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ABSTRACT Documents that relate to rural education and small schools and have been indexed and abstracted in "Research in Education" through September 1969 are compiled in this bibliography. Over 300 publications are cited, most of which were published after 1965. The citations include a wide variety of resource materials (research and program reports, guides, books, etc.) that examine educational needs, opportunities, and programs in rural and small schools. Abstracts follow each citation, and descriptor terms are used to provide a subject area index for the bibliography. Pricing information and availability of documents are provided. (JH)			

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RURAL EDUCATION AND SMALL SCHOOLS

A SELECTED BIBLIOGRAPHY

Compiled by

STANLEY R. WURSTER

and

JAMES E. HEATHMAN

November 1969

EDUCATIONAL RESOURCES INFORMATION CENTER  
CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University  
Las Cruces, New Mexico 88001

ED 033257

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## FOREWORD

### SOURCE OF MATERIALS:

This bibliography was compiled to provide access to some of the latest research findings and developments in rural education and small schools. Citations and abstracts are presented by document ED number. Those documents with ED numbers between 1000 and 2740 are found in the ERIC Catalog of Selected Documents on the Disadvantaged. Documents with ED numbers between 2747 and 3960 are found in Office of Education Research Reports, 1956-65. Documents with ED numbers above 10,000 appear in Research in Education (RIE), a monthly publication of the Office of Education since November 1967. Citations and abstracts are included in this bibliography which have appeared in RIE through the September 1969 issue.

A subject index is included at the end of this document as an aid to the user in quickly locating documents pertinent to a specific subject area. The index terms are identical to the descriptors under which documents are indexed in the ERIC system. Each document is indexed under more than one descriptor.

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## RURAL EDUCATION AND SMALL SCHOOLS

ED 001 132

MF - \$1.25, HC - \$14.90

**BIG SCHOOL-SMALL SCHOOL: STUDIES OF THE EFFECTS OF HIGH SCHOOL SIZE UPON THE BEHAVIOR AND EXPERIENCES OF STUDENTS.**  
Barker, Roger G., Cooperative Research Program, Office of Education, Washington, D.C., 1962, 296p.

Studies were made in Kansas high schools to determine the effect of school size upon the behavior and experiences of students. The following areas were considered: the schools involved in the study, the data gathered from records and research, out-of-school activities, and the place of high school students in the total life of four small towns.

The assumption that a rich curriculum, varied extra-curricular activities, and good facilities necessarily mean rich experiences for the students is refuted. This refutation arises from the confusion between facilities and experiences. Most of the studies showed that the greatest participation in student government and extra-curricular activities, the largest percentage of students assuming leadership positions and responsibility, the most use made of a variety of courses offered, and the greatest involvement in community life came from those small school-small town adolescents.

Schools are specialized environments established in order to produce certain educational opportunities and effects. However, without student participation, enthusiasm, and responsibility, the educational process is not fulfilled, regardless of excellent facilities. Therefore, it appears that increasing school size, in and of itself, is a relatively ineffective means of achieving richness and variety in education.

ED 002 412

MF - \$0.25, HC - \$0.65

**SOME DEMOGRAPHIC CHARACTERISTICS OF RURAL YOUTH.**  
Beegle, J. Allan, National Committee for Children and Youth, Washington, D.C., 1963, 11p.

Rural youth, defined as those aged 15 to 24, comprise an important portion of the U.S. population. They number 7.5 million persons, with 5.7 million residing in rural-nonfarm areas and 1.8 million residing in rural-farm areas. Rural-nonfarm and rural-farm youth in these ages form a larger percentage of their respective total populations than urban youth. Rural youth aged 15 to 19 are more numerous than those aged 20 to 24, because of out-migration. Rural youth are more concentrated in the South than in any other region. Of the 7.5 million rural youth, approximately 925,000 are nonwhites. Nonwhites represent slightly more than 11 percent of the rural-nonfarm youth but nearly 15 percent of rural-farm youth. Sex ratios of males per 100 females are high in rural populations. Among rural-nonfarm youth aged 15 to 24, the sex ratio is

113 to 6; among rural-farm youth of these ages, the sex ratio is 120 to 4. These high ratios are associated with the high rate of out-migration of females from rural areas, and with the location of military bases and penal institutions in rural areas. The age group under consideration covers the period in which most marriages occur in the United States. Approximately 1 in every 6 or 7 females aged 15 to 19 in rural areas is married, whereas only about 1 in 25 or 30 males of this age is married. At each age between 14 and 24, lower proportions of rural than urban youth are enrolled in school. The age of 15 to 24 is the one in which most youths enter the labor force. For urban males 14 and 15 years old, the percentage in the labor force ranges from 12 to 23 percent; for rural males, the comparable range in percentage is from 77 to 91. The rural-nonfarm population will keep pace with urban growth; the rural-farm portion will decline.

ED 002 415

MF - \$0.25, HC - \$0.70

#### ECONOMIC BASES AND POTENTIALS OF RURAL COMMUNITIES.

Bachmura, F. T., and Southern, J. H., National Committee for Children and Youth, Washington, D.C., 1963, 12p.

An economic approach to rurality is presented. There has been a steady reduction in the importance of agricultural employment. Many rural areas are disadvantaged. Economic difficulties contribute to out-migration and population losses in rural areas and are reflected in higher per capita costs for local governmental expenditures. Out-migration has reduced the proportion of the rural population in the productive ages and has increased the proportion in the dependent age classifications. Opportunities for female labor force participation and for full-year employment are reduced. Lower levels of education among rural persons hinder economic well-being in rural areas.

Although agricultural employment in rural areas is high, manufacturing employment for both the rural-farm and the rural-nonfarm population is also high. Much nonagricultural employment in rural areas is in low labor productivity industries. There is much underemployment. Policies designed to correct underemployment emphasize the population factor particularly and out-migration. Increasing capital investment for industry located in rural and small-town areas represents an alternative policy. The latter alternative involves movement of capital.

Capital availability in rural areas is unfavorable according to such measures as volume of commercial bank deposits per capita, the proportion of current public expenditures financed through funding operations, and the availability of the resources of other financial sources. New capital expenditures in manufacturing proceed more slowly in the more rural counties. The urban location of nonagricultural wealth exaggerates the adverse capital availability. The geographical availability of inherited wealth is also adversely situated. If unchanged, these imperfections in the capital market will serve to perpetuate the economic disadvantages confronting rural communities. A number of Federal programs provide means whereby persons in rural areas can improve local economic situations.

ED 002 579

MF - \$0.25, HC - \$2.20

EDUCATION IN APPALACHIA.  
Ciaccio, Jack, 1964, 42p.

Background information in identifying educational programs needed for those living in poverty in the Appalachian region is provided. The region includes 10 states and 15.3 million people, is rural, and possesses poor resources. Unemployment is high, while income and educational attainment are low. Schools are poorly equipped, classes are large, and teacher quality is poor. Educational expenditures have lagged by 50 percent of the average United States figure, because of low incomes and inadequate efforts.

Outmigration has been heavy, and the decreased school enrollment has led to a reluctance to replace, equip, or maintain already inadequate school facilities. Outmigration should be encouraged, however, to reach greater equilibrium between population and resources. It remains a problem, however, to train and educate the migrants to succeed and compete in outside communities. A major highway program is needed to facilitate school consolidations and to increase and extend the people's perception of the outer world. Adult education programs are needed, both to increase income potential and to raise the educational aspirations of children. The people are eager for self-improvement and education. The solution lies not so much in problems of cultural integration as in the economic development which comes with education.

Unsuccessful efforts have been made at the county and state levels to improve resources and to attempt coordination. In recent years, there has been marked growth of interest in improving conditions. Special educational and training programs include the President's Appalachian Regional Commission, Eastern Kentucky Regional Planning Commission, Eastern Kentucky Emergency Program, Appalachian Volunteers, Adult Education, West Virginia Programs, and Federal education programs.

ED 002 625

MF - \$0.25, HC - \$0.70

SPECIAL PROBLEMS IN FINANCING RURAL EDUCATION.  
National Education Association, Washington, D.C.,  
1963, 12p.

Sparsity of population, a migratory population, and an ethnic population influence the rising costs of rural education. An important goal in financing rural education is to provide local school boards with the flexibility necessary to meet any financial needs that arise.

Local school support comes mainly from property tax, state school support from revenue on sales and income taxes, and Federal support from income tax revenue. States allocate support to local schools by granting a given amount per pupil or per classroom for all school purposes, by basing the grant on the wealth of the local school district, and by basing the grant on a fixed sum for all school districts. State aid systems consist of various combinations of these principles. Adjustment in state aid for sparsity of school population, aid for transportation, and aid for buildings can all be accommodated within this framework.

Local school boards should have the decision-making power in regard to the school program backed by the promise of sufficient financial support to put the program into practice.

ED 002 646

MF - \$0.25, HC - \$0.50

CHILD LABOR STANDARDS AND SCHOOL ATTENDANCE LAWS AS THEY RELATE TO RURAL YOUTH.

National Committee for Children and Youth, Washington, D.C., 1963, 8p.

Federal and State legislation on child labor standards and school attendance are discussed. Often these laws do not recognize the differences in educational needs between urban and rural areas. Data are presented on the degree of unemployment and on the cause of youth unemployment. Rural youth, both in their original homes and in the cities to which they migrate as they move out of agriculture, constitute an excessive proportion both of underemployed and undereducated youth.

Recent and pending changes in the child labor laws are discussed. One recent change is the Migrant Health Act which will alleviate the immediate and critical health problems. Several bills have been introduced in the 88th Congress. One bill is designed to provide the states with financial assistance to improve the educational opportunities of migrant workers and their children. A second is designed to establish day-care services for children of migratory farm workers, and would authorize \$750,000 for matching grants to states to establish and operate day-care centers for migrant children. A third is designed to regulate the employment of children in agriculture. This measure would close the gap existing under Federal laws which do not regulate the employment of children when school is not in session.

ED 002 857

MF - \$0.50, HC - \$4.50

LONG-TERM STUDY OF EDUCATIONAL EFFECTIVENESS OF NEWLY FORMED CENTRALIZED SCHOOL DISTRICTS IN RURAL AREAS.

Kreitlow, B. W., University of Wisconsin, Madison, 1962, 88p.

The basic purposes of this study were—(1) to ascertain whether or not school district reorganization is worthwhile in terms of time, effort, and expenditure of funds, and (2) to determine the effects of such school district reorganizations on the educational outcomes of the school. The sampling consisted of 10 Wisconsin communities—5 with reorganized and 5 with nonreorganized school districts. The communities in the two groups were matched on the bases of such factors as wealth, population, topography, type of farming, propinquity to urban areas, size, and density of population. All first-grade children (circa 700) in these communities were studied. Longitudinal studies of these children will extend well past the termination date of this project—they will be restudied intensively at grades 6, 9, and 12 and also 5 years after their graduation from high school.

A wide range of data was collected on the teachers, students, administrators, and community characteristics of the 10 districts. On 13 separate teaching aids and supplementary material and achievement test scores, the advantage favored reorganized schools. Expenditures and socioeconomic contacts related no significant changes. Further research is recommended. (GC)

ED 010 168

MF - \$0.75, HC - \$8.55

**DEVELOPING PROCEDURES FOR THE INSERVICE EDUCATION OF SCHOOL ADMINISTRATION.**

Edmonds, Fred, and others, College of Education, University of Kentucky, Lexington, 1966, 169p.

On-the-job inservice education for school administrators was investigated in four rural, culturally deprived, and economically depressed school districts. The investigations consisted of a team of specialists in school administration, curriculum, supervision, and inservice education working with teams of school administrators in local school districts. One objective was to determine the extent of modified performance when participating administrators were helped (1) to conceptualize their administrative jobs, (2) to clarify their administrative organizations, (3) to identify their school problems, (4) to formulate solutions for their school problems, and (5) to evaluate consequences of their administrative performance. Another objective was to experiment with field work as a part of the advanced preparation of promising young administrators by including them as members of the college interdisciplinary team. Data on the concepts, procedures, performances, and instructional programs associated with 64 administrators were collected by questionnaires, Q-sorts, and staff observations. Results showed that the administrators did reformulate their job concepts, redefine their roles, and modify their concepts of their school's ultimate purposes. (JM)

ED 010 181

MF - \$0.75, HC - \$7.50

**A STUDY IN COMMUNICATION BETWEEN HIGH SCHOOL TEACHERS OF VOCATIONAL AGRICULTURE AND SOCIO-ECONOMICALLY DISADVANTAGED YOUTH BY THE USE OF SEMANTIC DIFFERENTIAL.**

McMillion, Martin B., University of Illinois, Urbana, 1966, 148p.

The study attempted (1) to determine whether or not socioeconomically disadvantaged pupils and two other socioeconomic groups of pupils in secondary school grades placed a significantly different connotative meaning on selected words and phrases which are of importance to vocational education in agriculture, (2) to determine whether or not the connotative meaning which the agriculture teachers of these pupils placed on the words and phrases was more like that of the higher socioeconomic pupils than that of the lower socioeconomic pupils, and (3) to determine the extent

to which teachers recognize any difference in connotative meaning for selected words and phrases which may exist among the various classifications of pupils. A stratified random sample of 240 high school students completed a semantic differential instrument. Multivariate analysis of variance was the major statistical procedure employed in the study. Among other recommendations, it was suggested that low-status pupils value leadership more highly than do high-status pupils and should be afforded opportunities to assume positions of leadership. (JM)

ED 010 269

MF - \$0.50, HC - \$6.10

PROGRAMED INSTRUCTION FOR SUPERIOR STUDENTS IN SMALL HIGH SCHOOLS, INTERIM REPORT FOR PROJECT YEAR NO. 1.  
Gemmell, James, and Page, William, Clarion State College,  
Clarion, Pennsylvania, 1965, 120p.

A study reported what happened when programed materials were made available to able students attending small high schools. Four hundred students from 20 high schools participated in this phase of the project. A college-level programed course in first semester introductory descriptive statistics and a course in human behavior were given to the students. It was found that, despite an enthusiastic beginning, loss of effort toward completing course work using programed materials was both steady and substantial. (LP)

ED 010 273

MF - \$1.00, HC - \$11.60

EDUCATIONAL ASPIRATIONS OF FARM BOYS AND GIRLS.  
Slocum, Walter L., College of Agriculture, Washington  
State University, Pullman, 1966, 230p.

The educational and occupational aspirations of rural high school students were studied in relation to social, cultural, and economic factors. Questionnaires were administered to and completed by 3,535 rural high school students. Supplemental information was gathered by personal interviews with 992 students. Counselors, administrators, and teachers rated a sample of 400 students on academic ability and occupational suitability. Parents provided information on income, educational values, and aspirations. Contrary to expectation, the study did not confirm previous findings concerning the aspirations of farm boys and girls. More farm boys than nonfarm boys aspire to attend college, but the aspirations are unrealistic in the light of college expense and the influence of high school grades on college success. (RS)

ED 010 643

MF - \$0.50, HC - \$6.35

THE EFFECT OF PROGRAMMED INSTRUCTION IN SPECIAL SKILLS  
DURING THE PRESCHOOL PERIOD ON LATER ABILITY PATTERNS  
AND ACADEMIC ACHIEVEMENT.

