A Study of the Knowledge Possessed by Selected Students and Adults About Public School Districts in Five Southwestern Minnesota Communities

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A STUDY OF THE KNOWLEDGE POSSESSED BY SELECTED STUDENTS
AND ADULTS ABOUT PUBLIC SCHOOL DISTRICTS IN
FIVE SOUTHWESTERN MINNESOTA COMMUNITIES

By

Clifford Dale Sibley

A Dissertation
Submitted to the
Faculty of the Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
August 1974
ACKNOWLEDGEMENTS

It is with real gratitude and appreciation that I extend sincere thanks to all those who contributed to making the completion of this degree program a reality. Dr. Harold Boles kindled the first desire in the writer to do advanced degree work. Committee members gave willingly of their time and talents: Drs. Dorothy McCuskey, James Bosco and Stanley Robin. Certainly to Dr. Donald Weaver who demonstrated graciously both the patience and guidance necessary for the completion of this dissertation. To Dr. Sami Alam, co-worker and friend, for his most helpful contributions of time, suggestions and interest.

To my wife, Barbara, and children Brendon and Michelle, for their love and understanding which was a sustaining factor through both pleasant and trying moments.

Clifford Dale Sibley
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<td>3.122</td>
<td>The Degree of Association Between a Student's Knowledge of School District Finance and a Student's Vocational Plans After High School</td>
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<td>The Degree of Association Between a Student's Knowledge of School District Operation and the Student's Vocational Plans After High School</td>
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<td>3.124</td>
<td>The Degree of Association Between a Student's Knowledge of School District Curriculum and the Student's Level of Discussion of School Issues With Others</td>
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<td>3.131</td>
<td>The Degree of Association Between a Student's Knowledge of School District Curriculum and the Student's Plans to Stay in or Leave the District After High School Graduation</td>
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CHAPTER I

THE PROBLEM

Since the late 1950's, there has been an increased scrutiny of American public education. Public and private citizens' groups have launched investigations into such areas as curriculum modification, teacher qualifications, school finance, student rights, and school integration.

This increased scrutiny may be desirable if it involves and informs the public. Unfortunately, this scrutiny often involves single issues without regard to philosophy; often occurs in an emotional rather than a rational climate. Hence, such scrutiny by private and public groups often creates defensive attitudes and unproductive confrontations between educators and the public. An important factor contributing to such scrutiny and confrontation is the lack of knowledge about education in local public schools on the part of the American public. That citizens are not adequately informed about their public school district was one of the major findings of the report, How the Nation Views the Public Schools.¹

The conclusion can be drawn that the public is, at best, only partly informed about their schools and very poorly informed about education itself.

Specifically, findings of the survey indicated that taxpayers lacked knowledge about financial, operational, and curricular aspects of their local school districts. This was evidenced by the percentage of people in the survey who stated they "didn't know" and were even unwilling to guess answers in these areas. Fifty-seven per cent listed "don't know" to the question, "Is there a shortage of classroom space?" One of the most important conclusions regarding curriculum was that the kind of knowledge that has to do with the curriculum and goals of education is very limited.¹

School boards and educational administrators have struggled to cope with the situation by using intensified methods of informing the public. Carter² pointed out that in recent years, school leaders have attempted to inform the public about the schools and school issues by dealing with: citizens committees; the "power structure"; the "opinion leaders"; and by encouraging greater

¹loc. cit., p. 5.

citizen participation. That these methods have not proven successful is not surprising. They differ little from the methods recommended by Alexander in 1919, mainly, to develop excellent schools and let them speak for themselves, present personal explanations, use public meetings and send out an annual report and other printed communications.

In recent years, school districts have used a variety of communication methods to inform the public about school financing issues. The failure of such efforts in the state of Minnesota was reported by the Minnesota State Department of Education.2

Fiscal, 1970 was the first year in which dollar value of the bonds which failed was greater than the dollar value of bonds which passed. In that year fifty-six bond issues passed, but their dollar value was only $82,834,740, while the dollar value of the forty failing issues was $96,768,223.

Throughout the United States3 in fiscal 1969, only $1.7 billion or less than 44 per cent of the $3.9 billion requested was passed. The $1.7 billion in successful

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3Gallup, George, "The Public's Attitude Toward the Public Schools." *Phi Delta Kappan*, LII (October 1970), 100.
attempts was the lowest passage of bond issues since 1962.

It may be argued that Americans are also uninformed about politics and government, therefore, education is no exception. However, there appears to be less reason for the existence of mass ignorance about education inasmuch as it is a process deeply engrained in our culture and is one in which all Americans participate during their formative years. Hence, one could reasonably expect the public to be more knowledgeable about the schools than about other units of government.

Because of recent controversies in education, increased use of mass media techniques, and the increased involvement of secondary students in educational decision making, is it possible that our youth are better informed than their elders regarding the nature and problems of public education? If so, specific efforts to inform future voters may not be necessary. However, if not, it may be necessary for educators to devise means of informing students about their schools and educational issues.

What of the future? Will the millions of pupils now in our schools leave them and begin taxpayer status with the same lack of understanding exhibited by their parents as determined by Gallup?¹ What kinds of

¹Gallup, How the Nation Views the Public Schools, p. 4.
knowledge do students have about their local educational systems? Answers to these and similar questions have great implications for our educational leaders.

Purpose of the Study

Interestingly, while educators have demonstrated some attempts at informing the public about the schools, they appear not to have used one of the most obvious methods of developing an informed citizenry—that of teaching about the schools in school. In a study encompassing 16 per cent of the nation's public school enrollment, Kushner\(^1\) discovered that 338 out of 394 school systems surveyed devoted only one to three hours of instruction per year to the topic of public schools. Further, this time was spent emphasizing the personal value of education and the importance of perpetuating democratic institutions. No attention was given to the local schools.

Today's high school student is often today's voter and because the voter's support of public education is based in part upon his knowledge of the school district, administrators need to know how well informed today's secondary school students are regarding their school districts.

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\(^{1}\)Kushner, Maxwell, "What is Taught in the Public Schools About the Public Schools?" *Phi Delta Kappan*, XLIV (April 1963), 336.
What do students know about their school districts?
The primary purpose of this study is to investigate, compare, and analyze for significance of difference the knowledge possessed by secondary students about their local school district and the knowledge possessed by adults living in the same district. In addition to the primary purpose, the data will also be analyzed to determine the relationships between selected variables and the knowledge possessed by students and adults about the school district and to determine the degrees of association between knowledge of the district and selected variables.

Questions to be answered by this study include:

1. Is the knowledge possessed by students about their school district comparable to, less than, or greater than that of adults living in the same school district?

2. In what areas (financial, operational, curricular) are students best informed? Least informed?

3. In what areas (financial, operational, curricular) are adults best informed? Least informed?

4. Are there significant differences in the amount of knowledge possessed by students at grades seven and eleven?

5. Are there significant differences in the amount of knowledge possessed by adults of various age groups?

6. Does the amount of knowledge possessed by students vary according to such factors as:
Occupation of head of household
Source of information about the schools
Educational level of head of household
Size of district?

7. Does the amount of knowledge possessed by adults vary according to such factors as:

Occupation of head of household
Source of information about the schools
Educational level of head of household
Size of district
Number of children attending schools?

8. Do differences between amounts of knowledge possessed by students and adults vary by:

Occupation of head of household
Source of information about the schools
Educational level of head of household
Size of district?

9. What is the degree of association between knowledge and the length of time lived in the district (association to be determined for both students and adults)?

10. What is the degree of association between knowledge and sex (association to be determined for both students and adults)?

11. What is the degree of association between knowledge and having a relative working for a school district (association to be determined for both students and adults)?

12. What is the degree of association between knowledge and the educational level of head of household (association to be determined for both students and adults)?

13. What is the degree of association between knowledge and occupation of head of household (association to be determined for both students and adults)?

14. What is the degree of association between knowledge and vocational plans of the student after high school?
15. What is the degree of association between knowledge and discussion of public school issues with others (association to be determined for both students and adults)?

16. What is the degree of association between knowledge and staying or leaving the community after high school?

Definition of terms

The terminology used in this study is familiar to most, educators and laymen alike. However, to facilitate orderly discussion, the following definitions are provided:

1. **Knowledge** is a correct response to a statement or a question listed on the study instrument.

2. A **school district**, by law, is the local educational unit providing free education for children and youth between six and sixteen who live within the boundaries of the district.

3. **Adults** are individuals residing within the school district boundaries who pay property taxes for the maintenance and operation of the schools.

4. **Curriculum** is the school district educational programs and courses of study.

5. **Financial support** is the amount of school district funds in all fiscal categories and the methods and sources used by the school district to acquire them.

6. **School district operation** is the administrative positions, both elected and appointed, and their respective spheres of responsibility.

7. **School public relations** is a planned or incidental effort of the school district to inform individuals about the district. This effort may also be termed a school community relations program.
8. **Students** are individuals attending the public school in either seventh or eleventh grade and taking a required course in social studies or language arts.

**Limitations of the study**

This study was limited to seventh and eleventh grade students in five selected, rural school districts. The districts were selected because of a previously established working relationship between the researcher and the districts and because of the willingness of the districts to cooperate. The instrument used in the study was designed to meet both the interests of the participating districts and the needs of the researcher.

An attempt was made to select heterogeneous groups of students by administering the study instrument to required classes (i.e., social studies and language arts). However, student availability was ultimately the decision of the building principal and teachers.

The data were collected during a five week period from April through early May, 1972. The data gathered were limited to the responses provided by students and adults on the study instrument. The instrument was administered by the researcher to the students in a group setting and it was mailed to the adult sample. The adequacy and accuracy of the data were influenced by the sincerity and reliability of the participating individuals.
Overview

The importance of this study is seen clearly when one contrasts the findings of Kushner\(^1\) with those of Gallup\(^2\). Kushner found that few school districts in our nation teach students anything about the public school district. Gallup's study disclosed an appalling lack of knowledge by adults about the public schools.

The public school district is one of the single most expensive investments in our nation. Also, it is charged with the vital, unique responsibility of educating our children and youth to live contributing, participating lives in our democratic system following their public school experience. However, it seems few people possess much knowledge about the public school district. Increased costs of education, growth in federal and state aid to the public schools and greater responsibility for meeting the total needs of students make it imperative that all citizens be informed about the public schools. Therefore, a study of the knowledge possessed by students and adults about the public school district may contribute toward improving citizen knowledge about the district.

\(^1\)ibid.

\(^2\)Gallup, *How the Nation Views the Public Schools*, op. cit.
A review of literature pertinent to the knowledge possessed by citizens about the public schools and attempts by public school districts to communicate with citizens is provided in Chapter II. A brief summary statement concludes the chapter.

The design and method of conducting the study is explained in Chapter III. Included are the characteristics of the population sampled in the study, the design of the instruments used in data collection, a discussion of the statistical models used to test the data and a brief summary statement.

Chapter IV contains the findings of the study. An analysis of the data, in both table and narrative form is included. A summarizing statement is also provided.

Presented in Chapter V is a summary of the study and conclusions reached. Also presented are implications of the study and recommendations for future research.
CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature highlights two areas: studies dealing with the knowledge possessed by citizens about the local schools and selected studies dealing with attempts by the schools to inform the public. It was important that both areas be reviewed because of their close relationship. Also, since an outcome of this study includes recommendations regarding ways to increase public knowledge about the schools, it was important to review literature which revealed successes or failures of current informational efforts. Studies which deal with attempts to inform the public about the schools contribute to recommendations coming from this study.

Knowledge

As indicated in Chapter I, there has been an increased scrutiny of American public education since the 1950's. The work of Gallup\(^1\) leads one to believe that such scrutiny has occurred at least in part because the American public is uninformed about public education. Unfortunately, only a limited number of studies have dealt

with the knowledge possessed by citizens about their local schools. Perhaps the best assessment available of the knowledge the public has about the schools is that provided by Gallup.\(^1\) Conducted in February, 1969, Gallup's sample of 1505 adults was described as a modified probability sample of the nation. While an important objective of the study was to learn how typical citizens judge the quality of education in their schools, questions were included for the purpose of measuring the kind and amount of information possessed by representative citizens regarding their local schools.\(^2\) Gallup\(^3\) concluded that,

... the public is, at best, only partly informed about their schools and very poorly informed about education itself.

Important as Gallup's study was, it had some limitations. Because it involved a national sample, Gallup's questions regarding knowledge of the local district were general. They did not deal with specifics of local school financing, operation, and curriculum. Also, no students were included in the sample.

Studies by Rossmiller and Lipham about the knowledge the public has of the role of the school board were

\(^{1}\)ibid.

\(^{2}\)loc. cit., p. 1.

\(^{3}\)loc. cit., p. 4.

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conducted in the mid-1960's. Rossmiller\textsuperscript{1} concluded that the public was naive about some school board activities and poorly informed about others. Lipham\textsuperscript{2} found that 32 per cent of his respondents were not knowledgeable enough to make a decision on educational issues. Like Gallup's study, neither Rossmiller or Lipham included students as part of their sample.

Communication

The related literature on school district attempts to inform the public about school curriculum, finance and operation revealed that:

1.) public knowledge of the school district was directly related to the amount of financial support received by the district and,

2.) traditional methods used to inform the public have not been successful.

Carter\textsuperscript{3} concluded that public understanding of school issues has a definite relationship to district financial


support. Wilson declared, "Schools and voters are far apart in terms of the understanding needed to provide adequate support for public education." Seyfarth not only found that informing the public about bond issues or tax proposals was likely to increase voter support, but recommended that "preplanning and presenting needs well in advance appear to generate support."

Wilson declared that a major responsibility of every board of education was communication with the public about school affairs. However, it has appeared that school boards and administrators have had difficulty in fulfilling this important responsibility using current informational methods. In a project reported by Haak, investigators found that present methods of diffusion of information about the public schools have failed to increase the knowledge of the general public. Similar conclusions were reached in studies by the West Virginia State


3op. cit., p. 15.1.

Commission on Mental Retardation, and studies by Kenny, Grant, and Whisler.

How, then, can public understanding about the schools be increased? McCloskey stated that the present use of "band wagon public relations approaches to overcome lack of knowledge by the public is not effective." Rather,

. . . the task is that of constantly, gradually, developing a climate of informed and personal interest in . . . education . . .

Wilson suggested that school systems should plan continuing programs in community relations. Based upon the evaluation of school public relations programs in Texas,

1Hicks, Leo B., An Experiment in School-Community Relations. Report by West Virginian State Commission on Mental Retardation, Charleston, West Virginia, August, 1967.


6loc. cit., p. 32.

7op. cit.
Kerr recommended districts of all sizes develop a public relations program and assign specific responsibilities for carrying it out. Fowlkes concluded that teachers were the most important public relations contact that schools have and that two-way communication was the most effective approach. A study of the Huntington, New York school public relations program arrived at six general standards for school public relations programs:

1. Honest in intent and execution.
2. An intrinsic part of the total school program.
3. Continuous.
5. Sensitive to its public.
6. Simple in the ideas it attempts to convey.

McCloskey recommended several specific principles for school-community relations programs:

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4McCloskey, op. cit.
1. Take the initiative.
2. Be affirmative.
3. Initiate constructive frames of reference.
4. Make information accessible.
5. Be truthful.
6. Get the public to participate.
7. Involve community leaders.
8. Reward participants.
9. Clarify the benefits, services and needs of education.
10. Avoid the use of threatening messages.
11. Prevent rumors by providing facts.
12. Be friendly and show concern for citizens' interests.
13. Appraise the communication process as well as sources of aid and opposition.

Summary

The literature revealed that only a limited number of studies have been conducted regarding the knowledge possessed by the public about its local schools. Gallup\textsuperscript{1}, Rossmiller\textsuperscript{2}, Lipham\textsuperscript{3}, Carter\textsuperscript{4}, and Wilson\textsuperscript{5} concluded that

\textsuperscript{1}op. cit.
\textsuperscript{2}op. cit.
\textsuperscript{3}op. cit.
\textsuperscript{4}op. cit.
\textsuperscript{5}op. cit.
the American public was poorly informed about the public schools. Unfortunately, these studies did not include students and failed to deal with the specifics of local school district curriculum, finance and operation. The literature also revealed that traditional attempts by schools to inform the public have not been successful. A serious implication here was the finding by Carter\(^1\) and Wilson\(^2\) that the amount of financial support provided by the public for the schools was directly related to the public's understanding of the schools.

If the public is poorly informed about the schools, it may be an oversight on the part of the American educational system for Kushner\(^3\) found that teaching about the schools was not done in school. However, important questions remain. Is the public poorly informed about the specifics of local school district curriculum, finance and operation as well as the general educational issues dealt with by Gallup\(^4\) and others? And what of students? Are students as knowledgeable or less so than adults about the schools?

\(^1\) op. cit.
\(^2\) op. cit.

\(^3\) Kushner, Maxwell, "What Is Taught in the Public Schools About the Public Schools?" *Phi Delta Kappan*, XLIV (April 1963), 335-336.

\(^4\) op. cit.
American educators need to know who is knowledgeable and not knowledgeable about the local schools. Especially of interest is the amount of knowledge students may possess. Chapter III contains an explanation of the design and method of this study.
CHAPTER III

DESIGN OF THE STUDY

The primary purpose of this study was to investigate and analyze differences between the knowledge possessed by secondary school students about their local public school district and the knowledge possessed by adults living in the same district. In addition, relationships between student and adult knowledge of the district and selected variables and the degrees of association between knowledge of the district and selected variables were determined. That the study of the knowledge possessed by students and adults about the local public school district was important was alluded to in Chapters I and II.

Source of Data

The source of data used in this study consisted of personal information about each participant and the knowledge each participant possessed about the local public school district as provided by the study instrument. Data supplied by participants were recorded during a five week period from April through early May, 1972. The researcher met personally with student participants in the school setting in each of the five cooperating
school districts. Questionnaires were mailed to adult participants. In addition, stamped, return envelopes were provided.

Each participant in the study was asked to complete a personal information form. Also, each participant was requested to respond to written questions and statements concerning the local public school district.

Secondary sources of information were obtained by personal interviews with the superintendents of the cooperating districts.

Instruments Employed

Three instruments were used in the study: 1.) Student Personal Information Form (SPIF); 2.) Adult Personal Information Form (APIF); 3.) Knowledge Assessment Form (KAF).

Student and Adult Personal Information Forms

These forms were developed by the researcher and used to secure personal information about each student and adult participant. Data gathered by the forms were used to determine differences in the knowledge possessed by and between students and adults about the local public school district by selected personal characteristics; to determine possible predicability from personal characteristics to knowledge of the school district and from
knowledge of the school district to personal characteristics of an individual; and to determine if knowledge of the school district varied with selected personal characteristics. A copy of the Student Personal Information Form has been included in Appendix A. The Adult Personal Information Form has been included in Appendix B.

The personal information form for both students and adults was designed to secure responses about the individual completing the form and selected characteristics about the head of the household. The SPIF requested information related to sex; grade; length of time lived in the community; whether or not a relative worked in a school district; educational level of head of household; job type of the head of household; career plans after high school graduation; discussion of school issues; and plans to stay or leave the school district after high school graduation. The SPIF provided a list of choices under each request. Participants responded by selecting the correct choice. Because of their nature, several statements provided the opportunity for participants to write in the answer, if none of the choices given fit their situation.

The APIF differed only slightly from the SPIF. The APIF asked for age level (by category) rather than grade level; number of children attending the public school system; and, naturally, did not ask for career plans after high school or the participant's desire to stay or leave.
the community after high school. The APIF also provided a list of choices under each question from which participants selected. It, too, gave participants the opportunity to write in answers to several questions if the choices were not adequate.

Knowledge Assessment Form

This form was adapted from an original developed by Gallup and used in several national surveys. The KAF consisted of twenty-nine questions or statements to which both student and adult participants were requested to respond. Questions and statements were grouped into four categories: those dealing with curriculum; those having to do with financing the schools; those about school district operation; and those related to the effectiveness of sources of information about the school district. A copy of the KAF has been included in Appendix C.

Respondents selected the correct answer from a list of choices given under each question or statement. The alternative, "don't know," was contained within each list of choices.

Other Data Collected

Each superintendent supplied information on the

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methods used within the district to inform the public about the schools; the frequency for each method employed; and the correct response to each question or statement on the study instrument.

