

A DESCRIPTIVE PROFILE OF ONE RURAL
JUNIOR HIGH - HIGH SCHOOL

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1973

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirement
for the Degree of
DOCTOR OF EDUCATION
July, 1986

Thesis
1986D
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ACKNOWLEDGMENTS

The researcher would like to take this opportunity to thank those people who helped during the course of this study and throughout the writer's doctoral degree program. A special thank you to Dr. Russell Dobson, thesis adviser, for the understanding, support, and guidance given, and to Dr. Kenneth St. Clair, Dr. Ken King, and Dr. William Segall for their concern, help, and direction during this study.

I would also like to express my appreciation to Linda and James Morrison for their assistance and expertise in film development and to Kay Porter for manuscript preparation and printing. In addition, I wish to express my gratitude to Betty Mullin; my parents, Irvin and Dona Roberts; my sisters; and my husband, Perry, for non-ceasing encouragement and motivation. Finally, I wish to recognize an unbending faith in God which continues to give form to my imagination and provide answers to questions asked.

For
my daughter,
Jennifer Ann

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CHAPTER I

INTRODUCTION

The educational community at large has been inundated with reports condemning the nation's schools and calling for immediate reform of the educational experience (National Commission on Excellence in Education, 1983). Growing out of these reports has come legislation mandating reform measures which are to be applied to all school sites, rural and urban, in a given state (Education Week, 1985). Helge (1985) contends that historically urban service delivery models have been recommended and unsuccessfully applied to rural schools.

If Helge (1985) is correct relative to urban models being unsuccessful delivery models for rural schools, if states are mandating common reform measures for both rural and urban settings, and if rural education is a unique phenomenon, then there appears to be a need for descriptive research accurately portraying rural education (Dobson and Dobson, 1986). Hobbs (1981) further makes this point when he states:

Information on education in rural areas is neither very readily available nor very current. What information is available is reported not for rural, but for non-metropolitan America, which obviously covers a diversity of circumstances--from the very sparsely populated districts of the west to cities just below 50,000 located just outside major metropolitan areas (p. 293).

Carlson (1981) feels that what is needed is a systematic assessment of rural education. Jinks (1984) believes that researchers should:

Look into, not at, the small high school. Look into the importance of personal relationships, consider the importance

of student participation in the school program, examine manageability, and review student achievement levels (p. 6).

To continue efforts to transport a knowledge base that has been largely generated in an urban area to a rural setting is to deny that knowledge is contextual. The basic problem, in research and reform efforts in general and rural education in particular, is epistemological; the treatment of knowledge as a static and stable condition. Knowledge is viewed as something out there to be known rather than as a dynamic process having an historical, cultural, economic, political, and philosophical (values) context. There is a need for a systemic portrait of the rural school; once this is unveiled, then, and only then should suggestions of amelioration (if needed) be discussed (Dobson and Dobson, 1986).

Justification for the Study

Lack of information on education in rural areas as purported by Hobbs (1981), Brubacher (1983), and Blackburn and Trentham (1981) points to the need for descriptive studies in non-urban educational settings. Melcher (1981, p. 283) states, "Rural schools have a story to tell . . . and, it must be told." This research effort is an attempt to tell the story of one rural junior high - high school.

Within the past ten years educational research has been dominated by urban based studies. This emphasis has propagated an urban mindset and restrictive definition of education (Dunne, 1985). The resultant limitation has formed the basis for criticism of all educational programs, large and small, as well as the numerical values upon which state and Federal programs are designed. Bradbury (1985) cautions against the wholesale acceptance of the studies heretofore espoused by those educational critics who create remedial quick fixes for problems

reported in urban based research. He reminds the reader that one must constantly ask as to the population being surveyed and the source for the data base. Another source of prejudiced information flow is demographic observer bias. (Simpson and Marek, 1985, and Coladarci, 1983). Demographic bias often yields research applicable only to programs for narrowed or specific urban populations. In other words, how can appropriate programs be developed, or identification of positive elements or possible problems be detected in rural schools if a universal definition based on urban data is applied to a unique context?

This is never more evident than in Federal and state programs which base funding allocations for remedial programs upon the number of recorded participants in the school's free lunch program. This general belief that impoverished students are indicators, or are in need of remedial education, smacks of urban bias. Rural parents, many of whom are farmers with limited incomes, stress achievement and success, stubborn independence, and a strong desire for their children to overcome adversity. The rural parents' desires for their children to improve their "lot in life" result in lower socioeconomic students performing at superior levels and in many cases realizing this success through over achievement.

Although it may be concluded that a viable solution to the problem of lack of rural studies should be an increased volume of research efforts and number studies applied to rural subjects, possibly what is needed is a descriptive understanding of the setting or context in which numerical data may occur (Blackburn, 1980-81). Dodendorf (1983) calls for the observation of children in their educational setting. So again, while the primary thrust in recent research has been grounded in urban environments, there is strong support for the protection and thoughtful development of rural education

through continued descriptive research (Dunne, 1985, Carlson and Dunne, 1981).

In any event, it was this researcher's proposed intent to study rural education and the culture of a rural school, seeking to aid in diminishing the void in rural education research thus adding substance to a systemic portrait.

Research Agenda

The purpose of this study was manifested in a search for universal themes connected by relationships between and among subsystems (domains) of the culture, stressing the component relationships of parts to the whole. The study was centered on total immersion of the observer into the culture. The following tentative research questions were explored:

1. Is it possible to define a set of descriptors that realistically describe a rural secondary school, and is it possible to classify the descriptors through the researcher's use of domains?

2. Do these descriptors resemble those reported by previous rural school research?

Research questions were approached through a naturalistic-ecological perspective, focusing on the theory that in order to understand and utilize findings of human behavior one must study psychological data in their natural settings as behavior is greatly influenced by the environment in which it occurs. This perspective allowed the researcher to utilize data gained and assimilate specific variables based on the belief that interpretation should be grouped in a qualitative-phenomenological hypothesis, stressing that human behavior cannot be comprehended unless and until the framework within which the population

under study develops feelings, concepts, and conduct and their explanation of such is understood (Wilson, 1977).

General Subject Area

Cultural Theme

This researcher conducted a descriptive study of a rural school with concentration in the junior high - high school level.

Basic Assumptions of the Study

1. Rural schools exhibit common cultural descriptors.
2. The rural school being studied will mirror the aforementioned common cultural descriptors.

Population

Participants in this study were students, parents, staff members, and district residents of one rural junior high-high school. Other non-locals were accounted for in various extra-curricular activities. Students were in the majority Caucasian from middle and upper class "white collar" income families. A few students were of farming backgrounds associated with large ranches. Minority participants were from predominantly American Indian origin. The district contained one Black family with two school age children. The target population in this study was students in grades seven through 12. There were 25 teachers, ten support personnel, two administrators, and one counselor serving the seventh through twelfth grade students.

Research Design

For the purpose of this study, the researcher dissected field notes gained through participant observation. Events were then categorized by domain. Various data reported in domains were then validated and expanded through supportive documentation gleaned from 3,348 survey responses, interviews, 939 pictures, numerous artifacts, and audio-taping. This multi-data approach was intended to provide a stereoscopic view of one rural school. It was felt that interviews backed up by mailed surveys would encourage responses that might not be gained from interviews alone, as many times participants are uneasy about divulging all of their thoughts in a face to face confrontation, whereas in an unidentified mail survey response, complete responses and other data proved to isolate and emphasize entities within domains that were also featured in the review of literature. These entities were used to organize and report relative variables in the photographic profile found in Appendixes A-D and again in Chapter V to pinpoint those entities which set rural education apart from other forms of public education. While the domains proved invaluable for large data management and reporting, classification by entities revealed those unique variables that stood out as part of the whole. Again, the use of domains as an organizational tool can be found in Chapter IV, Presentation of Data, as vast amounts of raw data were correlated for consideration. Classification by entities is found in Chapter II, A Review of Literature Concerning Rural Schools, and in Chapter V, Conclusions and Interpretations.

This study was multiphased, with the researcher defining scope and location of the subjects to be studied, reviewing research and literature specific to the proposal, and seeking and being given open or free access

to subjects and sites through permission granted by the affected Board of Education of the subject school (See Appendix F). Data were recorded during curricular as well as extra-curricular hours (See Appendix F). Raw research data was then correlated and interpreted with variables being summarized through the application of a conceptual framework which promoted rational analysis. It was through indepth study and reporting that this researcher attempted to promote understanding of the various phenomena that formulate the characteristic climate of the school under study (Benham, Giesen, and Oakes, 1980).

Definition of Terms

The following definitions were used in the study:

Rural Education - that education provided the school age children residing in rural areas with less than 3,000 population.

Experiential Curriculum - the curriculum believed experienced by the student.

Knowledge - the assimilation of relationships between and among concepts resultant of thinking based on information.

Theoretical Framework for a Culture - a framework that emphasizes components and aids in describing how these components interact in unique, distinct settings (Benham, Giesen, and Oakes, 1980).

School Climate - those descriptive variables that constitute the environment of a particular school. These variables consist of concrete and abstract experiences found within classrooms, in hallways, on playgrounds, or at extra-curricular events.

Institutional Domain - those descriptive variables contained within the school as a part exclusive of classroom components (Sirotnik and

Oakes, 1981).

Instructional Domain - those descriptive variables which communicate classroom definition, events, and participant reaction to specific classroom texture (Sirotnik and Oakes, 1981).

Personal Domain - those descriptive variables which constitute characteristics found in teachers, parents, and students that color individual understandings of and sharing in the school experience (Sirotnik and Oakes, 1981).

Societal Domain - those descriptive variables that provide information relevant to educational points of discussion in relation to participant perceptions.

Convergence of Domains - the overlapping and meeting of variables found in more than one domain which produce understanding of action and result.

Contextual Variables - those components which merge to formulate or develop the environment of a given entity within schooling.

Formal Education - the systematic structuring of an educational institution by grades encompassing elementary through higher education.

Informal Education - that education which is to be found in life and living. Education formed with the assimilation of concrete and abstract knowledge through encounters with life and environment.

Nonformal Education - learning provided outside the structured institution to specific groups within the general population.

Local School - that organization which provides information which is then transformed to practice.

Etic Description - those elements of a culture as described by one who views and interprets them from a distance (Sirotnik and Oakes, 1981).

Emic Description - those elements of a culture as described by one who views and interprets from within, experiencing those feelings which constitute understanding through interaction (Sirotnik and Oakes, 1981).

Researcher Demographic Bias - that bias which springs from conditioning of the investigator to cultural norms predominant in the society of which the investigator is a member.

Statement of Researcher Integrity

Researcher demographic bias as defined by Coladarci (1983) was explored and applied to this study in order to heighten awareness of happenings experienced with regularity in rural schools. For the purpose of this study the researcher relied heavily on the qualitative-phenomenological hypothesis explained by Wilson (1977) as viewed through the lense of a naturalistic-ecological perspective also outlined in the research of Wilson (1977).

With the exploration of researcher demographic bias came the realization that the perceptual lense through which this researcher peered was value-laden, as her own elementary, junior high, and high school experience was formed in one small rural school with subsequent professional experience also being gained in rural schools. It was through this close examination of self and educational/life experiences that the researcher sifted and refined observations savoring those environmental peculiarities that have been learned and labeled as "rural" from the researcher's earliest memories.

It was through life long familiarity that the researcher was better able to detect and describe not only those variables that encompassed formal education but also those elements which composed informal education in the rural junior high - high school under study.

Limitation of the Study

The study has the following limitation:

The observation and correlation of data was conducted over one nine week period to include students in grades seven through 12, parents, and personnel of one rural school district. The resultant study therefore represents a descriptive fragment of what constitutes a legal school year and those elements and events that comprise one such school year.

Format for Succeeding Chapters

This completed study consists of five chapters: Chapter I includes the introduction and justification of the study as well as procedural clarification; Chapter II contains the compilation and review of current literature concerning rural schools; Chapter III is comprised of data pertinent to the research design; Chapter IV contains the presentation of collected data including reference to a photographic profile of dominant entities found within domains recorded in Appendixes A-D; and Chapter V presents conclusions, interpretations, and definition of a rural school setting.

CHAPTER II

A REVIEW OF LITERATURE CONCERNING RURAL SCHOOLS

Introduction

According to recent figures, one out of every five students in America is enrolled in a rural school (Jess, 1981). Other data indicate that rural areas in the United States have witnessed a population increase reflected in financial gains for the rural school districts. The resultant population gain is due in main to people seeking a simpler life found in rural communities, and young rural residents who decide to stay in the local community upon completion of their education (Hobbs, 1981). Hobbs (1981) contributes this shift in population to economic trends. He outlines growth in rural industry, increased area and time devoted to commuter travel, and the relocation of retirees resulting in a wider economic base for rural communities as the three factors which enable rural communities and districts to support increased populations.

Difficulty has been experienced in gaining data for rural areas and rural schools due to a lack of definition for rural and small schools (Jess, 1981). Carmichael (1982) reports that the definition of rural varies depending upon the user. He submits that a definition of rural has historically portrayed people with strong home and family ties, a strong desire for privacy and expanded living area as well as self-reliance. He defines rural as, ". . . life on a scale that is

comprehensible to the individual" (Carmichael, 1982, p. 5).

Blackburn (1980-1981) describes rural states and communities as "future oriented." He tells the reader that the influence of rural people in world affairs can be traced to their ability to dictate growth and use of essential food products. This rural control will be primary in the 21st century and world affairs.

It is reported that the strength of rural schools lies in the realization that the issues of sexual assaults, drugs, danger to students and teachers, vandalism, and discipline problems which haunt metropolitan schools are not problems in small rural schools (Carlsen and Dunne, 1981, Dunne, 1985, and Jinks, 1984). The trends recently established by large metropolitan schools stressing individual student attention, smaller organizations, and class size are a standard in rural schools.

In order to isolate those entities which make rural education and schools unique, the researcher and reader must explore four areas that appear to dominate literature concerning rural education: community support, teaching, school board, and students.

Community Support

One of the strengths commonly cited concerning rural schools is the rural school's relationship to its community (Carlsen and Dunne, 1981; Potas, 1984; Hobbs, 1981; Jess, 1981; and Parrett, 1984). This is not a new or recent concept. Cubberly (1916) in his 1913 research stressed the need for schools to adopt to the requirements of children and community.

Jess (1981) believes that serving the needs of the local community should be primary in the purpose of schooling, and that it is essential that school employees be apprised of the local community's needs;

thereby, attempting to fill those community needs through the local education agency. Hobbs (1981) also agrees, stating that one characteristic of a rural school is its place of importance in community affairs. He develops a logic for the "professional detachment and institutional isolation" which he feels is characteristic of urban areas and metropolitan schools. Hobbs (1981) cites, as one example, the personal aspect of working and living in a small community where everyone knows the administrators, teachers, staff, and their families. This fellowship is magnified as school employees attend the same churches and shop in the same stores with community members. Hobbs also speaks of school affairs that are also community affairs serving as the major source of entertainment ". . . and pride or distress" (p. 297) for the patrons of the school district. Barber (1953) reveals that the relationship of community to schoolhouse has been long standing in rural areas where the early day, one room schoolhouse served as the only focus for socialization outside of immediate family members. In addition, Hobbs points to the fact that the local school in many cases is the community's largest employer, providing a stable economic base for the local community and local businesses; and because the school is composed of professionals, school employees are called upon to fill various posts in community service activities.