Long, Eugene R., Jr., University of North Carolina, Chapel  
Hill, 1966, 125p.

Groups of Southern, rural, preschool children, approximately half of whom could be considered to be culturally deprived, were used to test four possibilities. These were that (1) intelligence might be modifiable, (2) intelligence could be viewed not only as a single behavioral domain, but also as a number of such domains, (3) cultural deprivation could imply low levels of intellectual functioning which result not only from lack of prior stimulation but also from inadequate discriminative training, and (4) training might profitably be given in the various intellectual repertoires if appropriate programs could be constructed and if precise reinforcing contingencies would be arranged and controlled by means of automated devices. The research was directed by five questions derived from the possibilities considered. The conclusions were—(1) only qualified answers to those questions can be given, (2) the data gathered raised as many questions as were answered, and (3) the possibilities considered were only partially supported. (TC)

ED 010 859

MF - \$0.25, HC - \$2.85

THE ARDA PROGRAMMES ON COMMUNITY DEVELOPMENT.

Lanctot, Jean B., Agricultural Rehabilitation and Development  
Administration, Department of Forestry, Ottawa, Ontario,  
Canada, 1965, 55p.

This background paper describes the purposes of the Canadian Agricultural Rehabilitation and Development Act (ARDA) as expressed in the Federal-Provincial Rural Development Agreement for 1965-70. The ARDA programs, intended mainly to improve rural income and employment opportunities, include research, land use and farm adjustment, rehabilitation, rural development staff and training services, special assistance to rural development areas, comprehensive development of specially designed areas, soil and water conservation, and public information services. Community development is discussed as an instrument of social and economic progress involving democratic decision-making, as well as close Federal and provincial cooperation, a broader, more flexible approach to social work, a holistic approach to research, increased local participation in manpower rehabilitation and mobility programs, and local cost-sharing. Financial and training provisions are noted. Information on required skills and background of specialized personnel, local and area voluntary leaders, generalists conducting group action, and trainers of personnel is included. Fundamental problems of planning are considered. The document includes appendixes. This background paper was distributed at the Institute of the National Committee of Canadian Schools of Social Work (2nd, Toronto, November 25-28, 1965). (LY)

ED 010 964

MF - \$0.25, HC - \$1.55

CAREER SELECTION EDUCATION FOR STUDENTS ATTENDING SMALL ISOLATED SCHOOLS.

Stutz, Rowan C., Western States Small Schools Project, Salt Lake City, Utah, 1967, 29p.

This document lists the assumptions upon which the career selection education project is based and the criteria for a school's participation in the project, as developed by the Western States Small Schools Project. The objectives of the project are to aid students make realistic career selections, develop skills and competencies useful in many careers, and develop specific job entry skills. A career selection agent administers the program and coordinates the general education and vocational education divisions of each student's program. An integral part of the program is the effective use of community resources for work experience, exploration, observation, and analysis. Attached appendixes include a specific outline of the career selection education projects at Virgin Valley High School, Mesquite, Nevada, and Patagonia High School, Patagonia, Arizona, and an outline of the test battery used in the project. (FS)

ED 010 968

MF - \$0.25, HC - \$2.60

PERCEPTIONS OF THE TEACHER'S ROLE IN THE SMALL RURAL SCHOOL.

Borg, Walter R., Western States Small Schools Project, Denver, Colorado, 1965, 50p.

A research survey is described which examines the teacher's role in the small rural school as it is perceived by principals and teachers currently employed in small rural schools, by faculty members in colleges and departments of education, and by teacher training students in five states participating in the Western States Small Schools Project. The document presents the objectives, procedures, types of questionnaires, the resulting data, and the summary and conclusions that were identified with this study. (JH)

ED 010 971

MF - \$0.25, HC - \$1.50

A COMPREHENSIVE REGIONAL APPROACH TO SMALL SCHOOL DEVELOPMENT.

Ovard, Glen F., and others, Western States Small Schools Project, 1965, 28p.

This brochure summarizes the Western States Small Schools Project. Included are the project's basic assumptions, criteria for membership, a list of the five participating states, the history of the project, a description of four major projects organized to promote small school improvement, significant results of project activities, a career

selection education program, and the many diverse projects of the participating states. The Arizona project attempts to meet the needs of both students and teachers for individualizing the teaching-learning process. The Colorado project is concentrating on new methods, techniques, and organizational patterns. The Nevada project employs a variety of instructional media or materials to reduce the effects of smallness and isolation. The New Mexico project is emphasizing linguistic reading, improved preparation for culturally deprived rural children, and Spanish for Spanish-speaking children. The Utah project is developing guidelines for an environment to stimulate and encourage independent study in individualized programs of instruction, explore approaches to meeting the problem of early cultural deprivation, and demonstrate the effective use of educational television in small schools. A directory of the project directors and the policy board is also included. (RB)

ED 010 972

MF - \$0.25, HC - \$0.40

RESPONSIBILITIES OF A MEMBER UPPER MIDWEST SMALL SCHOOLS  
PROJECT SCHOOL.

Knudsvig, Everett C., College of Education Record, 1966, 6p.

The effective use of flexible scheduling, instructional aids, and modern technological techniques in small school systems is imperative if the individual student needs are to be met. Flexible scheduling and the use of correspondence courses maximize opportunities in a limited curriculum. The use of an amplified telephone in a classroom is discussed. The necessity of well-equipped libraries to supplement the curriculum cannot be overlooked. (JM)

ED 011 068

MF - \$0.50, HC - \$3.55

RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL  
EDUCATION--NON-METROPOLITAN AREAS.

Thomas, Robert W., Iowa State University of Science  
and Technology, Ames, 1966, 69p.

A strategic intelligence unit and a research activities unit were the two main components of this project for research and development in problems of vocational and technical education for nonmetropolitan areas. Problem conceptualizations and interdisciplinary research were the activities of these two project components. The primary function of the strategic intelligence unit was to provide information regarding vocational and technical education and to concern itself with perception, assessment, and articulation of the existing social environment as it impinges upon vocational and technical education. The research activities unit, designed to research problems of education for nonmetropolitan areas, pursued activities in human resource development, occupational opportunities, and educational resources development and training. The appendix to this report is ED 011 069. (GD)

ED 011 069

MF - \$1.00, HC - \$12.90

PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND  
TECHNICAL EDUCATION—NON-METROPOLITAN AREAS. APPENDIX  
OF FINAL RESEARCH REPORTS.

Mahlstede, John P., and others, Iowa State University of  
Science and Technology, Ames, 1966, 256p.

Reports were submitted of eight research projects conducted by different principal investigators who investigated research and development activities in vocational and technical education for nonmetropolitan areas. The reports treated such subject areas as the decision-making process of school districts, occupational problems and vocational training needs of high school dropouts, interrelationship of home environment and employment, manpower requirements and demand in agriculture, the contribution of psychology to interdisciplinary research, determinants of post-high school educational and occupational choices, legal and political strategies for implementing vocational programs, and predictions of change in technology, jobs, and vocational training needs. This report is an appendix to ED 011 068. (GD)

ED 011 070

MF - \$0.75, HC - \$9.60

PROGRAMED INSTRUCTION FOR SUPERIOR STUDENTS IN SMALL HIGH  
SCHOOLS.

McLain, John D., and Kovacs, Frank W., Clarion State College,  
Clarion, Pennsylvania, 1967, 190p.

Superior students in rural high schools were given programed instruction in selected subject areas to determine if a nondirective method of diffusing an innovation, like programed instruction, was appropriate for dissemination in a rural environment. The effects of the cooperative demonstration project on students, parents, teachers, and high school administrators were measured by the attitude toward programed instruction inventory and the semantic differential scale. Results showed that predisposition of the individual to either adoption or rejection will affect the rate and final decision regarding the acceptance or rejection of the innovation. The investigator recommended that premeasures should be employed to determine the predisposition of the target population and concluded that the nondirective method of diffusing an innovation was appropriate for the dissemination of programed instruction in a rural environment. The use of newsletters proved to be an important contribution to the success of the project, and where dissemination is an objective, the investigator recommended the use of similar means of communication with the target audience. (GD)

ED 011 205

MF - \$0.25, HC - \$1.35

RURAL EDUCATION IN TRANSITION, A STUDY OF TRENDS AND PATTERNS IN LOUISIANA.

Smith, Marion B., and Bertrand, Alvin L., Louisiana State University, Baton Rouge, 1963, 25p.

Population trends, defined as distribution, composition, and changes in numbers were determined in this document for the state of Louisiana. Data were gathered from publications of the Bureau of the Census, the Louisiana State Department of Education, and questionnaire responses of high school juniors and seniors in selected sample schools. The effect of rural population trends on rural education was emphasized. Curricula of rural schools and qualifications of rural school teachers were discussed. Also included was a 1959 case study of rural schools in a French culture parish and a non-French culture parish. The document concluded that (1) deficits in the quality of education and the need for additional teachers and classrooms would not be a serious problem of Louisiana rural schools in the near future, (2) school attendance was no longer a problem, (3) rural schools were not serving a population that was planning for careers in agriculture, and (4) familiarity with rapid changing population and sociocultural patterns was necessary for persons concerned with rural education planning. (FS)

ED 011 206

MF - \$0.50, HC - \$3.05

INNOVATIONS FOR INSTRUCTIONAL IMPROVEMENT.

Cushman, M. L., and Sturges, A. W., School of Education, University of North Dakota, Grand Forks, 1965, 59p.

The Catskill Area Project in Small School Design, the Rocky Mountain Area Project for Small High Schools, the Western States Small Schools Project, and the Texas Small Schools Project are described and compared. Financial support comparisons are made. Methods of improving instruction are divided into teacher-centered and administrator-centered activities. Teacher-centered activities include multiple classes, team teaching, use of teacher's aides, shared services, modification of facilities, and the use of programmed materials. Administrator-centered activities include flexible scheduling, use of special materials, inservice training, non-grading procedures, technological developments, and curricular changes. Implications for change listed are (1) a regional concept of projects, (2) centralized financial assistance, (3) concentration in specific areas by a project, (4) sound financing and organization, (5) limited membership per project, and (6) cooperation with state departments of education for improvement of these projects. A bibliography is included. (FS)

ED 011 207

MF - \$0.25, HC - \$0.45

POLICIES FOR THE TEXAS SMALL SCHOOLS PROJECT, 1962.  
Texas Small Schools Association and Texas Education  
Agency, 1962, 7p.

Criteria for participation in the Texas Small Schools Project were presented. The criteria for participation included a total school enrollment of 500 or less, meeting accreditation standards, expressing an interest in improving their school programs, and being willing to cooperate with other project members. Outlines of the goals and policies of the project, including the activities of the project staff, procedures for entrance into the project, and activities of schools participating in the project were listed. (FS)

ED 011 216

MF - \$0.25, HC - \$0.85

BLOOMINGTON BASE THREE PLAN FOR SMALL HIGH SCHOOL CURRICULUM  
DEVELOPMENT.

Pellegrin, Joseph, Bloomington Community Schools, Wisconsin,  
1966, 15p.

A curriculum plan has been developed by the Bloomington, Wisconsin, community schools to expand curriculum offerings by 30 percent using existing teaching staff and physical facilities. The school day is divided into 21 modules of 19 minutes each. Seven modules are grouped into a block. Three blocks constitute a school day. The school year is divided into three quarters of 13 weeks each. At least two academic students are taken for one quarter and then dropped, with two others substituted. One time block each day throughout the year is devoted to manipulative skills. Teacher preparation time constitutes one third of the teaching day. Results will be tabulated and categorized for final evaluation at the end of the 1966-67 school year. (JM)

ED 011 222

MF - \$0.25, HC - \$2.15

ALASKA STATE DEPARTMENT OF EDUCATION, JUNEAU.  
TIPS FOR TEACHERS.

Alaska State Department of Education, Juneau, 1961, 41p.

This handbook was prepared for use by all teachers in the rural schools of Alaska, and specifically for the beginning teacher in one- or two-room schools. It includes information about basic policy, pre-school procedures, the first day, the first week, the first month, a suggested schedule for a one-teacher school, factors in curriculum adjustment, suggested teaching aids, and applications for boarding schools. Also included are a list of recommended professional references and sources of materials. (RB)

ED 011 315

MF - \$0.25, HC - \$1.40

BIBLIOGRAPHY ON THE CULTURALLY DISADVANTAGED. SUPPLEMENT  
III.

Harvard University, Cambridge, Massachusetts, 1966, 26p.

This bibliography supplement lists material on various aspects of the culturally disadvantaged. Approximately 220 unannotated references are provided to documents dating from 1963 to 1966. Journals, books, and report materials are listed. Subject areas included are preschool programs, neighborhood development programs, short-term group counseling, rural youth, social change, and migrant children. (TC)

ED 011 359

NOT AVAILABLE FROM EDRS

STYLE OF ADULT LEADERSHIP AND PERSONAL CHARACTERISTICS  
DESIRED IN AN ADULT LEADER BY LOW SOCIO-ECONOMIC RURAL  
YOUTH.Apps, Jerold W., University of Wisconsin, Madison, 1967,  
207p.

The purpose of this study was to determine factors related to the recruitment and training of volunteer adult leaders for work with lower socioeconomic rural youth in university extension youth programs. Specifically, the study was concerned with comparing rural youth of different socioeconomic statuses as to their perception of personal characteristics in an adult leader, and style of adult leadership desired. The sample was youths in grades 5 through 8, 176 of lower socioeconomic status and 174 of higher socioeconomic status. Socioeconomic status was measured by education and occupation of the head of the house, and family possessions. The desired style of leadership was determined by asking the youths to select either a democratic, laissez-faire, or authoritarian type of leader. The desired personal characteristics were determined by the youths' description of what they wanted in a leader, six categories being provided--skills and talents, social skills, kindness and helpfulness, respect for young people, physical characteristics, and authoritativeness. The conclusions revealed that rural youth, regardless of status, wanted the personal characteristics of kindness and helpfulness, and a democratic style in an adult leader. Other conclusions were based on differences in age, sex, grade level, and socioeconomic status of rural youth. This material was submitted as a dissertation to the University of Wisconsin, 1967, 207 pages. (PG)

ED 011 460

MF - \$0.25, HC - \$0.40

## SCHOOL PROGRAM EVALUATION.

Texas Small Schools Project, Austin, 6p.

This document outlines general guidelines, types of information to gather, and procedures for an adequate school evaluation program. Written

primarily for schools in the Texas Small Schools Project, this document could well be used by any small school interested in self evaluation. A short bibliography of evaluation materials is included.  
(DD)

ED 011 461

MF - \$0.25, HC - \$1.40

SHARING EDUCATIONAL SERVICES.  
Catskill Area Project in Small School Design,  
Oneonta, New York, 1960, 26p.

