty principles. The responses of board members in 1963, grouped by levels of formal education, to the sixty principles ranged on "fully agree" from 63 percent for those who reported completing the sixteenth year to 74 percent for those reporting seven years or less of education. This compared with a range on "fully agree" in 1953 of from 72 percent for those reporting the completion of the sixteenth grade to 78 percent for those completing the eighth grade but not attending high school. On "agree more than disagree" the range in 1963 was from 20 percent for those who had attended high school but had not graduated to 28 percent for those who had graduated from college. In 1953 this range was from 13 percent for those who had seven or less years of education to 17 percent for the three groups who reported completing high school, completing the sixteenth grade and attending beyond the sixteenth year. On "disagree more than agree" and on "fully disagree" the percentages of responses in 1963 were similar to those reported in 1953.

When the two degrees of agreement were considered together the percentages for the two studies were similar for the different levels of formal education.

Years of service and sixty principles. The most noticeable change in the "fully agree" category from 1953 to 1963 was by the group

reporting twenty-one through twenty-five years of service on a board of education. This group in the "fully agree" category changed from 73 percent in 1953 to 33 percent in 1963, but the decrease was matched by an increase in the "agree more than disagree" category from 15 percent in 1953 to 54 percent in 1963. The responses for the two degrees of disagreement were similar for both studies. Only one group, those reporting twenty-six or more years of service, showed an increase on "fully agree" and a decrease on "agree more than disagree."

Occupations and principles of Business and Finance. The "fully agree" responses to the fifteen principles of BUSINESS AND FINANCE by board members representing ten occupational groups in 1963 ranged from 43 percent for laborers to 64 percent for craftsmen. This compared with a range in 1953 from 59 percent for clerical workers to 81 percent for sales workers. The range on "agree more than disagree" was from 19 percent for clerical workers to 36 percent for both laborers and housewives in 1963, and from 6 percent for sales workers to 25 percent for clerical workers in 1953. On "disagree more than agree" the 1963 range was from 7 percent for craftsmen to 12 percent for housewives, the 1953 range from 4 percent for both sales workers and craftsmen to 13 percent for clerical workers. In 1963 the range on "fully disagree" was from 1 percent for housewives to 11 percent for both clerical workers and laborers, in 1953 from 0 percent for service workers to 14 percent for housewives.

Levels of formal education and principles of Business and Finance. In 1963 the percentages of responses of board members grouped by levels of formal education to the fifteen principles of BUSINESS AND FINANCE ranged from 52 percent for members reporting the completion of

the sixteenth grade to 69 percent for those reporting seven or less years of education. In 1953 this range was from 63 percent for board members who had graduated from high school but had not attended college to 74 percent for those who had seven or less years of education. The range on "agree more than disagree" in 1953 was from 14 percent for those reporting seven or less years of education to 20 percent for those who had graduated from high school but had not attended college. In 1963 the range on "agree more than disagree" was from 18 percent for those who had less than seven years of formal education to 30 percent for the two groups which reported having attended college but had not graduated and for those who had completed the sixteenth grade. The ranges for both studies was similar on "disagree more than agree," from 7 percent to 11 percent in 1953, and from 8 percent to 12 percent in 1963. On "fully disagree" the range of the 1953 group was from 4 percent for those who had more than sixteen years of education to 12 percent for those who had graduated or completed the sixteenth grade. In 1963 this range was from 5 percent for those who had attended high school but had not graduated to 10 percent for those who had completed high school but had not attended college.

Years of service and principles of Business and Finance. When board members were grouped by years of service the range of their responses on principles of BUSINESS AND FINANCE on "fully agree" in 1963 was from 27 percent for members reporting twenty-one through twenty-five years of service to 67 percent for those reporting twenty-six or more years of service. In 1953 the range was from 60 percent for those with over twenty-six years of service to 77 percent for those with eleven through fifteen years of service. On "agree more than disagree" the range in

1963 was from 21 percent for members with eleven through fifteen years of service to 43 percent for those with twenty-one through twenty-five years of service; whereas in 1953 the range for this degree of opinion was from 13 percent for those reporting between eleven and fifteen years and sixteen through twenty years of service respectively to 30 percent for those with twenty-six or more years of service. On "disagree more than agree" the range in 1953 was from 3 percent for members who had twenty-six or more years of service to 9 percent for those who had between six and ten years. In 1963 this range was from 3 percent for members with twenty-six or more years of service to 20 percent for those reporting twenty-one through twenty-five years. On "fully disagree" the 1953 range was from 3 percent for those with between eleven and fifteen years to 10 percent for those with sixteen through twenty years. This compared with a 1963 range of from 0 percent for those with twenty-six or more years to 10 percent for those with twenty-one through twenty-five years. The group reporting twenty-one through twenty-five years of service showed the greatest change on each of the four degrees of opinion.