Procedures

A personal visit was made to each superintendent to describe the role of each district in the study and secure its cooperation. Each superintendent reviewed the KAF, SPIF, and APIF for content validity. The instruments were then pre-tested in a separate district and wording revised. Contact was then arranged by the superintendent in each of the five cooperating districts with the appropriate building principals. Building principals coordinated student participation. A random sample of adult participants was drawn from district tax rolls.

The researcher directly supervised student participation. The researcher met with each group of student participants to explain the study, distribute and collect the SPIF and KAF. However, the KAF and SPIF were self-administered.

Study instruments were mailed on a planned schedule to the adult sample. A code number was placed on each adult questionnaire. This was used to check off the questionnaires that were returned so that duplication of follow-up mailouts could be avoided. Timing was arranged

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so that contact with adult participants would occur toward the latter part of the week. Contact was made approximately every six days with non-respondents in a four step approach: 1.) An initial letter, APIF and KAF was mailed to each member of the adult sample. The letter explained the nature of the study and that the support of the district had been given. A copy of the initial letter has been included in Appendix D. A stamped return envelope, addressed to the school superintendent, was provided. 2.) A second letter stressing the importance of participation, was mailed to each member of the adult sample from whom no response had been received. A copy of this letter has been included in Appendix E. 3.) A third letter, signed by the superintendent and containing a second APIF, KAF and stamped, return envelope and again stressing the importance of the study was mailed to non-respondents. A copy of the third letter may be seen in Appendix F. 4.) A final letter was to have been mailed eighteen days after the initial letter to those adults who had still not responded. This letter invited those having questions to personally contact the researcher. A copy of the letter has been included in Appendix F.

Because of the high rate of response to the first three mailings, the fourth letter was not mailed. Three hundred and ninety-one or 75.9 per cent of the 515 questionnaires were returned. Three hundred and seventy-five
or 72.8 per cent of the questionnaires were usable for purposes of the study. However, because the final letter was not mailed, the possibility of respondent bias on the part of those not returning the questionnaires must be acknowledged. According to Borg,¹

... it is very likely that most of the findings of the study could have been altered considerably if the non-responding group had returned the questionnaire and had answered in a markedly different manner than the responding group.

Individuals contemplating undertaking a similar study should be aware of this possibility.

As a motivator, an introductory explanation was on the SPIF, APIF, and KAF. Definitions, as necessary, were contained within questions or statements on each of the forms.

The basic techniques used in obtaining the data for this study were questionnaire and, as a secondary source, interviews with cooperating superintendents.

Treatment of Data

Data were classified and categorized according to questions raised in Chapter I. For ease of reading, the questions are repeated here.

1. Is the knowledge possessed by students about their school district comparable to, less than, or greater than that of adults living in the same school district?

2. In what areas (financial, operational, curricular) are students best informed? Least informed?

3. In what areas (financial, operational, curricular) are adults best informed? Least informed?

4. Are there significant differences in the amount of knowledge possessed by students at grades seven and eleven?

5. Are there significant differences in the amount of knowledge possessed by adults of various age groups?

6. Does the amount of knowledge possessed by students vary according to such factors as:
   - Occupation of head of household
   - Source of information about the schools
   - Educational level of head of household
   - Size of district?

7. Does the amount of knowledge possessed by adults vary according to such factors as:
   - Occupation of head of household
   - Source of information about the schools
   - Educational level of head of household
   - Size of district
   - Number of children attending schools?

8. Do differences between amounts of knowledge possessed by students and adults vary by:
   - Occupation of head of household
   - Source of information about the schools
   - Educational level of head of household
   - Size of district?

9. What is the degree of association between knowledge and the length of time lived in the district (association to be determined for both students and adults)?

10. What is the degree of association between knowledge and having a relative working for a school

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district (association to be determined for both students and adults)?

12. What is the degree of association between knowledge and the educational level of head of household (association to be determined for both students and adults)?

13. What is the degree of association between knowledge and the occupation of head of household (association to be determined for both students and adults)?

14. What is the degree of association between knowledge and vocational plans of the student after high school?

15. What is the degree of association between knowledge and discussion of public school issues with others (association to be determined for both students and adults)?

16. What is the degree of association between knowledge and staying in or leaving the community after high school?

Tabulation was confined to determining frequency of response by category of question (curriculum, finance, operation) and by individual item on the study questionnaire. Because the data collected were nominal data, the chi square test\(^1\) of differences was applied to study questions one through five. For purposes of the study, differences were determined to be significant at the .05 level.

The Kendall coefficient of concordance \(W\) was applied to the data for study questions six through eight. Rankings were first achieved by determining a correct percent-

age rate by category of question: curriculum; finance; operation. With the application of the Kendall coefficient of concordance $W$, the measure of the correlation between several rankings of $N$ objects or individuals was determined.¹ For purposes of this study the coefficient was deemed significant at the .05 level.

In addition to the use of chi square and the Kendall coefficient of concordance $W$, Guttman's coefficient of predictability² was used with study questions nine through sixteen. The symmetrical form of Guttman's coefficient of predictability was used. By application of the symmetrical form, an index of the degree of association was determined. This allowed for prediction of one variable on the basis of knowledge of the other. The opposite was also true.

Characteristics of the Sample

The sample used in this study consisted of five selected school districts in southwestern Minnesota. A total of 488 secondary students and 375 adults participated.

The secondary students consisted of 283 seventh graders

¹loc. cit., p. 229-238.

and 205 eleventh graders. The adult participants consisted of 145 individuals in the eighteen to fifty age group; 118 individuals in the fifty-one to sixty-five age group; and 112 individuals in the sixty-six and over age group. Table 2.1 contains the summarized data pertaining to student and adult participants. The table appears on page 32.

The school districts show heterogeneity. Districts varied in size with secondary enrollments of 670 to over 1327; community sizes ranged from 2081 to 9886; two of the districts had experienced some recent consolidation; one district was located in a college community while three others had vocational-technical schools as part of the local district operation; industry varied from virtually none in two communities to two others in which industry played an important role; and community population changes in the previous twelve years varied from -4.53 per cent to +48.0 per cent.

All of the districts used similar, traditional methods in attempting to inform the public. Newsletters were sent from the superintendent's office several times each year on an irregular basis. These served to highlight activities in the district for the most part.

All districts used open houses at individual school buildings. This ranged from two to three times per year. Regular and special meetings of the Board of Education
### Table 2.1
Selected Characteristics of Participating Students and Adults

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<td>25</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>11 F</td>
<td>26</td>
<td>14</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>11 M</td>
<td>22</td>
<td>21</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>66+ F</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>66+ M</td>
<td>12</td>
<td>20</td>
<td>18</td>
<td>10</td>
</tr>
</tbody>
</table>
were open to the public and action taken was reported in both the newspaper and over the radio. The local newspaper in each district also ran educational articles and special features. Also, the annual report of each district was published in the paper.

School personnel, especially those in administrative and coaching capacities, were encouraged to participate in civic organizations.

Only one non-traditional approach at informing the public was in evidence. Three of the districts had initiated efforts to encourage greater public use of school facilities. Community education advisory committees, which consisted of a cross-section of the population in each of the three communities, were formed and in operation. The function of these groups included assessing and matching communities' needs and interests with available school facilities. Table 2.2 on page 34 contains summarized data related to the five districts and the communities in which they were located. These data serve to demonstrate the heterogeneity of the districts.

Summary

To collect data which would indicate the knowledge possessed by secondary school students and adults living in the same school district an instrument (the Knowledge Assessment Form) was adapted from one developed by

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Table 2.2

Selected Characteristics of Participating Districts

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9886</td>
<td>1327</td>
<td>Four yr. College</td>
<td>17</td>
<td>975</td>
<td>+48%</td>
</tr>
<tr>
<td>B</td>
<td>5328</td>
<td>1058</td>
<td>Vo.-Tech. School</td>
<td>18</td>
<td>520</td>
<td>+ 0.1%</td>
</tr>
<tr>
<td>C</td>
<td>2081</td>
<td>778</td>
<td>Vo.-Tech. School</td>
<td>6</td>
<td>92</td>
<td>- 3%</td>
</tr>
<tr>
<td>D</td>
<td>3225</td>
<td>670</td>
<td>Vo.-Tech. School</td>
<td>6</td>
<td>240</td>
<td>+18.2%</td>
</tr>
<tr>
<td>E</td>
<td>5661</td>
<td>995</td>
<td>none</td>
<td>10</td>
<td>155</td>
<td>- 0.6%</td>
</tr>
</tbody>
</table>

Efforts to Inform Constituents

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>E</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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Gallup. Two other instruments were designed by the researcher to secure personal information about respondents. The instruments were pre-tested and participation of students in the five cooperating districts was achieved by personal request to each superintendent. A random selection of adults was taken from tax rolls.

Questionnaires and APIF's were mailed on a planned schedule to 515 randomly selected adults, 100 adults in each of two districts and 105 in each of the remaining three. The researcher met with the 488 students participating. The SPIF, APIF and KAF were self-administering. Interviews were conducted with each superintendent regarding information about the district pertinent to the study.

The data secured about the participating districts and the community of which each was a part indicated that the participating districts were heterogeneous in character.

Data secured from the sample are presented in Chapter IV.

1 op. cit.
CHAPTER IV
PRESENTATION OF DATA

The data presented in this chapter were compiled from the responses made by 488 seventh and eleventh grade students and 375 adult taxpayers to items on the study instrument. Tabulation of the data was confined to determining frequency of correct responses and has been displayed in contingency tables 3.1-3.133. Responses to questionnaire items one through twenty-four were used in conjunction with data secured from Student and Adult Personal Information Forms in order: to determine areas of difference; to determine if knowledge varied according to selected factors; and to make predictions from selected variables to other selected variables.

In order to facilitate the analysis and presentation of the data, this chapter was divided into three sections. In the first section, the use of the chi square statistic to analyze the first five questions considered by the study is presented. The second section deals with analysis of questions six through eight considered by the study through employment of the Kendall coefficient of concordance $W$. Section three contains analysis of data by Guttman's coefficient of predictability for study questions nine through sixteen.
The Questions

This study collected and analyzed data on the knowledge selected students and adults possessed about their local public school district. Knowledge of the school district was determined by correct responses to questions in three categories: curricular matters, financial matters and operational matters.

The chi square statistic was used for the analysis of study questions one through five. Chi square was determined on the basis of responses to individual items listed on the questionnaire except for study questions two and three. On study questions two and three, chi square was determined on the basis of total correct responses by category of question: curriculum, finance and operation.

Question one

Is the knowledge possessed by students about their school district comparable to, less than, or greater than that of adults living in the same district?

Questionnaire items

1. How long are students in your school district legally required to go to school?

Data in Table 3.1, page 38, revealed that a difference existed between knowledge of questionnaire item one
and status of the respondent.* It was found that knowledge possessed by students was significantly less than that for adults. The difference was significant beyond the .001 level of probability. When viewed in percentages, it was found that over 76 per cent of adults responded correctly to question one compared to about 62 per cent of the students.

Table 3.1

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Length of Time Students Must Legally Attend School

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>301</td>
<td>187</td>
<td>488</td>
<td>1</td>
<td>20.0747 &lt;.001</td>
</tr>
<tr>
<td>Adults</td>
<td>286</td>
<td>89</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Does your school district have a kindergarten?

As shown by data in Table 3.2, page 39, a difference existed between knowledge of questionnaire item two and status of the respondent. Significantly more students were found to possess knowledge about questionnaire item two than adults. The difference was significant at the .05 level of probability. Correct response rates were high

*The status of the respondent for study question one is defined as being either a student or an adult.*
for both students and adults. For students the percentage of correct responses was 95.9 per cent and for adults, 92.5 per cent.

Table 3.2
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Presence of Kindergarten in the School District

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>468</td>
<td>20</td>
<td>488</td>
<td>1</td>
<td>3.9608</td>
</tr>
<tr>
<td>Adults</td>
<td>347</td>
<td>28</td>
<td>375</td>
<td>1</td>
<td>.05</td>
</tr>
</tbody>
</table>

3. Does your school district employ teacher aides to help with the clerical tasks in the classroom?

Significantly more students were knowledgeable about questionnaire item three than adults. Data in Table 3.3, page 40, revealed that the difference was significant beyond the .01 level. As with questionnaire item two, correct response rates were good for both students and adults with students having the higher of the two, 81 per cent to 72 per cent.

4. About what percentage of students in your school district do not finish high school each year?

There is a difference between knowledge of questionnaire item four and the respondent's status. The difference between observed and expected frequencies was signifi-
cant beyond the .001 level. Significantly more students than adults were knowledgeable about this item. Eighteen per cent of students and 8 per cent of adults responded correctly. This finding is shown in Table 3.4.

**Table 3.3**
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Employment of Teacher Aides

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>396</td>
<td>92</td>
<td>8.5105</td>
<td>1</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Adults</td>
<td>272</td>
<td>103</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| χ²f       | 688     | 195       | 863 |

**Table 3.4**
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Percentage of Students Who Do Not Finish High School

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>90</td>
<td>398</td>
<td>17.3803</td>
<td>1</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Adults</td>
<td>31</td>
<td>344</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| χ²f       | 121     | 742       | 863 |

5. About what percentage of students in your school district continue their education after high school (voc-tech.; bus. sch.; two or four year college; etc.)?

The difference on questionnaire item five was not
significant. Students were comparable in knowledge to adults on this item. However, as in questionnaire item four, both students and adults had low correct response rates. About 15 per cent of both students and adults responded correctly. This is shown in Table 3.5.

Table 3.5

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Percentage of Students Continuing Their Education After High School

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>72</td>
<td>416</td>
<td>488</td>
<td>1</td>
<td>0.0375 N.S.</td>
</tr>
<tr>
<td>Adults</td>
<td>58</td>
<td>317</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Why do students in your school district go to school?**

As with questionnaire item five, the difference was not significant. Correct response rates improved from the previous two questionnaire items for both students and adults (students, 49.4 per cent; adults, 50.1 per cent). Students possessed knowledge comparable to that by adults about this item. Data are displayed in Table 3.6, page 42.

7. **Has your school district offered any new courses in the past two years?**

As shown in Table 3.7, a difference was found to exist
between knowledge of questionnaire item seven and the status of the respondent. The difference was significant beyond the .01 level of probability. The percentage of students responding correctly was 57.5 per cent, while 47.9 per cent of the adults responded correctly. Therefore, significantly more students than adults possessed knowledge about questionnaire item seven.

Table 3.6
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Why Students Attend School

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>241</td>
<td>247</td>
<td>488</td>
<td>1</td>
</tr>
<tr>
<td>Adults</td>
<td>188</td>
<td>187</td>
<td>375</td>
<td></td>
</tr>
</tbody>
</table>

χ² = 429

Table 3.7
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Whether New Courses Have Been Offered in the Past Two Years

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>281</td>
<td>207</td>
<td>488</td>
<td>1</td>
</tr>
<tr>
<td>Adults</td>
<td>179</td>
<td>196</td>
<td>375</td>
<td></td>
</tr>
</tbody>
</table>

χ² = 460
8. Does your school district provide for the special needs of children physically or emotionally handicapped or homebound?

Data in Table 3.8 indicated the difference on questionnaire item eight was not significant. Students were comparable to adults in the knowledge they possessed about this item. The percentage of correct response by students was 73.9 per cent; adults had 76.8 per cent.

Table 3.8

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Providing for the Education Needs of Homebound and Special Education Students

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>361</td>
<td>127</td>
<td>488</td>
<td>1</td>
<td>0.7617 N.S.</td>
</tr>
<tr>
<td>Adults</td>
<td>288</td>
<td>87</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \) | 649 | 214 | 863 |

9. About how much does it cost to educate one child in your school district (kindergarten through grade twelve) for a year?

The difference observed on questionnaire item nine was not significant. Therefore, it may not be said that significantly more students or adults possessed knowledge about item nine. Also, the correct response rate for both students and adults was low (students, 4.5 per cent; adults, 7.5 per cent). Table 3.9, page 44, displays the data for this finding.
Table 3.9

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Cost of Educating One Child for a Year

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>22</td>
<td>466</td>
<td>488</td>
<td>1</td>
<td>2.8799</td>
</tr>
<tr>
<td>Adults</td>
<td>28</td>
<td>347</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2$ | 50      | 813       | 863      |    |         |        |

10. About what is the salary for a first year (beginning) teacher (kindergarten through grade twelve) in your school district?

Data in Table 3.10 revealed that the difference between observed and expected frequencies on questionnaire item ten was significant beyond the .001 level of probability. Students had significantly less knowledge than adults. The correct response rate for students was 4.9 per cent and for adults, 14.4 per cent.

Table 3.10

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Salary of a Beginning Teacher

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>24</td>
<td>464</td>
<td>488</td>
<td>1</td>
<td>22.0505</td>
</tr>
<tr>
<td>Adults</td>
<td>54</td>
<td>321</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2$ | 78      | 785       | 863      |    |         |        |
11. About what is the highest salary a teacher in your school district (kindergarten through grade twelve) can earn?

Here again, the number of correct responses by students and adults was very low. The data show that the difference was significant beyond the .05 level. The correct response rate for adults was 11.2 per cent and for students, 6.4 per cent. These data are found in Table 3.11.

Table 3.11
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Highest Salary a Teacher Can Earn

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>31</td>
<td>457</td>
<td>488</td>
<td>1</td>
<td>5.8242 &lt;.05</td>
</tr>
<tr>
<td>Adults</td>
<td>42</td>
<td>333</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. About what is the total operating budget for your school district (kindergarten through grade twelve) this year?

The difference on questionnaire item twelve, shown in Table 3.12, page 46, was not significant. No difference existed between knowledge of questionnaire item twelve and status of the respondent. Students possessed about the same amount of knowledge on this item as adults. The trend of low correct response rates continued on this item with the students having a correct response rate of 2.3 per cent and the adults 2.9 per cent.
Table 3.12
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About What is the Total Operating Budget for the District

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>11</td>
<td>477</td>
<td>488</td>
<td>1</td>
<td>0.1677</td>
<td>N.S.</td>
</tr>
<tr>
<td>Adults</td>
<td>11</td>
<td>364</td>
<td>375</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>χ²</td>
<td>22</td>
<td>841</td>
<td>863</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Does your school district receive any money from the state government to help pay its operating costs?

The percentage of students and adults who responded correctly to this item increased greatly from previous items. Data in Table 3.13 indicated that an association existed between knowledge of questionnaire item thirteen and status of the respondents. The difference was significant beyond the .001 level with 67.8 per cent of the students and 79.7 per cent of the adults responding correctly. Significantly fewer students than adults were knowledgeable about this item.

14. Did the taxpayers vote on the amount of tax they would pay to operate the schools this year or was the tax set by the school board?

The difference on questionnaire item fourteen was significant beyond the .001 level of probability. Therefore, the difference found to exist between status of the respondent and knowledge of questionnaire item fourteen.
was real. The percentage of correct responses by students was 25.4 per cent and by adults, 58.6 per cent. Significantly fewer students than adults were knowledgeable about this questionnaire item. Data for this question are displayed in Table 3.14.

Table 3.13
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Whether the District Receives State Aid Money

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>331</td>
<td>157</td>
<td>488</td>
<td>1</td>
<td>14.6513 ( &lt;.001 )</td>
</tr>
<tr>
<td>Adults</td>
<td>299</td>
<td>76</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \)

630 233 863

Table 3.14
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Whether the Taxpayers Voted on the Amount of School Tax They Would Pay

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>124</td>
<td>364</td>
<td>488</td>
<td>1</td>
<td>70.5821 ( &lt;.001 )</td>
</tr>
<tr>
<td>Adults</td>
<td>201</td>
<td>174</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \)

325 538 863

15. Is your school district free of debt or is it paying for a previously constructed building?
As shown by data in Table 3.15, a difference existed between knowledge of questionnaire item fifteen and status of the respondent. The difference was significant beyond the .001 level. Correct response rates were: adults, 72.5 per cent; students, 27.5 per cent. Therefore, significantly fewer students than adults were knowledgeable about this item.