Shared services, a cooperative school resource program, is defined in detail. Included is a discussion of their need, advantages, growth, design, and operation. Specific procedures for obtaining state aid in shared services, effects of shared services on the school, and hints concerning shared services are described. Characteristics of the small school are also included. This document is also available from the Catskill Area Project in Small School Design, State University College of Education, Oneonta, New York, for \$0.50. (FS)

ED 011 462

MF - \$0.25, HC - \$1.55

CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN.  
Catskill Area Project in Small School Design,  
Oneonta, New York, 1959, 29p.

Characteristics of the small school, as proposed by the project, are listed. Five areas of school operation are discussed in detail—(1) multiple classes, including supervised correspondence courses, (2) flexible schedules, (3) use of school aides, (4) uses of electronic communication, and (5) shared services and talented youth. A map locating the 22 central schools participating in the project and a brief outline of goals for the development of small school operation are included. This document is also available from the Catskill Area Project in Small School Design, State University College of Education, Oneonta, New York, for \$0.50. (FS)

ED 011 463

MF - \$0.25, HC - \$2.00

MULTIPLE CLASSES--LEARNING IN SMALL GROUPS.  
Hodgdon, Evelyn, and others, Catskill Area Project in  
Small School Design, Oneonta, New York, 1961, 38p.

Multiple classes are defined as those in which the teacher guides the learning endeavors of two or more groups of pupils in two or more courses in one room, and in the same period of the daily schedule. Some examples are described, and the ability of multiple classes to meet certain needs, specific procedures for starting multiple classes, use of learning materials and equipment, and efficient use of space in multiple

classes are discussed in detail. A discussion of small group learning is included. This document is also available from the Catskill Area Project in Small School Design, State University College of Education, Oneonta, New York, for \$0.50. (FS)

ED 011 474

MF - \$0.25, HC - \$1.90

INDIVIDUALIZING INSTRUCTION IN SMALL SCHOOLS.

Stutz, Rowan C., and Merrell, Russell G., Western States Small Schools Project, Salt Lake City, Utah, 1966, 36p.

This document discusses procedures and potentials for individualizing instructional programs in small rural schools. Four factors are seen to be operant in the individualization process. These are the instructor, the curriculum and supplementary materials, administrative practice, and physical facilities. New instructional procedures should be instituted with a concomitant redefinition of the role of the teacher. It is suggested that the curriculum be reorganized into a common curriculum to be taken by every student, an alternative curriculum to meet the needs of local economic situations, and an individual curriculum to provide opportunities for special skills and talents. Suggestions for administrative reorganization to provide for individual differences are included. Ideas for modification of existing facilities and construction of new physical structures are presented. Free copies of this document are also available from the WSSSP Coordinator, Suite 1300 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111. (JM)

ED 011 499

MF - \$0.25, HC - \$2.40

INDIVIDUALIZED READING PROGRAM FOR ELEMENTARY GRADES.

Nichols, Marguerite, and others, Colorado Western States Small Schools Project, Denver, Colorado, State Department of Education, Denver, 1964, 46p.

An individualized reading program for grades 2, 4, and 5 was initiated at Plateau Valley School in Collbran, Colorado, in an effort to raise the achievement level of culturally disadvantaged youth in rural areas. The program at each grade level is described in terms of the methods used to gather preliminary data, in the selection and use of materials, in planning and conducting class activities, in trying new methods and techniques, and in evaluating the results. Examples of pupil reading record books, tests, reading inventories, reading profiles, class-sharing ideas, questions used with independent reading, and book review forms are included. Uses of the Science Research Associates (SRA) reading labs, Weekly Reader, and basal reader materials are described. The program was evaluated on the basis of (1) student achievement on the SRA achievement tests, Scott Foresman tests, Iowa Tests of Basic Skills, Weekly Reader tests, and anecdotal records and student behavior changes; (2) teacher changes in methods of teaching and attitudes toward job and interest of nonproject

teachers; and (3) effects on school and community as indicated by changes in school operations and community involvement, acceptance, and interest. Test scores for the three classes are given. (LS)

ED 011 785

MF - \$0.25, HC - \$0.65

EDUCATIONAL NEEDS OF RURAL YOUTH.

Lindstrom, D. E., Journal of Cooperative Extension,  
Spring 1965, 11p.

The author discusses the present status of educational opportunities and needs of rural youth. Evidence indicates that most rural youth do not plan to attend college, and that these noncollege bound students do not score as well on aptitude and achievement tests as those planning on college. Approximately 80 percent of these students do not feel they would be prepared for employment upon leaving high school. The author concludes that substantial development of extension education programs could provide the necessary post-high school training programs for skilled and technical employment. (JM)

ED 011 791

MF - \$0.25, HC - \$2.45

COLORADO WESTERN STATES SMALL SCHOOLS PROJECT. ANNUAL  
REPORT, JULY 1, 1963-JULY 30, 1964.

Nachtigal, Paul M., and Stenson, Wilbur L., Colorado  
State Department of Education, Denver, September 1964,  
47p.

This document is the annual report of the Colorado Western States Small Schools Project, July 1, 1963-June 30, 1964. The document identifies—(1) the member schools, (2) the areas of progress, (3) the areas needing improvement, (4) the programs in use, (5) the future programs, and (6) the annual workshop members. In addition, the participating teachers are listed by school and their project activity. (JH)

ED 011 800

MF - \$0.25, HC - \$0.55

FACTORS RELATED TO THE EDUCATION AND JOB PLANS OF  
RURAL YOUTH.

Lindstrom, D. E., Illinois Agricultural Economics, January  
1967, 9p.

This report of some of the factors influencing the educational and occupational plans of rural high school students was derived from a study of approximately 3,000 junior and senior high school students in Illinois. The study tried to determine the aptitudes and skills possessed by rural youth, to find the personal and sociopsychological characteristics of these youth, and to determine the kinds of education and training that would best fit them for the careers and occupations available to them. The author concluded that the educational and vocational needs of noncollege

prone rural youth are not adequately met. These students, who comprise the majority of the graduating students of most rural high schools, do not get as much help in future occupational planning as the college prone, and are poorly prepared for the lives they face after they graduate from high school. (DD)

ED 011 803

MF - \$0.25, HC - \$1.15

SCHOOL PURCHASE PRACTICES IN TEXAS.

Cooper, Lloyd G., and others, Texas University, El Paso, Texas Western College, May 1964, 21p.

This report from Texas Western College concerns the problems involved and current practices in Texas school purchasing departments. Two surveys were conducted by the college to investigate two areas. One was to determine superintendents' purchasing practices by school size, while the second was to determine, also by school size, the level and range of discounts given by manufacturers and suppliers of school equipment. The authors recommend that (1) workshops on school finance be held, (2) more school finance courses be introduced in college curriculums, (3) small school districts initiate cooperative purchasing programs, and (4) small cooperating school districts employ a purchasing specialist. (JM)

ED 011 806

MF - \$0.25, HC - \$1.20

RURAL YOUTH NEED HELP IN CHOOSING OCCUPATIONS.

Haller, Archibald O., and others, Michigan State University, East Lansing. Report Number Circ. Bull. 235, 1963, 22p.

This bulletin outlines the factors which hinder rural youth in obtaining jobs, particularly when they must compete with urban youth for the jobs. Factors discussed include occupational aspirations, cultural influences, level of education, financial support available, intelligence level, occupational choice, personality, self-concept, and social class. Also presented are possible improvements in rural education and vocational counseling. (CL)

ED 012 197

MF - \$0.25, HC - \$0.50

DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.

Hartenberger, Walter L., College of Education Record, December 1965, 8p.

Individualization of instruction is a distinct advantage of a small, rural high school. Five factors operant in individualization are the direct goal-centered influences of the community, teacher preparation, the classroom environment, use of the physical plant, and optimal use of school funds. Specific instructional innovations in Moccasin, Montana, schools are cited. (JM)

ED 012 198

MF - \$0.25, HC - \$1.85

ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED  
BY THE WELLS HIGH SCHOOL.

Borden, Charles, and Lloyd, Robert L., Nevada Western  
States Small Schools Project, Reno, 1965, 35p.

This report is a documentation of an individualized English program at Wells, Nevada, during the school years 1963-64 and 1964-65. The procedure, the methods, the objectives, the lesson assignments, samples of students' work, student and parent evaluation of the program, and conclusions are presented in detail. A bibliography of instructional materials is included. (JH)

ED 012 203

NOT AVAILABLE FROM EDRS

PERSONALITY ORIENTATIONS OF FARM, VILLAGE, AND  
URBAN BOYS.

Haller, A. O., and Wolff, Carole Ellis, Rural Sociology,  
September 1962.

This article and its supplement present the results of a survey of differences in values and aspirations of boys residing on farms, in rural nonfarm and village areas, and in small urban areas of Lenawee County, Michigan. The data include several work-related value orientations, as well as educational and occupational aspirations of the 17-year old schoolboys in 1957. Information was gathered by means of a questionnaire and a battery of tests administered by trained social psychologists. The results conclude that personality orientations are related to residence. Also included is a review of the statistical methodology, presented with later results, which further substantiate the previous conclusion. This article was presented as a paper at the Rural Sociological Society meetings (Pennsylvania State University, August 26, 1960). (CL)

ED 012 204

NOT AVAILABLE FROM EDRS

OCCUPATIONAL CHOICES OF RURAL YOUTH.

Haller, Archibald O., Journal of Cooperative Extension,  
Summer 1966.

This article reviews research literature on educational and occupational choices of farm boys, and the process by which their occupational performance is influenced. It concludes that geographic isolation and plans regarding farming influence the nonfarm occupational success of farm-reared youth. The article suggests practical programs to alleviate the occupational problems which rural youth face. (CL)

ED 012 206

MF - \$0.25, HC - \$1.10

## YOUTH ORGANIZATIONS OTHER THAN CHURCHES.

Sorenson, Roy, National Committee for Children and Youth,  
Washington, D.C., September 1963, 20p.

This paper presents the organizations, other than churches, which serve rural youth. It describes programs of such organizations as-- (1) the 4-H Club which is the largest in volume and spread, the Future Farmers and Young Farmers of America, the Grange, the American Farm Bureau Federation, the American Institute of Cooperation, the Future and New Homemakers of America, the national youth-serving agencies such as Boy Scouts, Girl Scouts, Camp Fire Girls, YMCA, YWCA, and (2) urban groups such as community centers, Big Brothers, Boys Clubs, and others. The monograph says that areas which need further exploration include--(1) cooperation between youth organizations and programs designed to cope with rural youth problems, (2) extension and enrichment of services to low income families, and (3) expansion of agencies and programs for rural youth who have moved into urban areas. (SF)

ED 012 208

MF - \$0.50, HC - \$3.75

## REMOTE HIGH SCHOOLS--THE REALITIES.

Ford, Paul, and others, Northwest Regional Education Lab.,  
Portland, Oregon, April 1967, 73p.

This study was conducted at two urban high schools and three small, remote high schools in the State of Washington in an effort to investigate student-teacher activities and relationships, and to explore, in depth, any educational advantages and/or disadvantages accruing to the small high school. General findings of the study indicated that there is greater opportunity for student-teacher interaction in a small high school, but lack of facilities and subject offerings have a tendency to produce a kind of educational deprivation in comparison with the larger high school. The study recommended that it be determined which remote high schools were absolutely necessary, the rest to be consolidated, and state funds made available to bring the facilities and curricular offerings of the remote high schools more in line with those of the larger high schools. (BR)

ED 012 322

MF - \$0.25, HC - \$2.35

FACTORS RELATING TO OCCUPATIONAL AND EDUCATIONAL DECISION-  
MAKING OF RURAL YOUTH. RESEARCH SUMMARY.

Horner, James T., and others, Nebraska University, Lincoln,  
College of Agriculture, Report Number DOA-EDUC-Rep. 1, April  
1967, 45p.

Studies of sociological, economic, educational, and psychological factors influencing the occupational and educational decision-making by rural youth were reviewed. Included were studies of aspirations,

migration and mobility, socioeconomic scale, occupational choice, cost and benefit of education, educational and occupational attainment and achievement, and pursuit of higher education. Conclusions included— (1) fewer capable rural males attend college than urban males, (2) economic factors generally do not appear to be a major decision-making factor. Occupation of father, attitudes of parents towards education, and education of parents are influencing factors, (3) rural-urban migration is greater near large cities than in remote rural areas, (4) farming is transmitted from father to son in larger proportions than other occupations, and (5) on-the-job experience is an important factor influencing decision-making. A 149-item bibliography is included. (JM)

ED 012 629

NOT AVAILABLE FROM EDRS

THE SMALL HIGH SCHOOL—ITS STRENGTH AND LIMITATIONS.  
Bohrson, Ralph G., 1963.

The controversy regarding the program effectiveness of small schools has been based on nine invalid assumptions regarding the number of students involved, problems of teaching, program quality and teaching, school redistricting, educational finance, curriculum, leadership role, inherent strengths, and quality as a function of numbers. The major thesis of this article is dual in nature and states that the old solutions are not adequate for the modern small school in which the chief administrator is the only one who can really do anything about true improvement. If the objectives are sound, the small school can be a good school if the newest research supported programs in organization, operation, curriculum development, and methods are applied. The administrative personnel of the small school is the single most critical factor and is the most accurate indicator of quality or lack of quality. The article concludes that the supply of able leaders is woefully lacking. This article is a reprint from "The Bulletin" of the National Association of Secondary School Principals, Volume 47, Number 282, April 1963. (JS)

ED 012 639

MF - \$0.25, HC - \$1.80

CAREER CHOICES OF RURAL YOUTH IN A CHANGING SOCIETY.  
Burchinal, Lee G., and others, Agricultural Experiment  
Station, University of Minnesota, Minneapolis, 1962,  
34p.

This pamphlet discusses factors which influence occupational choices of rural youth. It also compares (1) the career choices of rural and urban youth, (2) the occupational achievements of rural and urban youth, and (3) the factors which differentiate between farm-reared boys planning to farm and those planning nonfarm careers. Suggestions for programs to help rural youth in career selection are included. (CL)

ED 012 644

MF - \$0.25, HC - \$1.30

PROGRAMS FOR THOSE RURAL SCHOOLS WHICH ARE NECESSARILY  
EXISTENT.

Bohrson, Ralph G., and Gann, Elbie L., National Committee  
for Children and Youth, Washington, D.C., 1963, 24p.

Necessarily existent rural schools are defined as those whose student body is limited due to extremes of distance, terrain, climate, or sparse population. Documented reports of projects completed and in progress point out the following promising practices--nongraded instruction, team teaching, utilization of teacher aides, multiple class teaching, shared services, flexible scheduling, and modified self-instruction. The greatest problem is enlightened leadership for the small school. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 645

MF - \$0.25, HC - \$1.30

AREA AND COOPERATIVE APPROACHES TO PROVIDING SUPPLEMENTAL  
EDUCATIONAL SERVICES.