Occupations and principles of Curriculum. The responses to the fifteen principles of CURRICULUM by board members when grouped by occupations revealed the following relationships: the "fully agree" responses ranged from 65 percent for service workers to 79 percent for operatives in 1963 whereas in 1953 this range was from 73 percent for both service workers and laborers to 84 percent for clerical workers. The responses on "agree more than disagree" ranged in 1963 from 16 percent for both clerical workers and operatives to 27 percent for the sales workers and service workers groups, and in 1953 from 10 percent for clerical workers to 27 percent for service workers. On "disagree more than

agree" the range in 1963 was from 3 percent for both clerical and sales workers to 8 percent for housewives. In 1953 this range was from 0 percent for service workers to 6 percent for laborers. On the "fully disagree" choice the range in 1963 was from 0 percent for housewives to 5 percent for clerical workers, and in 1953 from 0 percent for service workers and housewives to 3 percent for craftsmen.

Levels of formal education and principles of Curriculum. The responses by board members grouped by levels of formal education to fifteen principles of CURRICULUM in 1963 on "fully agree" ranged from 63 percent for those members who had over sixteen years of education to 80 percent for those with nine through eleven years of formal education. The comparable figures for 1953 were 72 percent for members with less than seven years of education and for those with more than sixteen, to 79 percent for those who had completed the eighth grade but had not attended high school. On "agree more than disagree" the 1963 range was from 15 percent for those members who had attended high school but had not graduated to 30 percent for those who had completed the sixteenth grade; whereas the 1953 range was from 15 percent for members who had completed the eighth grade but had not attended high school to 24 percent for those who had over sixteen years of formal education. In 1963 the range on "disagree more than agree" was from 2 percent for those members with seven or less years of education to 7 percent for those with more than sixteen years; in 1953 this range was from 3 percent for those who had completed the eighth grade to 7 percent for those with seven or less years of formal education. On "fully disagree" the range in 1963 was from 1 percent for three of the "levels of education" groups, those completing the eighth grade, those who attended high school but had not

graduated, and those who completed the sixteenth grade, to 3 percent for those with more than sixteen years of education. In 1953 this range was from 0 percent for those with over sixteen years of education to 3 percent for other levels of education.

Years of service and principles of Curriculum. When the responses of board members to the fifteen principles of CURRICULUM were grouped by years of service on a board of education, the 1963 group had a greater spread than the 1953 group. The 1963 range on "fully agree" was from 30 percent for those with twenty-one through twenty-five years of service to 86 percent for those with between sixteen and twenty years of service, whereas the range for this group in 1953 was from 70 percent for those who had twenty-six or more years of service to 81 percent for the two groups which had six to ten years of service and sixteen through twenty years. The range on "agree more than disagree" in 1963 was from 13 percent for those who reported sixteen through twenty years, to 60 percent for those reporting twenty-one through twenty-five years of service; in 1953 the range was from 12 percent for those with twenty-one through twenty-five years to 20 percent for the groups reporting eleven through fifteen and twenty-six or more years of service. On "disagree more than agree" the range in 1963 was from 0 percent for those who had twenty-six or more years of service to 10 percent for those with between twenty-one and twenty-five years of service; in 1953 this range was from 0 percent for those who reported between sixteen and twenty years of service to 9 percent for those with twenty-one to twenty-five years. On "fully disagree" the 1963 range was from 0 percent for the four levels representing longer periods of service to 3 percent for those with six through ten years; the 1953 range was from 0 percent for the sixteen through twenty group to 5 percent for the twenty-one through twenty-five group.

Occupations and principles of Personnel. The responses to the fifteen principles of PERSONNEL by board members grouped by occupations in 1963 on "fully agree" ranged from 63 percent for laborers to 85 percent for operatives; in 1953 this range was from 74 percent for service workers to 84 percent for housewives. The responses in 1963 on "agree more than disagree" ranged from 10 percent for operatives to 26 percent for laborers; the 1953 range was from 11 percent for housewives to 17 percent for both managers and operatives. On "disagree more than agree" the range in 1963 was from 1 percent for operatives to 7 percent for laborers. This compared with the 1953 range of from 3 percent for professional workers to 13 percent for service workers. On "fully disagree" the range in 1963 was from 2 percent for farmers to 6 percent for service workers; while in 1953 the range was from 0 percent for managers, service workers, laborers and housewives to 4 percent for farmers and sales workers.