Table 3.15

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Whether the School District is Free of Debt

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>134</td>
<td>354</td>
<td>488</td>
<td>1</td>
<td>171.1283 ≤ .001</td>
</tr>
<tr>
<td>Adults</td>
<td>272</td>
<td>103</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| χ²     | 406     | 457       | 863 |    |        |

16. What is a school mill levy?

A large difference existed between knowledge of questionnaire item sixteen and status of the respondent. The difference on item sixteen was larger than that seen for questionnaire item fifteen. Over 52 per cent of the adults responded correctly while only 10.6 per cent of the students were knowledgeable. The difference was significant beyond the .001 level of probability. Here, too, significantly less students than adults were knowledgeable. Table 3.16 displays the data for this question.
Table 3.16

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About a School Mill Levy

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>52</td>
<td>436</td>
<td>488</td>
<td>1</td>
<td>179.1236</td>
</tr>
<tr>
<td>Adults</td>
<td>197</td>
<td>178</td>
<td>375</td>
<td>1</td>
<td>325.2857</td>
</tr>
</tbody>
</table>

17. What is the purpose of a school mill levy?

The difference between knowledge of questionnaire item seventeen and status of the respondent was real. The difference was very large and was significant beyond the .001 probability level. Seventy-two per cent of the adults were knowledgeable on this item while only 11.6 per cent of the students were knowledgeable. This is shown on Table 3.17.

Table 3.17

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Purpose of a School Mill Levy

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>57</td>
<td>436</td>
<td>488</td>
<td>1</td>
<td>325.2857</td>
</tr>
<tr>
<td>Adults</td>
<td>270</td>
<td>105</td>
<td>375</td>
<td>1</td>
<td>325.2857</td>
</tr>
</tbody>
</table>

\( \chi^2 \)
18. **What is a school bond issue?**

The difference between observed and expected frequencies for students and adults continued to be high. The difference on questionnaire item eighteen was significant beyond the .001 level. The correct response rates were 65 per cent for adults and 21.3 per cent for students. Table 3.18 contains the display of data for this question.

<table>
<thead>
<tr>
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<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>104</td>
<td>384</td>
<td>488</td>
<td>166.8941</td>
</tr>
<tr>
<td></td>
<td>863</td>
<td></td>
<td></td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Adults</td>
<td>244</td>
<td>131</td>
<td>375</td>
<td></td>
</tr>
</tbody>
</table>

19. **What is the name of the superintendent of your school district?**

Data in Table 3.19, page 51, indicated the difference on questionnaire item nineteen was not significant. The percentage of correct responses by students was 82.7 per cent; and 85.6 for adults. Therefore, students were comparable to adults in the knowledge they possessed on this item.

20. **What is the name of the high school principal of your school district?**
Significantly more students than adults answered questionnaire item twenty correctly. The difference was significant beyond the .001 level of probability. Table 3.20 reveals the data for this finding. Correct response rates were: students, 87.1 per cent; adults, 77.6 per cent.

Table 3.19
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Name of the Superintendent

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
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<th>df</th>
<th>Χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>404</td>
<td>84</td>
<td>488</td>
<td>1</td>
<td>1.0481</td>
<td>N.S.</td>
</tr>
<tr>
<td>Adults</td>
<td>321</td>
<td>54</td>
<td>375</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Χ²      | 725     | 138       | 863|

Table 3.20
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Name of the High School Principal

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
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<th>df</th>
<th>Χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>425</td>
<td>53</td>
<td>488</td>
<td>1</td>
<td>12.8504</td>
<td>&lt;.001</td>
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<tr>
<td>Adults</td>
<td>291</td>
<td>84</td>
<td>375</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Χ²      | 716     | 147       | 863|

21. What is the name of the chairman of your school board?
The difference between students and adults on questionnaire item twenty-one was significant beyond the .001 level. Significantly more adults than students answered correctly. It may be concluded that the difference between knowledge of questionnaire item twenty-one and status of the respondent was real. Over 76 per cent of the adults and over 60 per cent of the students were knowledgeable on this item. The data are displayed in Table 3.21.

Table 3.21
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About the Name of the Chairman of the School Board

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>296</td>
<td>192</td>
<td>488</td>
<td>1</td>
<td>23.6705 &lt;.001</td>
</tr>
<tr>
<td>Adults</td>
<td>287</td>
<td>88</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>583</td>
<td>280</td>
<td>863</td>
</tr>
</tbody>
</table>

22. Are regularly scheduled school board meetings open to the residents of the school district?

A large difference was observed on questionnaire item twenty-two. The difference was significant beyond the .001 level. As revealed in Table 3.22, page 53, significantly more adults than students possessed knowledge about questionnaire item twenty-two. Correct response rates were 63.7 per cent for adults and 28.5 per cent for students.
Table 3.22
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Whether Board Meetings are Open to the Public

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>140</td>
<td>348</td>
<td>488</td>
<td>1</td>
<td>104.3183 &lt; .001</td>
</tr>
<tr>
<td>Adults</td>
<td>239</td>
<td>136</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

χ² = 379 484 863

23. Are members of the school board elected by vote or appointed by the mayor?

As shown by data in Table 3.23, a difference existed between knowledge of questionnaire item twenty-three and status of the respondent. The difference was significant beyond the .001 level. Correct response rates were 88 per cent for adults and 67.6 per cent for students.

Table 3.23
Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Whether School Board Members are Elected or Appointed

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>330</td>
<td>158</td>
<td>488</td>
<td>1</td>
<td>47.8182 &lt; .001</td>
</tr>
<tr>
<td>Adults</td>
<td>330</td>
<td>45</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

χ² = 660 203 863

24. Who has the final say about hiring and firing teachers in your school district?
The difference between students and adults on questionnaire item twenty-four was significant beyond the .001 level of probability. Significantly more adults than students answered correctly. As seen in Table 3.24, the correct response rate for adults was 70.4 per cent, while that for students was 44.4 per cent.

Table 3.24

Comparison: Frequency of Correct Item Response by Students and Adults to the Question About Who Has Final Say On Hiring and Firing

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>217</td>
<td>271</td>
<td>488</td>
<td>1</td>
<td>56.7567</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Adults</td>
<td>264</td>
<td>111</td>
<td>375</td>
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</tbody>
</table>

Question two

In what areas (curricular, financial, operational) are students best informed? Least informed?

On this question, three comparisons were made. The first comparison was made between responses to questions on curricular and financial matters; the second comparison between responses given to questions on curricular and operational matters; and the third was made between responses to questions about financial and operational matters.
Data in Tables 3.25-3.27 indicated that students were significantly best informed about school district operational matters and least informed about financial matters of the school district. The difference between responses to curricular and operational questions was significant beyond the .001 level. However, over 56 per cent of the students were found to possess knowledge about curricular matters. Such was not the case in questions about school district financial matters. The composite percentage of students knowledgeable on financial matters was only 18.2 per cent. A composite percentage of 61.8 per cent of the students were knowledgeable on operational matters.

In viewing the three categories in terms of individual questions, students were poorly informed regarding questions four, five and six:

About what percentage of students in your school district do not finish high school each year?

About what percentage of students in your school district continue their education after high school (vo.-tech.; bus. sch.; two or four year college; etc.)?

Why do students in your school district go to school?

Students were very poorly informed on all questions about school district financing except number thirteen:

Does your school district receive any money from the state government to help pay its operating costs?

Students were weak on questions twenty-one, twenty-
two and twenty-four in the operational category.

**Table 3.25**

In Which Area Are Students Better Informed, School District Curriculum or Financing?

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\xi f$</th>
<th>df</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>2210</td>
<td>1694</td>
<td>3904</td>
<td>1</td>
<td>1396.65</td>
<td>&lt;.001</td>
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<tr>
<td>Finance</td>
<td>890</td>
<td>3990</td>
<td>4880</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\xi f$  

3100  
5684  
8784

**Table 3.26**

In Which Area Are Students Better Informed, School District Curriculum or Operation?

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\xi f$</th>
<th>df</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>2210</td>
<td>1694</td>
<td>3904</td>
<td>1</td>
<td>19.02</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Operation</td>
<td>1812</td>
<td>1116</td>
<td>2928</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\xi f$  

4022  
2810  
6832

**Table 3.27**

In Which Area Are Students Better Informed, School District Financing or Operation?

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\xi f$</th>
<th>df</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>890</td>
<td>3990</td>
<td>4880</td>
<td>1</td>
<td>1538.65</td>
<td>&lt;.001</td>
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<tr>
<td>Operation</td>
<td>1812</td>
<td>1116</td>
<td>2928</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\xi f$  

2702  
5106  
7808

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**Question three**

In what areas (curriculum, finance, operation) are adults best informed? Least informed?

As with the preceding question, three comparisons were made: responses to curriculum questions were compared to the responses to finance questions; responses to curriculum questions were compared to those given to operation questions; and, responses made to finance questions were compared to those given to operation questions.

The data revealed that adults were significantly best informed about matters related to school district operation and were least informed about school district finance. The difference in these two areas was significant beyond the .001 level.

The difference between responses to operational and curriculum questions was also significant beyond the .001 level.

The composite percentage of correct response to operation questions was 77 per cent. The other two categories had much lower composites; the curriculum area was 54.9 per cent and finance, 43.2 per cent.

Adults had difficulty with questions four and five, six and seven in the curricular category:

About what percentage of students in your school district do not finish high school each year?
About what percentage of students in your school district continue their education after high school (vo.-tech.; bus. sch.; two or four year college; etc.)?

Why do students in your school district go to school?

Has your school district offered any new courses in the past two years?

Weaknesses in the financial category were apparent on questions nine through twelve, fourteen and sixteen:

About how much does it cost to educate one child in your school district (kindergarten through grade twelve) for a year?

About what is the salary for a first year (beginning) teacher (kindergarten through grade twelve) in your school district?

About what is the highest salary a teacher in your school district (kindergarten through grade twelve) can earn?

About what is the total operating budget for your school district (kindergarten through grade twelve) this year?

Did the taxpayers vote on the amount of tax they would pay to operate the schools this year or was the tax set by the school board?

What is a school mill levy?

Adults had difficulty with question twenty-two in the operational category:

Are regularly scheduled school board meetings open to residents of the district?

Question four

Are there significant differences in the amount of knowledge possessed by students at grades seven and eleven?
Table 3.28
In Which Area Are Adults Better Informed, School District Curriculum or Financing?

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>1649</td>
<td>1351</td>
<td>3000</td>
<td>1</td>
<td>92.76</td>
</tr>
<tr>
<td>Finance</td>
<td>1618</td>
<td>2132</td>
<td>3750</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \) = 3267, df = 6750

Table 3.29
In Which Area Are Adults Better Informed, School District Curriculum or Operation?

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>1649</td>
<td>1351</td>
<td>3000</td>
<td>1</td>
<td>270.74</td>
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<tr>
<td>Operation</td>
<td>1732</td>
<td>518</td>
<td>2250</td>
<td>1</td>
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</tr>
</tbody>
</table>

\( \chi^2 \) = 3381, df = 5250

Table 3.30
In Which Area Are Adults Better Informed, School District Financing or Operation?

<table>
<thead>
<tr>
<th></th>
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<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>1618</td>
<td>2132</td>
<td>3750</td>
<td>1</td>
<td>651.32</td>
</tr>
<tr>
<td>Operation</td>
<td>1732</td>
<td>518</td>
<td>2250</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \) = 3350, df = 6000

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**Questionnaire items**

1. **How long are students in your school district legally required to go to school?**

As shown by the data in Table 3.31, significantly more eleventh graders than seventh graders were knowledgeable about questionnaire item one. The difference was significant beyond the .001 level of probability. When viewed in terms of percentages, it was seen that 96.5 per cent of the eleventh graders and 36.4 per cent of the seventh graders were knowledgeable.

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>103</td>
<td>180</td>
<td>283</td>
<td>1</td>
<td>179.6818</td>
</tr>
<tr>
<td>11th Graders</td>
<td>198</td>
<td>7</td>
<td>205</td>
<td></td>
<td>&lt;.001</td>
</tr>
<tr>
<td>$\chi^2$</td>
<td>301</td>
<td>187</td>
<td>488</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Does your school district have a kindergarten?**

The difference between responses by seventh and eleventh graders to questionnaire item two was not as large as that in item one, as shown by the data in Table 3.32, page 61. However, the difference was significant beyond the .05 level of probability and in favor of eleventh grade students. Correct response rates were very high.
for both seventh and eleventh graders. Ninety-four per cent of the seventh graders were knowledgeable while 99 per cent of the eleventh graders were knowledgeable.

Table 3.32
Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Presence of Kindergarten in the School District

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>df</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>266</td>
<td>17</td>
<td>1</td>
<td>5.1410</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>11th Graders</td>
<td>202</td>
<td>3</td>
<td>1</td>
<td>205</td>
<td></td>
</tr>
<tr>
<td>$\xi f$</td>
<td>468</td>
<td>20</td>
<td>488</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Does your school district employ teacher aides to help with the clerical tasks in the classroom?

Significantly more eleventh graders than seventh graders were knowledgeable on questionnaire item three. Data in Table 3.33, page 62, show that the difference was significant beyond the .05 level. The percentages of correct responses were 77.3 per cent for seventh graders and 86.3 per cent for eleventh graders.

4. About what percentage of students in your school district do not finish high school each year?

Correct response rates were not as high on this question as on previous ones. However, again, significantly more eleventh than seventh graders responded correctly.
The difference between seventh and eleventh grade students was significant beyond the .01 level. The correct response rate for seventh graders was 13.7 per cent and for eleventh graders, 24.9 per cent. Data are displayed in Table 3.34.

Table 3.33
Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Employment of Teacher Aides

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>219</td>
<td>64</td>
<td>5.6613</td>
<td>1</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>11th Graders</td>
<td>177</td>
<td>28</td>
<td></td>
<td>205</td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \) = 396 + 92 + 18 = 488

Table 3.34
Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Percentage of Students Who Do Not Finish High School

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>39</td>
<td>244</td>
<td>9.0093</td>
<td>1</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>11th Graders</td>
<td>51</td>
<td>154</td>
<td></td>
<td>205</td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \) = 90 + 398 + 18 = 488

5. About what percentage of students in your school district continue their education after high school (vo.-tech.; bus. sch.; two or four year college; etc.)?
A difference was found to exist between knowledge of questionnaire item five and grade level of the respondent. The difference was significant beyond the .001 level of probability. Seventh graders had a correct response rate of 9.2 per cent and eleventh graders, 22.4 per cent. Data are shown in Table 3.35.

Table 3.35
Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Percentage of Students Continuing Their Education After High School

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>26</td>
<td>257</td>
<td>283</td>
<td>1</td>
<td>15.5619</td>
</tr>
<tr>
<td>11th Graders</td>
<td>46</td>
<td>159</td>
<td>205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$\Sigma f$</td>
<td>72</td>
<td>416</td>
<td>488</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Why do students in your school district go to school?

Data in Table 3.36, page 64, revealed that significantly more seventh than eleventh graders were knowledgeable about questionnaire item six. The difference here was significant beyond the .01 level. Percentages of correct responses increased from the previous two questions. Over 55 per cent of the seventh graders and almost 41 per cent of the eleventh graders possessed knowledge about this question.
Table 3.36
Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Why Students Attend School

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>157</td>
<td>126</td>
<td>283</td>
<td>1</td>
</tr>
<tr>
<td>11th Graders</td>
<td>84</td>
<td>121</td>
<td>205</td>
<td></td>
</tr>
</tbody>
</table>

χ² 241 247 488

7. Has your school district offered any new courses in the past two years?

A large difference between knowledge of questionnaire item seven and grade level of the respondent existed. Significantly more eleventh than seventh graders responded correctly to item seven. The difference was significant beyond the .001 level. The correct response rates were: seventh, 34.2 per cent; eleventh, 89.7 per cent, as indicated by data in Table 3.37, page 65.

8. Does your school district provide for the special learning needs of children physically or emotionally handicapped or homebound?

It may be seen in Table 3.38, page 65, that significantly more eleventh than seventh graders possessed knowledge about questionnaire item eight. The difference between seventh and eleventh graders was significant beyond the .001 level of probability. The correct response rate for seventh grade students was 67.4 per cent and for eleventh grade students, 82.9 per cent.
Table 3.37

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Whether New Courses Have Been Offered in the Past Two Years

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>97</td>
<td>186</td>
<td>1</td>
<td>1</td>
<td>.001</td>
</tr>
<tr>
<td>11th Graders</td>
<td>184</td>
<td>21</td>
<td>172.5549</td>
<td>1</td>
<td>.001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>( \chi^2 )</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>281</td>
<td>207</td>
<td>488</td>
</tr>
</tbody>
</table>

Table 3.38

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Providing for the Education Needs of Homebound and Special Education Students

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>191</td>
<td>92</td>
<td>13.9218</td>
<td>1</td>
<td>.001</td>
</tr>
<tr>
<td>11th Graders</td>
<td>170</td>
<td>35</td>
<td>1</td>
<td>1</td>
<td>.001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>( \chi^2 )</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>127</td>
<td>488</td>
</tr>
</tbody>
</table>

9. About how much does it cost to educate one child in your school district (kindergarten through grade twelve) for a year?

The difference between seventh and eleventh grade students on questionnaire item nine was not significant. The percentage of seventh graders responding correctly was 4.9 per cent and eleventh graders, 3.9 per cent. Data are displayed in Table 3.39, page 66.
### Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Cost of Educating One Child for a Year

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>14</td>
<td>269</td>
<td>283</td>
<td>1</td>
<td>0.1074 N.S.</td>
</tr>
<tr>
<td>11th Graders</td>
<td>8</td>
<td>197</td>
<td>205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \chi^2 )</td>
<td>22</td>
<td>466</td>
<td>488</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. **About what is the salary for a first year (beginning) teacher (kindergarten through grade twelve) in your school district?**

Significantly more eleventh than seventh grade students were knowledgeable about questionnaire item ten. The difference between seventh and eleventh graders was significant beyond the .01 level of probability. The percentages indicate that correct response rates were low for both seventh and eleventh grade students. For seventh graders the rate was 2.5 per cent and for eleventh graders, 8 per cent. Data are displayed in Table 3.40, page 67.

11. **About what is the highest salary a teacher in your school district (kindergarten through grade twelve) can earn?**

The percentage of correct responses continued to be low for both seventh and eleventh grade students. However, the data in Table 3.41, page 67, revealed that the difference on questionnaire item eleven was not significant. Both grade levels had a correct response rate of 6.3 per cent.
Table 3.40

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Salary of a Beginning Teacher

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>7</td>
<td>276</td>
<td>283</td>
<td>1</td>
<td>7.4095 &lt; .01</td>
</tr>
<tr>
<td>11th Graders</td>
<td>17</td>
<td>188</td>
<td>205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Σχ²</td>
<td>24</td>
<td>464</td>
<td>488</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.41

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Highest Salary a Teacher Can Earn

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>18</td>
<td>265</td>
<td>283</td>
<td>1</td>
<td>0.0321 N.S.</td>
</tr>
<tr>
<td>11th Graders</td>
<td>13</td>
<td>192</td>
<td>205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Σχ²</td>
<td>31</td>
<td>457</td>
<td>488</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. About what is the total operating budget for your school district (kindergarten through grade twelve) this year?

As with questionnaire item eleven, the difference between seventh and eleventh graders was not significant. The trend of low percentages of correct responses by both seventh and eleventh graders continued. Correct response rates were: seventh, 2.5 per cent; eleventh, 2.0 per cent. Data are shown in Table 3.42, page 68.
Table 3.42*

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About What Is the Total Operating Budget for the District

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>7</td>
<td>276</td>
<td>283</td>
<td>1</td>
</tr>
<tr>
<td>11th Graders</td>
<td>4</td>
<td>201</td>
<td>205</td>
<td></td>
</tr>
</tbody>
</table>

*The expected frequency for the number of correct responses by eleventh graders is less than five. Therefore, the chi square determined is unreliable. However, the comparison of percentages of correct responses by seventh and eleventh graders makes apparent the fact that the difference was not significant.

13. **Does your school district receive any money from the state government to help pay its operating costs?**

As shown by the data in Table 3.43, page 69, significantly more eleventh graders than seventh graders were knowledgeable about questionnaire item thirteen. It was found that 54.7 per cent of the seventh graders and 85.9 per cent of the eleventh graders were knowledgeable.

14. **Did the taxpayers vote on the amount of tax they would pay to operate the schools this year or was the tax set by the school board?**

A difference existed between knowledge of questionnaire item fourteen and grade level of the respondent. The difference between seventh and eleventh grade students was
significant beyond the .001 level of probability. Seventh graders had a correct response rate of 13.4 per cent and eleventh graders, 41.9 per cent. Data are displayed in Table 3.44.