Rhodes, Alvin E., National Committee for Children  
and Youth, Washington, D.C., 1963, 24p.

The basic purpose of supplemental educational services is to enhance the teaching-learning process. General service areas which all school districts should have are--a qualified instructional staff, competent administrative personnel, well-constructed buildings, good courses of study and curriculum material, guidance services, health supervision, and special services for handicapped and atypical children. The one factor which has impeded the development of supplemental services has been population concentration. School districts with sparse population have not been able to provide effective programs of supplemental services. Corollary problems include inadequate financial support, inefficient use of present funds, lack of proper staffing, inefficient use of personnel, poor program scope and balance, weak program continuity, and insistence upon maintaining local control. The author concludes that interdistrict organization and cooperation would solve the aforementioned problems and encourage good district organization. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (JS)

ED 012 646

MF - \$0.25, HC - \$0.80

THE EMPLOYMENT SERVICE AND RURAL YOUTH.

Levine, Louis, National Committee for Children and  
Youth, Washington, D.C., 1963, 14p.

The increasing American technological level has decreased the level of available farm occupations. Because of this, rural youth are urged

to continue their education, since job placement will probably be in urban areas. Rural youth will receive help from the United States Employment Service (U.S.E.S.), which is attempting to reduce and prevent unemployment in rural areas, as well as study the special employment problems of rural youth. U.S.E.S. services involve the dispersal of occupational information, testing and counseling, and job placement. Special programs include experimental programs of individual economic adjustment, employment services for remote areas, training programs, and orientation for those who migrate to the urban areas. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (JS)

ED 012 648

MF - \$0.25, HC - \$0.95

DEVELOPMENT OF JUVENILE COURT SYSTEMS IN RURAL AREAS.

Felton, Joseph B., National Committee for Children and Youth, Washington, D.C., 1963, 17p.

This paper states that the juvenile court is relatively new in American jurisprudence, the first one having been established in 1899. Uniform standards were developed in 1923 and have been revised five times since, but adoption into state laws has been slow. Philosophy of the juvenile court is personalized and individualized justice. To carry out this concept, a model program should include (1) a qualified judge, (2) adequate physical facilities, (3) trained probation officers, and (4) adequate community support. Since most rural communities cannot finance adequate facilities and services by themselves, the author suggests that statewide juvenile court systems be established. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 649

MF - \$0.25, HC - \$0.70

INCIDENCE OF EMOTIONAL DISTURBANCE AND MENTAL ILLNESS AMONG RURAL CHILDREN AND YOUTH.

Jenkins, Richard L., National Committee for Children and Youth, Washington, D.C., 1963, 12p.

The incidence of emotional disturbance of mental illness appears to be low in rural youth, and even lower in rural children. Types of emotionally disturbed children and youth are the brain damaged, the over-anxious, the withdrawn, the undomesticated, the rebellious, and the socialized delinquent. The paper states that to improve the mental health of these groups, it will be necessary to reduce the educational isolation, improve the maternity care, establish mental health clinics, educate parents about mental health, make communities responsible for irresponsible families, and increase the instruction of manual and vocational skills in school programs. (JS)

ED 012 651

MF - \$0.25, HC - \$1.05

## DETENTION CARE IN RURAL AREAS.

Downey, John J., National Committee for Children and Youth, Washington, D.C., 1963, 19p.

Detention is defined as the temporary care of children who require secure custody for their own or the community's protection, pending court disposition. The document states that jail detention of children, the prevalent recourse, is demoralizing, unfit, and often unnecessary. Needs are stated to include (1) adequate probation services, (2) shelter care, such as subsidizing boarding homes, and (3) detention facilities designed for children. Statewide programs of regional detention are seen as the only hope for eliminating jail detention for children. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 652

MF - \$0.25, HC - \$1.10

## AN EXPLORATION OF RURAL JUVENILE DELINQUENCY.

Polk, Kenneth, National Committee for Children and Youth, Washington, D.C., 1963, 20p.

This speech states that studies indicate that delinquency in rural areas tends to be less serious in terms of the acts committed and is treated more leniently than in metropolitan areas. The delinquency that does exist is a male problem, occurs predominately among youth from lower-economic-status backgrounds, reflects alienation from community and school, and seems to have a subcultural component. Adults seem willing to support programs to help trouble-prone youth. Tables present percentages of in- and out-of-school delinquent and nondelinquent youth in the small city area by economic, cultural, and family variables. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 655

MF - \$0.25, HC - \$1.60

## HIGH SCHOOL EDUCATION FOR RURAL YOUTH.

Gividen, Noble J., National Committee for Children and Youth, Washington, D.C., 1963, 30p.

Small high schools have been considered poor schools, and most efforts toward improvement have been to eliminate the school by reorganization. The struggle for comprehensiveness is seen in this paper as the fundamental problem facing small high schools. Improvement depends on a return to community school emphasis, continued improvement in leadership at all levels, and serious consideration of new ideas in design of school buildings, instructional materials and equipment. Two tables present information regarding pupil-teacher ratios, tuition costs, and data on teachers.

This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963).  
(SF)

ED 012 656

MF - \$0.25, HC - \$0.95

VOCATIONAL EDUCATION AT THE HIGH SCHOOL LEVEL.  
Peterson, Milo J., National Committee for Children  
and Youth, Washington, D.C., 1963, 17p.

This paper states that a disproportionate emphasis has been placed on college-bound programs, neglecting vocational education in the rural schools. The Future Farmers of America programs appear to be successful due to the problem-solving, work-experience approach that builds on close working relationships among the home, the school, and the student. For rural boys, a modern vocational agriculture program is seen as the best preparation for useful employment. Recommendations include expansion of present programs, apprentice-type programs in agribusiness, and better teachers. (SF)

ED 012 657

MF - \$0.25, HC - \$1.20

VOCATIONAL AND TECHNICAL EDUCATION AT THE POST HIGH  
SCHOOL LEVEL FOR RURAL YOUTH.  
James, Gerald B., National Committee for Children  
and Youth, Washington, D.C., 1963, 22p.

This paper states that a growing number of nonprofessional jobs are being filled by individuals who have had specialized education past high school. Rural youth are at a disadvantage in competition for post-high school training due to inadequate backgrounds, occupational guidance, basic preparatory education, and specialized education for job entry. Post-high school technical, vocational, and continuing education programs should provide broad educative experiences in a cluster of occupations, and should emphasize cognitive learnings as well as manipulative skills. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 659

MF - \$0.25, HC - \$0.75

PROBLEMS AND SPECIAL NEEDS OF NEGRO YOUTH IN RURAL  
AREAS.  
Jones, Lewis W., National Committee for Children  
and Youth, Washington, D.C., 1963, 13p.

In rural areas, many problems of Negro youth originate in the limitations which result from uneducated families and the environmental poverty of the families. Discriminatory practices remain as an effect upon youth.

The Negro's adjustment to rural life and to school is not good as a resultant of foundational unreadiness for understanding the need to prepare his life's activities. The prospect for the future is frustration and anxiety. Schools have reorganized but not changed the curriculum to teach useable skills, and area development programs are carried out by local agencies. These programs seldom benefit the Negro. Tables of population percentages are included. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 660

MF - \$0.25, HC - \$0.95

A COMPREHENSIVE PROGRAM OF EDUCATION FOR RURAL CHILDREN AND YOUTH.

Dawson, Howard A., National Committee for Children and Youth, Washington, D.C., 1963, 17p.

Larger school districts usually have better instructional programs. To have a comprehensive program, however, it is necessary to have program guides that meet the needs of the students. The elementary school should emphasize reading, writing, arithmetic, and social studies. A flexible progression of general education, college preparation, and vocational education should constitute the high school program. A school-community program would include adult education, library services, recreational activities, and summer programs. The administration should also provide services which would help the teachers, students, and administration. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (JS)

ED 012 663

MF - \$0.25, HC - \$0.95

WHITE YOUTH FROM LOW-INCOME RURAL FAMILIES--ACHIEVEMENT MILIEU AND AGRIBUSINESS OPPORTUNITIES.

Taylor, Lee, and Jones, Arthur R., Jr., National Committee for Children and Youth, Washington, D.C., 1963, 17p.

The difference between potential and actual development of rural youth is related to their social background. Employment opportunities in agribusiness are available for rural youth, but those from low-income areas do not participate. Specific programs aimed at shifting value orientations are seen as necessary prerequisites to meaningful educational and training programs. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 666

MF - \$0.50, HC - \$4.30

OCCUPATIONAL STATUS ORIENTATIONS OF RURAL YOUTH—  
STRUCTURED ANNOTATIONS AND EVALUATIONS OF THE  
RESEARCH LITERATURE.

Kuvlesky, William R., and Pelham, John, Texas A & M  
University, College Station, 1966, 84p.

Presented are abstracts and evaluative commentaries of 47 published, empirical research findings on occupational status orientations of rural youth. The annotations are limited to only those aspects of the findings bearing directly on occupational aspiration, occupational expectation, and anticipatory deflection from occupational goals. Each article is listed with complete bibliographic citation, location and dates of the study reported, descriptions of respondents, relevance to an examination of occupational status orientation elements, results of the findings, and remarks focusing on methods and significance of the study. (SF)

ED 012 672

MF - \$0.25, HC NOT AVAIL.

HELPING RURAL YOUTH CHOOSE CAREERS.

Federal Extension Service, Department of Agriculture,  
Washington, D.C., 1963, 10p.

The number of farm operators, managers, and employees is decreasing due to an increase in the size of farms, a decrease in the number of farms, a rapid growth in technology and consequent mechanization of agriculture, and an increase in farming efficiency. In business and industry allied with agriculture, opportunities for young people with farm backgrounds are identified. Opportunities outside agriculture are available to rural youth, but training and skill are essential in the competitive job market. The government is encouraging the expansion of state employment and employment counseling services, encouraging work and training projects to improve the employability of public assistance recipients, providing training through the Manpower Development and Training Act, and encouraging action programs, work-experience projects, and guidance and counseling programs. Local communities can help by disseminating information regarding opportunities, assisting youth in considering various aspects of vocational choices, and improving and expanding the school's guidance and vocational programs. This document is also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for \$0.05. (SF)

ED 012 710

MF - \$0.25, HC - \$2.20

SCHOOL DAYS.

Beker, Jerome, and others, Youth Development Center,  
Syracuse University, New York, 1967, 42p.

To determine whether public school education is "different" in inner city, suburban, and rural environments, this observational pilot study

undertook to define teacher and pupil perception and expectation of school. A first- and a sixth-grade class in each of the three environments was observed in depth with teachers and students asked to respond to five questions on what they considered an "ideal student." Only sixth-grade data were used (first grades were harder to differentiate either because fewer learned patterns or similar treatment of young children by teachers). School records showed student background, apparent ability, and achievement differed predictably (rural and inner city students appeared less able and/or less effectively educated, suburban students were most homogeneous, inner city and rural sixth grades served an older and wider age range, inner city intelligence and achievement scores were most variable). Inner city pupil attitudes proved negative--suburban, positive, and rural, passive. Although all three teachers were committed to their work, all reinforced behavior already there, and each classroom was negative and damaging in some respects. The inner class had a custodial atmosphere, the suburban class seemed "prep," and the rural class was only being educated for rural life. This document was published in "Among the People--Encounters with the Poor," by Basic Books, 404 Park Avenue South, New York, New York 10016, in 1968. (AF)

ED 012 743

MF - \$0.25, HC - \$1.90

EDUCATIONAL AND VOCATIONAL GOALS OF RURAL YOUTH  
IN THE SOUTH.

Sperry, Irwin V., and others, University of North Carolina, Raleigh, 1965, 36p.

The objectives of the study were to--(1) compare educational goals of rural youth and their parents and (2) determine the relationships of the similarities and differences to such factors as geographic area, state, sex, level of living, residence, family size, and club membership. A survey sample, selected from an equipartitioned universe characterized by rural residence and school size, included six ninth- and tenth-grade children from each of 48 subgroups in Kentucky, North Carolina, Tennessee, and Virginia. Questionnaires and interest inventories were administered. Boys preferred outdoor, mechanical, computational, scientific, and persuasive activities, while girls preferred artistic, literary, social service, musical, and clerical activities. Mothers encouraged continuance of education more strongly than fathers. No differences in educational and vocational plans were found between members and nonmembers of 4-H Clubs, Future Homemakers of America, and Future Farmers of America. Youth's educational expectations increased in relation to level of living background. (JM)

ED 013 139

MF - \$0.25, HC - \$0.85

THE ROLE OF SCHOOL DISTRICT REORGANIZATION IN  
IMPROVING RURAL EDUCATION.

Cushman, M. L., National Committee for Children and Youth, Washington, D.C., 1963, 15p.

Research on school district reorganization verifies that local school districts operate as a function of the state. As reorganization rates have

been too slow, the evidence suggests the need for state legislative mandates for community-type school districts. For improved utilization of contemporary knowledge of education in providing richer and broader educational programs, better administrative leadership, better teachers, better facilities, and larger school districts are required. (SF)

ED 013 146

MF - \$0.25, HC - \$1.35

RACIAL DIFFERENCES IN THE EDUCATIONAL ORIENTATIONS  
OF RURAL YOUTH.

Ohlendorf, George W., and Kuvlesky, William P., Texas  
A & M University, College Station, 1967, 25p.

This paper, presented at the annual meeting of the Southwestern Sociological Association, was concerned with the evaluation of a conceptual scheme designed to study school orientation of youth and particularly racial differences in school orientation of rural youth. High school sophomores residing in selected low income counties of Texas were studied. Rural Negro youth were found to be more oriented toward attaining higher academic achievement than rural Caucasian students. Both Negro boys and girls had higher educational aspirations and expectations than Caucasian boys and girls. Much larger proportions of the Negroes desired and expected to do graduate work, while larger proportions of the Caucasians desired and expected to terminate their education after graduating from high school. Negro youth were more likely to experience divergence between their aspirations and expectations. Intensity of aspiration was strong and certainty of expectation relatively high for both Negro and Caucasian boys. Implications from this study suggest that Negro youth are attempting to improve their conditions by attaining a higher academic achievement and better educational facilities need to be provided. The paper concludes that the conceptual scheme used in this study is fruitful for the study of school orientation of youth. (JS)

ED 013 686

MF - \$0.25, HC - \$1.60

REPORT OF THE EXECUTIVE SECRETARY, DEPARTMENT OF RURAL  
EDUCATION, NATIONAL EDUCATION ASSOCIATION, OCTOBER, 1967.  
Isenberg, Robert M., National Education Association,  
Washington, D.C., 1967, 30p.