Levels of formal education and principles of Personnel. The responses to the fifteen principles of PERSONNEL by board members grouped by levels of formal education in 1963 on "fully agree" ranged from 67 percent for members with sixteen years of education to 81 percent for those with seven or less years of education. In 1953 this range was from 70 percent for those who had completed high school to 79 percent for the two groups which reported having completed the eighth grade but had not attended high school and for those who had attended high school but had not graduated. On "agree more than disagree" the 1963 range was from 16 percent for those who had seven or less years of education to 24 percent for those who had completed the sixteenth grade and for those who had more than sixteen years of education. In 1953 the range was from 13

percent for those with thirteen through fifteen years of education to 17 percent for those who had completed the sixteenth grade. On "disagree more than agree" the responses of the board members in 1963 ranged from 3 percent for those with seven or less years of education to 6 percent for the two groups which reported having completed the eighth grade but had not attended high school and for those who had completed the sixteenth grade, whereas in 1953 this range was from 3 percent for the two groups that had attended high school but had not graduated and for those with more than sixteen years of formal education to 9 percent for the groups with seven or less years of education and those who had completed high school but had not attended college. The responses on "fully disagree" in 1963 ranged from 3 percent for five of the levels of education to 5 percent for those who had attended high school but had not graduated, whereas the 1953 range was from 1 percent for those who had completed the sixteenth year to 5 percent for those who had completed high school but had not attended college.

Years of service and principles of Personnel. Responses by the board members in 1963 when grouped by years of service to the fifteen principles of PERSONNEL on "fully agree" ranged from 47 percent for those with between twenty-one and twenty-five years to 83 percent for those with between sixteen and twenty years of service. This compared with the range of from 75 percent for those who had between one and five years to 80 percent for those with eleven through fifteen years. The range in 1963 on "agree more than disagree" was from 15 percent for those with sixteen through twenty years to 47 percent for those with between twenty-one and twenty-five years. In 1953 the range was from 12 percent

for those with twenty-one through twenty-five years to 23 percent for those with between sixteen and twenty years. The range on "disagree more than agree" in 1963 was from 0 percent for the two groups with longer periods of service to 6 percent for those with between eleven and fifteen years; in 1953 it was from 0 percent for the sixteen through twenty group to 12 percent for the twenty-one through twenty-five group. The "fully disagree" range in 1963 was from 0 percent for those with from eleven through fifteen years of service to 6 percent for those with twenty-one through twenty-five years. The 1953 range was from 0 percent for the three older groups to 3 percent for those serving between six and ten years.

Occupations and principles of Public Relations. The responses to the fifteen principles of PUBLIC RELATIONS by board members when grouped by occupations, on "fully agree" in 1963 ranged from 63 percent for laborers to 84 percent for clerical workers. The 1953 range was from 71 percent for laborers to 99 percent for sales workers. It was interesting to note that the percentages on "fully agree" for both studies were higher on these principles than on the others. On "agree more than disagree" in 1963 the range was from 9 percent for clerical workers to 27 percent for farmers, whereas in 1953 the range was from 0 percent for both sales workers and housewives to 20 percent for service workers. On "disagree more than agree" the 1963 range was from 2 percent for professional, clerical workers and service workers to 9 percent for laborers. The 1953 range was from 0 percent for clerical and service workers to 13 percent for laborers. On "fully disagree" the 1963 range was from 0 percent for managers, service workers and housewives to 5 percent for clerical workers, while the 1953 range was from 0 percent for

clerical workers, sales workers, craftsmen, service workers and housewives to 3 percent for laborers.

Levels of formal education and principles of Public Relations.

The responses to the fifteen principles of PUBLIC RELATIONS by board members in 1963 on "fully agree" ranged from 66 percent for those who had completed the sixteenth grade to 79 percent for those who had attended high school but had not graduated; the range for 1953 was from 75 percent for those with seven or less years of education to 84 percent for those who had completed the eighth grade but had not attended high school and for those who had completed more than sixteen years of education. On "agree more than disagree" the 1963 range was from 17 percent for those who had attended high school but had not graduated to 30 percent for those who had completed the sixteenth year, and the 1953 range was from 13 percent for the groups reporting the completion of the eighth grade and for those who had attended high school but had not graduated. On "disagree more than agree" the range in 1963 was from 2 percent for those with more than sixteen years of education to 6 percent for those who had only an eighth grade education. The 1953 range was from 2 percent for those with over sixteen years of education to 9 percent for those who completed the sixteenth grade. On "fully disagree" the range in 1963 was from 0 percent for the two groups which had completed the eighth grade and for those with seven or less years of education to 3 percent for those who had attended college but had not graduated; in 1953 this range was from 0 percent for those who had attended high school but had not graduated and for those who had more than sixteen years to 2 percent for those with seven or less years of education and those who had graduated from high school but had not attended college.