Table 3.43

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Whether the District Receives State Aid Money

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>155</td>
<td>128</td>
<td>283</td>
<td>1</td>
<td>51.2216</td>
</tr>
<tr>
<td>11th Graders</td>
<td>176</td>
<td>29</td>
<td>205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2$ 331 157 488

Table 3.44

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Whether the Taxpayers Voted on the Amount of School Tax They Would Pay

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>38</td>
<td>245</td>
<td>283</td>
<td>1</td>
<td>49.5387</td>
</tr>
<tr>
<td>11th Graders</td>
<td>86</td>
<td>119</td>
<td>205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2$ 124 364 488

15. Is your school district free of debt or is it paying for a previously constructed building?

The difference on questionnaire item fifteen was
significant beyond the .001 level. The percentages of correct responses were almost the same as for questionnaire item fourteen: seventh grade students, 15.2 per cent; eleventh grade students, 42.8 per cent. Data are shown in Table 3.45.

Table 3.45

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Whether the School District Is Free of Debt

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>46</td>
<td>237</td>
<td>283</td>
<td>1</td>
<td>41.1310 &lt;.001</td>
</tr>
<tr>
<td>11th Graders</td>
<td>88</td>
<td>117</td>
<td>205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2$ 134 354 488

16. What is a school mill levy?

Data in Table 3.46, page 71, indicated that the difference between seventh and eleventh grade students on questionnaire item sixteen was not significant. The rate of correct responses for seventh graders was 9.2 per cent and for eleventh graders, 12.7 per cent.

17. What is the purpose of a school mill levy?

The difference on questionnaire item seventeen was significant beyond the .001 level of probability and in favor of eleventh grade students. However, correct response rates for both seventh and eleventh graders were low: seventh, 7.3 per cent; eleventh, 17.3 per cent. Data for
this question are displayed in Table 3.47.

Table 3.46

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About a School Mill Levy

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>26</td>
<td>257</td>
<td>283</td>
<td>1</td>
</tr>
<tr>
<td>11th Graders</td>
<td>26</td>
<td>179</td>
<td>205</td>
<td>1.1807</td>
</tr>
</tbody>
</table>

\( \chi^2 \)

|       | 52 | 436 | 488 |

Table 3.47

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Purpose of a School Mill Levy

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>21</td>
<td>262</td>
<td>283</td>
<td>1</td>
</tr>
<tr>
<td>11th Graders</td>
<td>36</td>
<td>169</td>
<td>205</td>
<td>10.8874</td>
</tr>
</tbody>
</table>

\( \chi^2 \)

|       | 57 | 431 | 488 |

18. What is a school bond issue?

The difference between seventh and eleventh grade students as revealed by data in Table 3.48, page 72, was significant beyond the .001 level of probability. The percentages of correct responses by students was 11.3 per cent for seventh graders and 35.1 per cent for eleventh graders.
Table 3.48
Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About a School Bond Issue

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>32</td>
<td>251</td>
<td>283</td>
<td>1</td>
<td>.387973 &lt; .001</td>
</tr>
<tr>
<td>11th Graders</td>
<td>72</td>
<td>133</td>
<td>205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$\chi^2$ Total</td>
<td>104</td>
<td>384</td>
<td>488</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. What is the name of the superintendent of your school district?

Correct response rates for both seventh and eleventh graders increased on this question in comparison with previous questions. However, significantly more eleventh than seventh graders were knowledgeable. Therefore, the difference between knowledge of item nineteen and the grade level of the respondent is real. The correct response rates were: seventh, 71.3 per cent; eleventh, 98 per cent. Data are shown in Table 3.49, page 73.

20. What is the name of the high school principal of your school district?

Data in Table 3.50, page 73, revealed that there was an association between knowledge of questionnaire item twenty and grade level of the respondent. The difference between seventh and eleventh graders was significant beyond the .001 level of probability. When viewed in terms of percentages, 79 per cent of the seventh graders and 98 per cent of the eleventh graders responded correctly.
Table 3.49

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Name of the Superintendent

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>202</td>
<td>81</td>
<td>59.6417</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>11th Graders</td>
<td>202</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \Sigma f )</td>
<td>404</td>
<td>84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.50

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Name of the High School Principal

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>224</td>
<td>59</td>
<td>36.0957</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>11th Graders</td>
<td>201</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \Sigma f )</td>
<td>425</td>
<td>63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. What is the name of the chairman of your school board?

The correct response rates for both seventh and eleventh graders decreased from that on the previous two questions. However, the difference between them increased. Significantly more eleventh than seventh graders were knowledgeable on this question. The difference was significant beyond the .001 level. The percentages reveal that 42.7 per cent of the seventh graders and 85.4 per cent of the eleventh
74

graders responded correctly. Table 3.51 contains the data for this finding.

Table 3.51

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About the Name of the Chairman of the School Board

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>121</td>
<td>162</td>
<td>283</td>
<td>1</td>
<td>88.6680 (&lt;.001 )</td>
</tr>
<tr>
<td>11th Graders</td>
<td>175</td>
<td>30</td>
<td>205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \chi_f \)

22. Are regularly scheduled school board meetings open to the residents of the school district?

The difference between seventh and eleventh grade students to questionnaire item twenty-two was not as large as on three previous questions. However, the difference was significant beyond the .01 level of probability and was in favor of eleventh graders. Correct response rates dipped to 22.9 per cent and 36.5 per cent for seventh and eleventh graders respectively. Data are shown in Table 3.52, page 75.

23. Are members of the school board elected by vote or appointed by the mayor?

The difference in knowledge possessed by seventh and eleventh grade students continued to be significant. The difference on questionnaire item twenty-three was significant beyond the .001 level. Correct response rates

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were 56.2 per cent for seventh graders and 82.9 per cent for eleventh graders. Data are displayed in Table 3.53.

Table 3.52

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Whether Board Meetings Are Open to the Public

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>df</th>
<th>df</th>
<th>χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>65</td>
<td>218</td>
<td>1</td>
<td>283</td>
<td>10.1198</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>11th Graders</td>
<td>75</td>
<td>130</td>
<td>205</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| εf         | 140     | 348       | 488|    |      |      |

Table 3.53

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Whether School Board Members Are Elected or Appointed

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>df</th>
<th>df</th>
<th>χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>160</td>
<td>123</td>
<td>283</td>
<td>1</td>
<td>36.6185</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>11th Graders</td>
<td>170</td>
<td>35</td>
<td>205</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| εf         | 330     | 158       | 488|    |      |      |

24. Who has the final say about hiring and firing teachers in your school district?

As shown in Table 3.54, page 76, a difference existed between knowledge of questionnaire item twenty-four and the respondent's grade level. The difference here was significant beyond the .001 level of probability.
The percentage of seventh grade students responding correctly was 33.9 per cent and eleventh graders, 59.7 per cent.

Table 3.54

Comparison: Frequency of Correct Item Response by Seventh and Eleventh Grade Students to the Question About Who Has Final Say on Hiring and Firing

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Graders</td>
<td>96</td>
<td>187</td>
<td>283</td>
<td>1</td>
<td>29.3275 &lt;.001</td>
</tr>
<tr>
<td>11th Graders</td>
<td>121</td>
<td>84</td>
<td>205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

χ² | 217  | 271  | 488 |

Question five

Are there significant differences in the amount of knowledge possessed by adults of various age groups?

Questionnaire items

1. How long are students in your school district legally required to go to school?

Data in Table 3.55, page 77, revealed that a real difference existed between knowledge of questionnaire item one and adult age group. The difference was significant beyond the .001 level of probability. In terms of percentages, 89.7 per cent of the adults in the eighteen to fifty age group responded correctly, 7416 per cent in the fifty-one to sixty-five age group and 60.7 per cent in the...
sixty-six and over age group.

Table 3.55
Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Length of Time Students Must Legally Attend School

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>130</td>
<td>15</td>
<td>145</td>
<td>2</td>
<td>29.02</td>
</tr>
<tr>
<td>51-65</td>
<td>88</td>
<td>30</td>
<td>118</td>
<td></td>
<td>&lt;.001</td>
</tr>
<tr>
<td>66+</td>
<td>68</td>
<td>44</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \chi_f \) 286  89  375

2. Does your school district have a kindergarten?

Here, the difference was significant beyond the .001 level of probability. There was a difference between adult age group and knowledge of questionnaire item two. The percentage of adults within each age group possessing knowledge about item two was high. One hundred per cent of respondents in the eighteen to fifty category responded correctly; 96.6 per cent in the fifty-one to sixty-five category and 78.6 per cent in the sixty-six and over category. The data are displayed in Table 3.56, page 78.

3. Does your school district employ teacher aides to help with the clerical tasks in the classroom?

As shown by data in Table 3.57, page 78, a difference was found to exist between knowledge of questionnaire item three and adult age group. The difference was significant.
beyond the .001 level. The correct response rates were:
88.3 per cent for the eighteen to fifty age group; 79.7 per
cent for the fifty-one to sixty-five age group; and 44.6
per cent for the sixty-six and over age group.

Table 3.56
Comparison: Frequency of Correct Item Response by Adult
Age Groups to the Question About the Presence
of Kindergarten in the School District

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>145</td>
<td>-</td>
<td>145</td>
<td>2</td>
<td>$&lt;.001$</td>
</tr>
<tr>
<td>51-65</td>
<td>114</td>
<td>4</td>
<td>118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>88</td>
<td>24</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[\chi^2\]

Table 3.57
Comparison: Frequency of Correct Item Response by Adult
Age Groups to the Question About
Employment of Teacher Aides

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>128</td>
<td>17</td>
<td>145</td>
<td>2</td>
<td>$&lt;.001$</td>
</tr>
<tr>
<td>51-65</td>
<td>94</td>
<td>24</td>
<td>118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>50</td>
<td>62</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[\chi^2\]

4. About what percentage of students in your
school district do not finish high school each
year?

Correct response rates dropped greatly on question-

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naire item four. Also, data in Table 3.58 indicated that the difference was not significant. The percentages of correct responses by the adult age groups were 10.34 per cent for the eighteen to fifty group, 5.93 per cent for the fifty-one to sixty-five age group, and 6.3 per cent for the sixty-six and over age group.

Table 3.58

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Percentage of Students Who Do Not Finish High School

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>15</td>
<td>130</td>
<td>145</td>
<td>2</td>
<td>2.30 N.S.</td>
</tr>
<tr>
<td>51-65</td>
<td>7</td>
<td>111</td>
<td>118</td>
<td>2</td>
<td>N.S.</td>
</tr>
<tr>
<td>66+</td>
<td>7</td>
<td>105</td>
<td>112</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

6. Why do students in your school district go to school?

5. About what percentage of students in your school district continue their education after high school (vo-tech.; bus. sch.; two or four year college; etc.)?

Correct response rates by all three adult groups continued low on this questionnaire item. As with item four, the difference here was not significant. The eighteen to fifty adult age group had a correct response rate of 16.6 per cent; the fifty-one to sixty-five group had 20.3 per cent and the sixty-six and over group, 8.9 per cent. Data are shown in Table 3.59, page 80.
The differences among the three adult age groups were significant beyond the .01 level on questionnaire item six. Almost 58 per cent of those in the eighteen to fifty category responded correctly; 52.5 per cent in the fifty-one to sixty-five category responded correctly; and 37.5 per cent of those in the sixty-six and over category responded correctly. Data are shown in Table 3.60, page 81.

Table 3.59

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Percentage of Students Continuing Their Education After High School

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>24</td>
<td>121</td>
<td>145</td>
<td>2</td>
<td>5.20</td>
</tr>
<tr>
<td>51-65</td>
<td>24</td>
<td>94</td>
<td>118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>10</td>
<td>102</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2$ 58 317 375

7. Has your school district offered any new courses in the past two years?

A large difference existed on questionnaire item seven. The difference was significant beyond the .001 level. Percentages of correct responses were: eighteen to fifty, 63.4 per cent; fifty-one to sixty-five, 52.5 per cent; and sixty-six and over, 24.1 per cent. Data are displayed on page 82 in Table 3.61.

8. Does your school district provide for the special learning needs of children physically
or emotionally handicapped or homebound?

The percentage of adults within each group responding correctly to questionnaire item eight increased over percentages on the previous four items. The difference was significant beyond the .001 level of probability. Ninety-one per cent of those in the eighteen to fifty age group answered correctly; 78.8 per cent of those in the fifty-one to sixty-five age group answered correctly; and 56.3 per cent of those in the sixty-six and over age group answered correctly. Data for this finding are shown in Table 3.62 on page 82.

Table 3.60
Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About Why Students Attend School

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\xi$</th>
<th>df</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>84</td>
<td>61</td>
<td>145</td>
<td>2</td>
<td>10.94</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>51-65</td>
<td>62</td>
<td>56</td>
<td>118</td>
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<td></td>
<td></td>
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<tr>
<td>66+</td>
<td>42</td>
<td>70</td>
<td>112</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$\xi$</td>
<td>188</td>
<td>187</td>
<td>375</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. About how much does it cost to educate one child in your school district (kindergarten through grade twelve) for a year?

The differences among the three age groups on questionnaire item nine were not significant. Correct percentage rates for the eighteen to fifty, fifty-one to
sixty-five, and sixty-six and over groups were 7.6 per cent, 10.2 per cent, and 4.5 per cent respectively. Data are shown in Table 3.63 on page 83.

Table 3.61

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About Whether New Courses Have Been Offered in the Past Two Years

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>92</td>
<td>53</td>
<td>145</td>
<td>2</td>
<td>37.01</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>51-65</td>
<td>60</td>
<td>58</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>27</td>
<td>85</td>
<td>112</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2$ 179 196 375

Table 3.62

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About Providing for the Education Needs of Homebound and Special Education Students

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>132</td>
<td>13</td>
<td>145</td>
<td>2</td>
<td>66.95</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>51-65</td>
<td>93</td>
<td>25</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>63</td>
<td>49</td>
<td>112</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2$ 288 87 375

10. About what is the salary for a first year (beginning) teacher (kindergarten through grade twelve) for a year?
Data in Table 3.64 indicated that the difference on questionnaire item ten was significant beyond the .01 level of probability. The percentage within each age group responding correctly was low: eighteen to fifty, 22.1 per cent; fifty-one to sixty-five, 12.7 per cent; and sixty-six and over, 6.3 per cent.

Table 3.63
Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Cost of Educating One Child for a Year

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>11</td>
<td>134</td>
<td>145</td>
<td>2</td>
<td>2.73 N.S.</td>
</tr>
<tr>
<td>51-65</td>
<td>12</td>
<td>106</td>
<td>118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>5</td>
<td>107</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>χ²</th>
<th>28</th>
<th>347</th>
<th>375</th>
</tr>
</thead>
</table>

Table 3.64
Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Salary of a Beginning Teacher

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>32</td>
<td>113</td>
<td>145</td>
<td>2</td>
<td>14.12 &lt;.01</td>
</tr>
<tr>
<td>51-65</td>
<td>15</td>
<td>103</td>
<td>118</td>
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<td></td>
</tr>
<tr>
<td>66+</td>
<td>7</td>
<td>105</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>χ²</th>
<th>54</th>
<th>321</th>
<th>375</th>
</tr>
</thead>
</table>

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11. About what is the highest salary a teacher in your school district (kindergarten through grade twelve) can earn?

Correct percentage rates continued low for all groups on questionnaire item eleven. The difference among the age group categories was significant beyond the .05 level. Correct percentage rates were: 13.1 per cent for the eighteen to fifty age group; 12.7 per cent for the fifty-one to sixty-five age group; and 4.5 per cent for the sixty-six and over age group. Data are displayed in Table 3.65.

Table 3.65
Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Highest Salary a Teacher Can Earn

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>C²</th>
<th>df</th>
<th>( \chi^2 )</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>19</td>
<td>126</td>
<td>145</td>
<td>2</td>
<td>7.69</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>51-65</td>
<td>18</td>
<td>100</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>5</td>
<td>107</td>
<td>112</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. About what is the total operating budget for your school district (kindergarten through grade twelve) this year?

The difference for questionnaire item twelve was not significant. Percentages of correct response remained low for all three groups: eighteen to fifty, 4.1 per cent; fifty-one to sixty-five, 3.4 per cent; and, sixty-six and
over, 0.9 per cent. For purposes of analysis, the fifty-one to sixty-five and sixty-six and over age categories were combined. Data for this finding are shown in Table 3.66.

Table 3.66*

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About What Is the Total Operating Budget for the District

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>6</td>
<td>139</td>
<td>145</td>
<td>2</td>
<td>0.613 N.S.</td>
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<tr>
<td>51-66+</td>
<td>5</td>
<td>225</td>
<td>230</td>
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<td></td>
</tr>
</tbody>
</table>

*Because the expected frequency for correct responses by those in the eighteen to fifty group was less than five, the chi square determined is not reliable. However, a comparison of the correct response rates indicates that the difference is not significant.

13. Does your school district receive any money from the state government to help pay its operating costs?

Correct response rates improved greatly on questionnaire item thirteen. The difference was significant beyond the .001 level of probability. A difference existed between knowledge of questionnaire item thirteen and adult age group. The eighteen to fifty age group had a correct response rate of 93.8 per cent, the fifty-one to sixty-five age group, 83.1 per cent, and the sixty-six
and over age group, 58 per cent. Data for this question are contained in Table 3.67.

Table 3.67

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About Whether the District Receives State Aid Money

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>136</td>
<td>9</td>
<td>145</td>
<td>2</td>
<td>52.12</td>
</tr>
<tr>
<td>51-65</td>
<td>98</td>
<td>20</td>
<td>118</td>
<td></td>
<td>.001</td>
</tr>
<tr>
<td>66+</td>
<td>65</td>
<td>47</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2 = 299$ \hspace{1cm} 76 \hspace{1cm} 375

14. Did taxpayers vote on the amount of tax they would pay to operate the schools this year or was the tax set by the school board?

Data in Table 3.68, page 87, show that a difference existed between knowledge of questionnaire item fourteen and adult age group. The difference among the adult age groups was significant beyond the .001 level. The percentages of correct responses for the eighteen to fifty, fifty-one to sixty-five, and sixty-six and over age groups were 56.6 per cent, 64.4 per cent, and 38.4 per cent respectively.

15. Is your school district free of debt or is it paying for a previously constructed building?

A large difference between knowledge of questionnaire item fifteen and adult age group existed. As with
questionnaire item fourteen, the difference among the adult age groups was significant beyond the .001 level. Percentages of correct responses were: eighteen to fifty, 83.4 per cent; fifty-one to sixty-five, 80.5 per cent; and, sixty-six and over, 50 per cent. Data are shown in Table 3.69.

Table 3.68

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About Whether the Taxpayers Voted on the Amount of School Tax They Would Pay

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>82</td>
<td>63</td>
<td>145</td>
<td>2</td>
<td>.001</td>
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<tr>
<td>51-65</td>
<td>76</td>
<td>42</td>
<td>118</td>
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</tr>
<tr>
<td>66+</td>
<td>43</td>
<td>69</td>
<td>112</td>
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<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \)

| \( \chi^2 \) | 201 | 174 | 375 |

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
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<tr>
<td>18-50</td>
<td>121</td>
<td>24</td>
<td>145</td>
<td>2</td>
<td>.001</td>
</tr>
<tr>
<td>51-65</td>
<td>95</td>
<td>23</td>
<td>118</td>
<td></td>
<td></td>
</tr>
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<td>56</td>
<td>56</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| \( \chi^2 \) | 272 | 103 | 375 |

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16. What is a school mill levy?

The difference for questionnaire item sixteen was significant beyond the .001 level of probability. The percentage of adults within each age group responding correctly was: eighteen to fifty, 63.4 per cent; fifty-one to sixty-five, 55.9 per cent; and, sixty-six and over, 34.8 per cent. Data for this question are shown in Table 3.70.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
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<td>92</td>
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<td>145</td>
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<td>14.71 ( &lt;.001 )</td>
</tr>
<tr>
<td>51-65</td>
<td>66</td>
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<td></td>
</tr>
<tr>
<td>66+</td>
<td>39</td>
<td>73</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 \) = 197, df = 178, \( \chi^2 \) = 375

17. What is the purpose of a school mill levy?

The correct response rates for the eighteen to fifty and fifty-one to sixty-five age groups were virtually the same for questionnaire item seventeen. However, the large difference between these groups and the sixty-six and over age group was significant beyond the .001 level of probability. Correct percentage rates were: eighteen to fifty, 77.9 per cent; fifty-one to sixty-five, 78 per cent;
and, sixty-six and over, 58 per cent. Data are shown in Table 3.71.