The goals for rural education, the activities of the department and statistical data about membership and financial status are presented in the main body of the report. The appendices include—(1) a financial statement, (2) reports from the advisory committee to the state directors, from the committee on rural life and education, from the committee on professional personnel, and from the committee on publications and constructive studies, (3) minutes of the meetings of the executive committees and the joint annual business meeting of the department with the division of county and intermediate unit superintendents, (4) resolutions, and their

follow-up, of the advisory committee of state directors, and (5) a brief summary of the activities of the past year at the division of rural services. (ES)

ED 013 696

MF - \$0.50, HC NOT AVAIL.

AGE OF TRANSITION, RURAL YOUTH IN A CHANGING SOCIETY.  
Johnson, Helen W., Department of Agriculture, Washington,  
D.C., 1967, 96p.

The world population is increasing very rapidly, with young people (under 25 years of age) constituting one-half or more of the total. In the United States, the population has increased to approximately 200 million, and with this increase, there has been a shift from a rural to an urban majority. Extensive comparisons of rural and urban youth are graphically and verbally presented in the following areas in this booklet--(1) the world we live in, (2) preparing for life, (3) making a living, (4) health and welfare, (5) the quality of rural life, and (6) the world of tomorrow. A selected number of the charts are available as color slides from the Photography Division, Office of Information, USDA, Washington, D.C. This document is available as Agricultural Handbook No. 347 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for 75 cents. (ES)

ED 013 739

NOT AVAILABLE FROM EDRS

TITLE I--CATALYST FOR CHANGE IN MONTANA.  
Scott, Palmer M., International Reading Association,  
Newark, Delaware, 1967.

Information on Title I allocations was disseminated in Montana through television programs, bulletins, news media, and personal interviews. By the end of fiscal year 1966, 288 of 521 approved projects were in reading and language arts. Some of the cooperative projects established are cited here. The Big Sandy District and eight other rural districts launched the correction and prevention of reading problems project to remedy deficiencies in vocabulary in content courses, general reading ability, and reading readiness. The Inverness Reading Project emphasized a multiapproach of remedial and supplementary work for all grades and used individualized instruction and reading lessons taped by the children's mothers. The Lewiston City Schools held summer reading programs for 253 students in grades one through eight to correct poor study habits, to improve the student's self-image, and to prevent the regression brought about by summer vacation. In Flathead County Schools, the mobile child was helped to establish basic skills more quickly through a highly intensive and enriched supplementary program emphasizing word attack skills. These representative programs indicate that the remote as well as the populated areas of Montana benefit from Title I funds. This article appeared in "The Reading Teacher," Volume 20, January 1967. (NS)

CLASSROOM BEHAVIOR--BACKGROUND FACTORS AND PSYCHO-SOCIAL CORRELATES. EAU CLAIRE COUNTY YOUTH STUDY, 1961-1964. Thurston, John R., and others, Wisconsin State University, Eau Claire, 1964, 489p.

Classroom aggression, defined in this study as markedly unacceptable aggressive behavior occurring habitually or frequently in school, is examined in relation to sex, grade, and urban-rural status. The writers state that neurotic, psychopathic, and social behavior patterns have the following four focal causative areas--(1) school, (2) home and parents, (3) cultural milieu of the neighborhood and its community, and (4) goals and standards which prevail at city, state, and national levels. The research correlates approved and disapproved classroom behavior of 384 rural and urban boys and girls from the third, sixth, and ninth grades. These children were identified as showing consistently approved or disapproved behavior. The study extended from May 1961 to May 1963. Half the sample was drawn and studied the first year, and half was drawn and studied the second year. Findings indicate that both the urban and rural disapproved child had many familial disadvantages and manifested the following characteristics--(1) argumentative, (2) low or average intelligence, (3) low opinion of adults, (4) rejective of parents, and (5) non-classroom orientation. Wide use is made of charts to present all data. (ES)

EDUCATION IN RURAL AMERICA--ARE WE DOING THE JOB. Isenberg, Robert M., National Education Association, Washington, D.C., 1967, 4p.

Although rural education has many advantages, American rural school systems are not capitalizing upon the opportunities afforded them. While many rural schools have not kept up with the changes that have occurred in the past two decades, most do have libraries and laboratories. However, the majority is not served by specialized classes in vocational and technical education, programs for blind or deaf students, learning centers, or teachers who are inquisitive enough to explore new and different instructional approaches to provide more meaningful educational experiences. Many times rural areas do not benefit from high quality teachers because these teachers are lured away by more desirable wages and living conditions in urban areas. All of these reasons, plus the fact that most rural schools do not have a kindergarten program, lead to rural students' dropping out of school at an early age. Consequently, rural youth are not being prepared to meet the demands of their future environments. This paper was presented at the National Outlook Conference on Rural Youth, October 24, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (CL)

ED 014 343

MF - \$0.25, HC - \$0.15

MIMINUM STANDARDS FOR APPROVAL OF GUIDANCE PROGRAMS  
IN SMALL HIGH SCHOOLS.

New Mexico State Department of Education, Santa Fe,  
1967, 1p.

A small high school is defined as one with an enrollment of 150 students or less in grades 7-12 or in grades 9-12. The minimum guidance program standards for small high schools, as prescribed by the New Mexico Department of Education, include the following requirements--(1) one person with a minimum of six semester hours in guidance must be responsible for the coordination of a program of guidance services and given time to function effectively and (2) provision must be made for the three basic guidance services which are--developing an individual inventory for each student, the dissemination of vocational, social, and college information, and the provision of a testing program. (ES)

ED 014 344

MF - \$0.25, HC - \$0.35

WHAT IS NEW IN RURAL EDUCATION--NFIRE.

Sturges, A. W., and Krahmer, Edward, College of  
Education, University of North Dakota, Grand Forks,  
1967, 5p.

Recognizing the surge in rural education efforts, 25 interested educators met in Salt Lake City, Utah, on April 28, 1967, to plan the National Federation for the Improvement of Rural Education (NFIRE). The objectives of the organization are to provide an on-going effort to reach the goal of comparable education for rural youth, and to coordinate efforts in rural education improvement. This article appeared in the "College of Education Record," Volume 52, Numbers 8 and 9, May-June 1967. (SF)

ED 014 345

MF - \$0.25, HC - \$0.40

THE UMSSP--AN INNOVATIVE VENTURE.

Kunkel, Richard, College of Education,  
University of North Dakota, Grand Forks,  
1966, 6p.

A grant from the Ford Foundation was used in establishing the Upper Midwest Small Schools Project (UMSSP). This project included fifteen member schools in North Dakota and Montana. The original objectives were-- (1) to identify potential leaders in rural education, (2) to provide assistance and added materials to develop this leadership role of teachers, and to assist in developing leadership in this geographic location, and (3) to establish a pattern by which other schools in rural areas may be organized to facilitate the incorporation of educational innovations. During pre-UMSSP planning the consensus was that teacher participation on a large scale would be vital to the success of the operation. In the initial stages of organization, a questionnaire was developed to identify

the specific problems existing among UMSSP teachers, and to determine innovative methods already in use. A summary of the 230 teacher responses revealed many innovative practices being used such as team-teaching, non-grading, unique audio-visual equipment usage, and modern math and grammar. The teacher needs, as expressed through the questionnaire, included--consultants' expertise in some areas, better in-service training for teachers, and exchange visits by teachers. This article appeared in the "College of Education Record," Vol. 52, No. 3, December, 1966. (ES)

ED 014 348

MF - \$0.25, HC - \$0.30

MIGRATION--ITS IMPLICATION FOR THE DEVELOPMENT  
OF VOCATIONAL EDUCATION IN A RURAL AREA.

Kiefert, James J., and Johnson, Ronald L.,  
College of Education, University of North Dakota,  
Grand Forks, 1966, 4p.

Migration is defined as the movement of people from one locality to another. It was a basic factor in North Dakota's population change between 1950 and 1960. Although the state experienced 117,600 more births than deaths, the increase in population amounted to only 12,600 due to an out of state migration of 105,000 persons. The greatest population loss resulted in the rural areas. Since rural migrants tend to have less successful occupational achievement than their urban counterparts, the necessity of vocational training is suggested for coping with the problem. Complete migration data are necessary for the development and implementation of a vocational curriculum in North Dakota. This article appeared in the "College of Education Record," Vol. 51, No. 9, June, 1966. (ES)

ED 014 357

MF - \$0.25, HC - \$0.30

MENTAL HEALTH PROGRAM.

Chamberlain, Ida, 1967, 4p.

West Virginia is a rural state having a large poverty stricken population. Since this group had no access to mental health services, the State Department of Mental Health sponsored a VISTA program in mental health and mental retardation, and encouraged the volunteers to use their own creativity and ingenuity in providing such services as-- (1) working in the homes of the poor, (2) establishing a day camp program for mentally retarded and culturally deprived children, (3) tutoring school children needing special help, (4) training local people as Boy Scout leaders, (5) helping law enforcement officers understand mentally ill patients, and (6) encouraging and assisting communities to develop local teenage centers. Initially OEO funds were used to provide a professional supervisory staff for the volunteers. However, the Department of Mental Health has initiated a three-year program to recruit and train local poverty level people as VISTA replacements. This speech was

presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 014 358

MF - \$0.25, HC - \$0.50

PLANNING FOR RURAL HEALTH SERVICES.  
Chapman, A. L., 1967, 8p.

The rural population has been shifting toward the urban centers of our country. Some evidence indicates a reversal of this situation in the near future. Industry is moving away from the cities to avoid water pollution, traffic congestion, and higher operational costs. Planned cities which include comprehensive health plans are being constructed in some areas. These health services are the kind which should be provided for the rural population. Some of the health objectives for rural areas should include—(1) higher income levels and equal educational opportunities, (2) adequate preventative measures, emergency care, and rehabilitation services, (3) health education, (4) training facilities for all types of health personnel, and (5) adequate research. To achieve these goals, there should be a locally conceived health plan designed to meet the needs of the local community. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 014 363

MF - \$0.25, HC - \$0.95

THE STATUS OF EDUCATION AND TRAINING OF RURAL YOUTH--  
THE IMPACT OF SOCIOECONOMIC CHANGE.  
Cushman, M. L., 1967, 17p.

Rural schools have greater educational responsibilities than urban schools because they must attempt to prepare youth either for rural occupations, if they remain in the rural community, or for urban occupations, if they migrate. It would appear that rural schools are failing to do this, as evidenced by their high dropout rate, lack of guidance opportunities, and inadequate curriculum. To increase the effectiveness of the small school and to improve the educational opportunities of rural youth, school redistricting should be accelerated, new school buildings constructed, rural teachers and administrators better prepared, and more research conducted. Other suggestions include—revision of state aid formulas, creation of intermediate school districts, expansion of vocational education, and utilization of local resources in teaching methodology. Due to the expansion of knowledge, young people must be taught to generalize today so that in the future they may be able to discover the facts they will need to know to succeed. We must re-define our priorities and do a better job with the techniques and tools

that are already available. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

ED 015 042

MF - \$0.50, HC - \$5.20

VOCATIONAL-EDUCATIONAL INFORMATION WORKSHOP FOR  
RURAL GUIDANCE WORKERS (WESTERN ILLINOIS UNIVERSITY,  
AUGUST 15-26, 1966).  
Severinsen, K. Norman, Western Illinois University,  
Macomb, 1967, 102p.

A two-week workshop in educational-vocational information for twenty rural guidance workers was conducted in August, 1966. The objectives of this project were to up-date counselors concerning occupational information and to develop new approaches for disseminating vocational information. During the course of the workshop, the Career and Vocational Knowledge Test (CVKT) and a career questionnaire were developed for the purpose of determining the effectiveness of the twenty participants within their respective schools. Two rural schools whose counselors did not attend the workshop were selected and the students of these schools were utilized as a control group. Increased efforts were made to provide additional vocational information for the experimental group, whose counselors attended the workshop. Both the control and experimental groups were tested in the same manner and at the same time of year. The experimental group showed significant gains on the CVKT over their counterparts in the control schools, whereas few differences were noted from administration of the career questionnaire. In subjective evaluations made by the twenty counselors, there was general agreement that this approach to in-service education was valuable. (ES)

ED 015 044

MF - \$0.25, HC - \$1.15

LONG-TERM STUDY OF EDUCATIONAL EFFECTIVENESS OF  
NEWLY FORMED CENTRALIZED SCHOOL DISTRICTS IN RURAL  
AREAS, PART TWO.  
Kreitlow, Burton W., University of Wisconsin, Madison,  
1964, 21p.

The basic purposes of this longitudinal study were to ascertain whether or not school district reorganization is worthwhile in terms of time, effort, and expenditures of funds, and to determine the effects of such school district reorganizations on the educational outcomes of the school. The sample consisted of 10 Wisconsin communities, 5 with reorganized and 5 with nonreorganized school districts. The communities were matched on the bases of such factors as wealth, population, topography, type of farming, nearness to urban areas, and size and density of population. First grade children were tested and compared in these communities and restudied at grades 6, 9, 12 and will be restudied 5

years after graduation from high school. This report is on the twelfth grade study, 1961-1964, in which three major hypotheses were tested. The opportunities available in schools were examined by considering teaching aids and materials, library resources, staff qualifications and assignments, building capacity, class size, provisions for staff, and curriculum offerings. The academic achievement, personal and social adjustment of students, and socioeconomic contacts of parents with the village center were investigated. The results showed factors favoring reorganized school districts over nonreorganized school districts. A 69 entry bibliography is included. (JH)

ED 015 048

MF - \$0.25, HC - \$0.60

LIFE STYLES IN RURAL AMERICA—THEIR CONSEQUENCES  
AND THEIR OUTLOOK.

Reeder, William, 1967, 10p.

Six basic concepts are fundamental to understanding life styles. They are (1) the wide variation among the members of our society, readily apparent by viewing the wide differences in education, skills, values, and philosophical beliefs of those members, (2) consistency within our society, substantiated by comparing beliefs and attitudinal-behavioral response patterns regarding a general referent, such as churches and other organizations, (3) independence of referents, validated by an investigation showing that, for the most part, one sector of life is not impinged upon by another sector, (4) socialization, which is characterized by the processes which operate within the culture, the society, the community, organizations, and reference groups, (5) reference groups and reference persons, and (6) beliefs, actions, and the self, which suggests that education through participation may be far more powerful than education through reading books or listening to lectures. The emerging styles of life are being shaped by changing values and may not find the family and the church as their strongest reference groups. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 049

MF - \$0.25, HC - \$0.55

AN UMBRELLA OF THREE EDUCATIONAL IMPROVEMENT PROGRAMS—  
ONE EACH IN OVERTON COUNTY, TENNESSEE; WEWAHITCHKA, FLORIDA;  
WHEELER COUNTY, GEORGIA. THE RURAL EDUCATION IMPROVEMENT  
PROJECT.

Southern Association of Colleges and Secondary Schools,  
1967, 9p.