Years of service and principles of Public Relations. The responses to the fifteen principles of PUBLIC RELATIONS by board members on "fully agree" in 1963 ranged from 28 percent for those with between twenty-one and twenty-five years to 80 percent for the two groups which had between sixteen and twenty years and over twenty-six years of service. The 1953 range on "fully agree" was from 64 percent for those with twenty-six or more years to 88 percent for those with between twenty-one and twenty-five years. On "agree more than disagree" the ranges were from 18 percent for those with sixteen through twenty years to 65 percent for those with twenty-one through twenty-five years in 1963, and from 5 percent for the twenty-one through twenty-five group to 18 percent for the sixteen through twenty group in 1953. On "disagree more than agree" the 1963 range was from 0 percent for those with between eleven and fifteen years and for those with twenty-six or more years to 7 percent for those with twenty-one through twenty-five years, while the 1953 range was from 3 percent for those with six to ten years to 21 percent for those with twenty-six or more years of service. On "fully disagree" the figures were from 0 percent for three levels of service to 2 percent for the two lower levels in 1963; and from 0 percent for those with between sixteen and twenty years to 4 percent for those with more than twenty-six years of service in 1953.

Occupations and the Miscellaneous principles. The responses of board members in 1963 to the fifteen MISCELLANEOUS principles on "fully agree" ranged from 45 percent for laborers to 60 percent for both clerical workers and operatives, and on "agree more than disagree" from 17 percent for clerical workers to 28 percent for laborers. The percentages for "disagree more than agree" ranged from 5 percent for craftsmen to 16 per-

cent for housewives. The range on "fully disagree" was from 4 percent for housewives to 15 percent for clerical workers.

Levels of formal education and the Miscellaneous principles.

The range in responses by board members in 1963 to fifteen MISCELLANEOUS principles ranged from 50 percent on "fully agree" for members who had attended college but had not graduated to 59 percent for those who had completed the eighth grade but had not attended high school. On "agree more than disagree" the range was from 19 percent for those with seven or less years of education to 28 percent for those who had attended college but had not graduated. On "disagree more than agree" the range was from 10 percent for those who had completed the eighth grade and for those who had more than sixteen years of education to 16 percent for those who had completed the sixteenth year. On "fully disagree" the range was from 8 percent for those who had completed the sixteenth year to 13 percent for those who had attended high school but had not graduated.

Years of service and the Miscellaneous principles. The percentages of responses on "fully agree" by board members in 1963 to the fifteen MISCELLANEOUS principles ranged from 33 percent for those with between twenty-one and twenty-five years of service to 70 percent for those with twenty-six or more years. On "agree more than disagree" the percentages ranged from 17 percent for members with eleven through fifteen years and those with twenty-six or more years to 40 percent for those members with twenty-one through twenty-five years of service. The responses on "disagree more than agree" ranged from 3 percent for members with twenty-six or more years to 17 percent for those with eleven through fifteen years and for those with twenty-one through twenty-five years of service. On "fully disagree" the range of responses was from 7 percent

for those with eleven through fifteen years to 12 percent for those members who had between one and five years and for those who reported sixteen through twenty years of service.

Only 53.2 percent of all responses in 1963 indicated full agreement on the MISCELLANEOUS principles compared with 57.2 percent on the principles of BUSINESS AND FINANCE, 69.4 percent on the principles of CURRICULUM, 71 percent on the principles of PERSONNEL, and 71.5 percent on the principles of PUBLIC RELATIONS.

When the response categories of "fully agree" and "agree more than disagree" were considered together the greater degree of agreement with the sixty original principles was again evident: 77.3 percent on the MISCELLANEOUS principles; 83 percent on BUSINESS AND FINANCE; 92.9 percent on CURRICULUM; 92 percent on PERSONNEL; and 94.5 percent on PUBLIC RELATIONS.

Extent of Agreement with Seventy-five Principles

An examination of the total responses on each degree of opinion revealed the extent to which the 216 board members agreed or disagreed with the seventy-five principles. Sixty-four percent of the responses were on "fully agree", 31 percent were on the degrees of opinion denoting neither strong agreement or strong disagreement and 5 percent were on "fully disagree." When the responses were grouped by degrees of agreement and disagreement, 88 percent of the total responses fell into the agreement categories, and 12 percent into the disagreement categories.

Comparison of the Responses to Seventy-five Principles

An analysis of the total responses on each degree of opinion for each principle is given below.

Principles of Business and Finance. The extent of full agreement in the area of BUSINESS AND FINANCE was less in 1963 than in 1953. However, when the two degrees of agreement were considered together, five of the principles showed increases in 1963 over 1953, three showed no change and the remaining seven showed decreases.

Principles of Curriculum. In the area of CURRICULUM the extent of full agreement was again lower in 1963 than in 1953. However, when the two degrees of agreement were considered three of the principles showed increases in 1963 over 1953, and the remaining twelve showed decreases.