The centrality possessed by the rural school in its surrounding community brings into play the fulfillment of community expectations. Hobbs relates a conversation with a local superintendent of schools in which the superintendent told of the attendance of a school administrator at every out-of-town athletic event for eight years because the community expected it.

The physical isolation of the rural community encourages the development of close relationships among rural students and alumni. Pavia (1982) tells of sports events eagerly attended by members of the community, young and old, with the events serving as a "recreational outlet" for the locals. The strong bonds that develop out of isolation produce "strong bonds and intimate knowledge" among fellow community members. In her research, Pavia (1982) noted the practice of students addressing middle aged neighbors and friends' parents by their first names thus promoting and perpetuating close ties. This closeness and familiarity with the school is found in the number and kind of community visits to the school during the educational day. History records school and community as interwoven with the local school providing and displaying a type of "cohesiveness" (Tyack, 1974). Tyack speaks of "the school as a community and the community as a school" (p. 17) focusing on the fluid interaction between patrons and rural schools.

Researchers have been impressed by the number and kind of visitors to the school and the reception given by students. Dodendorf (1983) tells of observing a mother who was in attendance during the school day to witness how her child was performing and to ask what she might do to assist him with home study. Dodendorf also relates a visit made by the school board president to check on needed repairs and to see how items were progressing. He also notes that students did not seem to be disturbed by these visitors, summarizing that, "there was little of the whispering or boisterous behavior that is commonly seen in urban classrooms with visitors" (Dodendorf, 1983, p. 102). Students and

personnel accepted visitations as a normality of school and schooling.

In addition, rural schools provide adult education courses and adult involvement in various advisory committees and organizations for the purpose of performing service to the school (Jess, 1981 and Parrett, 1984). Thus, studies indicate that community support is a prevalent force in rural schools, perpetuating closeness and familiarity and breeding inter-generation communication and ownership.

Teaching

Teaching in a rural school indeed does have some commonalities with teaching in an urban environment such as development of curriculum, discipline maintenance, meaningful instruction, and assimilated learning. There are, however, distinct differences and experiences offered in a rural setting that cannot be duplicated for the urban teacher (Pavia, 1982).

Chronister (1982, p. 6) explains, "Teachers in small schools know their students as individuals and the family background from which they come, thus they can work out individual help for students better . . ." Dunne (1977) is in agreement. Bradbury (1985) cites dedication of faculty as a large factor contributing to the success of rural schools.

With the probability that one-third of today's teachers work in a rural school, teacher training programs are lacking in the special preparation needed for services in a rural school (Blackburn, 1980-81 and Carmichael, 1982). On the other hand, Pavia (1982) feels that the small class size, individual closeness between teacher and student, familiarity with community members and students' families, and variety of courses taught by the teacher offer an "excellent apprenticeship" for student

teachers. Pavia (1982) further explains that the small faculties provided in rural schools encourage and promote easy access to other teachers, as well as the ability to communicate quickly with fellow teachers in order to assess the individual student's total academic performance. This limitation in faculty numbers also encourages fellowship among teachers so that not only do they know what is happening in other classrooms, but also in each other's lives, thus providing opportunity for personal support in times of professional and individual need.

Of one fellow teacher, Pavia (1982, p. 25) states, "He knew me, he helped me, and he cared." The relationship between the school and community is of primary importance based on attitude, discernment, faith, and mutual respect. This same type of relationship is instrumental to success when it exists among members of the staff. The limited number of certified personnel in a rural school enhances the autonomy of individual staff members as each is considered an authority in his or her subject matter. This autonomy manifests itself in program decisions made by the individual teacher in charge of the program (Jess, 1981).

Pavia (1982) writes about becoming the head of the English department in her fourth year of teaching, a feat that probably would not have happened in a large school system. Pavia also speaks of the freedom to plan curriculum and autonomy to practice the teaching of students according to the mind-set of the individual teacher. One phrase that she repeatedly heard was "You're the expert, go ahead" (p. 24). She continues to report that in a rural school there is little bureaucracy as the teacher is not responsible to department heads or budget committees. She

recounts her own experience wherein she was the only teacher charged with teaching American literature. She chose the textbook that pleased her with her principal trusting her judgment; the superintendent trusting the principal's judgment. Dunne (1985) cites recent studies stating that teachers polled chose not to teach in larger schools for many reasons, for example, personal autonomy in the classroom and a sense of a positive, supportive relationship with the local community served. Jinks (1984) believes that this support may manifest itself in the individually scheduled parent-teacher conferences featuring "personalized face to face" communication making possible the common effort of parent, student, teacher, and school to rectify educational problems.

School Board

Another sphere of influence in the rural school occurs through the duties of the school board. "It is important to note that the community has direct and immediate influence on the school through its local school board" (Parrett, 1984, p. 15).

According to Dunne (1985), school board members believe their local community schools to be important to them as sources for local control by local people, and essential in keeping young people in an organized, safe, and supportive environment. This importance serves to give focus to community identity and a reason for the community to exist.

Chronister (1982) summarizes that the organization of a rural school lends itself to the development of friendships among teachers, administrators, students, and school board members. This close friendship tends to allow easy adoption of new ideas with board members taking a personal interest in proposed projects. According to Pavia

(1982), rural teachers feel close to school board members. In her research, school board members were frequently found to sit in on a teacher's class, and teachers felt comfortable around an individual who was a familiar face in the community and generally the parent of students in the school. Pavia describes this phenomenon as a "family aura" that occurs at all levels in a rural school.

The American School Board Journal (1983) speaks to the community's desire to exercise control over the local school. This local control exercised through the school board nurtures a "dogged loyalty" to rural education and small schools which builds on the "strength of smallness" rather than trying to miniaturize the virtues of large metropolitan schools (Dunne, 1985).

In conclusion, the involvement of the board of education with ties to all community members, as well as school personnel, fosters ownership and personal pride.

Students

Rural schools have been recorded as producers of satisfied adults as a result of experienced atmosphere. Students found in rural schools are not pressured by peers or influenced by problems to the extent that urban students have reported (Anderson, 1980). Jess (1983, p. 2) believes, "Small scale education programs are effective in providing quality programs; for allowing students to get involved; and, for ensuring continued community support."

Researchers feel that the rural school environment encourages social interaction, the development of self-identity, the establishment of character traits of value, and smaller class size which increases

personal contact between teacher and student learning (Aubertine, 1969, and Jinks, 1984).

Recent studies have shown that small school districts have greater student extra-curricular activities participation (Jess, 1983). Jinks (1984) reports,

The long lost 'average' student receives particularly special benefits by attending the small high school because they are not lost in the numbers. The opportunity for recognition, important for any student, is especially valuable for the average student. And, the small high school provides such students a level of involvement in school affairs not comparable in large high schools (p. 6).

Jinks (1984, p. 5) continues, "participation in school activities is fundamental to developing a student's attitude that he or she is important." Jinks also asserts that, in the small school, responsibility for self and others develops through close interaction. The development of confidence, pride, and positive attitudes is commonplace in a rural school atmosphere, affecting student academic achievement, participation in extra-curricular activities, reduced frequency of discipline problems, and student morale. Jinks (1984, p. 5) concludes, "Personal ownership in the school program helps reduce negative attitudes that can result in disciplinary problems." The small student numbers necessitate participation by everyone in clubs and organizations as well as athletics and plays. "Sometimes, literally, everyone must participate in order to get a project going . . ." (Chronister, 1982, p. 6).

Participation in extra-curricular activities and athletics was viewed with pride and was perceived by rural students as one force which encouraged the development of group bonding. Student interdependence, in order to ensure success in common enterprises, promoted a sense of achievement not usually found in larger schools. While all students in

rural schools must be involved in order to supply participant numbers, in larger schools only the top athletes or students take part in extra-curricular activities and sports. Aubertine (1969, p. 593) reports that one student interviewed stated, ". . . the rural pupil willing to take on the responsibility matures faster than the urban pupil who cannot participate so freely."

Dunne (1977) notes that rural students do well academically when they enroll in a larger school, nullifying the contention that rural school students receive an inferior education. Dodendorf (1983) contends that this academic success stems from the work effort and self-discipline stressed in small schools.

Students interviewed expressed support for the atmosphere experienced in a rural school. Aubertine (1969) reveals that students interviewed spoke positively of "cohesive personal relationships" found in rural schools, believing that the rural student learns to function with others in a group as opposed to individually or in a clique. Aubertine (1969) reports that rural students felt this ability to work with others would prove invaluable in adult life.

Aubertine (1969) continues stating that in a:

. . . smaller school community they (students) were more aware of a sense of personal value and felt more socially fulfilled and accepted. One (student) stated that in the urban school 'shy students just stayed introverts most of the time due to large classes giving no opportunity or encouragement to bring themselves out.' Furthermore, urban students separate during the day, whereas in the rural school they usually stay together, know each other better, and feel more at ease. This was noted as one of the outstanding differences between large and small school classes by a boy who attended 16 different elementary and high schools (p. 593).

Other researchers support this contention (Jinks, 1984 and

Dodendorf, 1983). Anderson (1980, p. 1) speaks to "friendship, caring, and love" which are the hallmarks of rural education and are mirrors of the family atmosphere created in rural schools. Jinks (1984, p. 506) writes of the "sense of belonging" and the "feeling of being needed" experienced by students in rural schools. The smaller classes found in a rural school enables the teacher to give individual attention, thus equipping the student with those skills needed to perform well on national tests. Data analysis reveals no difference in general academic performance between urban and rural students (Carmichael, 1982, Anderson, 1980, Dodendorf, 1983, Coladarci, 1983, and Parrett, 1984).

Rural schools with their small class memberships, close bonding, and individual recognition occupy a unique position in education. Development of the individual is of primary concern and possible in a small school organization.

Summary

In conclusion, Chapter II has presented supporting research for the entities found within domains that are representative of the uniqueness of rural schools and rural schooling. Small size; teacher-student familiarity; individual instruction; majority student participation in school activities and governance; program adaptability; community interest, involvement and support; and parental participation are representative of those unique realities that form definition for rural education (Parrett, 1984). The strong sense of local control and close relationships among school staff; the blurring of what is related to school and what is related to the community; a firm belief that the individual do whatever he or she is able to do, absent of specialization

or strict age-grade organization, is reported with consistency in research concerning rural education. Add to previously cited characteristics a feeling of comfort and concert displayed through student spirit; and a tradition of individual independence and self-reliance to be found in documented literature. Through the study of rural research one can then formulate commonalities detected through careful description and comparison which give definition to rural education and schooling. These commonalities provide a guide for parallel examination of the school herein under study (Sher and Thompkins, 1977).

CHAPTER III

RESEARCH DESIGN

Introduction

Much of the information used to describe schools and schooling today is a direct result of one viewpoint of accumulated knowledge or "conventional wisdom." Researchers contend that schools do not always function in a predictable, chartable fashion. They criticize the use of research models developed for scientific rather than educational studies as these models tend to distance the researcher from the phenomena being studied (Heckman, Oakes, and Sirotnik, 1983, Sirotnik and Oakes, 1981; and Eisner, 1984). Goodlad (1983) and Eisner (1984) point out that what is needed is a fresh look at education. A look that centers on the process as well as the result.

The widely used production model for educational research has come under question for the lack of the "emic" or inside view (Wilson, 1977; Goodlad, 1983c; and Heckman, Oakes, and Sirotnik, 1983). Eisner (1984) puts forth the contention that in order to obtain an accurate, full view of school researchers must look to the humanities for other ways of knowing, explaining, and reporting. The cultural model of schooling is seen as an answer to concerns raised about the application of the production model to educational research as it changes our perception of schools and how to improve them, focusing on the how and why of the educational process. Featuring naturalistic observation of observed

behavior as influenced by natural settings, the cultural model provides an alternative to the strict influences of controlled research settings (Wilson, 1977). This researcher used anthropological techniques based on the naturalistic-ecological hypothesis focusing on the comprehension and utilization of discoveries of human behavior. It is crucial that these discoveries be detected in natural settings with consideration being given to environmental influences. Data were further explored through the application of the qualitative-phenomenological hypothesis, emphasizing the comprehension of human behavior based on a framework which requires understanding of the development of feelings, concepts, conduct, and the explanation of such by the population under study (Wilson, 1977).

The techniques for accumulation of multi-sensory data utilized in this thesis enabled the reader to experience the reality of life through many mediums, providing what Rogers (1983, p. 21) calls, ". . . an unsettling look at the nature of reality." This researcher first examined many of the standards of schooling such as teaching, goals, curriculum, organization, materials, policies, problems, et cetera. She then attempted to view these phenomena through the eyes of students, parents, teachers, administrators, and patrons. Finally, this researcher attempted to arrive at an empathic understanding of those viewpoints offered by the subjects of the study, supporting this understanding with large volumes of data (Goodlad, 1983b).

The mode of inquiry used in this research provided a broader perspective utilizing mail survey, interview, pictures, numerous artifacts, and audio-taping. Through this multi-data approach this researcher sought to present a characteristic climate and enhanced comprehension of the unique phenomena that formulated or composed the

school under study (Benham, Giesen, and Oakes, 1980). This multi-data approach is supported by Sirotnik and Oakes (1981, p. 166) who emphasize, ". . . multiple data sources are crucial in developing a comprehensive view of contextual elements and the relationships among them." The researcher kept uppermost in her mind the actuality that the whole is best observed out of the classroom setting, necessitating the thorough documentation of events both on and off the school site (Goodlad, 1983b).

As Eisner (1984) states,

If educational research is to inform educational practice, researchers will have to go back to the schools for a fresh look at what is going on there. We will have to develop a language that is relevant to educational practice, one that does justice to teaching and learning in educational setting and we will need to develop methods of inquiry that do not squeeze the educational life out of what we study in such settings (p. 451).

As Sirotnik and Oakes (1981, p. 165) summarize, ". . . without sufficient understanding of the context within which the process takes place, outcome indices have little or no value, beyond their immediate descriptive signal. . ."

Methodology

The research method of choice for this body of research included ethnography emphasizing and incorporating participant observation, mail survey, interview, photographs, artifacts or documents, and audio-taping. The analysis of data gathered sought to interpret and reflect on the various definitions and descriptions that schooling held for participants in the setting studied. This was accomplished through indepth observations, recording, analysis, and synthesis of events

witnessed between and among members of the population under study (Heckman, Oakes, and Sirotnik, 1983).