Under the sponsorship of the Danforth and Noyes Foundations, a consortium of educational institutions, organizations, and agencies have

collaborated in an effort to improve the academic performance of disadvantaged youths in specified rural areas. Specific educational objectives of the project are--(1) effectively intervene so that a cycle of accumulated deficits in certain learning skills will be interrupted, (2) demonstrate that as rural school students improve their academic performance, the parents, teachers, and laymen will improve their understanding of and empathy toward the students, and (3) demonstrate that students will receive many benefits when the research and theory of college and university personnel are combined with the practical know-how of elementary and secondary school educators. Rural school systems in three counties are participating in this project which involves 5,481 students. Eleven intervention components, which are being used to accomplish the first objective, are listed in the report. Six of these components are common to all three counties. The report concludes with a list of key personnel, their positions, and the institutions, agencies, or organizations they represent. (JS)

ED 015 051

MF - \$0.25, HC - \$0.45

OPPORTUNITIES FOR RURAL YOUTH IN RURAL AREAS.  
Dowler, Lloyd, 1967, 7p.

Agribusiness is defined as the sum total of all operations involved in the manufacture and distribution of farm supplies, production agriculture on the farm, and the storage, processing, and distribution of farm commodities and items made from them. Within these three areas are seen many job opportunities for rural and urban youth having college degrees in agriculture, having junior college or high school educations, and even for dropouts from any level of education. However, in spite of the excellent opportunities in agribusiness for youth with training, only 10 to 12 per cent of those who leave the farm for a college education return. Even so, agriculture schools throughout the U.S. have been unable to meet the manpower demands in this field. Programs are needed that will provide the future training for our rural and urban youth and permit us to continue to lead all other nations of the world in the production of food and fiber. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (SF)

ED 015 052

MF - \$0.25, HC - \$0.25

THE RAPID GROWTH OF COMMUNITY COLLEGES AND THEIR  
ACCESSIBILITY IN RURAL AREAS.  
Eldridge, Donald A., 1967, 3p.

The course offerings in some junior colleges fail to meet adequately the unique needs of rural youth. A study in 1964 revealed that only twenty of the seventy junior colleges in California offered training in agriculture, although the recently published "Directory of Junior Colleges" shows

an increase to sixty. Further statistics reveal that 253 of the 750 junior colleges throughout the U.S. are offering various agricultural programs, including training farm machinery technicians, farm and ranch management, agricultural business management, marketing technology, fishery and wildlife management, citrus fruit production, animal husbandry, dairy technology, and landscape design. According to Snapp, writing in "The Agricultural Education Magazine," junior colleges can provide educational programs needed for a rapidly changing agriculture by--(1) formulating and coordinating on a statewide basis, (2) providing a separate agriculture department with a head or chairman, and (3) having at least six full-time instructors and a minimum enrollment of 120 students in each agriculture department. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 060

MF - \$0.25, HC - \$0.50

AN OVERVIEW OF COMMUNITY AND AREA PLANNING  
FOR RURAL YOUTH.

Russell, George, 1967, 8p.

Comprehensive planning for rural youth can be accomplished through the existing organizational structure provided by Rural Areas Development (RAD), whose central idea is organizing community leaders to identify problems, inventory resources, and further organize and plan to do something about these problems. However, when community leaders fail to assume this responsibility at the local level, the state should take action, and when states fail to meet their responsibilities, the Federal government should take action. These reinforcements must be applied when needed, but this does not mean that the same kind of programs can be utilized in every situation. To insure an effective job in planning for solutions to problems of rural youth, we must--(1) provide factual information to the decision makers, (2) involve both politicians and those not subject to political pressures, (3) teach principles of economic development, democratic group action, and leadership, (4) do a better job of public relations, and (5) put more effort in the planning. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 062

MF - \$0.25, HC - \$0.85

THE EXPANDING RANGE OF OCCUPATIONAL AND TRAINING  
SERVICES FOR RURAL YOUTH.

Aller, Curtis C., 1967, 15p.

The value orientation of many rural youth fails to bring about successful transition into the country's labor force. This failure is more

pronounced with those youth who experience extreme economic deprivation, especially if they are from a minority group such as Negroes, Spanish Americans, or Indians. The government has a responsibility for providing assistance to communities, industries, and individuals to alleviate manpower problems involved in the rural to urban transition. Two basic elements needed in a manpower program geared to the problems of rural youth are--(1) an improved system of information about employment opportunities, and (2) a need for economic assistance through expanding job opportunities. Some programs which have afforded training to many rural youth include--the Manpower Development and Training Act, the Economic Development and Public Works Act, the Economic Opportunity Act, and the Vocational Education Act. Through the continuation and extension of these types of programs a smoother transition will be realized by rural youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 064

MF - \$0.25, HC - \$0.50

VOCATIONAL EDUCATION AND RURAL YOUTH.  
Venn, Grant, 1967, 8p.

The rural population is rapidly moving into the cities in search of employment opportunity, but many of these rural migrants are unable to obtain employment due to a lack of education. To combat this situation, schools should offer more vocational education. Four premises that are vital for a successful educational program are--(1) it costs less to train students before they leave school, (2) schools must develop programs that will keep students in school, (3) schools must assume responsibility for helping students make the transition from school to the next step in life, and (4) schools and colleges must become more involved in adult education. In addition to the responsibilities of the schools, business, industry, and government should enter into full partnership with education. Further help can be given to rural youth by development of a rural education program with emphasis on agricultural production. Employment opportunities in related fields should also be made known to students. The speech concludes with several quotes of President Johnson pertaining to the importance of agriculture in the future of our nation. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

ED 015 066

MF - \$0.25, HC - \$0.20

SPECIAL PROBLEMS OF RURAL MINORITY GROUP YOUTH.  
Mercure, Alex P., 1967, 2p.

Spanish American rural youth are seriously handicapped by a complexity of problems, such as geographic isolation, cultural factors, local economic depression, and out-migration to cities. Economic limitations combined with the isolation of these people tend to perpetuate health problems. Usually, medical facilities are not readily available, and where they are, in many cases the people are unable to afford them. Many of these youngsters become school dropouts, and, consequently, employment opportunities which are virtually nonexistent, are limited even further. Rural schools, for the most part, have failed to develop programs which adequately prepare these youth for their relation to the greater American environment. Consolidated rural school systems should encourage the concept of the community school and develop curricula which will meet the needs of Spanish American rural youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 067

MF - \$0.25, HC - \$1.20

UPGRADING ISOLATED SMALL SCHOOL PROGRAMS, THE  
WESTERN STATES SMALL SCHOOLS PROJECT.  
Gann, Elbie L., 1967, 22p.

The history of small schools reveals that even after massive redistricting in the 1950's there were over 5000 small high schools in the United States which could not be redistricted. Most of these schools were financially unable to put more money into their programs, and as a result many became involved in projects (10 are described here) which were to be attempted improvements in the teaching-learning process. Multigraded classes, correspondence courses, multimedia instruction, programmed materials, curriculum development, and shared services were among the practices attempted in different areas. The specific practices that seemed to hold most promise for small schools were the nongraded system, team teaching, teacher aides, and individualized instruction in the one-teacher school. It appears to be true that adoption of the aforementioned educational practices can help prevent the isolated small school from being inferior if there is community support, Board of Education support, and if an experienced and highly trained faculty can be employed. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

APPROACHES TO JUVENILE DELINQUENCY PREVENTION AND  
TREATMENT IN RURAL SETTINGS. RURAL AND SMALL-TOWN  
DELINQUENCY--NEW UNDERSTANDING AND APPROACHES.

Schafer, Walter E., 1967, 16p.

Although there is a lower delinquency rate in rural areas, the problem of delinquency is of major concern. The nature of delinquent acts is usually in the form of minor burglary, trespassing, and general misconduct, while characteristics of the delinquents include lack of academic achievement, negative attitudes toward self and community, choice of friends with similar attitudes, and withdrawal from conventional activities. Families contribute to delinquency by creating disturbed personalities, failing to teach and enforce proper conduct, and by failing to provide the psychological background for academic achievement. The school aids delinquency by contributing to academic failure, generating discontent or apathy among students, creating an unrealistic curriculum for non college bound youth, and alienating failing students. The community also aids delinquency through lack of interest in social organizations, lack of adequate social services, absence of coordination among youth-serving agencies, lack of correct goal discrimination in efforts to effect changes, and segregation of the young violator from the community. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

RECREATIONAL AND CULTURAL OPPORTUNITIES AVAILABLE  
TO RURAL YOUTH.

Brown, Minnie M., 1967, 9p.

While organized recreational and cultural opportunities are available for rural youth in North Carolina, the amount of participation by this group is quite limited. Some of these opportunities are provided through the efforts of 4-H, since a primary objective of this organization is the development of recreational and cultural participation. To augment the efforts of organizations providing recreational and cultural opportunities, the North Carolina Recreation Commission provides the following free services--(1) studying and appraising recreation interests, (2) cooperating in the promotion and organization of local recreation systems, (3) planning and financial advice, and (4) training programs for recreational personnel and for the establishment of approved recreation standards. To utilize fully the established recreational and cultural opportunities, two major needs will have to be satisfied--(1) a greater awareness of the existing resources on the part of all concerned, and (2) the motivation of youth, parents, and leaders as to the value of participation in recreational and cultural activities. This speech was

presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 071

MF - \$0.25, HC - \$0.20

RECREATION AND CULTURAL OPPORTUNITIES.  
Harvey, Ellen E., 1967, 2p.

Recreational activities and opportunities seem to be closely involved with the Federal government, both in financial support and in the actual opportunities possible. Consequently, the time is ripe for the origin and/or development of one or more new agencies with the interests and needs of modern youth as the lever for their beginning. To accomplish this task, it will be necessary to utilize the democratic process which would necessarily involve the youth of the nation. Through these efforts, it might be possible to return to the small neighborhood center where youth not only has opportunity, but responsibility. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 074

MF- \$0.25, HC - \$0.40

REVITALIZING RURAL AMERICA--PROBLEMS AND PROMISES.  
Pearson, James B., 1967, 6p.

The growing national commitment to the revitalization of rural America stems in large part from recent problems and troubles being experienced in urban areas. These problems have been further aggravated by the rural to urban migration which tends to inflate the already overcrowded cities. Some specific steps which can be taken to revitalize our rural communities include--(1) provision of more rural employment opportunities, (2) expansion of rural educational opportunities to include more vocational education, (3) increase in credit for more rural businesses, (4) more and improved rural housing, (5) more equitable geographical distribution in federal spending and procurement programs, (6) more effective coordination of federal programs, (7) strengthening the institution of the family farm. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 075

MF - \$0.25, HC - \$0.40

## THE STATUS OF RURAL AMERICA.

Breathitt, Edward T., 1967, 6p.

The youth of rural America are not afforded equal educational opportunities, are economically disadvantaged, experience inadequate medical services, and fail in general to realize the advantages of their city counterparts. These conditions facing rural youth are not confined to any single area of the country, but are widespread enough that they constitute a national problem. The problems of poverty and misery are transported from the isolation of rural areas to the congested areas of cities through the migration of the rural populace. This mass migration from rural to urban areas has served at least as a partial stimulant in the recent riots of our large cities. By providing ways and means for the rural people to enjoy full and abundant lives the tide of migration might be turned, which should ultimately benefit both rural and urban areas. While massive federal assistance will be necessary to accomplish this task, it is not a task to be left entirely with the Federal government, but will necessitate the cooperation, planning, and financial assistance of all levels of government. This paper was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 077

MF - \$.25, HC - \$0.60

## NEW PROSPECTS FOR RURAL YOUTH.

Humphrey, Hubert H., 1967, 10p.

When the material wealth of our nation is coupled with our greatest natural resource, the youth of America, the prospects of a bright future become excellent and each of these young people deserves the assurance that he or she will share fully in these prospects. However, up to the present, one segment of our youth group, the rural portion, has failed to share equally in the wealth and opportunities of our nation. To overcome this inequity, federal, state, and local government must make it possible for rural youth to have the same options and opportunities as the youth of our cities. Of these three levels of government, the local echelon is the most important and should provide the imagination, creativity, and initiative for solving the problems of rural areas. Our local government must first come to grips with lingering social and racial injustice, then establish good educational programs, which will ultimately lead to open societies with full opportunity for all youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 319

MF - \$0.25, HC - \$1.60

GUIDANCE AND COUNSELING IN RURAL JOB CORPS CENTERS.  
FINAL REPORT.

Loughary, John W., Oregon State System of Higher  
Education, Monmouth, 1965, 30p.

The objectives of the 8-week project were to clarify and further define guidance and counseling needs of corpsmen in rural Job Corps Centers, understand and describe ongoing guidance and counseling procedures in rural centers, and identify ways in which guidance and counseling could be improved. Information was obtained through site visitations to four rural centers, two urban centers, the Office of Economic Opportunity in Washington, D.C., and discussions with personnel from two additional urban centers and a women's Job Corps Center. Although Jobcorpsmen had the same kinds of developmental needs as other people, they were generally unable to satisfy these needs without careful assistance. Approximately 80 percent of staff-corpsmen interactions in the Job Corps Centers were either counseling and guidance or at least potentially guidance-oriented experiences. Resident counselors were overworked and underpaid, and procedures and materials available for use in counseling were inadequate. Recommendations for a guidance and counseling program included (1) direct services for corpsmen in the areas of self-understanding, environmental information, social adjustment skills, personal decision making, and problem solving, (2) an information system as the basic component of the program, (3) a comprehensive inservice program for counselors and other staff members, and (4) operational packages of procedural and instructional materials to assist in recurring tasks in the centers. (PS)

ED 015 656

MF - \$0.50, HC - \$3.20

FEASIBILITY STUDY OF A NEW MOBILE MULTI-MEDIA SERVICE  
FOR HAVE-NOT SCHOOL DISTRICTS. FINAL REPORT.

Wyman, Raymond, School of Education, University  
of Massachusetts, Amherst, 1967, 62p.

This study sought to assess current utilization of multi-media facilities in small, rural communities, and to plan an innovative mobile multi-media laboratory for these communities. Information on current facilities and attitudes was gathered at educators' meetings and in interviews with professionals. The needs for qualified personnel and additional materials were especially stressed. A proposal for a 3-year demonstration of the mobile laboratory was prepared for submission to the U.S. Office of Education under Title III of the Elementary and Secondary Act. Appendices to this study include the proposal with cost data, survey questions and enrollment figures. (LH)

ED 015 797

MF - \$0.25, HC - \$2.60

ECONOMIC FACTORS INFLUENCING EDUCATIONAL ATTAINMENTS  
AND ASPIRATIONS OF FARM YOUTH.

Moore, E. J., and others, Economic Research Service,  
Department of Agriculture, Washington, D.C., 1964, 50p.