Principles of Personnel. The extent of change of opinion in the area of PERSONNEL was less than in the other areas. However, when the two degrees of agreement were considered six of these principles showed increases in 1963 over 1953 and eight principles showed decreases and only one remained the same.

Principles of Public Relations. When the two degrees of agreement were considered together four of the principles showed higher percentages in 1963 than in 1953, five showed no change, and the remaining six showed decreases.

Miscellaneous Principles. Since these principles were an addition to the earlier study no comparisons between the two studies could be made. However, an analysis of the data revealed that the percent of agreement on these fifteen principles was considerably lower than on the original sixty principles.

In general the degree of acceptance of the principles in each of the areas of BUSINESS AND FINANCE, CURRICULUM, PERSONNEL and PUBLIC RELATIONS was less in 1963 than in 1953, and the MISCELLANEOUS principles were not as acceptable as the original sixty principles in 1963.

CHAPTER V
SUMMARY AND CONCLUSIONS

The present chapter is devoted to a summary of the findings and conclusions derived from the study.

Summary

The data presented in the preceding chapters would support the following generalizations as a summary of the study:

1. Boards of education had proportionally fewer farmers and more professional and technical people in their memberships in 1963 than in 1953. As was true in 1953, board members in Oklahoma in 1963 were drawn from a wide variety of occupational groups.
2. The data indicated that all levels of formal education were represented by board members in Oklahoma in 1963, the number of board members with a high school education or more was higher than it was in 1953. Also, the average educational attainment of board members in 1963 was higher than in 1953.
3. The findings indicated that more board members were serving their first term in office in 1963 than was true ten years earlier. However, the average length of service of board members in 1963 was similar to the average length of service in 1953.
4. The responses indicated a general trend from 1953 to 1963 away from full agreement toward a less fully committed position on the

sixty principles of education. This trend was most noticeable among the board members reporting from twenty-one to twenty-five years of service.

5. There was little relationship between the formal education of board members and their opinions on the principles of education in 1963. This was also true in 1953.

6. Board members in Oklahoma in 1963 did not agree with or accept the principles of BUSINESS AND FINANCE to as great an extent as they accepted the principles of CURRICULUM, PERSONNEL, AND PUBLIC RELATIONS. Board members in 1963 showed a trend toward a greater acceptance of the principles of BUSINESS AND FINANCE than they did in 1953.

7. Board members, in 1963 as in 1953 were in general aware of the need for keeping the public informed concerning the purposes, accomplishments, needs and conditions of schools and of interpreting and translating the wishes of the people into positive and constructive action. However, the 1963 board members did not accept the principles of PUBLIC RELATIONS to as great an extent as did the board members responding in 1953.

8. The responses indicate that board members, in 1963 as in 1953, had opinions consistent with an educational program that was adapted to the needs, interests, aptitudes and abilities of children and youth. Although board members generally accepted the principles of CURRICULUM, the extent of acceptance in 1963 was not as great as in 1953.

9. Board members, in 1963 as in 1953, had opinions consistent with personnel policies which would attract and hold persons with

qualifications for superior teaching and service. The fifteen principles of PERSONNEL were accepted to approximately the same extent in 1963 as they were in 1953.

10. Although there was less agreement among board members on sound principles in education in 1963 than was indicated in 1953, the degree of agreement was greater than that of disagreement.

11. Board members in 1963 indicated an acceptance of the principle that school districts should be integrated for all pupils, but did not show as great a degree of agreement on the principle that faculties as well as student bodies should be integrated. In other words, board members in 1963 were in agreement with the principle that student bodies should be integrated, but were still hesitant to agree with the principle that faculties should be integrated.

12. The responses indicated that board members in 1963 did not agree or accept to a great degree the principle that teachers should have a voice in determining salary schedules, working conditions and other personnel policies in the districts where they were employed, and that they definitely rejected the principle that school personnel should have the right to organize or join a professional union, which may or may not use the "strike" as a means of increasing salaries or improving school programs.

13. The responses of board members in 1963 indicated that they accepted the principle that districts should provide funds for the improvement and/or modernization of instruction including in-service educational programs for teachers.

14. A majority of board members in 1963 indicated acceptance of the principle of rewarding personnel for superior teaching through merit pay.

15. The data indicated that board members in 1963 did not agree or accept the MISCELLANEOUS principles to the extent that they agreed with or accepted the original sixty principles.

Conclusions

The findings obtained in this study support the following conclusions:

1. The shift in the composition of boards of education from 1953 to 1963 toward a greater representation of technical and professional people was probably due in part to the general decrease in farm population, but also may have been brought about by the consolidation of rural schools with town and city systems. Whatever the cause, the trend may be expected to continue with an accompanying change in board opinion from a rural to an urban orientation.