In order to gain total involvement in the research environment so that texture might be provided for meaning, this researcher spent eight hours per day, five days per week, during a nine week period in attendance at the subject school. Additional hours were spent at extra-curricular, after hours events. This immersion in the fabric of the school site served to prevent limitations derived from only observing predictive relationships (Heckman, Oakes, and Sirotnik, 1983; Eisner, 1984; Maloy and Seldin, 1983; and Goodlad, 1983b).

Participant observation has long been considered a basic element of anthropological research. Realizing this the ethnographer is cognizant of his role as data collector, realizing that mode of entrance is crucial to establishing a minimum of atmosphere alteration. He tries to maintain maximum neutrality, deciding his level of involvement realizing that participants in the study must possess trust in the researcher in order to facilitate sharing (Wilson, 1977).

The researcher must ask, ". . . the participants questions and become acquainted with 'emic' (actor-relevant) categories that are rarely expressed" (Wilson, 1977, p. 252). The participant observer nurtures an understanding with participants of the study and ensures that samplings are representative.

He or she must collect data in numerous settings and situations in order to provide an expanded view not available through traditional research. Confidential information gained through researcher/participant relationships can be explored and analyzed by the researcher through empathic mental exercises (Wilson, 1977). Wilson cites a disadvantage

of participant observation as, ". . . the difficulty of attitudes in a large community" (p. 257). This will be minimized through the selection of a rural setting for the study involving one small community.

Data Sources

Researchers have begun to decry the lack of "intimate acquaintance" with life in classrooms feeling that this approach distances the research from practice (Eisner, 1984). Heckman, Oakes, and Sirotnik (1983), Goodlad (1983b), and Behnam, Geisen, and Oakes (1980) believe that the complex environment characterized by interacting conditions and relationships among classroom elements as well as an inside view are essential to acquiring inside knowledge on the functioning of schools as social institutions (Heckman, Oakes, and Sirotnik, 1983).

In order to provide an accurate picture of the rural school under study this researcher assembled a comprehensive set of data utilizing mail survey as well as interview. The interview phase of the project was conducted on a one-to-one basis with questions being duplicated on the mail survey. This procedure ensured that answers which otherwise might not be given during an oral interview, due to inhibition, might be obtained in an anonymous mail survey. Students, school staff members, teachers, and patrons of the district were surveyed so that all perspectives were explored and recorded. Surveys were completed by 50 parents, 25 teachers, ten support personnel, two administrators, one counselor, and 451 students which yielded 3,348 individual responses to questions asked. Stratified random sampling was utilized in selection of parent survey respondents. In order to preserve characteristics of the population, subgroups were formed according to zip code and/or recorded

post office listed on mailing addresses. Participants were selected to ensure that the size of each subgroup in the sample population would be equal proportionally to the size of the subgroup in the general population. This procedure resulted in a miniature population possessing characteristics represented in the general population. A counting off procedure was then employed to determine survey participants. Artifacts or documents representing schedules of events and duties were gathered to detail time constraints also experienced by participants. Examples of randomly selected sample documents and interview/survey responses have been provided in Appendix G for the reader's perusal.

In addition to taping of interviews, the researcher documented classroom and extra-curricular events noting relationships to facilitate a more dynamic portrait of the complexities which manifest to form context. Examples of documentation gathered through participant observation may also be found in Appendix H. Photography was also utilized as a means for additional data sources (Appendix A-D).

Bogdan and Biklen (1982) stress that we have become a "photographic society." Photos serve to communicate one historical perspective of setting as they portray a universal illustration of setting to be used in concert with other data sources and aid in the gathering of factual information (Bogdan and Biklen, 1982).

Bogdan and Biklen (1982) also speak of the use of photographs to conduct a "cultural inventory" of the study setting.

Perhaps the most common use of the camera is in conjunction with participant observation. In this capacity it is most often used as a means of remembering and studying detail that might be overlooked if a photographic image were not available for reflection. Photographs taken by researchers in the field provide images for later intense inspection about clues to relationships and activities (p. 198).

Although Bogdan and Biklen warn against use of the camera in situations wherein the researcher would be pointed out as an outsider or spy, in the development of this body of research other participants were noted taking pictures for yearbooks, school newspaper, etc. The numbers of individuals taking pictures seemed to have a numbing effect upon the subjects under study with no obvious alteration to subject behavior. In many instances students questioned the researcher asking if the picture taken would appear in the yearbook. Regardless, Bogdan and Biklen remind the researcher that the photograph or image should not be claimed to stand on its own as an "abstract statement, or as an objective rendering of a setting or issue" (Bogdan and Biklen, 1982, p. 109). They further insist that photos are not answers but aids whereby one might pursue answers. For the purpose of this research, photographs were entered to give form to meaning thus providing the reader with another supportive perspective for other recorded variables.

All data sources were analyzed, categorized, and placed in domains with careful attention given to coordination of variables so that a cultural view might be formulated for presentation. The formulation of a data bank emphasizes the defining of school as a, ". . . complex set of interrelationships among organizational structures, individual behaviors, and underlying beliefs rather than a collection of isolated or independent elements" (Heckman, Oakes, and Sirotnik, 1983, p. 25). This cultural view requires that the researcher consider and record influential relationships among various phenomena seeking out both observable and non-observable behaviors.

Wilson (1977) speaks to the multimodal approach to development of the data set. He lists as relevant kinds of data:

1. Form and content of verbal interaction between participants.
2. Form and content of verbal interaction with the researcher.
3. Nonverbal behavior.
4. Patterns of action and nonacting.
5. Traces, archival records, artifacts, and documents (p. 255).

Wilson (1977, pp. 255-256) summarizes, "the essential tasks for the anthropological researcher are learning what data will be necessary to answer his questions and getting access to that information." Goodlad (1983b, p. 466) warns that no data are unbiased, "the bias begins with formulation of the questions to be asked and selection of the specific items to be used for securing answers." It is with this in mind that this researcher embarked on establishing a data set characteristic of one rural junior high - high school.

Contextual Appraisal

In order to collect data in a meaningful manner the researcher must utilize a conceptual framework. Wilson (1977, p. 250) states, "To know merely the fact that feelings, thoughts, or actions exist is not enough without also knowing the framework within which these behaviors fit." Appraisal is an integral part of descriptive research which incorporates judgment. One might consider appraisal synonymous with evaluation (Sirotnik and Oakes, 1981). It is essential that the researcher develop, ". . . systematic understandings gained through appraisals" (Sirotnik and Oakes, 1981, p. 171). "Learning settings that appear to be remarkably similar can prove to be quite different when contextual variables are examined" (Sirotnik and Oakes, 1981, p. 167).

For the purpose of this research, the researcher utilized a ". . . rubric for identifying and organizing contextual variables" (Sirotnik and Oakes, 1981, p. 166). Local school and community regularities have been recorded to be placed in contextual domains; Personal (self), Instructional (class), Institutional (school), and Societal (schooling) (Sirotnik and Oakes, 1981, and Heckman, Oakes, and Sirotnik, 1983).

Primary data were collected through participant observation, the survey of all students and teachers, patrons surveyed through random selection, pictures, interviews, and artifacts. Data were then sorted and placed into four data-source categories: teachers, parents, students, and observers (Sirotnik and Oakes, 1981) (See Figure 1). These data source categories served as guides when placed in contextual domains.

During data collection and organization, the researcher sought to describe interrelationships among and between variables keeping in mind that, with increased accumulation of data, boundaries between domains fade as various data apply to more than one domain or classification. This blurred distinction has been described by Benham, Giesen, and Oakes (1980) as primary to the culture of the school. It was with this panoramic view that the researcher proceeded to embrace all elements that would aid in recording an accurate description and expanded definition of rural education.

During the course of synthesis of data, entities cited as uniquely rural in reviewed literature, again sprang forth in freshly gathered data. The researcher isolated those variables that composed these entities for further exploration in Chapter V of the text.

		Contextual Domains			
		Personal (Self)	Instructional (Class)	Institutional (School)	Societal (Schooling)
Data Sources:	A Teachers				
	B Students		Data Collection Devices Surveys Interviews Observation schedules Curriculum materials samplings Document reviews Naturalistic methods		
	C Parents				
	Observers	X			X

Source: Sirotnik, K. A. and Oakes, J. "A Contextual Appraisal System for Schools: Medicine or Madness?" Educational Leadership, Vol. 39, No. 3 (December, 1981).

Figure 1. A Framework for Identifying and Organizing Contextual Variables

Summary

In conclusion, Chapter III has been organized to give the reader an overview of the research methodology and contextual framework for appraisal utilized in this researcher's attempt to describe one rural junior high - high school. It is only through organization and understanding that one can utilize raw data.

CHAPTER IV

PRESENTATION OF DATA

As stated in the introduction of this body of work, reform measures based on urban service delivery models unsuccessfully applied to rural schools necessitates the search for descriptors for rural schools and rural education that facilitate appropriate model application. The recent upsurge of interest and research concerning schools and schooling as well as the void witnessed in applicable rural school research were cited as primaries crucial to formation and initiation of this study.

This researcher has attempted to provide a descriptive profile of one rural junior high - high school, the cast of which included 451 students in grades seven through 12, 25 teachers, ten support personnel, two administrators, and one counselor. Parents, students, school staff, and other locals were studied through the use of interview, mail survey, participant observation, artifacts, taping, and pictures gained through free entry. Participants were studied in reference to opinions concerning the purpose of schooling, the most liked qualities of the school, the least liked qualities of the school, possible changes in the school program, differences (if experienced) between large schools and small or rural schools, descriptions of the school, importance of the school environment, rank importance of subjects taught, level of parental involvement, teacher education preparation, and suggested emphasis of curriculum.

In order to organize collected data, the contextual appraisal system outlined by Sirotnik and Oakes (1981) was utilized. Data were shifted, analyzed and assigned to a framework consisting of four domains: personal (self), instructional (class), institutional (school), and societal (schooling) (Sirotnik and Oakes, 1981 and Heckman, Oakes, and Sirotnik, 1983). Variables were isolated, matched, and grouped into four categories: teachers, students, parents, and observers (Sirotnik and Oakes, 1981). Photos were categorized and numbered according to sequence to be placed in an appendix to the text. Corresponding appendix numbers are utilized throughout the following description to add a visual dimension to those events and actions documented.

Background Information

The school under study, or target school, consisted of 451 junior high-high school students in grades seven through 12. The children in attendance in majority lived on a farm, a ranch or on small acreages away from the four small towns. At one time the district had been divided into four smaller districts, each with its own small school of less than 200 students. State mandated average daily attendance limitations forced the closing or threatened closing of these small school districts. In an effort to maintain rural education, the four small districts consolidated forming one larger district of less than 800 students total. The only other choice was to join with metropolitan school districts 40 to 50 miles from the first pick up on the affected bus routes. In the consolidation, two towns abandoned their school sites, one tearing theirs down and the other selling theirs to a church group who since remodeled the building making it a community church. The remaining two towns

maintained an elementary school - junior high school in one and an elementary school - high school in the other. Eventually the junior high was combined with the high school at one site or town and all the elementary was maintained at the other site or town. These two towns were approximately six miles apart. The high school basketball gym was maintained at the elementary site. This necessitated student travel in order to practice basketball and play competitive games.

It was noted that the staff at both sites were extremely well qualified and that there was a history of little turn over in the teaching personnel. The junior high-high school schedule offered such items as law (taught by a licensed lawyer who also happened to be the assistant band director), physics, chemistry (both taught by a certified industrial chemist), geology (taught by a veteran petroleum geologist/geophysicist), vocational agriculture, vocational home economics (also offered to eighth grade students), industrial arts (offered to junior high students), drafting, Spanish (required of all junior high students-optional to senior high), computer science (offered to all grades -one tri-mester required of seventh and eighth grades), human physiology, calculus, zoology, botony, and first aid/health (required of all seventh and eighth grade students), along with other standard program offerings (See Appendix E). There were no study halls provided for students, as it was felt that study halls were not productive. A portion of the students attended a nearby vocational-technical school in the afternoons. The school day consisted of six periods and all students were enrolled on a full six class schedule. Failing slips were sent certified to parents at regular intervals as were complimentary or "success" slips. Mid-term grades were calculated at each mid-nine weeks

period so that students and parents were made aware of any impending problems. Report cards were sent out at the end of each nine weeks. Twice each year (at the end of each semester) a parent conference day was scheduled. Parents surveyed responded positively to the parent conferences and mid-term communications. One parent stated, "I like this willingness of the teachers to work with the student and parent." Another responded, "This is a small school and I know personally most of the students and teachers. School personnel keep parents well informed of school activities or problems that may arise."

A variety of disciplines was used with the discipline policy being quite involved (See Appendix J). Some teachers carried out the discipline themselves while others sent the offender to the principal's office for proper counseling and/or punishment. If parents wished to be a part of their child's discipline program, it was so noted on the child's personal card, and parents would be called at such times. The observer often witnessed the principal "going after" a parent in his own car if the parent did not have transportation. The principal had grown up in the community, graduated from the local school, and had returned to practice education. One parent commented, "I like the fact that Mr. Jones is very willing to work with us and our son. Mr. Jones lets us know how he is or isn't doing as we have asked." The long standing relationship to the community was also held by many of the faculty and support personnel. This may have precipitated behavior that could only happen through familiarity with other adults or parents who had also grown up in the communities. It was not uncommon to find teachers related in some degree to other teachers, students, and patrons in one or more of the four subdistricts. In fact, it was often a topic of

conversation and included recounts of competitive basketball games played among the four subdistricts before consolidation so that if one were not related to another person in the district it was highly likely that he or she had been a competitor and was known through contacts made during early day subdistrict events. A majority of the noncommunity-raised teachers surveyed stated that they had at sometime in their life attended a small or rural school and in many cases had graduated from a rural school.

Each instructional department consisted of approximately three teachers one of which was designated "head" by mutual approval. The main function of the "department head" was to make sure that new teachers felt welcomed and had all of the materials and help solicited. Although state adopted texts were in primary usage, if a teacher desired a text that was not state adopted their request for such was granted. Outside of a curriculum guide that outlined basics to be covered at each grade level, the teacher was free to schedule his or her year as felt appropriate. The motto of the school seemed to be, "If you think it can be done, we'll help you try it." Teachers prided themselves in finding and utilizing "local" sources and resources. "Practicality" seemed to be the standard byword of the school, and communication appeared to be the foundation for closeness. The researcher was amazed to find that the school had for many years utilized a chain system initiated by the superintendent wherein teachers called each other concerning emergencies or cancellation of school. Concern for the safety of the teacher was only one manifestation of this procedure which served to emphasize the norms of individualization and personalization fostered in the target school.

Personal Domain - Self

Relationships and achievement are instrumental in the development and definition of self. Through various activities the school helps to offer experiences that focus on the growth of individual pictures of self, self worth, self identity, and self actualization. A positive image of self is of importance to a fulfilling future and personal happiness.

In her pursuit of documentation the researcher observed several extra-curricular, as well as intra-curricular events, that focused on self achievement in the rural school under study. It was noted that the smaller number of students necessitated the participation of a majority of students in several activities in order to gain maximum accomplishment. Among those activities that featured duplicated participation were band, pep club, vocational agriculture, sports, drama, debate, and academic teams. Literally everyone in school was used to successfully compete in band/marching competition and concert, school plays, and athletic events.