Table 3.71

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Purpose of a School Mill Levy

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>113</td>
<td>32</td>
<td>145</td>
<td>2</td>
</tr>
<tr>
<td>51-65</td>
<td>92</td>
<td>26</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>65</td>
<td>47</td>
<td>112</td>
<td></td>
</tr>
</tbody>
</table>

\( \chi^2 = 270, 105, 375 \)

18. What is a school bond issue?

Data in Table 3.72 revealed that a difference existed between knowledge of questionnaire item eighteen and adult age group. The difference was significant beyond the .001 level. In terms of percentages, 76.6 per cent of the eighteen to fifty age group answered correctly; 66.9 per cent of the fifty-one to sixty-five age group answered correctly; and 48.2 per cent of the sixty-six and over age group answered correctly.

19. What is the name of the superintendent of your school district?

Correct response rates increased for all three adult age groups on questionnaire item nineteen over previous items. While the correct response rates increased, the difference among them was significant beyond the .001 level.
level of probability. Percentages of correct responses were: eighteen to fifty, 93.8 per cent; fifty-one to sixty-five, 87.3 per cent; and sixty-six and over, 73.2 per cent. Data are displayed in Table 3.73.

Table 3.72

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About a School Bond Issue

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>111</td>
<td>34</td>
<td>145</td>
<td>2</td>
<td>.001</td>
</tr>
<tr>
<td>51-65</td>
<td>79</td>
<td>39</td>
<td>118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>54</td>
<td>58</td>
<td>112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Σχ²</td>
<td>244</td>
<td>131</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.73

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Name of the Superintendent

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>136</td>
<td>9</td>
<td>145</td>
<td>2</td>
<td>.001</td>
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<td></td>
</tr>
<tr>
<td>66+</td>
<td>82</td>
<td>30</td>
<td>112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Σχ²</td>
<td>321</td>
<td>54</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. What is the name of the high school principal of your school district?

Once again, the per cent of adults in the eighteen...
to fifty and fifty-one to sixty-five groups responding correctly was very nearly the same. However, the difference between those groups and the sixty-six and over age group was significant beyond the .001 level of probability. The eighteen to fifty age group had a correct response rate of 84.8 per cent; the fifty-one to sixty-five age group, 85.6 per cent; and the sixty-six and over age group, 55.4 per cent. Data for this question are shown in Table 3.74.

Table 3.74
Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Name of the High School Principal

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>Χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>123</td>
<td>22</td>
<td>145</td>
<td>2</td>
</tr>
<tr>
<td>51-65</td>
<td>101</td>
<td>17</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>62</td>
<td>50</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Χ²</td>
<td>286</td>
<td>89</td>
<td>375</td>
<td></td>
</tr>
</tbody>
</table>

21. What is the name of the chairman of your school board?

The large difference continued between the first two age groups and the third on questionnaire item twenty-one. The difference among the age groups was significant beyond the .001 level. When looked at in percentages, the eighteen to fifty age group had 88.3 per cent as a correct response rate; fifty-one to sixty-five had 82.2 per cent;
and the sixty-six and over age group had 55.4 per cent.
Data for this finding are displayed in Table 3.75.

Table 3.75
Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About the Name of the Chairman of the School Board

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>128</td>
<td>17</td>
<td>145</td>
<td>41.22</td>
</tr>
<tr>
<td>51-65</td>
<td>97</td>
<td>21</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>62</td>
<td>50</td>
<td>112</td>
<td></td>
</tr>
</tbody>
</table>

| χ² | 287 | 88 | 375 |

22. Are regularly scheduled school board meetings open to the residents of the school district?

Rates of correct response dropped within all three groups on questionnaire item twenty-two when compared to the three previous questionnaire items. However, a difference was discovered between knowledge of item twenty-two and adult age group. This difference was significant beyond the .001 level of probability. Percentages revealed that the eighteen to fifty age group had a correct response rate of 74.5 per cent; the fifty-one to sixty-five age group, 65.3 per cent; and the sixty-six and over age group, 48.2 per cent. Data are shown for this question in Table 3.76, page 93.

23. Are members of the school board elected by vote or appointed by the mayor?
The difference between the first two age groups and the sixty-six and over group was significant beyond the .001 level of probability. Correct percentage rates were: eighteen to fifty, 95.9 per cent; fifty-one to sixty-five, 92.4 per cent; and sixty-six and over, 73.2 per cent. Data are displayed in Table 3.77.

Table 3.76

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About Whether Board Meetings Are Open to the Public

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>108</td>
<td>37</td>
<td>145</td>
<td>2</td>
<td>15.21 &lt; .001</td>
</tr>
<tr>
<td>51-65</td>
<td>77</td>
<td>41</td>
<td>118</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>54</td>
<td>58</td>
<td>112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>∑f</td>
<td>239</td>
<td>136</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.77

Comparison: Frequency of Correct Item Response by Adult Age Groups to the Question About Whether School Board Members Are Elected or Appointed

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Correct</th>
<th>Incorrect</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>139</td>
<td>6</td>
<td>145</td>
<td>2</td>
<td>34.07 &lt; .001</td>
</tr>
<tr>
<td>51-65</td>
<td>109</td>
<td>9</td>
<td>118</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>82</td>
<td>30</td>
<td>112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>∑f</td>
<td>330</td>
<td>45</td>
<td>375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
24. **Who has the final say about hiring and firing teachers in your school district?**

Data in Table 3.78 revealed that a difference existed between knowledge of questionnaire item twenty-four and adult age group. The difference was significant beyond the .001 level of probability. When viewed in percentages, 83.4 per cent of the eighteen to fifty age group responded correctly; 72 per cent of the fifty-one to sixty-five age group; and 51.8 per cent of the sixty-six and over age group.

Table 3.78

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Correct</th>
<th>Incorrect</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-50</td>
<td>121</td>
<td>24</td>
<td>145</td>
<td>2</td>
<td>35.38</td>
</tr>
<tr>
<td>51-65</td>
<td>85</td>
<td>33</td>
<td>118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td>58</td>
<td>54</td>
<td>112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions six through eight

For purposes of analysis, the Kendall coefficient of concordance $W$ was applied to the data for study questions six, seven and eight. Composite correct response rates in terms of percentages were determined for each part of questions six, seven and eight and for each of
the three categories of questions considered by the study (curriculum; finance; operation). Ranks were next determined by comparing response rates.

One table has been used to display the data for each part of questions six, seven and eight.

**Question six**

Does the amount of knowledge possessed by students vary according to such factors as:

- Occupation of head of household
- Source of information about the schools
- Educational level of head of household
- Size of district?

The correct response rates among the occupational groups varied little for any of the three categories of questions and the consistency among the groups, in terms of rank, was apparent. The agreement among ranks on the three categories of questions by occupation of head of household was strong. The agreement coefficient of .78 was significant at a level beyond .01.

In reviewing the order of the sums of ranks, it would appear that the best estimate of the true ranking for knowledgeable students by occupation of head of household was:

- farm
- skilled
- unskilled
- business
not working
professional.

The knowledge possessed by students varied according to the occupation of the head of household with the best estimate of the true ranking being that shown above. Data for this finding are shown in Table 3.79.

Table 3.79

Categorical Ranking of Knowledgeable Students by Occupation of Head of Household

<table>
<thead>
<tr>
<th></th>
<th>Prof.</th>
<th>Bus.</th>
<th>Skilled</th>
<th>Farm</th>
<th>Unskilled</th>
<th>Not Working</th>
<th>S</th>
<th>W</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>4.5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4.5</td>
<td>6</td>
<td>123.25</td>
<td>.78</td>
<td>&lt;01</td>
</tr>
<tr>
<td>Finance</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank totals</td>
<td>16.5</td>
<td>13</td>
<td>8</td>
<td>3</td>
<td>8.5</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A greater range of correct response rates was evident among the sources of information cited by students than for the occupation of the head of the household. In terms of ranking, the agreement was strong among the three categories of questions. The agreement coefficient for the rankings was .84 and was significant beyond the .01 level of probability. The data revealed that student knowledge varied according to the source of information.
about the schools. The best estimate of the true ranking by source of information was:

- newspaper
- radio
- word of mouth
- school meetings
- school newsletters
- television.

Data for this finding are displayed in Table 3.80.

Table 3.80

Categorical Ranking of Knowledgeable Students by Source of Information about the Schools

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Finance</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Operation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>S</td>
<td>131.5</td>
<td>.835</td>
<td>&lt;.01</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The coefficient for data in Table 3.81 on page 98 indicated that the agreement of the rankings by the educational level of the head of household for the three categories of questions was weak. While the sums of ranks indicated an ordering, the differences among them were not strong enough to draw the conclusion that student knowledge varied according to the educational level of...
the head of household.

Table 3.81

Categorical Ranking of Knowledgeable Students by the Educational Level of Head of Household

<table>
<thead>
<tr>
<th></th>
<th>1-8</th>
<th>9-12</th>
<th>12+</th>
<th>S</th>
<th>W</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>.11</td>
<td>N.S.</td>
</tr>
<tr>
<td>Finance</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Rank totals | 6   | 7   | 5   |

As the data in Table 3.82 on page 99 revealed, little consistency in terms of ranking by size of school district existed for the three categories of questions. The agreement coefficient was .38. Differences among the proportion of students knowledgeable about the school district existed between districts for both individual questions and by the three categories of questions in the study. However, the differences were not consistent by school district or by study categories.

Question seven

Does the amount of knowledge possessed by adults vary according to such factors as:

Occupation of head of household
Source of information about the schools

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A wide range in the percentage of correct responses by occupational groups was present. The consistency of rankings by occupational group among the three categories was very strong, however. The rankings of knowledgeable adults by occupational group was almost perfect among the three categories. The agreement coefficient of .96 was significant beyond the .001 level of probability.

A view of the order of the sums of ranks indicates knowledge possessed by adults varied according to the occupation of the head of the household. The best estimate of the true ranking by occupation of the head of the household was:

(one-two) student
(one-two) professional
Data for this finding is displayed in Table 3.83.

Table 3.83

Categorical Ranking of Knowledgeable Adults by Occupation of Head of Household

<table>
<thead>
<tr>
<th></th>
<th>Prof.</th>
<th>Bus.</th>
<th>Skilled</th>
<th>Farm</th>
<th>Unskilled</th>
<th>Not Working</th>
<th>Housewife</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Finance</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Operation</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

S  W  p
Curriculum 362 .96 ≤.001
Finance
Operation

Rank totals 5 8 15 12 19 24 20 5

The range among the percentage of correct responses by source of information about the schools was large for all three categories of questions. However, the consistency among the rankings was evident.

The agreement coefficient of .73 was significant beyond the .05 level of probability. Knowledge possessed by adults, according to the sums of ranks, appeared to vary in the following order:
school meetings
(two-three) word of mouth
(two-three) school letters
newspaper
other
radio

Data for this question are shown in Table 3.84.

Table 3.84

Categorical Ranking of Knowledgeable Adults by Source of Information About the Schools

<table>
<thead>
<tr>
<th></th>
<th>Newspaper</th>
<th>Word of Mouth</th>
<th>Radio</th>
<th>School Mtgs.</th>
<th>School Letters</th>
<th>Other</th>
<th>S</th>
<th>W</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>115.50</td>
<td>.73</td>
<td>&lt; .05</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rank totals 10 8 17 4 8 16

For the educational level of the head of household, the pattern of ranking by percentage of correct responses was consistent for the three categories of questions. However, the agreement coefficient of .78 was not significant. Therefore, it could not be concluded that knowledge possessed by adults varied with the educational level of the head of the household. Data for this question are shown in Table 3.85, page 102.
Table 3.85
Categorical Ranking of Knowledgeable Adults
By the Educational Level of
the Head of the Household

<table>
<thead>
<tr>
<th></th>
<th>1-8</th>
<th>9-12</th>
<th>12+</th>
<th>S</th>
<th>W</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>14</td>
<td>.78</td>
<td>N.S.</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank totals</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The percentage of adults possessing knowledge about the local public schools varied according to the size of the school district. The agreement coefficient of .82 was significant beyond the .05 level of probability. The percentage of correct responses by district was consistent among the three categories of questions. It was perfect for three of the districts with only a small deviation in the remaining two districts.

According to the sum of ranks, the best estimate for the true ranking by size of school district was:

<table>
<thead>
<tr>
<th>District</th>
<th>Secondary Enrollment</th>
<th>Community Pop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1327</td>
<td>9886</td>
</tr>
<tr>
<td>E</td>
<td>995</td>
<td>5661</td>
</tr>
<tr>
<td>B</td>
<td>1058</td>
<td>5328</td>
</tr>
<tr>
<td>D</td>
<td>670</td>
<td>3225</td>
</tr>
<tr>
<td>C</td>
<td>778</td>
<td>2081</td>
</tr>
</tbody>
</table>

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The variation by community size was in perfect order from largest community to smallest. The variation by secondary enrollment differed in two of the rankings. Data for this question are displayed in Table 3.86.

Table 3.86

Categorical Ranking of Knowledgeable Adults by Size of District

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>1 3 5 4 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>74</td>
<td>.82</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Finance</td>
<td>1 3 5 4 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>1 3 5 2 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rank totals 3 9 15 10 8

Data in Table 3.87 on page 104 revealed a trend toward consistency in the ranking of knowledgeable adults by the number of children they had attending the local public schools. However, the agreement coefficient of .64 was not significant. Adult knowledge did not vary according to the number of children attending school.

Question eight

Do differences between the amounts of knowledge possessed by students and adults vary according to such factors as:
Occupation of the head of the household
Source of information about the schools
Educational level of the head of the household
Size of the school district?

Table 3.87
Categorical Ranking of Knowledgeable Adults by Number of Children Attending School

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1</th>
<th>2-4</th>
<th>5+</th>
<th>S</th>
<th>W</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>29</td>
<td>.64</td>
<td>N.S.</td>
</tr>
<tr>
<td>Finance</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rank totals 12 7 6 5

For each part of question eight the differences in the percentage of correct responses between students and adults were determined. The differences were then ranked with the largest difference being ranked one, the next largest difference being ranked two, and so on until the smallest difference between adult and student per cent of correct responses was ranked last. Therefore, the largest difference received the highest rank and the smallest difference, the lowest rank.

Differences between the amounts of knowledge possessed by students and adults did not vary significantly according to the occupation of the head of the household.

There was not a consistent pattern to the rankings.
of the differences between students and adults among the three categories of questions. The pattern of the rankings of differences among professional, business, unskilled and skilled was consistent, but the rankings for farm and not working occupational groups was inconsistent and limited the size of the agreement coefficient. The data for this question are shown in Table 3.88.

Table 3.88
Categorical Ranking of Differences Between the Percent of Correct Responses by the Occupation of the Head of the Household for Knowledgeable Students and Adults

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Prof.</th>
<th>Bus.</th>
<th>Skilled</th>
<th>Farm</th>
<th>Unskilled</th>
<th>Not Working</th>
<th>S</th>
<th>W</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>101.5</td>
<td>.64</td>
<td>N.S.</td>
</tr>
<tr>
<td>Operation</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rank totals 18 14 8 9 7 7

The differences between amounts of knowledge possessed by students and adults did not vary consistently according to the source of information about the schools. The agreement coefficient of .35 was not significant.

While some consistency of ranks was evident among the three categories of questions for the newspaper and school meetings, the inconsistent ranks for the other
sources of information about schools brought about the low agreement coefficient. Data for this part of question eight are displayed in Table 3.89.

Table 3.89

<table>
<thead>
<tr>
<th></th>
<th>Curriculum</th>
<th>Finance</th>
<th>Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Word of Mouth</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Radio</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Meet.</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>School Letter</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th>W</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.4</td>
<td>.35</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

Rank totals 7 8 7 14 10

*Rankings are not shown for television as a source of information because television was not cited by any of the knowledgeable adults.

The agreement coefficient of .44 was not significant for the differences between students and adults by educational level of the head of household. By looking at the sum of ranks, however, it appeared that if more groups of educational levels had been included, the agreement coefficient might have been significant. As it was, consistency in terms of rankings did not exist for two of the educational level groupings, nine through twelve and high school and above. Data for this finding
are displayed in Table 3.90.

Table 3.90

Categorical Ranking of Differences Between the Percent of Correct Responses by the Educational Level of the Head of the Household for Knowledgeable Students and Adults

<table>
<thead>
<tr>
<th></th>
<th>1-8</th>
<th>9-12</th>
<th>12+</th>
<th>S</th>
<th>W</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>.44</td>
<td>N.S.</td>
</tr>
<tr>
<td>Finance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The differences between the amounts of knowledge possessed by students and adults did not vary according to the size of the school district. The agreement coefficient of .24 was not significant.

The sum of ranks indicated the lack of a pattern in the rankings. A view of the rankings by district for each of the three categories of questions as shown in Table 3.91 on page 108 confirms the lack of a pattern.

Questions nine through sixteen

The symmetrical form of Guttman's\(^1\) coefficient of predictability was used to determine the degree of association between knowledge and selected personal char-


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acteristics of participants.

Table 3.91
Categorical Ranking of Differences Between the Percent of Correct Responses by Size of the School District for Knowledgeable Students and Adults

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>22</td>
<td>.24</td>
<td>N.S.</td>
</tr>
<tr>
<td>Finance</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rank totals 10 11 7 6 11

As with chi square, analysis was made for each of the three categories of questions included in the study: curricular; financial; and operational.

Question nine

What is the degree of association between knowledge and the length of time students have lived in the school district? For adults?

The degree of association between knowledge of the school district curriculum and the length of time lived in the school district was 1.2 per cent. Because the degree of association was so limited, one may not use the knowledge of either variable to attempt to guess the value of the other. That is, one could not predict with any assurance the length of time a student has lived in the
School district on the basis that the student possessed knowledge about a school curricular matter or vice versa.

There was found to be no degree of association between knowledge of school district financial matters and the length of time a student has lived in a school district. Here, too, one may not predict with any more assurance the length of time a student has lived in the school district on the basis that the student possessed knowledge about school district financing or vice versa.

The degree of association between knowledge and the length of time a student has lived in a district was larger for operational matters than for either of the other areas. One may reduce 3.6 per cent of the error in attempting to predict one of the variables on the basis of being knowledgeable about the other and vice versa. However, an association of 3.6 per cent offers little assurance of correctly predicting the values of one variable on the basis of knowing the values of the other. Data for these three findings are displayed in Tables 3.92-3.94 on pages 110-111.

Data in Tables 3.95 and 3.96 on pages 112-113 indicated there was no association between knowledge of school curricular and financial matters and the length of time an adult has lived in the school district. That is, one does not reduce any of the error in guessing the length of time an adult has lived in the school district by knowing that
the adult was knowledgeable about school district curricular and financial matters. The opposite was also true.

Tables 3.92, 3.93, and 3.94

The Degree of Association Between Knowledge of School District Curriculum, Finance, and Operation and the Length of Time a Student Has Lived in the School District

Table 3.92

Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>$\lambda$</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 years</td>
<td>66</td>
<td>94</td>
<td>160</td>
<td>1.2%</td>
</tr>
<tr>
<td>1-4 years</td>
<td>241</td>
<td>199</td>
<td>440</td>
<td></td>
</tr>
<tr>
<td>4+ years</td>
<td>1903</td>
<td>1401</td>
<td>3304</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2210</td>
<td>1694</td>
<td>3904</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.93

Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>$\lambda$</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 years</td>
<td>23</td>
<td>177</td>
<td>200</td>
<td>0%</td>
</tr>
<tr>
<td>1-4 years</td>
<td>117</td>
<td>433</td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>4+ years</td>
<td>750</td>
<td>3880</td>
<td>4130</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>890</td>
<td>3990</td>
<td>4880</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Operation</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 years</td>
<td>33</td>
<td>87</td>
<td>120</td>
<td>3.6%</td>
</tr>
<tr>
<td>1-4 years</td>
<td>165</td>
<td>165</td>
<td>330</td>
<td></td>
</tr>
<tr>
<td>4+ years</td>
<td>1614</td>
<td>864</td>
<td>2478</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1812</td>
<td>1116</td>
<td>2928</td>
<td></td>
</tr>
</tbody>
</table>

Virtually the same holds true for the association between knowledge of school district operation and the length of time an adult has lived in the school district. Only 0.9 per cent of the error, as shown by the data in Table 3.97, page 113, was removed in guessing the length of time an adult has lived in the school district when one knows that the adult was knowledgeable about school district operational matters. The opposite was also true.