2. The higher levels of education attained by those serving on boards of education in 1963 as compared with 1953 may be attributable to the rise in the educational level of the general population, to more careful selection of board members by the public, to the availability of better educated candidates in larger school districts, or to a combination of these and other factors. The fact that the educational level did show a rise in the ten year period justifies the prediction that this trend will continue and should provide some basis for the expectation that boards of education will be better able to cope with educational problems in the years ahead.

3. The fact that 53.7 percent of board members in 1963 were serving their first term in office points to the need for continuing in-service programs for board members. It should be evident that school

board associations, state departments of education, and colleges and universities should accelerate their cooperative efforts in providing such programs.

4. Another conclusion which can be drawn from the relatively high rate of turnover in board membership which may be inferred from the findings is that there is a need for the public to place greater emphasis on the importance of serving on a board of education and to give increased recognition and encouragement to those who render commendable service in this very important position.

5. Although board members in 1963 as in 1953 indicated a greater degree of agreement than disagreement with the sixty generally accepted principles of education, there were indications of less full commitment in 1963 than in 1953. This study did not attempt to determine causes of changes in opinions, but assuming that a high degree of commitment to sound principles is desirable, the need to search out causes and to take appropriate action to bring about greater agreement should be clear. All organizations and agencies working for the improvement of public education should give careful consideration to the critical role played by boards of education and should use every means available to improve the quality of board service.

6. The findings revealed less understanding and/or commitment to sound principles of BUSINESS AND FINANCE than to some of the other areas. Since the quality of the educational program is dependent to a great extent on the application of sound principles of finance and business management in the operation of the schools, the need of boards for competent guidance in these areas should not be overlooked. School administrators must assume an increasingly responsible role in providing such guidance.

7. It was also evident from the responses of board members on the principles of PUBLIC RELATIONS and PERSONNEL that there is a need for school administrators to assume strong leadership in the establishment of appropriate public relations programs and for instituting personnel policies which will attract and hold competent teachers and staff members.

8. The responsibility for making professional decisions in the areas of curriculum and instruction should rest largely in the hands of professional educators. It is generally recognized that lay board members are not qualified to evaluate the technical aspects of curriculum organization and teaching methods. However boards of education can and do make policy decisions and should subscribe to sound general principles in these areas. The need for further education of board members in the principles of CURRICULUM was shown in the study. The responsibility for keeping boards informed about what goes on in the classroom rests largely with the administrators, supervisors, and teachers in the individual school. School administrators should develop systematic procedures for acquainting their boards of education with all aspects of the instructional program.

9. The fact that board members indicated less agreement with the fifteen MISCELLANEOUS than with the original sixty principles suggests the need for school administrators to keep their boards informed about current problems facing the schools and to encourage their early and responsible involvement in the study of all issues requiring policy action.

10. This study should provide some guides to colleges and universities, state agencies and the public generally in developing programs for strengthening the organization for local control of public education. It should serve to remind board members of the importance of knowing and following sound principles of education in the operation of their school systems.

Suggestions for Other Studies: It is believed that the following studies would serve the interests of public education:

1. A study to determine the extent that board members' practices are consistent with sound principles of education.
2. A study after a period of five or ten years to determine the opinions of board members on the MISCELLANEOUS principles in this study and on other emerging issues in public education.
3. A study to determine the extent to which board members, administrators and teachers agree on principles and practices in education.
4. A study of the role of school boards' associations in improving the quality of school board service.

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APPENDIX

A STUDY OF THE OPINIONS
OF SCHOOL BOARD MEMBERS IN OKLAHOMA
ON CERTAIN SELECTED PRINCIPLES OF EDUCATION

Dear Board Member:

A study concerning principles pertaining to education is being made to determine the opinions held by individuals serving on boards of education of independent school districts in Oklahoma. You are one of the 400 board members selected to participate in the study.

The following check sheet, consisting of 75 principles, has been prepared for your convenience in furnishing information necessary for the study. Please indicate your opinion of each principle as it is stated by circling the degree of opinion to the right. It is important that a response be indicated for each principle.

- Circle (a) if you FULLY AGREE
- Circle (b) if you AGREE MORE THAN DISAGREE BUT DISAGREE SOME
- Circle (c) if you DISAGREE MORE THAN AGREE BUT AGREE SOME
- Circle (d) if you FULLY DISAGREE

The information will be summarized so that it will be impossible to identify individual school board members. Therefore, it is not necessary for you to sign your name or identify your school district.

A stamped, addressed envelope is enclosed for your convenience in returning the check sheet at the earliest possible date.

Your cooperation in making this study possible is deeply appreciated.