Observation of caring and sharing was prevalent during various band trips and contests. Mothers and fathers volunteered to act as supervisors on trips. One administrator was always present at all band activities, usually as a bus driver. (This was the school policy.) Non-band students donated Saturdays, and long hours to help with equipment storage and placement. Students were witnessed helping each other and urging each other on towards success. There seemed to be no distinction among students as all helped each other. In order to have a competitive band, it was noted that the students were obtained from both the junior high - high school, grades seven through 12.

The researcher noted that athletic events were experienced by all

students. Pep rallies attended by the entire student body featured the band, teachers, and cheerleaders. One parent responded, "I like the pupil/teacher interaction at this school." The cheerleading squad (Spirit Squad) was composed of 12 students, four boys and eight girls. Entrance into the squad was gained through competition stressing acrobatics, tumbling, and gymnastic competencies. The squad had a history of state and national honors with various graduates receiving college scholarships. It was open to all students who wished to compete for a position, as financial help with uniforms was provided.

Membership in various competitive sports and non-competitive sports was offered to all students. Due to the small numbers of students in this school, a freshman, for example, in basketball might very easily be a starter or main player for four years with a minimum of talent. Every student who participated in competitive sports received a uniform and attended both home and away games and track meets. Students were constantly being approached and asked by teachers in the hallways and at lunch to participate in sports and/or related activities. Various student clubs were responsible for concession stand duty for athletic events. The profits served as a fund source for the members and sponsors (teachers) of the clubs. As with band, an administrator was present at all sports activities. It was observed that on several occasions the administrator acted as parent during treatment of injuries. Parents openly approved of and granted administrators the responsibility of taking injured players to the hospital and remaining with them during treatment. On one occasion the administrator could not be joined by an elderly couple raising their grandson. The administrator was told to "do whatever was needed" and after treatment took the injured player

home. Once again, bus drivers were administrators. Students were taken to both campuses in order to ensure safe delivery home after extra-curricular events.

The drama department presented several productions. Non-drama students, as well as drama students, were sought in order to provide enough cast and stage personnel. The Christmas play was a yearly feature. During this time students from the elementary, as well as the junior high - high school, were brought into a large cafeteria/auditorium to witness matinee performances. A night performance drew local crowds of parents and other interested adults.

It was noted that communication and fellowship were most displayed in the hallways, during lunch, and before school. As most students rode a bus to school, communication between and among students started early in the morning. Before school started, students gathered in the cafeteria to study at provided tables. Small talk as well as serious study was shared. The researcher noticed that it was commonplace to witness students preparing each other for a test to be taken later in the day. One parent surveyed responded, "There are many fine teachers here. It is small and the students know each other. I believe they interact well-- certainly better than the students in another state where we lived. The students are very accepting of newcomers."

The lunchroom also served as a meeting place for teachers, students, and various community members who frequently dropped in for lunch. All ate together with students sitting and conversing with adults. There appeared to be no reserved tables for students or adults.

The hallways served a dual purpose. The walls were lined with

pictures of various graduates of the four consolidated districts which were joined to form the present school district. Students were often seen looking through pictures to identify parents, relatives, or friends. This appeared to serve as a bonding of past to present. Laminated articles from newspapers depicting early school history of the consolidated districts were taped on vending machines. These too served as gathering spots for students who read of their "roots" while communicating with friends.

Intra-curricular activities held out of doors featured what was known as "play days" wherein games were planned for the entire student body during the lunch break. Usually these activities were sponsored by student clubs and organizations. One favorite game was a tug-of-war between grades. During Future Farmers of America (FFA) "play days" the normal greased pig contest provided by the high school students for the elementary students was modified. This was the first greased chicken contest ever witnessed by this researcher.

Students were encouraged to "dress up" for Halloween and other holidays. Friendships forged spanned as long as 13 years as the student body was noted to be stable. The theme of involvement and student centered recognition prevailed throughout the school program.

Instructional: Class

Benham, Giesen, and Oakes (1981) speak to the use of multi-modal data in forming analysis of "patterns and relationships" in order that the researcher might give a complete descriptive picture of what one encounters in the instructional domain of the target school. It was with this intent in mind that this researcher spent many hours recording

observed behaviors through pictorial and print modes combining the recorded data with that which was gleaned from survey and interviews.

The researcher quickly discovered that the majority of classroom teachers in the school under study utilized the lecture method with the students raising their hands to be called upon to either ask or answer questions. A majority of the teachers had longevity in the system and were known for individual characteristics. The atmosphere was friendly and easy going with teachers and students teaching and joking and, in general, having fun while accomplishing the task of learning. Most rooms were arranged with desks forming traditional rows. Classes concerning practical arts, such as home economics, wood shop, and vocational agriculture as well as band took on a less formal appearance. Students were seated around large tables. A few teachers of advanced subjects stressed peer teaching. Teachers prided themselves on maximum learning being gained through use of ordinary, every day materials. Packaged programs and materials were not commonplace in the classrooms observed. One physics teacher bragged to the researcher that he (the teacher) had students who "clepped out" of college physics. In the same breath the teacher described how his students hunted for objects found at home that would duplicate advanced physics problems, this action saving the school system many dollars in "fancy" equipment.

Classrooms contained not more than 20 students with most having about 15 students. Individualized attention was standard with each teacher allowing an allotted amount of work time after each assignment so that students might seek individual help from the teacher or peers. Many classes involving computer science were attended by a wide range of student levels. It was not unusual to observe a ninth grader taking

typing with eleventh grade students. Spanish classes were full and all seventh and eighth grade students received instruction in this foreign language at least one tri-mester. Health and first aid was also given to all seventh and eighth graders while home economics was only offered to eighth through twelfth grade students.

Institutional: School

The operational pattern of the school under study was observed to be directly related to perceptions displayed by participants. A smooth running, functional school is the result of a positive attitude which permeates both formal and social relationships of those charged with the perpetuation of the organization.

The researcher recorded a closeness of faculty members and support personnel with the school counselor playing a key role. His daily routine included visiting both administrative offices within the building, all classrooms, and several students. He was often sought as a sounding board for both teachers, administrators, support personnel, students, and parents. His duties included assisting the cooks (who often sang to the students when requested to do so) at lunch. At this time he communicated with every child in school and most teachers who came through the lunch line. The counselor served as a clearing house for students who had eating or social problems as he observed both in the lunch room setting. The counselor was also crucial in assembling advisory committee members for new students or students with problems in or out of classrooms.

The relaxed atmosphere carried over into the teachers' lounge where teachers and staff gathered before school, during breaks, or after school

and shared frustrations and accomplishments. Support personnel and administrators often frequented the lounge, sharing with those in attendance. The researcher wondered if part of this blurring in the line between management and worker was reflected in the fact that both the high school principal and the superintendent were members of the local teachers' professional association in addition to membership held in the administrators' professional organization, or if it was the result of the modified form of participative management practiced in this school. It was often the case that the school day was begun with a symbolic sharing of food. Cakes and pies were often found in the lounge, donated by a local citizens' committee or one of the staff members. This warm, relaxed atmosphere displayed by staff also carried over into the classroom as well as in daily encounters with parents. When asked, one parent answered, "I like the friendly atmosphere and helpfulness provided by the aids and secretaries as well as teachers. I also like the concern shown."

Faculty, administration, staff, school board members, and spouses often gathered on holidays for parties and dinners. The highlight of the Christmas party was the "white elephant" gift exchange. The biggest laugh resulted from one school board member receiving a wrapped up roll of toilet paper.

The kitchen also served as a gathering place for teachers, administrators, and support personnel. It was not uncommon to observe teachers stopping by the kitchen on their way to class in the morning to chat with the cooks and catch up on the washing of dirty cups and glasses stored in the teachers' lounge. The same comradery was noticed among teachers, administrators, janitorial, and bus driving staff with janitors

and bus drivers frequently checking in at both offices, conversing, and then stopping by the kitchen or teachers' lounge before leaving for their assigned duties.

The administrative offices were observed as busy places possessing a non-stop traffic pattern. As teachers checked in during the morning, they stopped to visit with the principal who always kept an open door. The same held true in the superintendent's office which was somewhat more crowded in that three secretaries and the superintendent occupied the same room (no walls). A portable building which once housed the superintendent's office was reserved for private conferences and/or testing as both administrators could not attain privacy in their respective office settings. In many ways, the close surroundings seemed to intensify sharing as anyone, who wanted to or held expertise on a matter under discussion, could offer additional information or solutions. The administration did not use the intercom system and only occasionally used the telephone intercom. Most messages were carried by hand or in person thus emphasizing the direct physical contact with the parties involved.

Staff members were observed actively participating in the current atmosphere. Teachers as well as administrators dressed for Halloween providing a break in routine for those students who had never been taught by a "pig" or a "gremlin." Teachers also manned barbecue pits to provide hamburgers and hot dogs for various events while administrators stood at the gate to sell chances on the game ball, ran the popcorn machine in the concession stand, or climbed into the control booth to announce the activity being played and keep the official score clock. Without prompting, teachers attended and took part in various school activities and programs, although a few voiced their concern with

students missing valuable class time. The researcher wondered if rural backgrounds possessed by these teachers may have given instinctive insight into duties and behaviors demanded of a rural teacher, for no formal explanations or guidelines for voluntary participation were ever given to teachers. This appeared to be an item favored in teacher responses. For example, teachers remarked, "My background, attending high school in a 'small' community, probably did the most to prepare me for teaching in a rural school. As for teacher education, most of my classes in that field did not prepare me for anything; however, I was fortunate to have had a practical methods course," and "I think my background of living in rural areas all my life and being raised in a rural area and attending rural public schools was my best preparation."

A majority of teachers questioned had only accumulated experiences in rural schools. Those who had urban experiences related, "There are differences. The metropolitan secondary school tends to have a student population whose parents' occupations are more diverse. This broader income base tends to blur the soci-economic distinction more so than in the rural school. Metro-school children are also more likely to have an after school job. This also tends to blur the socio-economic classes. Student aspirations tend to be higher in the metro-school as a general rule. The rural school contains a small group of students that have high goals in their lives, but the number is smaller in proportion to their class size than that same group in the metro-school." Other teachers stated larger class sizes, drugs affecting student behavior, more equipment to work with, not as much personal attention given to individual students, and less interaction with fellow teachers as

hallmarks of urban schools. The major complaint voiced by teachers surveyed was the mandated bus and hall duty in a rural school (See Appendix E).

Students surveyed who had attended a larger school spoke of the rural school being more "comfortable," more personal, friendlier, having fewer fights and bullies, less crowding, less theft, fewer drug or alcohol problems, no cliques, a more open atmosphere, better student-teacher relationships, more discipline, harder work, more individual attention given, more student responsibility, and teachers who are more than "just there." Parents echoed with statements that reflected the rural school as one which takes more time with the parents, and where more individual attention is given for children, where teachers know each other and most of the students, with a more personal level, more team spirit and effort, better classroom organization, more students able to participate in activities, and displayed ease in maintaining order and enforcing behavior policies.

Parental involvement was also explored during the course of the study. A clear majority of teachers polled felt that parental involvement was too low. Although, one teacher commented that at times they knew more than they cared to about parents and home situations. Parents surveyed also felt that parental involvement should be increased. This was stated to be accomplished through more involvement in and attendance at school activities.

Parents, teachers, and students polled communicated a disappointment in lack of flexibility in scheduling (See Appendix E). Concern was voiced over "conflicts" in which students could not enroll in first choice classes. It was felt that more sections offered would rectify the

situation. The researcher discovered that a plan was underway to establish a seven period class day for the following year. It was felt by the principal that this move would help to rectify the conflicting schedule.

The environment (physical) was perceived to have little bearing on quality education. Several references were made to "home environment" as crucial to a positive attitude toward school and schooling. One teacher stated, "The environment is extremely important in education, but of the totality of the surroundings, the physical environment is initially more important than the attitude emitted by the environment. After the basic physical needs are met (adequate classroom space, texts, supplies, desks, etc.) the faculty and administration must determine individual and/or collective purposes of education. It is these goals or attitudes of the environment that then become more important."

Societal: Schooling

The fourth domain under study, societal or schooling, involves the observed effect of pressure or influence imposed by society on the definition of schooling. For the most part this pressure was transferred or transmitted through the local board of education.

The district under study was composed of five wards with a representative being elected from each ward once every five years on a rotating basis. School board meetings also followed this pattern with the meetings being held on a rotating basis among the four consolidated districts. In one of the subdistricts the meetings are held in the former school house that has been converted into a church; while in another subdistrict, the meetings are held in a local church because the

former school building had been destroyed. The remaining two subdistricts which respectively housed the junior high - high school complex and the elementary complex scheduled the board meetings in presently used school facilities.

Social events and entertainment were noted to be at a premium in the school district with most emanating from various school activities. So it was with the school board meetings. Young, old, parents, children, and senior citizens who attended the meetings which took on the appearance of a New England town meeting complete with special interest groups. Much visiting among teachers, administrators, board members, and patrons preceded and followed the meetings. Concerns of those in attendance were addressed in an open session denoted as "public to be heard" on the agenda.

School board members also were seen at numerous school activities. Many had children who took part in the activity under observation. Board members also regularly visited the school house, checking in to see if all was well, visiting with faculty and support personnel, and offering assistance to administrators if needed.

Large groups of the public were also seen at extra-curricular activities. They would gather in the foyer or at concession stands and visit, exchanging ideas and concerns. It was not unusual to see parents approaching administrators or teachers at the activity offering praise and support. By the same token, parents often felt comfortable enough to offer concerns to school personnel in attendance. No matter the activity (sports, Spanish club, science fair, or drama), patrons attended in large numbers. The observer was amazed at the percentage of senior citizens who attended school activities. The school mass-mailed activity

schedules to all patrons in the district and admitted senior citizens free of charge to school events. This seemed to complete the cycle of public involvement and societal influence upon the school.

Patrons, teachers, and students were interviewed or surveyed to determine the perceived purpose of schooling. By and large, respondents expressed the belief that schooling should equip a student so that he or she might be better able to "cope" with later events in life. Other popular teacher responses defined the purpose of schooling as, ". . . preparing young people for a successful and productive life," and ". . . educating students to become self motivated learners." Students surveyed offered a wide variety of explanation concerning the purpose of school. One student replied, "It is so an ambitious kid can learn all he can." Several students referred to preparation for life in the world, getting jobs, knowledge of ancestors, learning about the world, and learning how to get along with people. "The purpose of school is to get an education which will prepare you for life's journey," was the reflection voiced by one student, and ". . . to educate socially, logically, and to prepare for life," was the response recorded for another. Other students spoke of communicating and speaking with other people, developing the ability to think about things, pay attention, and learn to respect. Finally, one student responded, "The purpose of school is to receive an education and broaden my scope of life whether I wish to or not."