**Question ten**

What is the degree of association between knowledge of the school district and sex of the student? Of the adult?

The degrees of association between knowledge of school district curricular, financial, and operational

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matters and sex of the student were very low; 1.0 per cent for curriculum, 1.7 per cent for financing, and 0.9 per cent for operation. This indicated that one could not predict with much more accuracy than normal whether a student was male or female solely on the basis that one knew the student was knowledgeable about any aspect of the school district. The opposite was also true. Data are displayed in Tables 3.98-3.100, pages 114-115, for these findings.

Tables 3.95, 3.96, and 3.97
The Degree of Association Between Knowledge of School District Curriculum, Finance, and Operation and the Length of Time an Adult Has Lived in the School District

Table 3.95
Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 years</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>1-4 years</td>
<td>97</td>
<td>63</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>4+ years</td>
<td>1551</td>
<td>1281</td>
<td>2832</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1649</td>
<td>1251</td>
<td>3000</td>
<td></td>
</tr>
</tbody>
</table>

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As may be seen in Tables 3.101, 3.102 and 3.103 on pages 115-116, no association between knowledge of school district financial and operation matters and sex of the adult existed. An association of 1.5 per cent existed between sex of the adult and knowledge of school district curricular matters. However, this degree of association was so small that it was of little benefit when attempting
to predict whether an adult was knowledgeable about curriculum on the basis of knowing whether the adult was male or female.

Tables 3.98, 3.99, and 3.100

The Degree of Association Between Knowledge of School District Curriculum, Finance, and Operation and Sex of the Student

Table 3.98
Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1079</td>
<td>865</td>
<td>1944</td>
<td>0.99%</td>
</tr>
<tr>
<td>Female</td>
<td>1131</td>
<td>829</td>
<td>1960</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2210</td>
<td>1694</td>
<td>3904</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.99
Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>479</td>
<td>1951</td>
<td>2430</td>
<td>1.7%</td>
</tr>
<tr>
<td>Female</td>
<td>421</td>
<td>2029</td>
<td>2450</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>900</td>
<td>3980</td>
<td>4880</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.100
Operation

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>917</td>
<td>541</td>
<td>1458</td>
<td>0.9%</td>
</tr>
<tr>
<td>Female</td>
<td>895</td>
<td>575</td>
<td>1470</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1812</td>
<td>116</td>
<td>2928</td>
<td></td>
</tr>
</tbody>
</table>

Tables 3.101, 3.102, and 3.103
The Degree of Association Between Knowledge of School District Curriculum, Finance, and Operation and Sex of the Student

Table 3.101
Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1316</td>
<td>1052</td>
<td>2368</td>
<td>1.5%</td>
</tr>
<tr>
<td>Female</td>
<td>346</td>
<td>286</td>
<td>632</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1662</td>
<td>1338</td>
<td>3000</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.102
Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1341</td>
<td>1619</td>
<td>2960</td>
<td>0%</td>
</tr>
<tr>
<td>Female</td>
<td>287</td>
<td>503</td>
<td>790</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1628</td>
<td>2122</td>
<td>3750</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.103
Operation

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1398</td>
<td>378</td>
<td>1776</td>
<td>0%</td>
</tr>
<tr>
<td>Female</td>
<td>332</td>
<td>142</td>
<td>474</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1730</td>
<td>520</td>
<td>2250</td>
<td></td>
</tr>
</tbody>
</table>

Question eleven

What is the degree of association between a student's knowledge of the school district and having a relative working in a school district? For adults?

There was found to be no association between a student's knowledge of school district curricular, financial, or operational matters and whether the student had a relative working in a school district. Therefore, the error in guessing may not be reduced by knowledge of
either variable when attempting to guess the other. The data for these findings are displayed in Tables 3.104-3.106.

Tables 3.104, 3.105, and 3.106

The Degree of Association Between Knowledge of School District Curriculum, Finance, and Operation and a Student Having a Relative Working in a School District

Table 3.104

Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative</td>
<td>1084</td>
<td>788</td>
<td>1872</td>
<td>0%</td>
</tr>
<tr>
<td>No relative</td>
<td>1126</td>
<td>906</td>
<td>2032</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2210</td>
<td>1694</td>
<td>3904</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.105

Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative</td>
<td>437</td>
<td>1435</td>
<td>1872</td>
<td>0%</td>
</tr>
<tr>
<td>No relative</td>
<td>453</td>
<td>2555</td>
<td>3008</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>890</td>
<td>3990</td>
<td>4880</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.106

<table>
<thead>
<tr>
<th>Operation</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative</td>
<td>875</td>
<td>529</td>
<td>1404</td>
<td>0%</td>
</tr>
<tr>
<td>No relative</td>
<td>937</td>
<td>587</td>
<td>1524</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1812</strong></td>
<td><strong>1116</strong></td>
<td><strong>2928</strong></td>
<td></td>
</tr>
</tbody>
</table>

Data in Tables 3.107 and 3.109 on pages 119-120 indicated no association between knowledge of school district curriculum and operational matters and having a relative working in a school district. There was no reduction in error when attempting to guess whether an adult had a relative working in a school district even if one was aware that the adult was knowledgeable or not knowledgeable about school district curriculum or operational matters. The opposite was also true.

The degree of association between an adult's knowledge of school district financial matters and having a relative working in a district was 10.5 per cent. Thus, the error in guessing whether an adult was knowledgeable about school district financial matters was reduced 10.5 per cent if one knew whether the adult had a relative working in a school district or not. As the figures in Table 3.108 on page 119 indicated, if an adult had a relative working in a school district, the best guess
regarding whether the adult was knowledgeable about school district financing was yes. If the adult did not have a relative working in a school district, the best guess regarding whether he was knowledgeable about school district financing was no. Data for this finding is displayed in Table 3.108.

Tables 3.107, 3.108, and 3.109

The Degree of Association Between Knowledge of School District Curriculum, Finance and Operation and an Adult Having a Relative Working in a School District

Table 3.107

Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative</td>
<td>705</td>
<td>495</td>
<td>1200</td>
<td>0%</td>
</tr>
<tr>
<td>No relative</td>
<td>944</td>
<td>856</td>
<td>1800</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1649</td>
<td>1351</td>
<td>3000</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.108

Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative</td>
<td>749</td>
<td>451</td>
<td>1200</td>
<td>10.5%</td>
</tr>
<tr>
<td>No relative</td>
<td>869</td>
<td>1681</td>
<td>2550</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1618</td>
<td>2132</td>
<td>3750</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.109
Operation

<table>
<thead>
<tr>
<th>Relative</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>$\lambda$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative</td>
<td>743</td>
<td>157</td>
<td>900</td>
<td>0%</td>
</tr>
<tr>
<td>No relative</td>
<td>989</td>
<td>361</td>
<td>1350</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1732</td>
<td>518</td>
<td>2250</td>
<td></td>
</tr>
</tbody>
</table>

Question twelve

What is the degree of association between a student's knowledge of the school district and the educational level of the head of household? For adults?

There was found to be no association between the knowledge a student possessed about the school district and the educational level of the head of the student's household. As may be seen in Tables 3.110, 3.111, and 3.112 on pages 121-122, this was true for each of the three categories of questions. Therefore, knowledge of the educational level of the student's head of household did not reduce any of the error present when attempting to guess whether a student was knowledgeable about school district curriculum, finance, or operation.

Data in Tables 3.113, 3.114 and 3.115 on pages 123-124 indicated that small degrees of association existed be-
between adult knowledge of school district curricular, financial, and operational matters and the educational level of the head of the household.

Tables 3.110, 3.111, and 3.112

The Degree of Association Between a Student's Knowledge of School District Curriculum, Finance, and Operation and the Educational Level of the Student's Head of the Household

Table 3.110

Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>658</td>
<td>438</td>
<td>1096</td>
<td>0%</td>
</tr>
<tr>
<td>9-12</td>
<td>200</td>
<td>176</td>
<td>376</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1345</td>
<td>1087</td>
<td>2432</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2203</td>
<td>1701</td>
<td>3904</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.111

Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>243</td>
<td>1127</td>
<td>1370</td>
<td>0%</td>
</tr>
<tr>
<td>9-12</td>
<td>83</td>
<td>387</td>
<td>470</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>559</td>
<td>2481</td>
<td>3040</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>885</td>
<td>3995</td>
<td>4880</td>
<td></td>
</tr>
</tbody>
</table>
The degree of association between an adult's knowledge of school district curriculum and educational level of the head of the household was 3.8 per cent. Thus, the error in attempting to correctly guess either variable was reduced 3.8 per cent when one possessed knowledge of the other.

A very small degree of association, 1.1 per cent, existed between an adult's knowledge of school district finance, and the educational level of the head of his household. This was a very small reduction in error when attempting to predict one variable based upon knowledge of the other.

The degree of association, while still limited, was stronger between an adult's knowledge of school district operation and the educational level of head of household. Slightly more than six per cent of the error in correctly predicting one variable was reduced when one knew the other variable. The opposite was also true.

Table 3.112

<table>
<thead>
<tr>
<th>Operation</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>527</td>
<td>295</td>
<td>822</td>
<td>0%</td>
</tr>
<tr>
<td>9-12</td>
<td>201</td>
<td>81</td>
<td>282</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1180</td>
<td>644</td>
<td>1824</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1908</td>
<td>1020</td>
<td>2928</td>
<td></td>
</tr>
</tbody>
</table>

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Tables 3.113, 3.114, and 3.115

The Degree of Association Between an Adult's Knowledge of School District Curriculum, Finance, and Operation and the Educational Level of the Head of the Household

Table 3.113

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>423</td>
<td>529</td>
<td>952</td>
<td>3.8%</td>
</tr>
<tr>
<td>9-12</td>
<td>182</td>
<td>178</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>12+</td>
<td>1023</td>
<td>665</td>
<td>1688</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1628</td>
<td>1372</td>
<td>3000</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.114

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>354</td>
<td>836</td>
<td>1190</td>
<td>1.1%</td>
</tr>
<tr>
<td>9-12</td>
<td>178</td>
<td>272</td>
<td>450</td>
<td></td>
</tr>
<tr>
<td>12+</td>
<td>1072</td>
<td>1038</td>
<td>2110</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1604</td>
<td>2146</td>
<td>3750</td>
<td></td>
</tr>
</tbody>
</table>

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Table 3.115

<table>
<thead>
<tr>
<th>Operation</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>431</td>
<td>278</td>
<td>709</td>
<td>6.2%</td>
</tr>
<tr>
<td>9-12</td>
<td>214</td>
<td>54</td>
<td>268</td>
<td></td>
</tr>
<tr>
<td>12+</td>
<td>1072</td>
<td>186</td>
<td>1258</td>
<td></td>
</tr>
</tbody>
</table>

Totals     | 1717    | 518       | 2235   |             |

Question thirteen

What is the degree of association between a student's knowledge of the school district and occupation of the head of household? For adults?

The degree of association between the knowledge a student possessed about the school district and the occupation of the student's head of household was extremely weak. Data in Tables 3.116, 3.117, and 3.118 on pages 125-127 revealed that the degree of association between the occupation of the student's head of household and knowledge about the school district was less than one per cent for each category of question. Therefore, the error present in attempting to predict whether a student possessed knowledge about school district curriculum, financial, or operational matters was only reduced less than one per cent if one knew the occupation of the student's head of household.
household.

As data in Table 3.119 on page 129 show, almost ten per cent of the error present in attempting to predict whether an adult was knowledgeable about school district curriculum was eliminated if one knew the occupation of the adult's head of household. The opposite was also true.

Tables 3.116, 3.117, and 3.118

The Degree of Association Between a Student's Knowledge of School District Curriculum, Finance, and Operation and Occupation of the Head of the Household

Table 3.116

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>114</td>
<td>94</td>
<td>208</td>
</tr>
<tr>
<td>Business</td>
<td>720</td>
<td>528</td>
<td>1248</td>
</tr>
<tr>
<td>Skilled</td>
<td>262</td>
<td>202</td>
<td>464</td>
</tr>
<tr>
<td>Farm</td>
<td>693</td>
<td>531</td>
<td>1224</td>
</tr>
<tr>
<td>Unskilled</td>
<td>351</td>
<td>289</td>
<td>640</td>
</tr>
<tr>
<td>Not Working</td>
<td>61</td>
<td>35</td>
<td>96</td>
</tr>
<tr>
<td>Housewife</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Student</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2201</td>
<td>1679</td>
<td>3880*</td>
</tr>
</tbody>
</table>

*The total comes to less than 100 per cent because three students failed to indicate the occupation of the head of the household.
Table 3.117

Finance

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>$\lambda$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>39</td>
<td>221</td>
<td>260</td>
<td>0.8%</td>
</tr>
<tr>
<td>Business</td>
<td>261</td>
<td>1299</td>
<td>1560</td>
<td></td>
</tr>
<tr>
<td>Skilled</td>
<td>108</td>
<td>472</td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>Farm</td>
<td>298</td>
<td>1232</td>
<td>1530</td>
<td></td>
</tr>
<tr>
<td>Unskilled</td>
<td>150</td>
<td>650</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>Not Working</td>
<td>27</td>
<td>93</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>883</strong></td>
<td><strong>3967</strong></td>
<td><strong>4850</strong></td>
<td>**</td>
</tr>
</tbody>
</table>

*The total comes to less than 100 per cent because three students failed to indicate the occupation of the head of the household.
Table 3.118

<table>
<thead>
<tr>
<th>Operation</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>$\phi$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>89</td>
<td>67</td>
<td>156</td>
<td>0.8%</td>
</tr>
<tr>
<td>Business</td>
<td>560</td>
<td>376</td>
<td>936</td>
<td></td>
</tr>
<tr>
<td>Skilled</td>
<td>216</td>
<td>132</td>
<td>348</td>
<td></td>
</tr>
<tr>
<td>Farm</td>
<td>585</td>
<td>333</td>
<td>918</td>
<td></td>
</tr>
<tr>
<td>Unskilled</td>
<td>305</td>
<td>175</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td>Not Working</td>
<td>54</td>
<td>18</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1809</td>
<td>1101</td>
<td>2910*</td>
<td></td>
</tr>
</tbody>
</table>

*The total comes to less than 100 per cent because three students failed to indicate the occupation of the head of the household.

The degree of association between adults possessing knowledge about school district finance and the occupation of the adult's head of household was just over six per cent. Thus, the per cent of error present in predicting whether an adult was knowledgeable about a school district financial matter was reduced by just over six per cent when one knew the occupation of the adult's head of household. The opposite was also true.
Data displayed in Table 3.121 on page 131 showed the degree of association between adults possessing knowledge about school district operation and the occupation of the adult's head of household was slightly more than five per cent. Thus, the per cent of error present in predicting whether an adult was knowledgeable about a school district operational matter was reduced by just over five per cent when one knew the occupation of the adult's head of household. The opposite was also true.

Question fourteen

What is the degree of association between a student's knowledge of the school district and vocational plans after high school?

The degree of association between a student's knowledge of school district curriculum and vocational plans after high school was 3.4 per cent. Thus, error in predicting whether a student was knowledgeable about a school district curriculum concern was reduced 3.4 per cent when one was aware of the vocational plans of the student. The opposite was also true.

No association was found to exist between knowledge of school district finance and operation concerns and vocational plans after high school. Data for these findings are shown in Tables 3.122-3.124, pages 132-133.
Tables 3.119, 3.120, and 3.121

The Degree of Association Between an Adult's Knowledge of School District Curriculum, Finance, and Operation and Occupation of the Head of the Household

Table 3.119

Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \hat{\lambda} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>120</td>
<td>48</td>
<td>168</td>
<td>9.9%</td>
</tr>
<tr>
<td>Business</td>
<td>431</td>
<td>241</td>
<td>672</td>
<td></td>
</tr>
<tr>
<td>Skilled</td>
<td>189</td>
<td>131</td>
<td>320</td>
<td></td>
</tr>
<tr>
<td>Farm</td>
<td>406</td>
<td>290</td>
<td>696</td>
<td></td>
</tr>
<tr>
<td>Unskilled</td>
<td>71</td>
<td>65</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>Not Working</td>
<td>258</td>
<td>390</td>
<td>648</td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td>153</td>
<td>151</td>
<td>304</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1633</td>
<td>1319</td>
<td>2952*</td>
<td></td>
</tr>
</tbody>
</table>

*The total is less than 100 per cent because six adults failed to indicate the occupational category of the head of the household.

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Table 3.120
Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>119</td>
<td>91</td>
<td>210</td>
<td>6.1%</td>
</tr>
<tr>
<td>Business</td>
<td>443</td>
<td>397</td>
<td>840</td>
<td></td>
</tr>
<tr>
<td>Skilled</td>
<td>152</td>
<td>248</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Farm</td>
<td>452</td>
<td>418</td>
<td>870</td>
<td></td>
</tr>
<tr>
<td>Unskilled</td>
<td>59</td>
<td>111</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Not Working</td>
<td>240</td>
<td>570</td>
<td>810</td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td>123</td>
<td>257</td>
<td>380</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1596</td>
<td>2094</td>
<td>3690*</td>
<td></td>
</tr>
</tbody>
</table>

*The total is less than 100 per cent because six adults failed to indicate the occupational category of the head of the household.
Table 3.121

Operation

<table>
<thead>
<tr>
<th>Operation</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \hat{\lambda} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>125</td>
<td>1</td>
<td>126</td>
<td>5.2%</td>
</tr>
<tr>
<td>Business</td>
<td>448</td>
<td>56</td>
<td>504</td>
<td></td>
</tr>
<tr>
<td>Skilled</td>
<td>184</td>
<td>56</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Farm</td>
<td>434</td>
<td>88</td>
<td>522</td>
<td></td>
</tr>
<tr>
<td>Unskilled</td>
<td>66</td>
<td>36</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Not Working</td>
<td>293</td>
<td>193</td>
<td>486</td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td>146</td>
<td>82</td>
<td>228</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>6</td>
<td>--</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Totals 1702 512 2214*

*The total is less than 100 per cent because six adults failed to indicate the occupational category of the head of the household.

Question fifteen

What is the degree of association between a student's knowledge of the school district and level of discussion of school issues with others? For adults?

Data in Tables 3.125, 3.126, and 3.127 on pages 134-135 indicated that no association existed between a student's knowledge of school curriculum, financial and operational matters and the level of the student's discussion.
of school district issues with others. Thus, the error present in attempting to predict whether a student was knowledgeable about a school district issue was not reduced if one was aware of how often the student discussed school district issues with others.

Tables 3.122, 3.123, and 3.124

The Degree of Association Between a Student's Knowledge of School District Curriculum, Finance, and Operation and the Student's Vocational Plans After High School

Table 3.122

Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>1687</td>
<td>1169</td>
<td>2856</td>
<td>3.4%</td>
</tr>
<tr>
<td>Service</td>
<td>146</td>
<td>54</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td>274</td>
<td>366</td>
<td>640</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>103</td>
<td>105</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2210</td>
<td>1694</td>
<td>3904</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.123

Finance

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>690</td>
<td>2880</td>
<td>3570</td>
</tr>
<tr>
<td>Service</td>
<td>37</td>
<td>213</td>
<td>250</td>
</tr>
<tr>
<td>Job</td>
<td>126</td>
<td>674</td>
<td>800</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td>223</td>
<td>260</td>
</tr>
<tr>
<td>Totals</td>
<td>890</td>
<td>3990</td>
<td>4880</td>
</tr>
</tbody>
</table>

Table 3.124

Operation

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>1400</td>
<td>742</td>
<td>2142</td>
</tr>
<tr>
<td>Service</td>
<td>73</td>
<td>77</td>
<td>150</td>
</tr>
<tr>
<td>Job</td>
<td>258</td>
<td>222</td>
<td>480</td>
</tr>
<tr>
<td>Other</td>
<td>81</td>
<td>75</td>
<td>156</td>
</tr>
<tr>
<td>Totals</td>
<td>1812</td>
<td>1116</td>
<td>2928</td>
</tr>
</tbody>
</table>

Data in Tables 3.128, 3.129, and 3.130, pages 136-137, indicated that the degree of association between an adult's possession of knowledge about the school district and the adult's amount of discussion of school issues...
with others ranged from three and one-half per cent for operational matters to about six and one-third per cent for curricular matters. Thus, for curricular matters, about six and one-third per cent of the predicting error was reduced if one knew the amount of discussion an adult had about school issues. The opposite was also true.