Sincerely yours,

John S. Shaw

.....
What is your occupation? _____

What was the highest grade you completed in school? _____

What is the total number of years that you have served on a board of education? (include present and all past service) _____

PRINCIPLES OF EDUCATION

BUSINESS AND FINANCE

1. The school district should be free to give final approval to the annual budget. a b c d
2. A school district should have the power to secure the necessary funds to pay for the educational program the district approves. a b c d
3. School district budgets should be approved and adopted before the beginning of the fiscal year. a b c d
4. The only limitations placed on school districts to borrow through bonding should be to prevent indebtedness beyond the ability to repay the loan. a b c d
5. School districts should be of sufficient size in area, wealth and population to provide a rich and varied program through twelve grades at a reasonable cost to the taxpayer. a b c d
6. Property assessments for taxation purposes should be at current market value at a voluntary sale between a "willing buyer" and a "willing seller." a b c d
7. Property assessment should be equitable within the school district, among the districts and throughout the state. a b c d
8. The state should share in the financial support of all elements of the educational program of school districts including physical facilities. a b c d
9. Legislative appropriations for schools should not be in separate grants for separate elements of current expense. a b c d
10. The state legislature should have the powers necessary to fulfill the responsibility imposed on it by the constitution to maintain an adequate system of free public education. a b c d
11. Kindergartens and the 13th and 14th grades, when they are provided, should be financed in the same manner and from the same sources as grades one through twelve. a b c d
12. Tax exemptions should be based only on inability to pay. a b c d
13. Some federal aid in the financing of public elementary and secondary schools should be provided as a means of equalizing educational opportunity between states, but with the basic control and responsibility remaining with the state and local educational authorities. a b c d

14. A uniform system of financial accounting should be used statewide by school districts that would provide information for the analysis of costs of the various departments, functions and activities of schools. a b c d
15. Local boards of education should adopt and put into writing rules and regulations pertaining to the financial management of the school system. a b c d

CURRICULUM

16. The chief purpose of the school should be to develop in children and youth greater competence with democratic processes. a b c d
17. The curriculum of the school should include not only "text-book" learning but all other kinds of learning in which the pupils engage under the direction of the school. a b c d
18. The public schools should provide general education that serves all pupils and individualized education that recognized differences among pupils. a b c d
19. The local school staff, pupils, board of education and people of the community should jointly determine what the school shall teach in addition to what the state requires. a b c d
20. Pupil achievement should be evaluated mainly in terms of each pupil's individual aptitudes and abilities rather than in competition with other pupils. a b c d
21. Teachers should be free to employ the best educational methods possible in order for the school to fulfill the objectives established by our society. a b c d
22. Pupils should be taught controversial issues in a form appropriate to their age and understanding. a b c d
23. The curriculum should be planned to meet both present and probable future needs of pupils. a b c d
24. The curriculum should provide experiences that help pupils to become intelligent buyers and consumers of goods and services. a b c d
25. The curriculum should provide opportunities for all pupils to learn better family living. a b c d
26. The curriculum should provide opportunities for pupils to study themselves in order to discover and develop their aptitudes, abilities and skills. a b c d

27. The curriculum should provide for the development of skills in reading, writing, arithmetic, speaking and listening. a b c d
28. The curriculum should provide for the use of a wide variety of materials and aids and include the community as a source of many learnings. a b c d
29. Activities such as athletics, dramatics, student government, etc., should be provided for their educational values and considered as a part of the curriculum. a b c d
30. The curriculum should provide for relating specific subjects such as English, history, art, etc., to everyday problems in the lives of the children. a b c d

PERSONNEL

31. Boards of education should establish definite written policies pertaining to the selection, duties, salaries, promotion and dismissal of all school personnel. a b c d
32. The selection of school personnel should be based only on suitability and fitness for the position. a b c d
33. It should be the policy of the board of education to insure stability of the instructional staff by retaining competent personnel. a b c d
34. The salary schedule in school districts should offer a career in teaching, induce capable young people from high-schools to prepare for teaching and promote constant improvement during the time of teaching. a b c d
35. The superintendent should be given the responsibility of recommending or nominating all employees to the board with the board's reserving the right to appoint or reject his nomination. a b c d
36. The standards of pay for teachers should be approximately as high as those of other professions which require equal qualifications and training. a b c d
37. The teachers' load should be so arranged that the teacher can give a high quality of service to the pupils at all times. a b c d
38. Personnel policies and regulations established by boards of education should provide for financial assistance for a specified time to teachers and other employees who become ill or disabled. a b c d