Parents provided somewhat longer responses to the question of the purpose of schooling. "Schooling is the method used in our country to teach children the elements of communication, the techniques of certain sciences, and how to function in society, i.e. relationships, business,

etc. I have a personal concern that education should also be concerned with teaching how to think rather than what to think," was the answer given by one parent while another parent stated, "The purpose of schooling is the process of teaching information to children. The process of learning about our world. An attempt at socialization . . . learning to grow . . . mature . . . develop for students. Hopefully to start with a young child and mold him or her into a well-rounded, socially adjusted, well-informed adult."

Perhaps the greatest societal pressures influenced course offerings and curriculum expectations. Math, science, and English were mentioned most often as curriculum areas which should be stressed. One reply highlighted the teaching of, "English, math, science, and the creative arts because they challenge both the left and right side thinking processes." Parents surveyed felt that the greatest emphasis in the curriculum should be placed on language arts (public speaking and written communication), mathematics, science, discipline, and proper moral values. One parent asserted, "More emphasis should be placed on the basics, the 3 R's. Students should be required to pass these with flying colors before being able to take other courses or activities, even if they are to take the same thing two times a day." Another cited, "ENGLISH - pride - SELF-ESTEEM - computers."

Summary

Chapter IV is an attempt at description. Heretofore comprehensive descriptions of rural junior high - high schools have been few in number. Those characteristics, behaviors, and elements that serve to compose rural education and rural schools are many and diverse. The reader must

keep in mind that the events observed and recorded in this chapter are representative of only the district under study. Chapter V will be concerned with commonalities which might be found when comparing the review of literature concerning other rural schools and rural education with those variables observed in this study. It is during this stage that one might begin to ask if indeed there is a common definition of rural education and rural schools, and if so, how might this information be applied? In conclusion, Chapter IV has served to answer one of the two designated research questions guiding this project: "Is it possible to define a set of descriptors that realistically describe a rural secondary school, and is it possible to classify the descriptors through the researcher's use of domains?"

CHAPTER V

CONCLUSIONS AND INTERPRETATIONS

In this final chapter the researcher will draw on pertinent literature cited in Chapter III. The organization of this chapter will follow that to be found in Chapter II stressing descriptions of entities identified as unique to rural education. It is the intent of this researcher to answer the second and final research question concerning commonalities found through comparison of recorded data for the project school and recorded data to be found in current literature on rural education and rural schools.

Carmichael's (1982) definition of rural as "strong ties to home and family . . . privacy . . . self-reliance, and living space . . . life on a scale that is comprehensible to the individual" (p. 5) certainly applied to the community under study. Teachers, parents, and students surveyed repeatedly pointed to perceived urban school problems such as crime, drugs, and discipline which were not present, according to the respondents, in rural schools and the rural school under study. This is echoed in the research of Carlsen and Dunne (1981), Dunne (1985), and Jinks (1984). Respondents also duplicated the strong advantages of rural education as stated by Chronister (1982); a student centered school, teacher control over what and how they teach, and less bureaucracy resulting in fluid decision making styles.

Reported closeness of family also created some negative aspects as teachers and administrators often spoke of "knowing too much" about a

student's background. Although not explored in this research, the element of possible preformed prejudice displayed by teachers towards those students who have negative family backgrounds might prove to be a basis for further study.

Community Support

The relationship of school to community outlined by Carlson and Dunne (1981), Potas (1984), Hobbs (1981), Jess (1981), and Parrett (1984) was evident in the school under study. Large crowds in attendance at all school events and frequent visitations by members of the communities involved in the district were initiated through the school's effort to fill cultural entertainment voids experienced by small towns. Again, the type of involvement described by Dodendorf (1983) was observed by this researcher during the course of the study to include visitation by board members and parents. Jess (1981) and Parrett (1984) cited the use of adult education and parental involvement in communities and organizations as services offered through and for the rural schools. This same phenomena was recorded in the targeted school (See Appendix A).

Teaching

Teachers surveyed commented on the utility of knowing students and families personally. One teacher surveyed stated, "I like working in this school because of its size. Teachers are very close to each other and know most of the students. We do have the opportunity to work together and share problems and solutions." This corresponds with the works of Chronister (1982) and Dunne (1977). These same teachers spoke of the closeness experienced in a small faculty and the self-worth gained through individual teacher decision-making authority. As one interviewed

teacher stated, "I like the fact that I can teach the material, and use the methods that I personally prefer. I like this rather than my being supervised too closely." Another teacher summarized, "I like the academic freedom accorded instructors to explore areas within their various disciplines." The personal closeness and professional autonomy reported by the study participants are also found in literary research (Car-michael, 1982; Pavia, 1982; Jess, 1981; and Dunne, 1985). Another teacher pointed to the fact that parent conferences were routinely attended by parents. This is held in common through research by Jinks (1984).

While this increased parent response was often seen as positive, in some cases disruption to school hours was increased due to mutual knowledge possessed by community members concerning student affairs. In many cases parents or patrons would arrive unannounced to discuss what Bill's boy had done and asked why their son was not allowed the same privileges when, in fact, the report received by the parents originally had been in error. This aspect, everybody knowing everybody else's business, many times served to perpetuate confusion and discontent.

Although the autonomy or control over their own classrooms and content was lauded by many respondents, it too presented problems as often the same limitation in employee numbers that produced the documented autonomy also produced situations wherein teachers were called upon to formulate five or six different preparations for each day taught and were often times called upon to teach areas for which they were not prepared (minor areas in which practice student teaching had not been experienced).

The small numbers of personnel also created at times competition and conflict over shared facilities and multi-talented students enrolled in

cross scheduled courses or extra-curricular clubs and activities. One favorite response made by teachers was, "Well, there are just so many students to go around" (See Appendix B).

School Board

Dunne (1985) speaks of community identity being achieved through the local school board. This was also found to be the case in the school under study. The interest of individual school board members in school activities and the ease with which their presence was accepted in the target school paralleled research quoted (Parrett, 1984; Chronister, 1982; and Pavia, 1982). This researcher found as Dunne (1985) that local control, transformed, resulted in strong loyalty to rural schools in general and rural education.

A close relationship was witnessed between and among board members and community members. Although political lines were formed during annual election time as neighbors ran against neighbors for open board seats, immediately following an "all out" campaign community members once again settled to get about the business of living together. The intimacy experienced between board members and students was inspirational as all students knew the members as neighbors, friends, and parents of fellow students. Students observed board members in attendance at all activities and helping with various school projects. Students also accompanied parents to school board meetings further developing the bond felt among community and school people. This perpetuation of focused interest in school activities and governance yielded an undying devotion to the local rural school, as a threat to its existence was interpreted to be a threat to rural life in general (See Appendix C).

Students

Again this researcher found among respondents and observations duplication of such qualities as student involvement, interaction, participation, positive self-development, and few discipline problems. These same elements of the bonding process were found in current literature (Anderson, 1980; Jess, 1983; Aubertine, 1969; Jinks, 1984; and Chronister, 1982). Perhaps the strongest aspect of rural education, student relationships or unity, leaves the researcher or observer with the distinct feeling that he or she has been in the presence of "family." It was a rarity to find a student "lost in the crowd" as all members of the small student body were needed to complete a balanced program. The students seemed to sense their importance to the overall success and operation of the school. This was never more evident than at extra-curricular activities where the students provided, in many cases, the only entertainment available to the community outside of the church and American Legion.

As stated previously, there has been a marked increase in people moving back into rural communities, but the fact remains that the employment opportunities in the local area were slim for graduates of the rural school under study. Predictably, most will likely commute to larger cities to work while remaining in the local area to live and play, and yet others will leave for economic reasons never to return. Those who do leave carry with them unique experiences that could only have been gained in a rural situation (See Appendix D).

Conclusions

In conclusion, although small size may have its drawbacks in program offerings, this researcher believes that the many positive aspects of personalization found in rural schools and, in particular, the rural school under study may for many students and parents fill a void experienced by those who participate in larger school settings. This researcher is in total agreement with Anderson (1980). "Friendship, caring, and love" were the foundational characteristics that supported the existence of the rural school studied. The motto of the school under study relayed the belief that "everyone is a star."

At a time in the history of American education where individual education and accountability are stressed, we should look to our rural educators and students for viable options and successful solutions. It is this researcher's hope that further study will be conducted in the area of rural schools and rural education. The study presented herein provides only a restricted picture as time limitations were invoked. The researcher reluctantly put down her pen and snapped her last picture as students and teachers were whispering of "things to come": stock shows, awards assemblies, academic contests, fine arts contests, carnivals, proms, class trips, spring concerts, finals, and graduation. It is her hope that the quest for definition will be carried on through further research and description as questions cannot be asked and programs cannot be developed until and when we have fully described and understood the environment in which programs are to be applied. To put it simply, apples are apples and oranges are oranges, let us first describe and sort before selling.

Recommendations for Further Research

In addition to questions already established by this researcher as primary to this body of research:

1. Is it possible to define a set of descriptors that realistically describe a rural secondary school, and is it possible to classify the descriptors through the researcher's use of domains?

2. Do these descriptors resemble those reported by previous rural school research?

Further on-going, long-term, multi-observer research is needed if we are to gain full understanding of rural schooling. Future studies might also delve into intended and unintended learning, the relationship between community views and school practice, as well as community values and beliefs in regard to school (value congruence). Additional exploration and description of various subgroups (if any) encountered in a rural school setting, and a thorough curriculum analysis of rural-based course offerings should also be considered in prospective research efforts. Finally, extended research is needed if we are to determine whether there is such a concept as rural education. If so, research needs to specify whether rural education exists in a concrete form or merely consists of a mental notion.

The completion of this study has enabled this researcher to add to that greater body of knowledge further description upon which future application and theories may be built. It is this researcher's hope that additional studies in rural education combined with previous research efforts will provide the extended data base demanded of valid theory development.

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APPENDIXES

The photographs contained in Appendixes A through D are not intended to represent the total school context. They are merely samples chosen to lend visual depth to those entities which were isolated and treated in Chapter II and V.

APPENDIX A

COMMUNITY SUPPORT



Large crowds attend school activities which are the major source of family entertainment in the district. Friends and family gather to enjoy a basketball game and good conversation.



Parents, grandparents, brothers and sisters, and patrons of the district attend a night performance given by the drama club. This action of interest appears to perpetuate behaviors and beliefs carried from childhood to rural adulthood.

APPENDIX B

TEACHING



A majority of instructors were noted using the lecture method.



Teachers cheer students on at a "play day" activity during noon lunch break.



The counselor and other teachers prepare smoked hamburgers sponsored by the local education association for spectators at a football game.



Teachers laugh and share in fun at a student assembly.



Food and fun, release of frustration, empathy, and sharing are prevalent features of the teacher's lounge.



A physical education teacher joins a student at the salad bar while the counselor serves orange juice. Although extra duty and student/teacher conduct are in many cases not mandated there are assumed expectations of rural school employees resulting from limited staff size.

APPENDIX C

SCHOOL BOARD



Patrons and personnel gather in a converted school house which now serves as a community church. The minister and his wife, along with other guests, wait for the school board meeting to begin.



Young and old, grandparents, parents, and children attend monthly board meetings. Various topics of conversation and friendly greetings occur before and after the meeting.



A few minutes are devoted by board members to approval of bills.



During "public to be heard" section, a local patron addresses the board concerning the progress of a community committee on a volunteer building project for the school.



The science teacher talks with the local minister and his wife after the meeting has been adjourned.



School board members in attendance at the Christmas play evening performance speaks to the junior high - high school principal.



School board member (far right) drops by during the day to visit with school personnel.

APPENDIX D

STUDENTS



Ninety percent of the student body rode one of several district owned buses to arrive at school in the morning and to go home after school. The average bus ride lasted 40 minutes one way.



Students gather in the cafeteria to study before school.



Students gather in hallways to examine pictures of past graduates during breaks —1902 - present and read history articles about district taped on vending machines.



Looking for pictures of mom and dad, grandma, and grandpa, or brothers, and sisters.



News is shared and contact is made during class change. Hallways provide insight concerning friendship and socialization patterns.



Students gather for lunch. As there is only one small business in town which sells selected groceries, a majority of the student body eat in the cafeteria which offers a full salad bar and large selection of juices in addition to the main dish. Few bring their lunch.



The high school - junior high matinee is played to the entire student body in the cafeteria/auditorium.



Students share in back stage nerves. Nondrama as well as drama students participate in open try outs for the yearly Christmas play.



Teams are small so everyone who dresses out for practice gets a suit and, as a general rule, is allowed to play in every competitive game. This provides a closeness as all participants are needed to successfully compete.



Students and teachers enjoy festivities of pep assembly. The band assists the cheerleaders in the program.



Students take much pride in entertaining parents and guests during a high school football game. (Note: students in white shirts are members of the cheer-leading squad who don musical instruments and become band members during half-time performances.)



Band students ready each other for competition. Seventh grade students compete with other junior high - high school students for honor placements.



These non-band students volunteer to help. They receive no credit for thier long hours spent with the band as they are enrolled in football/basketball.



Students watch the teacher explain a chalkboard diagram. With the exception of vocational classes, students are seated in traditional straight rows.



Students are often paired in a modified form of peer teaching.



At one of several awards assemblies held for student achievement, the science department head recognizes National Honor Society candidates before the entire student body and press. The local newspaper covers most activities.

APPENDIX E

WORK SCHEDULES AND COURSE OFFERINGS

Chart week of	A.M. Outside Bus: 7:50 in		Cafeteria 8:00-8:20	Noon Outside 11:30-11:50		Noon Hall 11:30-11:50	Noon Outside 12:35-12:50		Noon Hall 12:35-12:50	P.M. Outside Bus, 2:50-3:15	
August 26	A	B	F	H	I	L	N	O	R	T	U
September 3	C	D	G	J	K	M	P	Q	S	W	X
September 9	E	A	F	H	I	L	N	O	R	Y	T
September 16	B	D	G	J	K	M	P	Q	S	U	W
September 23	C	E	F	H	I	L	N	O	R	X	Y
September 30	A	B	G	J	K	M	P	Q	S	T	U
October 7	C	D	F	H	I	L	N	O	R	W	X
October 14	E	A	G	J	K	M	P	Q	S	Y	T
October 21	B	D	F	H	I	L	N	O	R	U	W
October 28	C	E	G	J	K	M	P	Q	S	X	Y
November 4	A	B	F	H	I	L	N	O	R	T	U
November 11	C	D	G	J	K	M	P	Q	S	W	X
November 18	E	A	F	H	I	L	N	O	R	Y	T
November 25	B	D	G	J	K	M	P	Q	S	U	W
December 2	C	E	F	H	I	L	N	O	R	X	Y
December 9	A	B	G	J	K	M	P	Q	S	T	U
December 16	C	D	F	H	I	L	N	O	R	W	X
January 6	E	A	G	J	K	M	P	Q	S	Y	T

Chart Week of	A.M. Outside Bus: 7:50	Cafeteria 8:00-8:20	Noon Outside 11:35-11:50	Noon Hall 11:35-11:50	Noon Outside 12:35-12:50	Noon Hall 12:35-12:50	P.M. Outside Bus, 2:50-3:15
January 13	B D	F	H I	L	N O	R	U W
January 20	C E	G	J K	M	P Q	S	X Y
January 27	A B	F	H I	L	N O	R	T U
February 3	C D	G	J K	M	P Q	S	W X
February 10	E A	F	H I	L	N O	R	Y T
February 17	B D	G	J K	M	P Q	S	U W
February 24	C E	F	H I	L	N O	R	X Y
March 3	A B	G	J K	M	P Q	S	T U
March 10	C D	F	H I	L	N O	R	W X
March 17	E A	G	J K	M	P Q	S	Y T
March 31	B D	F	H I	L	N O	R	U W
April 7	C F	G	J K	M	P Q	S	X Y
April 14	A B	F	H I	L	N O	R	T U
April 21	C D	G	J K	M	P Q	S	W X
April 28	E A	F	H T	L	N O	R	Y T
May 5	B D	G	J K	M	P Q	S	U W
May 12	C E	F	H I	L	N O	R	X Y
May 19	A B	G	J K	M	P Q	S	T U
	Letters have been submitted for teachers names to maintain anonymity.						