Tables 3.125, 2.126, and 3.127
The Degree of Association Between a Student's Knowledge of School District Curriculum, Finance, and Operation and the Student's Level of Discussion of School Issues with Others

Table 3.125
Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>396</td>
<td>724</td>
<td>1120</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>474</td>
<td>1110</td>
<td>1584</td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>279</td>
<td>729</td>
<td>1008</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>59</td>
<td>133</td>
<td>192</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1208</strong></td>
<td><strong>2696</strong></td>
<td><strong>3904</strong></td>
<td></td>
</tr>
</tbody>
</table>

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Table 3.126
Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>259</td>
<td>1141</td>
<td>1400</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>357</td>
<td>1623</td>
<td>1980</td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>255</td>
<td>1005</td>
<td>1260</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>31</td>
<td>209</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>902</td>
<td>3978</td>
<td>4880</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.127
Operation

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>535</td>
<td>305</td>
<td>840</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>735</td>
<td>453</td>
<td>1188</td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>489</td>
<td>267</td>
<td>756</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>80</td>
<td>64</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1839</td>
<td>1089</td>
<td>2928</td>
<td></td>
</tr>
</tbody>
</table>

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The degree of association between knowledge of school district finance and amount of discussion was four and one-half per cent. For school district operation and the amount of discussion, the degree of association was three and one-half per cent.

Tables 3.128, 3.129, and 3.130.

The Degree of Association Between an Adult's Knowledge of School District Curriculum, Finance, and Operation and the Adult's Level of Discussion of School Issues with Others

Table 3.128

Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>330</td>
<td>190</td>
<td>520</td>
<td>6.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>627</td>
<td>365</td>
<td>992</td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>591</td>
<td>497</td>
<td>1088</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>94</td>
<td>306</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1642</td>
<td>1358</td>
<td>3000</td>
<td></td>
</tr>
</tbody>
</table>

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### Table 3.129
**Finance**

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
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<tbody>
<tr>
<td>Very often</td>
<td>355</td>
<td>295</td>
<td>650</td>
<td>4.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>635</td>
<td>605</td>
<td>1240</td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>544</td>
<td>816</td>
<td>1360</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>77</td>
<td>423</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1611</td>
<td>2139</td>
<td>3750</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.130
**Operation**

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>328</td>
<td>62</td>
<td>390</td>
<td>3.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>660</td>
<td>84</td>
<td>744</td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>636</td>
<td>180</td>
<td>816</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>91</td>
<td>209</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1715</td>
<td>535</td>
<td>2250</td>
<td></td>
</tr>
</tbody>
</table>
Question sixteen

What is the degree of association between a student's knowledge of the school district and plans to stay or leave the district after graduation?

The degree of association between the knowledge a student possessed about the school district and the student's plans to stay in or leave the district after high school graduation was very weak in two of the question categories and no association existed in one of the categories. Data in Tables 3.131 and 3.133 on pages 139-140 revealed that the degree of association between a student's knowledge of school district curriculum and operational matters and the student's plans to leave or stay in the district after high school graduation was about one percent in each category. There was no association between a student's knowledge of school district finance and his plans to leave or stay in the district after high school graduation.
Tables 3.131, 3.132, and 3.133

The Degree of Association Between a Student's Knowledge of School District Curriculum, Finance, and Operation and the Student's Plans to Stay in or Leave the District After High School Graduation

Table 3.131
Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>λ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay</td>
<td>716</td>
<td>548</td>
<td>1264</td>
<td>1.1%</td>
</tr>
<tr>
<td>Leave</td>
<td>1368</td>
<td>984</td>
<td>2352</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>126</td>
<td>162</td>
<td>288</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2210</td>
<td>1694</td>
<td>3904</td>
<td></td>
</tr>
</tbody>
</table>

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### Table 3.132
Finance

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay</td>
<td>284</td>
<td>1296</td>
<td>1580</td>
<td>0%</td>
</tr>
<tr>
<td>Leave</td>
<td>551</td>
<td>2389</td>
<td>2940</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>55</td>
<td>305</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>890</td>
<td>3990</td>
<td>4880</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.133
Operation

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Incorrect</th>
<th>Totals</th>
<th>( \lambda )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay</td>
<td>579</td>
<td>378</td>
<td>948</td>
<td>0.8%</td>
</tr>
<tr>
<td>Leave</td>
<td>1143</td>
<td>621</td>
<td>1764</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>99</td>
<td>117</td>
<td>216</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1812</td>
<td>1116</td>
<td>2928</td>
<td></td>
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</tbody>
</table>

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Summary

In this chapter, the data collected from student and adult participants were presented. The data were analyzed through the use of three statistical methods: the chi square statistic; Kendall's coefficient of concordance \( W \); and Guttman's coefficient of predictability. Per cents were used as necessary to supplement the findings.

It appears evident that three of the groups (eleventh grade students; adults in the eighteen to fifty age group; and adults in the fifty-one to sixty-five age group) were more knowledgeable than either of the other two groups (seventh grade students and adults in the sixty-six and over age group). Both students and adults were most knowledgeable about school district operation and were least knowledgeable about school district finance. Student knowledge was found to vary according to the occupation of the head of the household and source of information about the schools. Adult knowledge was also found to vary with the occupation of the head of the household and source of information about the schools, but in almost the reverse order of that for students. In addition, adult knowledge varied with the size of the school district.

Only very limited degrees of association were found to exist between student and adult knowledge of the
district and selected personal characteristics of the participants.

In the final chapter, conclusions drawn from the data presented in this chapter and recommendations for further study are presented.
In Chapter I it was suggested that local public school systems have come under increased scrutiny since the late 1950's. Further contributing to such scrutiny was the lack of knowledge on the part of the American public about the local public schools. It was the question of how much knowledge the public has about the public schools that came under investigation.

The primary purpose of this study was to investigate, compare and analyze for significance of difference the knowledge possessed by secondary school students about their local school district and the knowledge possessed by adults living in the same district. In addition, relationships between student and adult knowledge of the district and selected variables and the degrees of association between knowledge of the district and selected variables were determined. To make the study as manageable as possible and to simplify processing of the data, the specific problem was divided into subordinate questions.

All data were collected during a five week period from April to early May, 1972. All participants were asked to respond to a questionnaire containing questions.
about the curriculum, finance and operation of the local school district. In addition, each participant completed a personal data sheet.

Conclusions Related to Subordinate Questions

The first question was: *Is the knowledge possessed by students about their school district comparable to, less than, or greater than that of adults living in the same district?* The findings indicated that: (1. students were at least as knowledgeable and, in some cases, more knowledgeable than adults on seven of the eight questions about curriculum; (2. students were not as knowledgeable as adults on eight of ten school finance questions and comparable to adults on only two finance questions; (3. students were at least as knowledgeable as adults on two of six questions about school district operation. Generally, adults were more knowledgeable than students about school district finance and operation. Students were at least as knowledgeable and more so on some aspects of school district curriculum as adults.

In what areas (financial, operational, curricular) are students best informed? Least informed? Comparisons of student responses to questions in these areas indicated that students were best informed about school district operation and least informed about school district finance. Composite percentages of correct responses from
students were determined for each of three categories and revealed that 61.8 per cent of the responses to operational questions were correct; 56.6 per cent of the responses to curriculum questions were correct; but only 18.2 per cent of the responses to financial questions were correct. Obviously, students were least informed in the area of school finance.

In what areas (financial, operational, curricular) are adults best informed? Least informed? The same procedure was used comparing composite percentages of correct responses from adults. It was found that adults were best informed about school district operation and least informed about school district finance, although considerably better informed than students in the finance area. Composite percentages for adults were higher than those for students in two of the three categories: operation, 77 per cent, and finance, 43.2 per cent. About 54 per cent of the responses by adults to curriculum questions were correct.

Are there significant differences in the amount of knowledge possessed by students at grades seven and eleven? Significantly more eleventh than seventh graders were knowledgeable about seven of the eight questions dealing with curriculum. Significantly more seventh than eleventh graders possessed knowledge about one of the eight curriculum questions.
In the area of finance, significantly more eleventh graders than seventh graders were knowledgeable on six of the ten questions. On the remaining four questions, the differences observed were not significant. Differences observed on the six questions about school district operation were all significant and showed that considerably more knowledge was possessed by eleventh grade students in the area of school operation.

Generally, eleventh graders were more knowledgeable than seventh graders. However, there were obvious weaknesses in the amount of knowledge possessed by eleventh graders on questions in all categories, especially in the area of finance.

Study question five was: Are there significant differences in the amount of knowledge possessed by adults of various age groups? Generally, adults in the eighteen to fifty age group were found to be more knowledgeable than adults in the fifty-one to sixty-five or sixty-six and over age groups. In the curriculum category, differences were found to be significant for six of the eight questions. When viewed in percentages, it appeared that significantly more adults in the eighteen to fifty age group were knowledgeable on all six of the questions dealing with curriculum. Significantly more adults in the fifty-one to sixty-five age group were knowledgeable than were adults in the sixty-six and over age group.
In eight of the ten questions dealing with school district finance, differences among adult age groups were found to be significant. Percentages for financial questions revealed that significantly more adults in the eighteen to fifty age group were knowledgeable than were adults in the other groups on four of the questions. Significantly more adults in the fifty-one to sixty-five age group were knowledgeable on one question. On the remaining three questions where differences were found to be significant, the percentages of correct responses for the eighteen to fifty age group and the fifty-one to sixty-five age group were nearly equal indicating that the differences were primarily between the two age groups eighteen to fifty and fifty-one to sixty-five combined and the sixty-six and over age group.

In the operational category, differences were significant on all six questions. On five of the questions, significantly more adults in the eighteen to fifty age group were knowledgeable than were adults in either of the other two groups. Also, significantly more adults in the fifty-one to sixty-five age group were knowledgeable than were adults in the sixty-six and over age group.

As with students, there were obvious weaknesses for all three adult groups in each category but especially in the area of school district finance.

Does the amount of knowledge possessed by students
vary according to such factors as:

- Occupation of the head of household
- Source of information about the schools
- Educational level of head of household
- Size of district?

It was found that knowledge possessed by students about the school district varied according to the occupation of the head of the household. The agreement coefficient was .78 for the following ranking of knowledgeable students by occupation of the head of household:

- farm
- skilled
- unskilled
- business
- not working
- professional

Student knowledge was also found to vary according to the source of information about the schools. The agreement coefficient of .84 supported the following ranking by source of information about the schools:

- newspaper
- radio
- word of mouth
- school meetings
- school newsletters
- television

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Student knowledge was found not to vary according to the educational level of the head of household. The conclusion was also reached that student knowledge does not vary according to size of the school district.

Study question seven was: **Does the amount of knowledge possessed by adults vary according to such factors as:**

- Occupation of head of household
- Source of information about the schools
- Educational level of the head of household
- Size of district
- Number of children attending school?

Adult knowledge about the school district was found to vary according to the occupation of the head of household. A very strong agreement coefficient of .96 supported the following ranking of knowledgeable adults by occupation of the head of household:

- (one and two) student
- (one and two) professional
- business
- farm
- skilled
- unskilled
- housewife
- not working
This ranking was almost the opposite of that discovered for knowledgeable students.

As with the students, adult knowledge was found to vary according to the source of information about the schools. The agreement coefficient was .73. The ranking for knowledgeable adults by source of information about the schools was:

   school meetings
   (two and three) word of mouth
   (two and three) school newsletters
   newspaper
   other
   radio

Here again, the ranking for adults was almost the opposite of that for students.

Adult knowledge was found not to vary according to the educational level of the head of household.

It was discovered that adult knowledge varied according to the size of the district. In this case, the agreement coefficient was .82. The ranking of knowledgeable adults by size of school district was:

<table>
<thead>
<tr>
<th>District</th>
<th>Secondary Enrollment</th>
<th>Community Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1327</td>
<td>9886</td>
</tr>
<tr>
<td>B</td>
<td>995</td>
<td>5661</td>
</tr>
<tr>
<td>B</td>
<td>1058</td>
<td>5328</td>
</tr>
</tbody>
</table>

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One may observe that the rankings were in order from largest district to smallest when considered on the basis of community population. On the basis of secondary enrollment, the rankings differed in two places.

It was found that adult knowledge about the school district did not vary according to the number of children attending the local public schools.

Study question eight: Do differences between amounts of knowledge possessed by students and adults vary by:

- Occupation of head of household
- Source of information about the schools
- Educational level of head of household
- Size of district?

For each part of question eight the differences in the per cent of correct responses between students and adults was determined. The differences were then ranked with the largest difference being ranked one, the next largest difference being ranked two, and so on until the smallest difference between adult and student per cent of correct responses was ranked last.

Differences between the amounts of knowledge possessed by students and adults did not vary significantly according to any of the factors listed above. This finding appeared to reflect the almost reverse order of rankings
by students and adults observed on questions six and seven.

What is the degree of association between knowledge and length of time students have lived in the school district? For adults?

On question nine, the degrees of association between knowledge of school district curriculum, finance and operation and length of time students have lived in the district were 1.2 per cent, 0 per cent and 3.6 per cent respectively. In all cases, the association was so limited as to be of little help in predicting one variable on the basis of knowledge of the other.

For adults, there was no association found to exist between knowledge of school district curriculum and finance and length of time lived in the district. Only a very limited association was found between length of time lived in the district and knowledge of school district operation. The degrees of association for adults were 0 per cent, 0 per cent and 0.9 per cent respectively.

What is the degree of association between knowledge of the school district and sex of the student? For adults? The degrees of association between knowledge of school district curriculum, finance and operation and sex of the student were low: 1.0 per cent for curriculum; 1.7 per cent for finance; and 0.9 per cent for operation. No association was found between knowledge of school
district finance and operation and sex of the adult. An association of 1.5 per cent was discovered for sex of the adult and knowledge of school district curriculum. In all instances for both students and adults, the degree of association was so limited that it provided virtually no assistance in predicting the value of one variable on the basis of knowledge of the other.

What is the degree of association between a student's knowledge of the school district and having a relative working in a school district? For adults? There was found to be no association between a student's knowledge of school district curriculum, finance and operation and having a relative working in a school district. Therefore, the error in guessing could not be reduced by knowledge of either variable when attempting to guess the other.

For adults, it was also found that no association existed between knowledge of school district curriculum and operation and having a relative working in a school district. However, the degree of association between an adult's knowledge of school district finance and having a relative working in a school district was 10.5 per cent.

Study question twelve: What is the degree of association between a student's knowledge of the school district and the educational level of the head of household?
For adults? As with previous questions, there was no association found between a student's knowledge of school district curriculum, finance and operation and the educational level of the head of household. That is, no error in guessing whether a student was knowledgeable about an aspect of the school district was reduced by knowing the educational level of the student's head of household. Also, there was no reduction in error when guessing the educational level of the student's head of household on the basis that one knew the student possessed knowledge about some aspect of the district.

Only small degrees of association were found to exist between an adult's knowledge of school district curriculum, finance and operation and the educational level of the head of household. For curriculum, the degree of association was 3.8 per cent; for finance, 1.1 per cent; and for operation, 6.2 per cent. Again, the degree of association was so limited as to provide little benefit in reducing the error in guessing one variable on the basis of knowledge of the other.

What is the degree of association between a student's knowledge of the school district and occupation of the head of household? For adults? The degrees of association between a student's knowledge of school district curriculum, finance and operation and the occupation of the head of household were 0.1 per cent, 0.8 per cent, and
0.8 per cent respectively. For adults, the degrees of association were stronger: 9.9 per cent for curriculum; 6.1 per cent for finance; and 5.2 per cent for operation.

Study question fourteen: What is the degree of association between a student's knowledge of the school district and vocational plans after high school? No association was found to exist between a student's knowledge of school district finance and operation and vocational plans after high school. A small degree of association (3.4 per cent) was determined to exist between a student's knowledge of school district curriculum and vocational plans after high school.

What is the degree of association between a student's knowledge of the school district and level of discussion of school issues with others? For adults? No association existed between a student's knowledge of school district curriculum, finance and operation and the level of discussion of school issues with others. For adults the degrees of association between knowledge of school district curriculum, finance and operation and the level of discussion of school issues with others were 6.3 per cent, 4.5 per cent, and 3.5 per cent respectively.

The final study question was: What is the degree of association between a student's knowledge of the school district and plans to stay in or leave the district after graduation? The degrees of association between a student's
knowledge of school district curriculum and operation were very weak and no association existed for financial matters of the district. The degrees of association for curriculum and operation were 1.1 per cent and 0.8 per cent respectively.

Educational Implications

As an attempt is made to assess the educational implications of this study, one must look first at the utility of the instruments used. The instruments served to identify specific areas of weakness in the knowledge possessed by both students and adults. It would appear that any school district desiring to communicate with its constituents would first need to identify specific areas where constituents lacked knowledge. While the instruments used in this study might not be completely applicable in each case, it would seem that modifications could be made which would allow their usage by interested districts. The instruments could serve to provide a pre and post assessment for any communications effort by a district or could be adapted for use on a continuous monitoring basis.

Conclusions from this study should be applied to other districts with caution. While generalizable, the conclusions should be applied to only those public school districts having a population with similar characteristics.
to those used in the present study and identified in Chapter III. Certainly, the conclusions should only be extended within the limitations prescribed for the study.

In addition, a possible further limitation should be acknowledged. Approximately twenty-four per cent of the adult questionnaires were not returned. No data were available to identify the individuals who failed to return the questionnaires either by community or other category. Consequently, the reader should be aware of the possibility of the effect of respondent bias. Borg indicated that the possibility of respondent bias exists when twenty per cent or more of a sample fails to respond and that findings can be altered considerably if nonrespondents were to return the questionnaire and respond with markedly different answers from those of the responding group.

With three exceptions, the responses to the questions under study were not surprising. The only area about which it may be said that the public possessed knowledge was the area dealing with operational matters. Further, only adults were found to be knowledgeable in this area. Responses for the other categories of ques-

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tions support the findings of Gallup\textsuperscript{1}, "that citizens are partly informed about their public school district and poorly informed about education itself." An important finding was that students were significantly less knowledgeable than adults about both operational and financial matters. Students were at least as knowledgeable as adults about curriculum.

Knowledge among both students and adults was found to be on a continuum. Eleventh grade students were found to be more knowledgeable than seventh grade students. Adults in the eighteen to fifty age group were most knowledgeable, followed by those in the fifty-one to sixty-five age group and last, adults in the sixty-six and over age group.

This finding is not unusual. It may be speculated that eleventh graders, because of more years of education and greater maturity would be more aware of school district issues and, consequently, more knowledgeable than seventh graders. Adults in the eighteen to fifty age group are those adults most directly affected by district educational matters. This is because during the age period eighteen to fifty their children or children of

their friends are attending the public schools.

Both students and adults were most knowledgeable about operation and curriculum and least knowledgeable about finance. This finding may be explained, in part, as follows. Participating school districts were located in small communities. Traditionally, individuals in small communities know their neighbors and those in positions of community responsibility. Since operational questions dealt with positions of individuals in the school district and their responsibilities, it seems logical to assume that most individuals in the study would possess knowledge in this area.

Further, both students and adults are exposed to curricular aspects of the district on a regular basis. Students are exposed primarily through participating directly in instructional programs while adults receive exposure through discussions with their children, through newspaper and radio coverage of school activities, and through school meetings and newsletters. Hence, one would expect both students and adults to be knowledgeable in the area of curriculum.

Unlike information regarding operation and curriculum, finance information about the school district was not provided to either adults or students on a regular basis. The five districts in the study did not promote the financial aspects of their districts highly. Pri-
marily, district financial matters were discussed at board of education meetings, in periodic radio and newspaper reports and in an annual report published by each district. Hence, one might expect both students and adults to be less knowledgeable about financial matters than about operation and curriculum.

In addition to the lack of emphasis given financial matters by each district, another possible reason for the low correct response rates by students and adults to financial questions could have been the questions themselves. The questions asked were very specific and limited to selected financial aspects. It is not inconceivable that both students and adults possessed more general financial knowledge but were unable to respond to questions dealing with specifics.

As indicated in Chapters I and II, traditional methods of informing the public about the schools have not been successful. Each of the participating districts in this study reported what may be classified as traditional methods of informing the public\(^1\): encouraging greater citizen participation by holding open houses and

publicizing meetings; dealing with the power structure and opinion leaders through civic involvement by administrative staff, and; dealing with citizen's committees through the process of the Community Education concept in three of the districts. The districts also used annual reports and periodic newsletters.