39. Boards of education should be authorized to enter into legal contracts with teachers for the succeeding school year during a specified period prior to the beginning of the succeeding fiscal year. a b c d
40. State salary schedules that have been established as a basis for apportioning state aid should not become the salary schedule in the school district. a b c d
41. Written salary schedules established by the board of education should be the method of determining the pay of teachers and non-professional employees. a b c d
42. Other things being equal, the teacher in one grade should receive as much salary as the teacher in another grade whether it be in the elementary or the highschool. a b c d
43. All means and incentives possible should be provided by the board of education for encouraging all personnel to improve their services. a b c d
44. One factor in determining the level of teachers' salaries should be the cost of maintaining an appropriate standard of living. a b c d
45. The primary purpose of personnel policies adopted by the board of education should be to attract and hold persons with qualifications required for superior teaching and service. a b c d

PUBLIC RELATIONS

46. The aim in school-community relations should be to keep the people informed concerning the purposes, accomplishments, conditions and needs of the school and to keep the school informed of the thinking and wishes of the people. a b c d
47. A public relations program should be considered as necessary in the administration of public schools as it is in the administration of private business. a b c d
48. The board of education should have written policies and regulations concerning public relations practices. a b c d
49. The public relations program should be so well balanced that no one department or activity will be publicized at the expense of another. a b c d
50. In a school-community relations program the emphasis should be placed on continuous information throughout the year. a b c d

51. To be efficient the public relations program of the school should reach all groups in the community. a b c d
52. The information furnished by the school should be timely, truthful, unselfish and unbiased. a b c d
53. Every ethical means possible including printed matter, exhibits, visitations, talks and social contact of board members and school personnel should be used in the public relations program. a b c d
54. The public schools should use many of the techniques of public relations which have been used so successfully in private business. a b c d
55. The teachers, custodians and all other employees should have a definite and important responsibility in the public relations program. a b c d
56. The public relations service of the school should be definitely organized and systematized just as every other department, service or activity should be organized and systematized. a b c d
57. Each member of the board of education should consider himself a public relations agent for the school. a b c d
58. The public relations program should result in better schools through improved understanding by the people of what the schools are trying to do, and through wider participation from the community in promoting improvement in the schools. a b c d
59. The board of education should keep the public informed by giving publicity to all its actions. a b c d
60. Information from the school to the public should be presented in an interesting manner and on the level of understanding of all groups it is to reach. a b c d

MISCELLANEOUS

61. The use of tax funds should not be used for any private or church school activity. a b c d
62. School districts should be integrated for all pupils, regardless of race or color. a b c d
63. Faculties as well as student bodies of school districts should be racially integrated. a b c d

64. The size (enrollment) of schools definitely affects the quality of the educational program. a b c d
65. The people of any district should have a voice in any reorganization effort undertaken. a b c d
66. For the teachers guidance, boards of education should have written policies concerning the Courts ruling on Bible readings and prayers in the public schools. a b c d
67. One of the most important tasks of a board of education is that of choosing a superintendent. a b c d
68. School board members should be either elected or appointed to represent the whole school district and not as representatives of areas within the district, such as city wards. a b c d
69. Federal aid to the public schools should be provided as a means of providing additional revenue, but with the basic control and responsibility remaining with state and local educational authorities. a b c d
70. School districts should provide funds for the improvement and/or modernization of instruction including in-service educational programs for teachers. a b c d
71. Teachers should have a voice in determining salary schedules, working conditions, and other personnel policy questions in the school district where they are employed. a b c d
72. The principle of rewarding personnel for superior teaching through merit pay is fundamentally sound. a b c d
73. High schools should provide good terminal education as well as programs for college bound students. a b c d
74. School personnel should have the right to organize or join a professional union, which may or may not use the "strike" as a means of increasing salaries or improving school programs. a b c d
75. The school board member should have a feeling of responsibility toward the educational problems of not only his local district, but also of the state and union. a b c d

FIRST FOLLOW-UP CARD

Dear Board Member:

Approximately three weeks ago, you received a questionnaire entitled "A Study of Opinions of School Board Members in Oklahoma on Certain Selected Principles of Education."

This post card is just a reminder that if you have not returned this questionnaire I would deeply appreciate receiving it at the earliest possible date. A large response is necessary to determine the opinions held by board members. If you have already returned this questionnaire, please disregard this card.

Thank you for your cooperation.

Sincerely,

John S. Shaw

SECOND FOLLOW-UP CARD

Dear Board Member:

Three weeks ago you received a post card from me requesting the return of a questionnaire which you received in September. Of the 400 questionnaires mailed, as of this date I have received 188.

This second request is asking you to please return the questionnaire either completed or not in the stamped, addressed envelope which was included with the questionnaire. As this study is in the fulfillment of the requirements for a Doctor's Degree in Education, your response is needed to make this study possible.

Sincerely,

John S. Shaw