TEACHER	1ST Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	Room
A	11 Eng.	12 Eng.	10 Eng.	11 Eng.	11 Eng.		16
B	10 Eng.	10 Eng.	12 Eng.	Speech	Drama		7
C	9 Eng.	9 Eng.	7 Eng.	9 Eng.	7 Eng.	7 Eng.	1
D	8 Eng.		Spanish I	Spanish I	8 Eng.	Spanish 7-8	6
E	Library					8 English	16 Lib.
F	A. History	W. History	Economics	A. History	W. History	A. History	12
G		8 Soc. St.	Okla. Hist.	7th Boys Varsity	8th Boys Varsity	9-12 Boys Varsity	5-Gym
H	9-12 Girls Varsity	7th Girls Varsity	8th Girls Varsity	Okla. Hist.	Okla. Hist.		Gym-5
I	8 Soc. St.	8 Soc. St.		7th Boys Varsity	8th Boys Varsity	9-12 Boys Varsity	5 - 6 Gym
J	Dr. Ed.	7 Soc. St.	8 Soc. St.	7 Soc. St.	7 Soc. St.	7-8 Health	10
K	9-12 Girls Varsity	7th Girls Varsity	8th Girls Varsity	Ele.	Ele.	Ele.	Gym
L	Dr. Ed.		Physiology	7th Boys Varsity	8th Boys Varsity	9-12 Boys Varsity	10-14 Gym
M	7 Science	Biology I		8 Science	Biology 2	Zoology Botony-	14
N	7 Science	Gen. Science	Biology I	8 Science	Biology I		13
O	7 Science	Gen. Science	Geology I	8 Science	Geology I		9
P	Physics	Algebra II	Trigonometry	Calculus	Chemistry		11
Q	Comp. Prog.	Pre-Algebra	Pre-Algebra	Gen. Math		Comp. ⁷⁻⁸ Prog.	4
R	8 Math	Algebra I	8 Math	Geometry	Algebra I	Geometry	3
S	Mech. Draw.	7 Math	7-8 Shop	7 Math	7-8 Shop	9-10 Shop	2-Gym
T	Cheerleading	7-8 Chorus	7 Band		9-12 Chorus	8-12 Band	Stage
U	Counselor	Counselor	Counselor	Counselor	Counselor	Counselor	
V	Typing I	Typing I	7 Math	Shorthand	Accounting	Yearbook	8
W	Vo. Ag. 3-4		Vo. Ag. 2	Vo. Ag. 3	Vo. Ag. I		
X	Home Ec. 3-4	Home Ec. 2	Family Liv.		Home Ec. I	8 Home Ec.	15
Y	Ele.	Ele.	Ele.		Law	8-12 Band	2
Z	EMH	LD EM H	LD EMH	LD EMH	LD EMH	LD EMH	

APPENDIX F

LETTERS OF PERMISSION



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74078
GUNDERSEN HALL
(405) 624-7125

December 15, 1986

Dr. Matt Stephens, President
Board of Education
Clear View Public Schools
Clear View, OK 79106

Dear Dr. Stephens:

I am currently involved in a research project to be completed by the summer of 1986. As per our phone conversation, December 10, this study will not require treatment procedures. Ethnography will be the method utilized featuring participant observation.

If you choose to employ the findings of this study, you might consider the following applications.

1. This study will provide an internal view of the systems and subsystems integral in forming an accurate description of Clear View Junior High - High School.
2. Some of the data collected may serve to outline those areas in need of instructional support and emphasis.
3. The research will reflect interaction and reaction patterns among individuals and groups thus clarifying and defining function.
4. The study will assist Clear View personnel in determining characteristics held in common with other rural schools studied.
5. The data recorded will provide Clear View faculty and administration with the positive aspects of the program for possible duplication.

Your permission for free entry is greatly appreciated. Please find my care enclosed containing my phone number and address. Feel free to call if there are any questions.

Sincerely,

Virginia R. Webb

The names of the school system, town, and personnel have been changed in order to maintain anonymity.

Clear View Public Schools

December 18, 1985

Virginia R. Webb
Department of Curriculum
and Instruction
Oklahoma State University
Stillwater, OK 74078

Dear Mrs. Webb:

Thank you for confirmation and clarification of your proposed research concerning Clear View Public Schools. I have spoken with other members of the Clear View Board of Education and our superintendent, Mr. Sam Jones. We are pleased that you have chosen Clear View for your project. If you have any needs or further questions, please contact Mr. Jones at his office. He will be looking forward to making an appointment with you soon to set observation dates.

If I can be of any further help, please let me know.

Sincerely,

Dr. Matt Stephens
President
Clear View Public Schools

MS/kp

APPENDIX G

STUDENT, TEACHER, AND PARENT SURVEY

Please note that the following surveys are only samples randomly selected for exhibit and do not represent the total findings gleaned from 3,348 individual responses recorded on surveys completed by 50 parents, 451 students, and 38 school personnel.

TEACHERS,

WOULD YOU PLEASE ADMINISTER THIS SURVEY TO YOUR FIRST HOUR
STUDENTS. THEY ARE NOT TO IDENTIFY THEMSELVES ON THE SURVEY
SHEET. PLEASE RETURN COMPLETED SURVEY SHEETS TO THE OFFICE.
THANK YOU.

VIRGINIA WEBB

If the students ask, they may be told this information will be
compiled for a doctoral dissertation.

Student Survey

If you need more room for answers, use the back of this sheet.

1. What do you feel is the purpose of school?

To give people a chance to enhance their knowledge.

2. What do you like most about school?

Being with my friends, learning things which are interesting to me.

3. What do you like least about school?

The short lunch hour.

4. If you could change something about school, what would it be?

The short lunch hour.

5. Have you ever attended a larger school? _____ If the answer is yes, explain the differences between this school and the one you attended.

At this school you know everybody, classes are small, therefore you are able to learn more, and the teachers actually care.

6. If you were asked to describe this school to a foreign exchange student, what would you say?

It is a small school, but there is a lot of knowledge in it.

School supplies were not used for the printing of this survey.

Student Survey

If you need more room for answers, use the back of this sheet.

1. What do you feel is the purpose of school?

I feel that the purpose for school is to get as good an education as you can if a person really means to do well in school and make something of their education it is possible at Clear View.

2. What do you like most about school?

The things I like most about school are the people. Mainly I enjoy a couple of classes such as English, American History, and varsity. The rest of the teachers I have are not as serious as the two required subjects. Varsity is a lot of fun, it really takes a dedicated person to stick with the athletic system here.

3. What do you like least about school?

What I like least about school is what every red blooded American student likes least--that's homework. Some of our homework assignments are stupid, for example, an assignment which calls for boiling the meat off of an animal that you had killed, what purpose does it serve.

4. If you could change something about school, what would it be?

If I could change something about school it would probably be some of the teaching staff, for example, forget the example. Maybe the coaching staff I'd surely change the food in the cafeteria if I had my wish we'd eat Mazzio's deep pan pizza 85% of the time, the other 15% we'd eat foods that are good for you broccoli, asparagus, cup of orange juice everyday.

5. Have you ever attended a larger school? _____ If the answer is yes, explain the differences between this school and the one you attended.

Yes I did attend a larger school, the difference between them was that they respected every student no matter how smart or how dumb they never let the teachers give the students swats and the athletic system was better, they had more advanced foreign languages.

6. If you were asked to describe this school to a foreign exchange student, what would you say?

The people are a lot of fun, but watch what you say and do. The education system is pretty good, let them know who the best teachers to have are. . . .

School supplies were not used for the printing of this survey.

Student Survey

If you need more room for answers, use the back of this sheet.

1. What do you feel is the purpose of school?

To learn about different things as in our main subjects and we learn how to get along with people. It's not only to learn to read and write but to experience with other persons so you will be able to live in the world.

2. What do you like most about school?

Some teachers I look forward to seeing, but what I really look forward to is seeing my friends.

3. What do you like least about school?

Some of its ways and rules. Some are not fair. I do not like the lunch hours, two were okay, but three is stupid!

4. If you could change something about school, what would it be?

The lunch hours, and we need more activities and a gym class where you exercise and play games only. It isn't fair that we can't do things in just gym. Why do we have to like basketball and football?

5. Have you ever attended a larger school? _____ If the answer is yes, explain the differences between this school and the one you attended.

Yes, this school is crowded, but in a way is kinda friendlier. In this school it's easier to get along with the teacher it seems they care more.

6. If you were asked to describe this school to a foreign exchange student, what would you say?

It's a small school and if they don't like you you'll never be accepted. Some of the kids are really snotty. But overall I think it's okay. It could be better though.

School supplies were not used for the printing of this survey.

Student Survey

If you need more room for answers, use the back of this sheet.

1. What do you feel is the purpose of school?

So you can get an education. So you can grow up to be someone worth while, get a job, a no one, etc.

2. What do you like most about school?

Seeing my friends and other people like "GUYS". Going to English and band. I really like our Superintendent. Not much too good in this school!!

3. What do you like least about school?

Going to Science and American History. And, I dislike a few people on the school board.

4. If you could change something about school, what would it be?

A better conditioned building, classrooms, and I would try to change some of the people's attitudes towards school a little more.

5. Have you ever attended a larger school? _____ If the answer is yes, explain the differences between this school and the one you attended.

Well the grade school before we changed. The elementary used to be one school down there. It was a little crowded and there was more theft.

6. If you were asked to describe this school to a foreign exchange student, what would you say?

Small. A mixture of people, great superintendent, fair principal, good teachers (some), all in all your normal school.

School supplies were not used for the printing of this survey.

Student Survey

If you need more room for answers, use the back of this sheet.

1. What do you feel is the purpose of school?

To educate.

2. What do you like most about school?

I enjoy the communion of friends and for the most part, the teachers.

3. What do you like least about school?

What I like least is the lack of facilities and lack of physical beauty of the school as well as a lack of class choice.

4. If you could change something about school, what would it be?

An increase in facilities for the Science department

5. Have you ever attended a larger school? _____ If the answer is yes, explain the differences between this school and the one you attended.

Yes, they had a more attractive building, better facilities, and more class choice.

6. If you were asked to describe this school to a foreign exchange student, what would you say?

Though it is not an attractive school it is a good one because of its educational benefits.

School supplies were not used for the printing of this survey.

Teacher Survey

Please complete and return to Virginia Webb. If you need more room, use the back of the sheet. Please do not identify yourself.

1. How many classes do you teach in a six class period day? 6
2. Have you ever taught in a school that was not considered rural? If so, were there any differences? Describe.

Yes, fewer people riding bus.

Vo Ag program weak or non-existent. Many class related clubs- Math, Science, Spanish Clubs, etc. - meeting after school and sponsoring school activities. These reveal student in school activities after school hours and aid special interest of students.

3. What do you feel is the purpose of schooling?

To learn to live a full, productive life with a reasonable amount of happiness. To become self-sufficient in today's world. To allow one to experience new things which may become a way of life for the child-student-man.

4. How important is environment in schooling?

A positive environment is very important for a learning situation. However, that positive environment must be found at home also. Also teachers' interest and caring is also important.

5. What do you like about working in this school?

1. Great group of teachers, 2. Progress the school is making (against so many odds, 3. Care and concern of administration for teachers and students, 4. I like the small school atmosphere.

6. What do you dislike about working in this school?

1. Friction between some of the teachers in the two schools and 2. Friction between school and community. Community support is not strong enough (long drive to and from school).

7. What do you feel are the most important subjects taught?

Science, math, English, and Vo-Ag--Home Ec for most college prep classes for some.

8. Do you feel parental involvement in the school is at an appropriate level?

No, parents are not nearly involved enough -- where are the "Booster Clubs" for athletics, band, science club, etc.

9. Do you feel that your background and teacher education prepared you for teaching in a rural school? Explain.

Having lived in the city and small towns all of my life, I would make a poor farmer. I'd at least have a lot to learn about rural life. I had no preparation in college to prepare for rural life except maybe Home Economics, however, much of our college education could apply to anyone.

School supplies were not used for the printing of this survey.

Teacher Survey

Please complete and return to Virginia Webb. If you need more room, use the back of the sheet. Please do not identify yourself.

1. How many classes do you teach in a six class period day? 5

2. Have you ever taught in a school that was not considered rural? If so, were there any differences? Describe.

Yes, there are differences. The metropolitan secondary school tends to have a student population whose parents' occupations are more diverse. This broader income base tends to blur the socio-economic distinction more so than in the rural school. Metro-school children are also more likely to have an after school job, this also tends to blur the socio-economic classes. Student aspirations tend to be higher in the metro-school as a general rule. The rural school contains a small group of students that have high goals in their lives, but the number is smaller in proportion to their class size than that same group in the metro-school.

3. What do you feel is the purpose of schooling?

You fail to define "schooling" so I will interpret it to mean K-12. I feel this portion of a student's education should be to equip him/her to cope with later events in life. If college is in the future, then stress should be placed on creating an inquisitive mind with the skills for research. If no college, then practical application of useful knowledge should be the primary thrust.

4. How important is environment in schooling?

Again, what is "environment?" If this means classrooms, buildings, etc, as long as adequate room, heat, light, etc is provided, the cosmetic appearance is low on the priority list. It is what is done with the room that is important. If environment means discipline, i.e. freedom from disruptions, then this is paramount to creating an atmosphere conducive to learning.

5. What do you like about working in this school?

1. The open door policy of both principal's and superintendent's office, (2) the students that I work with, 3. The academic freedom accorded instructors to explore areas within their various disciplines.

6. What do you dislike about working in this school?

1. The petty bickering that is prevalent both within school staffs and the community at large which permeates everything that goes on in the school district, 2. The image of the school system on a county and state wide basis, 3. The lack of professionalism exhibited by some staff members especially in the areas of (a) community relations/image, (b) maintenance of confidences, and (c) promotion of special interests/groups.