It was found by Carter\textsuperscript{1}, Wilson\textsuperscript{2}, and Seyfarth\textsuperscript{3} that before adequate support for the public schools can be generated, public understanding and knowledge of the district must be present. It would appear to the researcher that the scrutiny which has often been a hindrance to public education since the 1950's will continue in these and similar districts unless positive, non-traditional ways of informing the public, especially students, are adopted. Some suggestions by the researcher are:

1.) Teach about education and the local public school district in school. Kushner\textsuperscript{4} was among the first to promote this concept.

\textsuperscript{1}ibid.


\textsuperscript{4}Kushner, Maxwell, "What is Taught in the Public Schools about the Public Schools?" Phi Delta Kappan, XLIV (April 1963), pp. 335-336.
As a part of the process of teaching about our nation's local governmental units, what is more natural than to include sections about education and the local public schools? It is conceivable that a spiral curriculum including content which teaches about education could be integrated with existing subjects and that courses of study could be developed beginning with the primary grades and continuing through high school.

2.) Instead of confining parent exposure to the schools through the traditional "Open House" approach, find methods that will both bring the parent into the school and get the educator into the home. A possibility here is home based education for pre-schoolers where instruction is taken to the home by a trained aide and the parent and child come to the school setting, also on a regularly scheduled basis. This same concept could be extended in some form at least through grade school.

3.) Identify the most effective methods for communicating with constituents and build a comprehensive, continuous informational program. Consider the standards suggested by Russell¹ and McCloskey² as outlined in Chapter II when developing a continuous program of informing constituents about the schools.

One of the surprising findings of the study was that students from homes whose heads of household worked in farming possessed more knowledge about the district than


students whose heads of household were in either a business or professional position. One assumes that individuals in business and professional lines of work are more supportive of education than individuals in other lines of work. Since children generally reflect the interest in and support for education seen in their homes, it would seem reasonable to assume that students from business and professional homes would be more knowledgeable than those from homes where their parents were engaged in other lines of work.

Is it possible that a change in values is occurring? Do children from homes whose heads of household are in business and professional lines of work place less value on and see less importance in education and our traditional educational systems? If this is true, as these individuals gain taxpayer status their lack of support and perhaps disappointment in education could have a negative impact on education and their local school district.

However, other reasons for this finding may be suggested. Perhaps children from farm homes simply have greater aspirations toward education than children from homes where the heads of the household are in businesses or professions. Farm homes have traditionally been viewed as having more cohesiveness among family members. Could the reason for the finding be that farm families communicate the knowledge they have about the school district to
one another more effectively than homes in which group
member cohesiveness is not as strong? Maybe findings are
simply in keeping with the times--that is, that children
from business and professional homes view their heads of
household as "part of the system" and are against anything
connected "to the system"--including education. There­
fore, their responses to the questionnaire may simply
reflect their lack of enthusiasm for education.

A second surprising conclusion of the study dealt
with the source from which students and adults were in­
formed about the school district. Gallup1 determined
that the best source of information about the schools was
the local newspaper, followed by word of mouth, school
personnel, radio and television, meetings at school and
school publications. While both students and adults in
this study indicated that the local newspaper and word of
mouth were their best sources of information, the conclu­
sion was found that the newspaper and word of mouth were
not equal in effectiveness for students and adults in
communicating information about the schools.

It was discovered that students who indicated that
the newspaper or radio was their best source of informa­
tion were more knowledgeable about the district than
students who had indicated that word of mouth was their

1op. cit., p. 38.
best source of information about the schools.

The surprising aspect of this question was related to the finding for adults. Adults who cited either school meetings or word of mouth as their best source of information about the district were found to possess more knowledge about the district than adults who cited the newspaper as their best source of information.

The discrepancy between Gallup's findings and the findings of this study may be explained in several ways. Since Gallup did not include students in his sample, the two best sources he identified could not be generalized to students. Also, Gallup identified only the best sources of information and did not measure the effectiveness of the source in communicating information about the schools.

Obviously, the implications here are several. First, various methods of communicating to the public need to be utilized in any school district public information program. These should be chosen and used on the basis of the interests and needs of each segment of the constituency. Second, the source which is most effective in communicating information to a particular segment of the district's constituency should serve as an integral part of the public information effort. That is, if public meetings are most

\[1\] Ibid.
effective in communicating information, then meaningful incorporation of public meetings into a total public information effort is necessary.

Knowledge was not found to vary with the educational level of the head of the household for either adults or students. That is, knowledge did not increase or decrease according to the amount of education experienced by the student's or adult's head of household. This is surprising because the experience of the researcher contributes to the belief that the more education one has, the more knowledgeable and supportive one is about education and the local schools. Some of this knowledge and support could be expected to influence other family members and, consequently, increase their knowledge about education and the local schools. However, such was not found to be the case in the present study.

While knowledge of the district was not found to vary with the size of the district for students, knowledge did vary according to size of the district for adults. Such a finding might be due to the failure of the districts to include students in their efforts at informing the public.

That knowledge possessed by adults was found to vary according to the size of the district is of concern to school administrators. Are there key factors which may have contributed to this finding?
Some possible reasons for this conclusion may be speculated:

1. Taxes often increase with the size of the district and this may cause more involvement on the part of the adult taxpayer.

2. As a district increases in size, it often offers more and a greater variety of activities. This may contribute to a greater involvement of the adult taxpayer and, consequently, contribute toward greater knowledge on the part of the adult taxpayer.

3. School district problems often increase with the size of the district. This may contribute toward more involvement on the part of the adult taxpayer and result in the adult gaining more knowledge about the district.

Knowledge was not found to vary for adults according to the number of children attending school. However, the rankings indicated a strong trend toward this possibility. If the trend were to have an effect, it, combined with the present drop in the birth rate and average family size, could have an impact on education and local districts.

With fewer children in families and more couples without children, the number of adults knowledgeable about the local schools could, conceivably, decline. This possibility supports the statements made previously about the need for a comprehensive, non-traditional public information program maintained on a continuous basis.

Extremely limited degrees of association were found to exist for both students and adults between knowledge of the school district and the length of time lived in the

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district. The implication here is that one does not "accrue" knowledge or at least "accrue" correct knowledge about the district because he or she lives a long time in the district. This may very well be related to the limited, traditional efforts in the participating districts at informing the public. That their efforts have not been effective has been discussed previously.

Virtually no association was found to exist between knowledge of the school district and sex of the individual, for either students or adults. This finding and the one above support the previously stated arguments for the necessity of a public school information program. Certainly, such public information programs should be directed at both men and women.

With the exception of adults knowledgeable about financial matters, no association was found to exist for either students or adults between knowledge of the school district and having a relative working in a district. There are several possible explanations for the lack of association between knowledge possessed and having a relative employed in the school district. The relative may not have been working in the same district as the study respondent. Consequently, the relative would probably possess less knowledge or none at all on the specifics of the local school operation. The relative and study respondent might have had little informal contact with one
another. Finally, the school district may have been making the same limited information available to both employee groups and the general public. If it were the latter, this implies a need on the part of the districts to provide greater information to its employees and to encourage employees to communicate this to friends and family members. This also could be viewed as one part of a total public information program by the district.

One might assume that students going on to some form of post high school educational experience would be more knowledgeable about the school district than students not continuing their education. Such was not the case, however. The implication here is that knowledge about the school district is not confined to particular groups but is based upon the interest of the individual.

This conclusion suggests the possibility that failure by the participating districts to include students in their informational efforts has caused the students in all five of the districts to be equally lacking in knowledge about the school district. What of the future? Will students now in school leave and assume taxpayer status with the same lack of knowledge as that of adults? It seems likely that they will. The implication is that educational leaders from the ranks of these students will need to be educated or re-educated regarding the local school district. Here again, the finding tends to
reinforce the suggestion that students be taught about school in school.

An interesting finding for both students and adults was that knowledge did not increase according to the amount of discussion of school issues. On the surface, one might assume that knowledge would increase as a result of discussion of school issues. However, when one places this finding in light of the traditional methods used by the districts to inform the public and the literature citations which illustrated the lack of success with traditional informational efforts, the finding was to be expected. Given a vigorous and sustained public informational campaign by the school aimed at both students and adults, one might expect to find greater benefit from discussion of school issues.

Recommendations for Further Study

1. If the same questionnaire is to be used in a future study of this nature, attention should be given to weighting the questions within each category. Not all questions asked are of equal importance and weighting the questions would help a district focus upon priority areas.

2. One of the participating districts was located in a community defined as rural. A portion of the

students and adults in each of the participating districts also resided in homes located in areas designated as rural farm and rural non-farm.\footnote{\textit{ibid.}}

Conducting a similar study in an area totally urban in character could contribute to finding similarities and differences between rural and urban settings.

3. If findings of this study are any indication, then districts need to begin developing non-traditional, comprehensive, continuous information efforts. A long range study could measure the effectiveness of providing information about the school to students while they are still in school.

4. Further research is needed to determine if students value education less than their parents and, if so, what the implications are for school support once these students reach the status of taxpayers.

5. Further research could be helpful regarding adult knowledge of the district and its relationship to the size of the district. It would be helpful to know what factors contribute to more knowledgeable adults in large districts.

6. Future study is needed to assist those responsible for public information programs to reach the population for which the information is intended. If students...
and adults are to be informed about the schools, it is necessary that the source from which they receive information effectively communicate such information. In this study, students indicated that word of mouth was their primary source of information about the schools; however, it was discovered that newspaper and radio were also effective communicators of information about the schools. School meetings and word of mouth were discovered to be the most effective communicators to adults.

7. More study needs to be done regarding the public's knowledge about financing the district. What, for instance, are the causes of the lack of knowledge by students and adults about financial matters as compared to operational matters?

8. Further research would be helpful to determine the amount of impact the educational level of the head of household has upon the knowledge family members have about the local schools.

Summary

The importance of the public's understanding of the local school district has been alluded to by many. Koelling\(^1\) expressed it in the following way:

Because education holds such a significant place in American life, both for the individual citizen and society in general, and because changes in the educational process have been made so rapidly in recent years, there is much confusion and misunderstanding about the basic framework in which public education operates. This condition results in needless conflict and confrontation. If public education is to retain its democratic base in this country, it is necessary that there be a wider understanding of the design and control of the educational enterprise.

The conclusions of this study revealed that the public, students and adults, lacked knowledge about the local schools. The implications are for continued confrontations with the public over educational issues unless comprehensive, non-traditional approaches at informing the public are adopted.

When weighed against the day-to-day functioning of the school district, the public's understanding of the district may seem only a minor problem. When measured against the long-range implications derived as a result of this study, the public's understanding of the local district should be a major concern.

Literature revealed that research into knowledge of the local district possessed by the public has been limited. This study and its findings hopefully represent a beginning of a deeper look into the public's understanding of education.
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APPENDIX A

STUDENT PERSONAL INFORMATION FORM

We need to know a little more general information about you. Please help us by filling out this brief page before answering the questionnaire. Simply check the appropriate blank beneath each question.

1. Sex:
   ___ female
   ___ male

2. What grade are you in:
   ___ seven
   ___ eleven

3. How long have you lived in this community:
   ___ less than one year
   ___ from one to four years
   ___ more than four years

4. Do you have a relative who is presently working in this or any other school district:
   ___ yes
   ___ no

5. How much schooling does your father (or head of your family) have:
   ___ 1-8
   ___ 9-12
   ___ high school graduate
   ___ some college
   ___ college graduate

6. What kind of job does your father (or head of your family) have:
   ___ farms
   ___ works with his hands
   ___ works in an office or a store
   ___ does not work
   ___ other: please write in: ______________________

7. What do you plan to do after graduation from high school:
   ___ attend college, junior college, or some type of vocational school
   ___ join a branch of the armed forces
   ___ get a job
   ___ other: please write in: ______________________
8. How often do you discuss the school and school issues with others:
   ___ very often (at least two times a week)
   ___ sometimes (at least once a week)
   ___ very little (only about once a month)
   ___ never

9. Do you plan to stay in this community after high school?
   ___ stay
   ___ leave
APPENDIX B

ADULT PERSONAL INFORMATION FORM

We would like to know a little more general information about you. Please help us by filling out this brief page before answering the questionnaire. Simply check the appropriate blank beneath each question.

1. Age:
   - 18-50
   - 26-50
   - 51-65
   - 66-over

2. Sex:
   - male
   - female

3. How long have you lived in this community:
   - less than one year
   - from one to four years
   - more than four years

4. Do you have a relative who is presently working in this or any other school district:
   - yes
   - no

5. How much schooling do you have:
   - 1-8
   - 9-12
   - high school graduate

6. What kind of job do you have:
   - farm
   - work with hands
   - work in an office or store
   - housewife
   - do not work
   - other: please write in: ___________________

7. How often do you discuss the school and school issues with others:
   - very often (at least two times a week)
   - sometimes (at least once a week)
   - very little (at least once a month)
   - never

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8. How many children of yours are now attending the public schools:

___ none
___ 1
___ 2-4
___ 5 or more
APPENDIX C

KNOWLEDGE ASSESSMENT FORM

This is a survey of the knowledge you have about the local public schools. The information you provide will be used by your school district to better inform you about its operation. It is important that you answer all questions by yourself.

Please mark only the ONE best answer, in your opinion, beneath each question. Mark "don't know," if you are unsure of an answer.

1. How long are students in your school district legally required to go to school?
   ____ until age 12
   ____ until age 14
   ____ until age 16
   ____ until age 18
   ____ don't know

2. Does your school district have a kindergarten?
   ____ yes
   ____ no
   ____ don't know

3. Does your school district employ teacher aides to help with the clerical tasks in the classroom?
   ____ yes
   ____ no
   ____ don't know

4. What percentage of students in your school district do not finish high school each year?
   ____ 0-1 per cent
   ____ 2-4 per cent
   ____ 5-7 per cent
   ____ 8 per cent or more
   ____ don't know

5. What percentage of students in your school district continue their education after high school (vo.-tech.; bus. sch.; two or four year college; etc.)?
6. Why do students in your school district go to school?

- to get the training and education necessary to get a good job and to live successfully in a changing society
- to get the training necessary to get a good job only
- don't know

7. Has your school district offered any new courses in the past two years?

- yes
- no
- don't know

If you answered yes, list the names of some new courses if you know them:

8. Does your school district provide for the special learning needs of children physically or emotionally handicapped or homebound?

- yes
- no
- don't know

9. How much does it cost to educate one child in your school district for a year?

- $631-$665
- $666-$700
- $701-$735
- $736-$770
- don't know

10. What is the salary for a first year (beginning) teacher in your school district?

- $6700-$6900
- $6900-$7100
- $7100-$7300
- $7300-$7500
- don't know

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11. What is the highest salary a teacher in your school district can earn?

___ $11,600-$12,000
___ $12,000-$12,400
___ $12,400-$12,800
___ $12,800-$13,200
___ don't know

12. What is the total operating budget for your school district this year?

___ $2,900,000-$3,100,000
___ $3,100,000-$3,300,000
___ $3,300,000-$3,500,000
___ $3,500,000-$3,700,000
___ don't know

13. Does your school district receive any money from the state government to help pay its operating costs?

___ yes
___ no
___ don't know

14. Did the taxpayers vote on the amount of tax they would pay to operate the schools this year or was the tax set by the school board?

___ taxpayers voted on how much they would pay
___ the amount was set by the school board
___ don't know

15. Is your school district free of debt or is it paying for a previously constructed building?

___ free of debt
___ paying for a previously constructed building
___ don't know

16. What is a school mill levy?

___ a tax determined by the city and based upon the value of personal property in the city
___ a tax determined by the school board and based upon the equalized assessed valuation of real property in the district
___ that part of the Minnesota sales tax received by each city
___ don't know
17. What is the purpose of a school mill levy?
   - to pay for the operating costs of the school district
   - to pay for the construction costs of new school buildings
   - neither of the above
   - don't know

18. What is a school bond issue?
   - selling of bonds by the city council for its share of school expenses
   - selling of bonds by the school district in order to secure money to construct or renovate a building
   - selling of bonds by the city council to secure money to construct or renovate a school building
   - don't know

19. What is the name of the superintendent of your school district?
   - Mr. Bernard Ailts
   - Mr. Burt Barnard
   - Dr. John Feda
   - Mr. Milton Lindback
   - Mr. Ralph Norland
   - don't know

20. What is the name of the high school principal of your school district?
   - Mr. Chester Flack
   - Mr. Stanton Kroon
   - Mr. Clifford Schlosser
   - Mr. Glen Shaw
   - Mr. Lyle Tobin
   - don't know

21. What is the name of the chairman of your school board?
   - Mr. George Hicks
   - Dr. Norman Hagberg
   - Mr. Bernard Madsen
   - Mr. Gene Messer
   - Mr. Warren Quarnstrom
   - don't know
22. Are regularly scheduled school board meetings open to the residents of the school district?

___ yes
___ no
___ don't know

23. Are members of the school board elected by vote or appointed by the mayor?

___ elected by vote
___ appointed by the mayor
___ don't know

24. Who has the final say about hiring and firing teachers in your school district?

___ the principal
___ the mayor
___ the superintendent
___ the school board
___ don't know

25. During the last year, how many times did your school district have a day on which all interested residents were encouraged to visit the schools?

___ never
___ once
___ twice
___ three times
___ four times
___

26. From what source do you receive most of your information about the schools?

___ local newspaper(s)
___ word of mouth
___ radio
___ television
___ meetings at school
___ school newsletters
___ other: please explain: ______________________

27. During the last year, have you received any newsletters or other materials describing school activities?

___ yes
___ no
___ don't know
28. During the last month, have you read any articles in the newspapers about the local schools?

___ yes
___ no
___ don't know

29. Would you like to know more about the public schools in this district?

___ yes
___ no
___ don't know
APPENDIX D

FIRST LETTER

Center for Community Services
Southwest Minnesota State College
Marshall, Minnesota 56258
April 6, 1972

Dear

I am the Director of Community Services at Southwest Minnesota State College. I am conducting a research project in your public school district which has been approved by the Superintendent.

The enclosed questionnaire deals with the knowledge you may have about your school district. Please note that the questionnaire has a number on it. This is for tabulation purposes only. The questionnaire and cover page require no name; all replies are completely confidential. The information gained from the questionnaire and cover page will be used by your school district to better inform you about their activities.

Your participation in this research project is important. Also, it is important that you read and answer all questions by yourself. The questionnaire and cover page together will only take about fifteen minutes to complete. Won't you please complete them today and return them in the postage paid envelope?

Thank you for your assistance.

Sincerely,

Clifford D. Sibley, Director
Center for Community Services
APPENDIX E

SECOND LETTER

Center for Community Services  
Southwest Minnesota State College  
Marshall, Minnesota 56258  
April 18, 1972

Dear

Several days ago you received a questionnaire about your school district and a letter explaining it. The information gained from the questionnaire will be used by your public school district to better inform you about its activities.

You are one of a small group in your community to be asked to participate in the research project. In order for the research to be of beneficial use, your full cooperation is needed in completing the questionnaire and cover page and returning them as soon as possible. All information on the cover page and questionnaire will remain confidential.

If you haven't yet returned the cover page and questionnaire, won't you do so today?

Thank you for your assistance.

Sincerely,

Clifford D. Sibley, Director  
Center for Community Services
APPENDIX F

THIRD LETTER

Center for Community Services  
Southwest Minnesota State College  
Marshall, Minnesota  56258  
April 24, 1972

Dear

Perhaps you have lost or misplaced the questionnaire about our school district that was sent to you several weeks ago. All information from the questionnaire and its cover page is completely confidential and will be very helpful to our district.

Only a small number of people in our community were contacted to participate. Because of the small number, we do need the information you can provide.

Enclosed is a second questionnaire and stamped envelope for your use. Won't you complete the forms and return them today?

Thank you for your assistance.

Cordially,

Mr. Ralph B. Norland, Superintendent  
Montevideo Public Schools
Center for Community Services  
Southwest Minnesota State College  
Marshall, Minnesota 56258  
April 30, 1972

Dear

We haven't yet received a completed questionnaire about your school district from you. The information you can provide is very important and its confidence will be protected.

Perhaps you have a question about it or have misplaced the copies of the questionnaire and return envelopes that were sent to you previously. If you have a question or need another questionnaire, please feel free to contact me at: 507-532-2587 or the Center for Community Services at Southwest State College in Marshall.

Sincerely,

Clifford D. Sibley, Director  
Center for Community Services