In 1962 a study was conducted by surveying 756,000 farm families in 30 states, with children 15 through 21 years old. The objectives were to--(1) examine the quality and quantity of economic resources available to farm youth for securing post high school education, (2) determine the educational attainment and aspirations of these farm youth for post high school training, and (3) relate the educational aspirations of these young people to plans for post high school training. Four highlights were identified--(1) several factors account for the relative educational disadvantage of rural youth, compared with urban youth, (2) studies indicate that farm youth have lower levels of attainment and aspiration than urban youth, (3) differences in levels of educational attainment and aspiration among farm youth may be relative to the quality and quantity of financial resources available to provide additional education, and (4) farm operators were willing to incur debt, if necessary, for educational purposes. Presented are educational attainments of the survey population, educational aspirations, characteristics of farm families in the survey population, sources of financial assistance for education, planners and expected attenders, and implications of the study. (SF)

ED 015 801

MF - \$0.75, HC - \$9.50

RURAL SCHOOL IMPROVEMENT PROJECT. 1953-1957 REPORT.  
Buckland, Roscoe, V., Berea College, Kentucky, 1958,  
188p.

A survey of educational needs of populations in the mountains of eastern Kentucky was conducted by Berea College. The identified educational inequalities were attacked in the resulting Rural School Improvement Project, which involved over 5,000 children, 63 teaching fellows, and 38 different schools. The aims of the project were--(1) to select college degree, fully certified, young teachers, and through an in-service program train them for careers in rural education in remote and economically disadvantaged localities, (2) to promote and develop adequate programs of supervision, (3) to gain field experiences for the Berea staff and channel these experiences into in-school curriculum modifications, (4) to stimulate a demand in rural communities for better schools. This report describes the project, its organization, and its effects. (SF)

ED 015 812

MF - \$0.25, HC - \$0.65

MEETING THE IMPACT OF SOCIO-ECONOMIC CHANGE THROUGH  
SCHOOL PROGRAM INNOVATIONS IN RURAL AREAS.

Estes, Nolan, 1967, 11p.

The rural to urban migration seems to be particularly attractive to two types of people--(1) bright young men and women, and (2) poorly trained youth seeking better labor markets. If this "brain drain" and migration flow is to be stemmed, it will be necessary to provide an improved rural educational program. While several needs have been identified which would improve rural education, the most crucial and primary of them is the identification and effective use of human and financial resources. This need is being partially met through the Elementary and Secondary Education Act of 1965, but many of the smaller, mostly rural schools simply have not had the ability or staff to take full advantage of the available funds. To take advantage of this Federal assistance, many of the rural schools have joined together, formed regional education centers, and created a new concept commonly referred to as coordinated planning. However, even these efforts plus the new technological advances will not be enough to meet the needs of rural education without a continual search for new approaches to satisfy the needs of rural youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 049

MF - \$0.25, HC - \$1.50

DEVELOPING THE OCCUPATIONAL BUSINESS EDUCATION  
PROGRAM IN THE SMALL HIGH SCHOOL. BUSINESS  
EDUCATION CURRICULUM DEVELOPMENT SERIES.

Aikin, Brenton R., California State Department  
of Education, Sacramento, 1966, 28p.

Some of the problems involved in business education in the small school with an enrollment of 350 or less, are explored. Suggestions are based on observations of practices in selected small schools, an examination of the literature in the field, and conferences with school administrators, teachers, and businessmen. Guidelines for developing courses suggest ways of reducing the high teacher load, insuring adequate course depth for initial employment, and attaining course flexibility and adaptability. Each element of the course of study is analyzed as to content, possibility of combination with others, and methods. The elements are combined into three business education programs illustrating ways of providing well-rounded, adequate instruction

for grades 10, 11, and 12--a standard program with and without shorthand, an alternate-year-offering method with and without shorthand, and a seminar method. The appendix includes (1) an analysis of job entry requirements such as knowledge and abilities needed, duties, personality traits, and speed requirements for the stenographer, clerk-typists, and general office clerk, (2) room layouts designed for the small school, and (3) a list of basic instructional equipment. (PS)

ED 016 543

MF - \$0.75, HC NOT AVAIL.

THE PEOPLE LEFT BEHIND, A REPORT BY THE PRESIDENT'S NATIONAL ADVISORY COMMISSION ON RURAL POVERTY.  
Breathitt, Edward T., National Advisory Commission on Rural Poverty, 1967, 167p.

Our nation is plagued with rural poverty extending through most areas of our country and encompassing some 14 million persons. This total number would be even larger if so many rural persons had not migrated into the urban areas of our country. The rural poor population is characterized by--low income, a higher unemployment rate (4 percent nationally and 18 percent for rural areas), low educational attainment, poor housing, hunger, malnutrition, and a higher infant mortality rate than among the least privileged group in urban areas. The President's National Advisory Commission on Rural Poverty has charted a course to eliminate rural poverty, as noted in the following recommendations--(1) the U.S. should adopt and effect a policy of equal opportunity for all people, (2) the national policy of full employment, inaugurated in 1946, should be made effective, (3) our Federal government should assure all people enough income for a decent living, (4) manpower policies and programs should be revamped, (5) rural education should be improved, (6) better health services with family planning should be provided, (7) an improvement should be made in rural housing, and (8) multicounty districts should be formed to plan cooperatively and coordinate programs for economic development. This book is available for \$1.00 from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. (ES)

ED 016 544

MF - \$0.25, HC - \$1.35

CONGRUENCE OF MIGRATION EXPECTATIONS AND PERFORMANCES--  
A LONGITUDINAL APPROACH.

Yoesting, Dean R., and Bohlen, Joe M., Iowa State University of Science and Technology, Ames, 1967, 25p.

A study conducted in 1948 accumulated the migration expectations and background characteristics of 157 seniors from 9 rural high schools in North Central Iowa. These same respondents were reinterviewed in 1956 and again in 1967 (152 and 143 respectively responded for the 2nd and 3rd interviews), concerning their migration performances at those periods of time. The purposes of this paper were--(1) to analyze factors related to migration performances of a sample of rural young

people, and (2) to determine the factors related to agreement (congruency) between migration expectations and performances. Through analysis of data from the above cited study, it was found that of the 64 percent of respondents who had made a decision concerning their migration expectations in 1948, nearly 80 percent achieved their goal by 1967. Those who planned to migrate from their home communities had the greatest amount of congruency between migration expectations and performances. Of those who were undecided concerning migration expectations, 40 percent remained in their home communities and 60 percent migrated to other areas. The data also indicated that sex, migration expectations, and college aspirations were related to migration performance. This paper was delivered at the Rural Sociological Society meeting held in San Francisco, August 26-28, 1967. A related document is ED 023 514. (ES)

ED 016 546

MF - \$0.25, HC - \$1.05

FOLLOW-UP CONFERENCE ON SPECIAL EDUCATION SERVICES  
IN SPARSELY POPULATED AREAS. FINAL REPORT.  
Hensley, Gene, Western Interstate Commission for  
Higher Education, 1966, 19p.

A conference for 13 Western State Directors of Special Education was held in Helena, Montana, May 31-June 2, 1967. The objectives of this conference were--(1) to stimulate research activities for exceptional children in Western State Departments of Education, (2) to provide a follow-up of the National Research Conference on Special Education Services in remote areas, (3) to stimulate the implementation of innovative program models reported in the National Research Conference Report, and (4) to provide better utilization of budgeted funds and more complete realization of the goals and objective of the original proposal (Denver Research Conference). Discussion groups focused on the following topics and their relationship to special education programs--administration organization, financial patterns, personnel problems, and supportive services. Participants concluded that the conference provided opportunities for consideration of research problems in special education and a delineation of those problems directly related to sparsely settled areas which have regional significance in the West. (ES)

ED 016 548

MF - \$0.25, HC - \$0.65

A COMMITMENT FOR TOMORROW.  
Harris, Fred R., 1967, 11p.

To cope with the problems of our complex society, it is necessary to face the reality of change. Adding to this complexity, most of our people live in a world where neighbors are far removed. As a consequence, it is difficult for the typical person to maintain control of his own life and to find real meaning and value in that life, whether it is in rural or urban America. We need a national policy to slow the

migration of people from rural to urban areas. Although this will not provide a total solution to the problem, given the job opportunities and job training, many rural people will choose to remain in rural areas rather than migrate. Typically, economically depressed areas provide poor educational programs, but dedicated persons working in these areas who care for youngsters and think they can learn, can make an impact. By providing youth with this type of program, encouraging their participation in society, and furnishing ample job opportunities, it will be possible for America to retain its position of greatness. This speech was delivered at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 549

MF - \$0.25, HC - \$0.40

RURAL YOUTH IN A CHANGING WORLD.  
Ackerson, Nels J., 1967, 6p.

Rural youth are confronted with the serious paradox of opportunity and frustration. Opportunities are plentiful for those who possess skills and abilities necessary for competing in our technologically advanced society, but limited for those who are unable to compete in our society either in job competition or in social processes. The disadvantage faced by these rural youth can be attributed to several factors such as--(1) a higher dropout rate, (2) a greater poverty incidence, (3) fewer cultural opportunities, and (4) poorer health facilities. To combat the problems confronting rural youth, it is necessary to accept three challenges--(1) to take full advantage of available rural opportunities, (2) to realize the limitations of rural life and to recognize the opportunities that exist elsewhere, and (3) to be aware of our responsibilities not only to rural America, but also our responsibility to an America where there is no division between rural and urban communities. This speech was delivered at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 550

MF - \$0.25, HC - \$0.35

SUPPLEMENTING THE PROGRAMS AND SERVICES OF RURAL  
SCHOOL SYSTEMS BY NEW TYPE REGIONAL SERVICE AGENCIES.  
Loveless, John E., 1967, 5p.

The Intermediate District, established by law in New York State in 1948, is a cooperative educational venture providing small rural schools with services which are not usually possible, due to the size and isolation of these school districts. Several of these intermediate districts, labeled BOCES (Board of Cooperative Educational Services), have been established in New York State. One of these

organizations, Ontario-Seneca-Yates BOCES, encompasses three counties, was chartered in 1964, and is composed of 16 school districts which enroll between 25,000 and 30,000 pupils. As a result of this cooperation, these school districts are now provided additional services which can be divided into six categories--itinerant teachers, administrative services, occupational services, special education, and pupil personnel services. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 551

MF - \$0.25, HC - \$0.55

EDUCATIONAL OPPORTUNITIES PROVIDED BY COMMUNITY  
ACTION PROGRAMS.

Pinnock, Theodore J., 1967, 9p.

Informal education primarily includes education for everyday effective living and does not necessarily have to include courses for credit at the high school and college levels. Millions of poverty stricken people can benefit from the type of informal education provided through the Office of Economic Opportunity (OEO) in such programs as--(1) the Job Corps, (2) the Neighborhood Youth Corps, (3) the VISTA projects, (4) the Tuskegee Institute Community Education programs, (5) the Youth Education Services, Inc., and (6) various other health and educational programs. The power structures in some of the local communities of the South have opposed many of the OEO programs and blocked their progress, but by continuing these programs the rural poverty cycle can be broken. This speech was delivered at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 559

MF - \$0.25, HC - \$0.35

EFFECTIVE EDUCATION TO MEET SPECIAL NEEDS  
OF NATIVE CHILDREN.

Bennett, Robert L., and Coombs, L. Madison,  
College of Education, Arizona State University,  
Tempe, 1964, 5p.

Rural Alaska is composed of very small communities, a situation which complicates development of adequate educational programs. Elementary education is provided through a large number of relatively small village schools. Although some of these schools are too small, most people agree that educating the youngsters in a boarding school situation is not desirable. Since it is not feasible to offer a comprehensive high school program in each small village, it becomes necessary to establish and operate secondary boarding schools, which are better able to meet the needs of the youngsters. The Bureau of Indian

Affairs, which operates these boarding schools, has adopted the following educational goals by 1970--(1) 90 percent of the native youth to graduate from high school, (2) 50 percent of the native high school graduates to enter college, and (3) 50 percent to go on to some other kind of post-high school vocational training. This article appears in the "Journal of American Indian Education," Vol. 3, No. 3, May 1964, pp. 21-25. (ES)

ED 017 353

MF - \$0.25, HC - \$1.20

WHITE AMERICANS IN RURAL POVERTY.

Bird, Alan R., and McCoy, John L., Department of Agriculture, Washington, D.C., 1967, 22p.

Poor rural whites are a major and persistent poverty problem, and have received insufficient attention. It is suggested that--(1) whites in poverty tend to be separated from major national markets and the generally accepted American ways of life, (2) emergence of many special programs to cater to "target groups" on the basis of economic and social need tend to accentuate this separation, (3) such separation may work to the detriment of poor rural whites, (4) major new programs or major reorientations of present programs may be needed to remedy this situation, and (5) this new program emphasis should be toward unified efforts that provide continuing opportunities for all citizens. While some poor rural whites tend to share in some of the same types of disadvantage as other poor groups, some unique circumstances of their group are-- (1) a tendency to identify poverty as a nonwhite problem, and for the white community to consider programs in these areas to be aimed almost exclusively at the Negro community, (2) a trend of increasing competition among whites and nonwhites for the few available income opportunities in depressed areas, (3) an emphasis on expected social participation of all age groups as a qualifying condition for program benefits, and (4) a communication barrier among the poor. (ES)

ED 017 363

MF - \$0.25, HC - \$0.50

THE DILEMMA OF RURAL YOUTH.

Udall, Morris K., 1967, 8p.

Within the last 30 years we have changed from an America which was two-thirds rural and one-third urban to just the reverse. Rural young people constitute a large portion of this migration pattern which has added to the increased congestion of our large metropolitan areas. Another related problem is that suddenly during the 1960's we have awakened to find that man's environment--the outdoors, the water, the air, the beaches, the parks--has not been preserved as it should have. These two problems call for our concentrated efforts with the solution possibly being the reversal of this mass migration. In order to accomplish this reversal, it will be necessary to provide good rural job opportunities and the various services to the rural young that are

available to their city counterparts. This speech was delivered at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 017 380

MF - \$0.25, HC NOT AVAIL.

LIBRARY SERVICE FOR RURAL PEOPLE.  
Smith, Hannis S., Department of Agriculture,  
Washington, D.C., 1959, 24p.

Ninety percent of the twenty-seven million Americans who did not have access to local public libraries in 1956 were from rural areas, while another fifty-three million had access only to inadequate public library service. The problem arises from the apparent difficulty of providing good library service where towns are small and rural people are widely scattered, but it is being solved gradually by bookmobile service and by small branches of large regional libraries. The service from both of these plans offers a much wider selection of books since the books are distributed from the central or regional library. After the readers in an area have finished with a collection, the books are returned and more are selected. Specific requests from individual readers are also answered by the regional library. The book is sent to either the nearest branch (community) library or to the reader himself. This booklet is also available for \$0.15 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (CL)

ED 017 384

NOT AVAILABLE FROM EDRS

SCHOOL LIBRARY PROGRAMS IN RURAL AREAS.  
Hightower, Grace, and others, National Education  
Association, Washington, D.C., 1966.