7. What do you feel are the most important subjects taught?

Each academic discipline makes a contribution to the total man/woman therefore all subjects are important--at CV it seems obvious that some subjects are regarded as "dumping" grounds by the administration, I therefore suggest that this question be directed to the school administration.

8. Do you feel parental involvement in the school is at an appropriate level?

No, it needs to be significantly increased.

9. Do you feel that your background and teacher education prepared you for teaching in a rural school? Explain.

No, teacher education deals with theory not practice. The key to survival in the rural school is two-fold, (1) inter-faculty cooperation and (2) student rapport. Assuming that a teacher has academic competence without the two above mentioned qualities, advances within his/her program will be extremely difficult to obtain. Never did any teacher education program mention these.

School supplies were not used for the printing of this survey.

Teacher Survey

Please complete and return to Virginia Webb. If you need more room, use the back of the sheet. Please do not identify yourself.

1. How many classes do you teach in a six class period day? 5

2. Have you ever taught in a school that was not considered rural? If so, were there any differences? Describe.

No

3. What do you feel is the purpose of schooling?

To develop the ability to use one's intelligence and talents to the full potential.

4. How important is environment in schooling?

Environment sets the stage for learning. Especially with high school students, peer influence is very important. The type of classroom and facilities can contribute much to the atmosphere for learning.

5. What do you like about working in this school?

Because of its size, teachers are very close to each other and know most of the students. We do have the opportunity to work together and share problems and solutions.

6. What do you dislike about working in this school?

Again, because of size, we are sometimes limited in scheduling classes so there are fewer conflicts.

7. What do you feel are the most important subjects taught?

Basics, math, reading, language arts, science, community involvement, training for adult living.

8. Do you feel parental involvement in the school is at an appropriate level?

No, some parents are very concerned but the large majority do not try to become involved in their child's education.

9. Do you feel that your background and teacher education prepared you for teaching in a rural school? Explain.

Yes, because I attended my elementary and high school years in a rural school. Many of my education courses were in vocational training which had a rural school as the typical teaching area.

School supplies were not used for the printing of this survey.

Teacher Survey

Please complete and return to Virginia Webb. If you need more room, use the back of the sheet. Please do not identify yourself.

1. How many classes do you teach in a six class period day? 5

2. Have you ever taught in a school that was not considered rural? If so, were there any differences? Describe.

No

3. What do you feel is the purpose of schooling?

To educate our students, not merely shove them through "the system."

4. How important is environment in schooling?

"environment" can be interpreted many different ways. If it means pleasant atmosphere due to attitude, that's one thing. If it means "physical atmosphere" that's quite another thing. A caring, pleasant environment is far more effective in an old building with little equipment, than a brand new building with loads of the best equipment and automation working there. Those who have to use a little imagination in their studies and teaching are far and above "better off" than those who rely on "equipment" to do their teaching/learning for them. There are advantages to having both, but from a strictly professional and creative viewpoint, give me a situation like we have here anytime. It provides a challenge for me personally.

5. What do you like about working in this school?

the students, the cooperation between faculty and administration, the closeness among colleagues.

6. What do you dislike about working in this school?

The division on the school board, the lack of communication between school and community, the lack of school spirit (pride) outwardly expressed - by students and faculty.

7. What do you feel are the most important subjects taught?

English, math, science, and the creative arts because they challenge both the left and right side thinking processes.

8. Do you feel parental involvement in the school is at an appropriate level?

No, communication between school and community is very poor - we are so spread out and gossip abounds.

9. Do you feel that your background and teacher education prepared you for teaching in a rural school? Explain.

Yes and No, not my education, rather my background (personal). I was reared in a small community and attended high school in a very small school where income was middle-class and lower, and many families were farmers or railroaders.

School supplies were not used for the printing of this survey.

Teacher Survey

Please complete and return to Virginia Webb. If you need more room, use the back of the sheet. Please do not identify yourself.

1. How many classes do you teach in a six class period day? 5

2. Have you ever taught in a school that was not considered rural? If so, were there any differences? Describe.

I have never taught in a school with more than 5,000 students.

3. What do you feel is the purpose of schooling?

The primary purpose of education is two-fold. First, it should demand self-discipline from its students; second, it should equip them with an intermediate grasp of needed concepts (secondary level).

4. How important is environment in schooling?

The environment is extremely important in education, but of the totality of the surroundings the physical environment is initially more important than the attitude emitted by the environment. After the basic physical needs are met (adequate classroom space, texts, supplies, desks, etc), the faculty and administration must determine individual and/or collective purposes of education. It is these goals or attitudes of the environment that then become more important.

5. What do you like about working in this school?

My favorite aspect of teaching here is the freedom to select specific curriculum and the freedom to utilize many different methods of instruction. Knowing that I can change what and how I teach keeps me from becoming bored with teaching; it helps eliminate "burn-out."

6. What do you dislike about working in this school?

There are two relatively insignificant parts of teaching here that I dislike. First I intensely dislike bus/hall duty especially so often. Second, I wish the transitory teachers we have were not allowed to almost demoralize the school. I realize that generally these teachers are not "renewed" receiving the ultimate reprimand, yet in the meantime it seems that they are often given a free rein.

7. What do you feel are the most important subjects taught?

It is really difficult for me to determine the most important subjects taught; I would really rather discuss what I consider the least important: athletics, art, vo-ag, law, industrial arts, and drivers education. In theory, many of these subjects are valid, yet in practice they often don't work. Since insurance companies often force drivers education to be taught, we could possibly offer it in the summer with tuition.

8. Do you feel parental involvement in the school is at an appropriate level?

Yes, I don't think I would like their involvement to be increased, especially on the secondary level.

9. Do you feel that your background and teacher education prepared you for teaching in a rural school? Explain.

My background, attending high school in a "small" community, probably did the most to prepare me for teaching in a rural school. As for teacher education, most of my classes in that field did not prepare me for anything; however, I was fortunate to have had a practical methods course.

School supplies were not used for the printing of this survey.



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

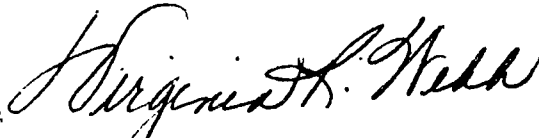
STILLWATER, OKLAHOMA 74078
GUNDERSEN HALL
(405) 624-7125

February 14, 1986

Dear Survey Participant,

Your name along with others was randomly picked for mailing of this survey. Although this survey is addressed to guardian/head of household, your spouse may wish to participate in the completion of the enclosed form. All completed surveys are anonymous and results will be compiled to form data for a doctoral research paper. Your participation in this research effort is greatly appreciated.

Thank you,



Virginia R. Webb

Parent Survey

Please return in self-addressed envelope. The information contained in this survey will be compiled with other surveys and used in a doctoral dissertation. Please do not identify yourself on this survey. Thank you for your time - Virginia Webb.

1. What do you feel is the purpose of schooling?

To train and guide a child by teaching them the art of studying, learning, and comprehending. To encourage that child to learn all that is offered to him and to offer all that is possible to educate that child. To promote mental, emotional, and physical growth.

2. What do you like about this school?

My children are happy attending school in Clear View and I feel that they are receiving as good an education there as they would any place else.

3. What do you dislike about this school?

The lunch program. Not enough homework is given. Lack of punishment for a student not doing class work, homework etc. Teachers don't take the time to push a child that does not have initiative. Inadequate policy for dealing with behavioral problems.

4. Do you feel parental involvement in the school is at an appropriate level? Explain.

I am really not aware of the degree of involvement by parents. I do feel that most all parents work and don't have time to visit the school and see how their children are being taught.

5. Have you or your child ever attended a school that was not considered rural? If so, were there any differences? Describe.

Yes, I prefer a rural school because city schools have so many more children that the kids don't get to know all their classmates and teachers don't get to know the students. There is poorer classroom organization in city schools. Too few children are able to participate in sport activities. With so many kids in city schools, it is harder for teachers to maintain order and enforce behavior policy.

6. Where do you think emphasis should be placed in the curriculum?

The basics of education, reading, writing, and math. Until a child learns good reading skills he can never really learn. Also computers are becoming a must. The field of computing should become a part of all school curriculums. P.E. is also an important part of a child's schooling. It helps to make school fun for kids as well as provide help in physical growth.

Parent Survey

Please return in self-addressed envelope. The information contained in this survey will be compiled with other surveys and used in a doctoral dissertation. Please do not identify yourself on this survey. Thank you for your time - Virginia Webb.

1. What do you feel is the purpose of schooling?

The process of teaching information to children. The process of learning about our world. An attempt at socialization. Learning to grow . . . mature . . . develop for students. Hopefully to start with a young child and mold him or her into a well-rounded, socially adjusted, well-informed adult.

2. What do you like about this school?

There are many fine teachers. It is small and the students know each other. I believe they interact well . . . certainly better than students in Colorado, where we lived. The students are very accepting of newcomers.

3. What do you dislike about this school?

I hate the lack of money. I hate the fact that Oklahoma's educational program is almost last in the country. I sincerely believe parents do not understand the importance of having well-educated children . . . for the future. Some of the programs and teachers are below average, I'm sure.

4. Do you feel parental involvement in the school is at an appropriate level? Explain.

No, and I have to say I am not very involved. I will be sending both of my daughters to a private school, mainly because the expectations of the students seem much lower than what I believe the expectations are of my daughters. I'm not sure the PTO even exists. They need some enthusiasm and leadership, I believe.

5. Have you or your child ever attended a school that was not considered rural? If so, were there any differences? Describe.

Parents seemed much more concerned about the QUALITY of the education. More money was available. Students were more egotistical . . . snobby . . . mean to each other. Much more pressure to succeed was exerted on students, generally.

P.S. I admire VERY MUCH the effort the "good" teachers put forth. I believe there is a healthy atmosphere there . . . in the rural atmosphere. I greatly admire the effort the teachers make with the funds they have . . . and the rural, often complacent, attitudes of the residents.

6. Where do you think emphasis should be placed in the curriculum?

English - pride - Self-esteem - computers

School supplies were not used in the printing of this survey.

APPENDIX H

OBSERVATIONS

December 20, 1986

Christmas Play
High School

About 7:00 p.m. parents, students, children, and other interested patrons gathered in the auditorium on the high school campus to see the final performance of the 1985 Christmas Play presented by the drama and music departments. Approximately 100 guests were present. Students (cast members are very excited and are helping each other with costumes and make-up.) Several teachers are present. The drama teacher's husband takes admission, the superintendent takes flash pictures, and the superintendent's husband video tapes the performance for the drama department and several interested parents. The performance goes well with no one making mistakes. Afterwards the performers give the drama coach flowers. Comments were overheard as various parents and grandparents congratulate the teachers on a fine job. The excited student performers rush off to share pizza at a nearby town. The performance ends at approximately 9:00 p.m. with one set of parents speaking to the superintendent about how grateful they are that the school helped their adult daughter gain a G.E.D. diploma. In a small town it is easy to detect those adults in need and many times the first place that these same adults turn to for help in the school and school personnel.

November 11, 1985

Classroom Observation
Physics Class
Coplanear Parallel Force
System

Six students are gathered around the teacher's desk before class starts. They are discussing an experiment dealing with unknown forces. One student arrives after the bell. The only female student in class takes her admit and initials it. The teacher asks her if she accepted it. She replies that she did. There are a total of seven students in this class. The atmosphere is somewhat relaxed with students talking and asking questions at will. Someone comes to the door while the lecture is in progress and hands a note to the teacher. The history teacher comes to the door and tells the instructor that if he keeps one of his star pupils out of the senior class, he could win scholastic contests for several years to come. The teacher turns to the student and says, "Now you know where you stand." He then continues his lecture. The teacher calls his students with a formal title, "Mr. _____ or Ms. _____". This practice seems to denote respect for the students. Students take an active part in class by reading various scales and proposing various answers. The room temperature is chilly but does not appear uncomfortable to the teacher or students. The instructor keeps a large glass of coffee which he sips at various times. He makes a light hearted joke about the history teacher who is known to alter experiments before class. The students chuckle. He pretends to have forgotten the theme of the experiment. The students are quick to refresh his memory.

Again, he pretends to have forgotten how to complete the equation on the board. Again, the students play the game. The teacher emphasizes abstract thinking. The students take part in the "brainstorming" to explain error in the experiment. The history teacher "history fraud operator" appears again and gives the students and teacher a hard time about the experiment. An argument ensues about the importance of what is being taught in physics. The physics teacher defends his subject well. The students enjoy the break and the encounter. The teacher spends some time discussing the literary write up of the experiment. He uses humorous examples to spur the student's imaginations. He jokingly tells his students to start sentences with capital letters and end them with a period. He tells them not to use weasel words. One student asks for the subject again. The teacher says he has forgotten (joking). The student replies that the girl across the row wanted to know. Everyone laughs. The class is ended with a student reading the weekly announcements. About five minutes are devoted to working on the assignments. After class the teacher tells me that three of the students are not capable but are enrolled because of the magnetism of the teacher. The teacher works twice as hard with these students.

12-9-85

Classroom Observation

Approximately seven students gather in a room decorated with Christmas lights around chalk and bulletin board. Class begins with discussion as to why one student was not present. Comment was made that the student had shown up two days in a row which was a record. One of the students made comment that the student would be expelled for skipping class. The outside door keeps slamming; this does not seem to disrupt. The outside hall noise also appears to have no effect. One student, obviously not enrolled in this class, is grading tests. She stops the teacher in the middle of lecture to ask a question about grading. Two girls walk in and sit down. I do not believe that they are in this class. After about three minutes, they get up and leave. The teacher sits in front of the class on a lab stool with a podium. The door slams again. Large windows are distracting. Students are seated with back to windows so as not to be distracted. An assignment is written on board in perfect handwriting. The teacher asks questions. Students answer at will. There is a small Christmas tree in the corner of the room. The teacher explains descriptive essay assignment. She points out an old gymnasium as seen out the windows for an example. She tells students they may choose a subject in room, out window, or across hall in the library. She tells students that if they choose to describe her Christmas tree, they must be kind. Students begin assignment with random remarks. They begin with quite a bit of quiet thinking. Remainder of hour is spent on assignment.

November 25, 1985

Classroom Observation
Junior High Spanish

Approximately 17 students are seated randomly in a comfortable classroom. The chairs do not appear to be in any particular pattern or order. Students talk quietly and freely as teacher passes out dialogue assignments. Secretary walks in and delivers a package. The teacher gives the students a few minutes to practice dialogue with their partners. The teacher passes out notes for students to take home. She speaks to them in Spanish. The students begin to demonstrate dialogue. The teacher cautions students against speaking while students are performing. Students clap for various groups that perform. The teacher asks a student to shut the door as the band practice is disturbing. One child appears hyperactive and is constantly moving, looking out window. Dialogue is held in Spanish between teacher and individual student. Two girls are asked for their attention in Spanish. There are many interesting bulletin boards depicting Spanish culture. An exercise is begun to reinforce numerals. Three students at one side of the room appear to be passing a private note. One boy is playing with a digital watch. A game board is begun stressing the Spanish alphabet. The object of the game is to write a correct answer on the board first so that one may sit down. One student calls another "little fat buddy". He is cautioned by another student, "Do not do that - that is my nickname for him." Students clap and cheer for competitors. After the game is over, students beg to use the same game with numbers. The teacher agrees. Much excitement ensues. The students enjoy the competition. Teacher announces a quiz the following day.

11-21-85

Classroom Observation

Teacher begins class by taking roll and asking various students if they are going to take care of unexcused absences. There are approximately 15 students in class. The teacher instructs students to take out homework which they check in class. Teacher sits on desk while he gives out correct answers orally. One student asks how the teacher got a particular answer. He tells her to wait until they are finished grading the assignment. Pupils give their scores orally and the teacher records them in his gradebook. One student gets up and proceeds to the front of the room (reason unknown). The teacher tells him to sit down. The teacher then goes to the board and uses chalkboard in explanation of various problems asked by students. Students are instructed to turn to a page in the textbook. The teacher cautions a student to "pay attention" in a stern voice. He also calls to another student "You might pay attention once in a while." Students are quite and well behaved. Same student as earlier asks about another question. Teacher again tells her to wait until he gets to that example. There is a ceiling fan in room and ceiling tiles are stained and dirty looking (water leaks) but the room appears neat and clean. The teacher does an example on the board; various students offer information at will about the solution. Assignment is given and caution is given to look problems over carefully before solving. One student (same student corrected before) is told to pick up paper under his desk. Teacher states, "This room is trashy enough without you contributing." Teacher helps various students at his desk. The teacher sells pencils out of his desk drawer. Teacher announces extra basketball schedules at front of room. There is much excitement as students walk up to desk to

get one. One student explains that he was in gym the hour before and did not get one. The teacher tells him that if he is in basketball, he should already know schedule. Students laugh quietly. The teacher tells the class to get to work. Students begin to work silently at desks on assignment with 20 minutes of class remaining. Teacher tells them that he will try and figure individual class averages before the end of the hour. Construction noise is prevalent as workers are walking quite loudly on the roof. Someone comments that the rats are getting bigger. One student asks the teacher for help. The teacher also cautions that student on the organization of his work. The student is told not to scribble on his assignment but to organize problems logically. Another student goes up and mumbles a question. The teacher remarks sharply that the student needs to get his work done and leave the teacher alone so that he can get his done. Bell rings and students leave.

11-14-85

Classroom Observation
World History - 10-12 grades

Approximately 25 students were gathered before class talking. When the bell rang students quieted down and came to order. The teacher arrived shortly thereafter and announced that tomorrow would be test day - "Friday - die day." The teacher did not have to say anything. The students opened their books and began to study. The teacher suddenly called out - "Hey - Let's do check up 1, 2, 3, and 4." Students continued to work. The room was small but not crowded. Various maps were displayed throughout. On the chalk tray was posted a rather large piece of cardboard 8" x 12" with "Hall Pass" room #12 written in large red letters. The principal can be seen through the door looking through windows in the outside hall door. Students do not seem to notice. The counselor walks in and hands a packet to one of the students. The teacher then got up from his desk to check on students working. The teacher relayed to the observer his belief in planned study time during class in order to guarantee that all students would have read assignment and will participate in discussion. One student complains that she is cold. The teacher tells her that "you will make it". He then tells her he is cooling the room down for the proper environment to discuss Russia. The instructor tells a joke about the map and students chuckle. Students take notes religiously. The teacher uses the maps displayed in the room quite frequently. The teacher also uses the blackboard to write high lights of lecture. One blackboard holds a list entitled "Roll of Honor" under headings of American History and World History. Teacher begins a game where two squads are chosen to answer questions fielded by teacher. Much laughter and excitement ensues. The student who raises hand first is

chosen. The teacher is quite entertaining. Announcing one question as "A blast from the past." Students enjoy the game and appear to be quite knowledgeable. Score is being kept by various squad leaders on black-board. A light hearted argument arises over a wrong answer. The teacher says, "Little birds in their nest get along - Let's be sweet boys and girls". About 14 students do not appear to have knowledge base to participate in game while 11 students consistently participate. Every answer brings a light hearted response from teacher and other students. Teacher announces that he will give a big test the following day. Class is dismissed.

APPENDIX I

ATHLETIC SCHEDULE

ADJUSTED SCHEDULE

Clear View Basketball 1985-86

High School

Nov. 26		There	7:00	2 games	
Nov. 2-7	Tournament				
Dec. 10		There	5:30	3 games	JVB
Dec. 13		Home	5:30	3 games	JVB
Dec. 17		There	5:30	3 games	JVB
Dec. 19		There	7:00	2 games	
Jan. 7		Home	5:30	3 games	JVB
Jan. 10		Home	5:30	3 games	JVB
Jan. 14		Home	5:30	3 games	JVB
Jan. 17		There	5:30	3 games	JVB
Jan. 20-25	Tournament				
Jan. 28		Home	5:30	3 games	JVB
Jan. 31		Home	7:00	2 games	
Feb. 4		There	5:30	3 games	JVB
Feb. 7		There	5:30	3 games	JVB
Feb. 8		There	5:30	3 games	JVB
Feb. 11		Home	7:00	2 games	
Feb. 14		Home	5:30	3 games	JVB

(All varsity games start at 7:00 P.M. = All JV games start at 5:30 P.M.)
(* = Conference Games)

Junior High (9th Grade)

Nov. 21		There	8B, 9B & G	5:30	3 games
Dec. 3		There	9B & G	6:30	2 games
Dec. 5		There	9B & G	6:30	2 games
Dec. 12		There	9B & G	6:30	2 games
Dec. 16		There	9B & G	5:30	3 games
Dec. 19		Here	8G, 9B & G	5:30	3 games
Jan. 6		Here	7B, 9B & G	5:30	3 games
Jan. 6 - 11	Tournament				
Jan. 13 - 18	Tournament				
Jan. 20		There	9B & G	6:30	2 games
Jan. 21		Here	9B & G	6:30	2 games
Jan. 23		Here	9B & G	6:30	2 games
Jan. 27		There	7, 8, 9B & G	5:30	6 games
Jan. 30		Here	9B & G	5:30	3 games
Feb. 6		Here	9B & G	6:30	2 games
Feb. 13		Here	9B & G	6:30	2 games
Feb. 17		There	7, 9B & G	5:30	3 games
Feb. 20		Here	9B & G	6:30	2 games

Junior High (7th and 8th Grade)

Nov. 18		There	7, 8B & G	5:30	4 games
Nov. 21		There	8B, 9B & G	5:30	3 games
Nov. 25		There	7, 8B & G	5:30	4 games
Dec. 2		There	7, 8B & G	5:30	4 games
Dec. 5-6-7	Tournament				
Dec. 9		There	7, 8B & G	5:30	4 games
Dec. 9-14	Tournament				
Dec. 19		Here	8G, 9B & G	5:30	3 games
Jan. 6		Here	7B, 9B & G	5:30	3 games
Jan. 6 - 11	Tournament				
Jan. 9		There	7G, 8B & G	5:30	3 games
Jan. 13		Here	7, 8B & G	5:30	4 games
Jan. 13 - 18	Tournament				
Jan. 16		Here	7B & G	6:00	2 games
Jan. 20		Here	7, 8B & G	5:30	4 games
Jan. 27		There	7, 8, 9B & G	5:30	6 games
Feb. 3		Here	7, 8B & G	5:30	4 games
Feb. 10		Here	7, 8B & G	5:30	4 games
Feb. 17		Here	7G, 8B & G	5:30	3 games
Feb. 17		There	7B, 9B & G	5:30	3 games

Departure time is from Clear View and time bus will leave--coaches may have players arrive a few minutes earlier. Return time is to Clear View. It is an estimated time dependent upon the weather and normal games. Return time may vary by as much as 30 minutes. The bus will also stop at the elementary complex on return trips 10 minutes earlier than return time on the schedule if trips are North of Clear View and if trips are South of Clear View, time will be 10 minutes later than on the schedule. Students will not be left unattended at either school site.

APPENDIX J

DISCIPLINARY GUIDELINES

Administrators shall have the authority to enforce other reasonable disciplinary action which they find warranted by situations not covered in the disciplinary action schedule.

INFRACTIONS

Group I

- 1) Behavior in the classroom which interferes with the learning of others
- 2) Refusal to do required assignments
- 3) Refusal to follow a directive or order of a teacher
- 4) Cheating on school assignments
- 5) Failure to show respect for school personnel

Group II

- 1) Failure to follow any directive or request of a bus driver
- 2) Behavior which in the opinion of a bus driver or sponsor endangers other students riding the bus
- 3) Getting off the bus at other than normal drop spot

Group III

- 1) Refusal to follow a published school dress code
- 2) Chewing gum or eating candy in class or in the school building
- 3) Truancy
- 4) Unexcused tardiness (groups of three)
- 5) Wreckless driving on campus or on any street adjacent to the campus at any time
- 6) Driving vehicles at noon if the principal has revoked the privilege
- 7) Use of foul language or obscene gestures at school or at a school activity

- 8) Showing poor sportsmanship at school activities
- 9) Disruptive behavior at school activities
- 10) Refusal to stay out of the parking lot before school, at noon, and during free period

Group IV

- 1) Leaving school without checking out through the office
- 2) Use or possession of tobacco on school grounds, school buses, or site of school activity during school hours or during extra-curricular activities or traveling to and from on school buses
- 3) Fighting at school or at a school activity
- 4) Violence or threats of violence towards school personnel or students at any time
- 5) Extortion at any time
- 6) Carrying dangerous weapons at school or at a school activity
- 7) Stealing or defacing school property, school personnel's property or other student's personal property
- 8) Immorality at school or at a school activity
- 9) Use, possession, or selling of drugs or alcoholic beverages at school or at any school activity

Code Numbers

- 1) Warn students (written)
- 2) Advise parents
- 3) Remove from class or group
- 4) Parental conference
- 5) In-school detention (noon or recess)
- 6) After-school and/or before school detention
- 7) In-school suspension
- 8) Corporal punishment
- 9) Financial restitution
- 10) Involve law enforcement
- 11) Refer to school counselor and/or other social agencies
- 12) Probationary period
- 13) Revocation of privileges of attending and/or participation in extracurricular activities
- 14) Revocation of privilege to ride bus to and from school and/or to and from activities
- 15) Reduction of student grade(s)
- 16) Suspension (short term-9 days or less)
- 17) Clean desks, grounds, and/or building
- 18) Revocation of privilege driving car to school and/or at noon
- 19) Suspension (long term-10 days or more)
- 20) Confiscate
- 21) Any other disciplinary action deemed appropriate under the circumstances

DISCIPLINE ACTION SCHEDULE

The superintendent, principal, or teacher may use one or more of the following coded measure for an infraction.

Group I	<u>1st Violation</u>	<u>2nd Violation</u>	(or higher violation) <u>3rd Violation</u>
1)	1, 2, 4, 11	4, 5, 6, 8, 13	3, 8, 16, 19
2)	1, 2, 4, 11	4, 5, 6, 7, 13	3, 16, 19
3)	1, 2, 4, 11, 16	4, 6, 8, 16, 19	16, 19
4)	1, 2, 4, 15	3, 4, 8, 15, 16	8, 15, 16, 19
5)	1, 2, 4, 8, 11, 16	4, 8, 16, 19	16, 19
Group II			
1)	1, 2, 12, 14	14, 16	14, 16, 19
2)	1, 2, 12, 14	14, 16	14, 16, 19
3)	1, 2	14, 16	14, 16, 19
Group III			
1)	1, 2, 7	7, 8, 16	16, 19
2)	1, 2	6, 8	8, 16, 19
3)	2, 5, 6, 8	8, 16	16, 19
4)	6, 8	6, 8, 16	6, 8, 16
5)	1, 18	16, 18	16, 19
6)	4, 8	8, 16	16, 19
7)	1, 2, 8, 13	8, 13, 16	13, 16, 19
8)	1, 13	13	13, 16, 19
9)	1, 13, 16	13, 16, 19	13, 16, 19
10)	1, 2	5, 8, 16	5, 16, 19

Group IV	<u>1st Violation</u>	<u>2nd Violation</u>	(or higher violation) <u>3rd Violation</u>
1)	1, 2, 6, 8	8, 16	16, 19
2)	2, 10, 20	10, 16, 20	10, 16, 19, 20
3)	2, 10, 16, 19	10, 16, 19	10, 19
4)	2, 10, 16, 19	10, 16, 19	10, 19
5)	2, 10, 16, 19	10, 16, 19	10, 19
6)	2, 10, 16, 19, 20	10, 16, 19, 20	10, 16, 19, 20
7)	2, 9, 10, 16, 17, 19, 20	9, 10, 16, 17, 19, 20	9, 10, 16, 17, 19
8)	2, 4, 10, 16, 19	10, 16, 19	10, 16, 19
9)	2, 10, 16, 19, 20	10, 16, 19, 20	10, 19, 20

APPENDIX K

SCHOOL CALENDAR

ClearView Public Schools

Clear View, Oklahoma

OFFICIAL SCHOOL CALENDAR 1985-1986

August 20, 21, 1985. Teacher Inservice
 August 22, 1985. Enrollment Day
 August 23, 1985. . (Buses Run) First Day of Classes
 September 2, 1985. (No School) Labor Day
 October 17-18, 1985. . (No School) . . OEA State Teachers Meeting
 October 25, 1985 End of 1st Nine Weeks
 43 Days Taught
 November 28-29, 1985 .(No School). . . . Thanksgiving Vacation
 December 23 - January 3.(No School). . . Christmas Holidays
 January 6, 1986. School Resumes
 January 10, 1986 End of 1st Semester
 86 Days Taught
 January 13, 1986 Beginning of 2nd Semester
 January 17, 1986 Report Cards Due Out
 January 20, 1986 Parent Conference Day
 March 7, 1986. (No School) . . OEA District Meeting
 (Optional Snow Day)
 March 14, 1986 End of 3rd Nine Weeks
 45 Days Taught
 March 24-28, 1986. Easter Break
 May 23, 1986 Last Day Classes Held
 May 27, 1986 (No School). . Memorial Day
 May 28, 1986 Parent Conference Day

SCHOOL DAYS

<u>MONTH</u>	<u>DAYS TAUGHT</u>	<u>MONTH</u>	<u>DAYS TAUGHT</u>
August	6	January	20
September	20	February	20
October	21	March	15
November	19	April	22
December	15	May	19

Total= 178 Days Taught(3 built in snow days) + 6 Professional Days

VITA

Virginia Roberts Webb

Candidate for the Degree of

Doctor of Education

Thesis: A DESCRIPTIVE PROFILE OF ONE RURAL JUNIOR HIGH - HIGH SCHOOL

Major Field: Curriculum and Instruction

Biographical:

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