Two of the major handicaps to good rural school library programs have been inadequate finances and small school districts. Through recent Federal assistance, reorganization of schools, establishment of intermediate units, and other means of cooperating across district lines, rural school library programs have been improved. A good school library program consists of the following--(1) a reading, listening, and viewing center where skills and tastes are developed, (2) a learning laboratory for research and study where pupils learn to work alone and in groups, (3) a materials center where pupils and teachers locate materials regardless of format, (4) a center contributing to the personal, social, educational, and vocational guidance of pupils, and (5) an instructional center for improving the use of library materials throughout the school. This document also includes ways some rural areas are providing improved library programs. This booklet is

available for \$1.00 from Publication Sales Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (ES)

ED 017 775

NOT AVAILABLE FROM EDRS

PATTERNS OF COMMUNITY DEVELOPMENT.  
Franklin, Richard, ed., 1966.

Case histories of systematic community development in southern Illinois involving eight rural communities (including all of Pope County) and East St. Louis provide examples of grass roots decision making in social, cultural, commercial, industrial, educational, and civic betterment, and illustrate basic approaches to community and regional development--educating youth, working with adult populations in attempting gradually to change habits and attitudes, and introducing outsiders to initiate change. Experiences relevant to the role of university planning consultants and to the training of community development personnel are considered. Questions, issues, and hypotheses are framed for future social action research. Basic objectives of community development are briefly discussed. This document is available, for \$2.50, from the Public Affairs Press, 419 New Jersey Avenue, S.E., Washington, D.C. 20003. 363 pages. (LY)

ED 017 834

MF - \$0.25, HC - \$0.95

INTEREST IN TRAINING. NORTH CAROLINA TRAINING  
NEEDS STUDY, NUMBER 1.  
Marsh, C. Paul, and Brown, Minnie M., North Carolina  
State Agriculture Extension Service, Raleigh, 1965,  
17p.

During the spring of 1964, a study of the training needs of rural disadvantaged Negro families in North Carolina was conducted in 12 communities. Information was gathered on educational level and vocational training, employment history, the extent of poor health and physical handicaps, levels of occupational aspiration and willingness to migrate and/or to participate in training programs to attain these aspirations, knowledge of public agencies, access to communication media, organizational participation, and informal leadership patterns. Two questionnaires were used--one to obtain data about the household from the household head, and one completed by all in the sample households between 15 and 49 years of age, no longer in school, and not disabled. The low educational level indicates that few of the respondents are likely to qualify for technical training without further basic education. There appears to be interest among adults in educational and training programs perceived as relevant to better job opportunities, especially if they are free and given locally. However, income levels are so low and many individuals are already so discouraged that the widespread translation of this interest into participation in such programs is likely to be successful only to the extent that local leaders at the small community level understand the problems and are committed to them. (AJ)

ED 017 889

MF - \$0.25, HC - \$0.70

AN IDENTIFICATION OF EFFECTIVE METHODS TO EMPLOY  
IN CONDUCTING AN EDUCATIONAL PROGRAM TO REACH AND  
TEACH LOW-INCOME YOUNG HOMEMAKERS IN RURAL AREAS.  
Priester, Jeanne, Cooperative Extension Service,  
Auburn University, Alabama, 1968, 12p.

Fourteen nonprofessional program assistants were chosen to conduct the educational programs for low income homemakers in five Alabama counties, supervised by the county home economist. The state administrative staff included a specialist in educational methods, an assistant specialist, and an artist. Deprived mothers were referred by public agencies, schools, and churches. The working visit, a one-to-one teaching method in the homemaker's home, taught by telling, showing, and repeating a skill. Each visit was designed to meet the specific needs and interests of the homemaker at her economic, educational, and skill level. A second method utilized small informal groups which met according to individual plans and needs. A low-reading-level newsletter was published monthly for use in both methods. Daily logs were kept of each homemaker by program assistants. It was found that personalized informal learning experiences helped deprived young homemakers raise their level of living, encouraged mothers and families to grow out of the relief cycle, and raised self esteem, hopes, and aspirations. It was evident that improvement in homemaker skills resulted in cleaner homes, improved eating habits, and better family relationships. The value of utilizing program assistants was also shown. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (PT)

ED 018 280

MF - \$0.50, HC - \$5.55

THE IMPACT OF TITLE I (P.L. 89-10) UPON THE ADMINISTRATIVE  
OPERATIONS OF FOUR RURAL, ECONOMICALLY DEPRESSED AND  
CULTURALLY DEPRIVED SCHOOL DISTRICTS. FINAL REPORT.  
Kincheloe, James B., and Ogletree, James R., College  
of Education, University of Kentucky, Lexington, 1967,  
109p.

A project was initiated by the USOE to determine the impact of Title I on 4 rural school systems that were culturally and economically disadvantaged. Specifically, the project attempted to determine the Title I impact on (1) administrative operations, (2) processes employed in determining Title I activities, (3) the activities, and (4) their consequences with children. Due to organization, administration, and financial problems, the project was never completed and the data presented are only partially complete. (JS)

ED 018 312

MF - \$0.25, HC - \$1.80

PATTERNS OF EXPENDITURES AMONG RURAL NEW HAMPSHIRE  
SCHOOL DISTRICTS.

Grinnell, Harold C., Agricultural Experiment Station,  
University of New Hampshire, Durham, 1967, 34p.

In New Hampshire, nearly 90 percent of the local school budget is raised through local taxes. Because of this high degree of dependence on local effort, educational opportunity varies with prevailing economic conditions among the 154 school districts which have a pupil enrollment of less than 2,500. Costs per pupil in these districts decline as the pupil population increases. A pattern of less taxable wealth per pupil and low per pupil expenditures is noticeable in the rural areas of the state. Usually, the small rural districts are less able to afford equal educational opportunities. Improvement of this situation will come through state aid or some reorganization of districts. The state provides money over and above the proceeds of the tax of \$14 per thousand dollars of equalized valuation for each district. However, the legislature has not approved adequate funds to meet fully the intent of this foundation aid program provided by law. Consequently, small rural districts should consider the possibility of the organization of a cooperative school district, or a regional enrollment area. (ES)

ED 018 313

MF - \$0.25, HC - \$1.15

THE NONGRADED ELEMENTARY SCHOOL, NEW MEXICO  
WESTERN STATES SMALL SCHOOLS PROJECT.

Thompson, John F., and Thompson, Mrs. John F.,  
New Mexico State Department of Education, Santa  
Fe, 1965, 21p.

The nongraded school is defined as a school which provides for the continuous, unbroken, upward progression of all pupils, from the slowest to the most able. This type of school was organized at the Largo Canyon School (approximately 50 students in grades 1-8) in the Jemez Mountain School District. The objectives of this program were--(1) to ensure that each student masters necessary basic skills and essential subject matter, (2) to develop individual responsibility for independent study and progress, (3) to encourage satisfaction in learning, and (4) to encourage each student to develop his own particular talents to the maximum. Achievement and mental abilities tests have been given to all children, which show satisfactory progress. However, the greatest accomplishment has been in the changed attitudes toward school, and in doing good work. (ES)

ED 018 713

NOT AVAILABLE FROM EDRS

AN EVALUATION OF 4-H ADULT LEADERS AND THEIR TRAINING  
IN SEVEN CENTRAL INDIANA COUNTIES.

Miller, Standford Keith, Indiana University,  
Bloomington, 1967.

A study was made of the capabilities and experience of 4-H leaders and of their training. Two mailed questionnaires obtained data from 78 leaders in seven Indiana counties. County extension agents rated the leaders as to experience and capability. Although the more capable 4-H leaders felt they were more adequately trained than the less capable, none of the 78 felt they had received a high degree of training. Less capable leaders valued their training to a higher degree and received a higher percentage of training by attending county district training meetings, while more capable leaders received more training through personal contact with the county extension agent. Most training requests were for "How to Keep Teenagers in 4-H," and "Project Information and Requirements." The more experienced leaders had had greater training in understanding the needs of boys and girls. It was concluded that 4-H club leaders are not adequately trained, do not highly value their training--especially planned sessions, and training requests vary according to experience and capability. This Master's thesis is available from Indiana University, Bloomington. (Appendixes include the questionnaire used, rating scale, and survey form). (PT)

ED 019 145

MF - \$0.25, HC - \$0.60

DROP-OUTS IN SMALL SCHOOLS.

Texas Small Schools Project, Austin, 1965, 10p.

A three-year study, which was made of dropouts in 49 small schools participating in the Texas Small Schools Project, was made to determine the number of dropouts, their age, grade, sex, and reason for dropping out. Three figures and three charts summarize the results. The study revealed that (1) more males dropped out than females, (2) the average age for dropouts was 16, (3) dropouts begin to occur at the junior high school level, reaching a maximum in grade 10, and (4) the primary reason for female dropouts was marriage, while there appear to be a combination of reasons for male dropouts, including low scholastic ability, parental attitudes, retardation, and dissatisfaction with school. Recommendations of the study include--(1) devote more time and study to the dropout problem, (2) in selected classes or special programs, include guidance for females in marriage factors, (3) examine the curriculum to determine what might be offered potential dropouts to give them an opportunity to succeed, and (4) evaluate the procedures for promoting and retaining students. (RB)

ED 019 149

MF - \$0.25, HC - \$0.80

## TEXAS SMALL SCHOOLS PROJECT, 1960.

Texas Small Schools Association, Austin, 1960, 14p.

In January 1959, Phase I of the Texas Small Schools Project was undertaken to (1) offer an increased variety of educational experiences, (2) initiate more effective use of facilities and equipment, (3) individualize instruction, and (4) strengthen guidance and testing programs. During Phase II, to begin in 1960, several small twelve-grade schools will be selected in each of 5 regions throughout the state to participate in the program. A committee established in each of the 5 regions will study the local community and evaluate the entire school program, employing in-service programs to implement recommendations. Some techniques which could be introduced into these small schools include--(1) multiple classes to more adequately utilize small group study conditions, (2) supervised correspondence study to compensate for restricted course offerings, (3) cooperative service programs between schools whereby teachers, supervisors, and educational materials may be shared to provide increased educational opportunities, (4) school aides to relieve teachers from tasks that could be performed by non certified personnel, (5) flexible schedules to optimize learning time during the school day, and (6) audiovisual aids and materials to supplement teacher presentations. Proposed evaluation will consist of base line survey data and program evaluation of participating schools during the first year. (DA)

ED 019 150

MF - \$0.25, HC - \$0.80

EDUCATIONAL AND OCCUPATIONAL PROGRESS OF RURAL  
YOUTH IN UTAH--A FOLLOW-UP STUDY.Christiansen, John R., and others, Brigham Young  
University, Provo, Utah, 1962, 14p.

The purpose of this study was to analyze the educational and occupational experiences of the 1959 high school seniors at Juab, Sanpete, and Sevier counties, Utah. Information was gathered as of October 1960, and April 1961, through the use of mail questionnaires and personal interviews. Findings included--(1) rates of college attendance on the part of these rural seniors were below those characteristic of Utah, (2) many of the youth who enrolled in college were attending a two-year college, (3) early marriage was characteristic of the girls who did not attend college, and (4) the young men not in college had experienced difficulty in obtaining full-time employment in the jobs to which they aspired. (ES)

ED 019 157

MF - \$0.25, HC - \$1.75

THE RURAL SCHOOL DROPOUT, A TEN-YEAR FOLLOW-UP STUDY  
OF EASTERN KENTUCKY YOUTH.

Youmans, E. Grant, Bureau of School Service, University  
of Kentucky, Lexington, 1963, 33p.

A survey of school dropouts in 11 eastern Kentucky counties was designed to answer the following questions--(1) to what extent is the rural school dropout disadvantaged in comparison with the rural high school graduate? (2) Is graduation from high school an advantage if the youth remains in a rural area? (3) Is it an advantage if he moves to an urban center? The conclusions were determined by two types of comparisons--(1) school dropouts in the rural area were compared with the high school graduates living in that area, and (2) school dropouts who moved to urban centers in southern Ohio were compared with the high school graduates who moved to those centers. The survey concludes that high school graduates had been more successful than, held higher aspirations than, and possessed a more optimistic attitude than rural dropouts. This article appears in the "Bulletin of the Bureau of School Service," Vol. 36, No. 1, September 1963. Related documents are ED 027 129 and ED 027 130. (CL)

ED 019 163

MF - \$0.50, HC - \$4.65

THE COMPREHENSIVE EDUCATIONAL PROGRAM FOR  
WEST VIRGINIA SCHOOLS.

Smith, Rex M., West Virginia State Department of  
Education, Charleston, 1964, 91p.

The comprehensive educational program is defined as one which meets the needs of all students at all levels by providing comprehensive and elective programs for those students requiring salable skills upon graduation from high school, as well as a broad elective program for those who wish to continue their education. Included are summaries of the curricular bases for such a comprehensive educational program and schematic representations of content and grade level responsibility for each major curricular area. Also presented are criteria and forms for evaluating (1) a comprehensive educational program and (2) the optimum conditions conducive to establishing such a program. (DK)

ED 019 169

MF - \$0.25, HC - \$1.65

THE EDUCATIONAL AND OCCUPATIONAL PERSPECTIVES  
OF RURAL YOUTH.

Sewell, William H., National Committee for Children  
and Youth, Washington, D.C., 1963, 31p.

The purpose of this paper is to present a summary of present knowledge concerning rural and urban differences in student aspiration and occupational choice of youth. The paper relied heavily on data obtained in a Wisconsin research project financed by the Rockefeller Foundation and the U.S. Public Health Service. Other studies mentioned indicated that the educational planning and aspirations of rural youth were generally lower than those of urban youth. The Wisconsin data confirmed previous educational planning studies and also indicated that the occupational choice of youth was related to place of residence. Factors cited for these differences included the socio-economic status and academic achievement of the home, school and community attitudes, and measured intelligence. Suggestions for improvement included increased quality of rural schools, better educational and occupational guidance in the rural schools, establishment of parental guidance programs, early talent identification of superior students, and increased availability of college facilities. (JS)

ED 019 171

MF - \$0.25, HC - \$0.50

THE EFFECT OF RURALITY ON THE EDUCATION OF RURAL YOUTH.

Charles, Edgar B., New Mexico State University, University  
Park, 1968, 8p.

The phenomenon of rurality occurs along a rural-urban continuum, with the degree of rurality depending upon environmental, occupational, and socio-cultural considerations. A high degree of rurality is likely to exist in areas where population centers do not exceed 2,500 persons, occupations are primarily based on natural resource and/or land utilization, and schools characteristically have small enrollments, courses limited to academic offerings, and little chance for expansion or consolidation. The popularly held contention that rurality is educationally undesirable was not borne out in a recent survey of 1,500 rural teachers which indicated that many teachers were in agreement on the advantages of rurality, but were in far less agreement about the disadvantages, if any. Although such advantages as closely-knit family units, healthy physical environments, great amounts of teacher-student-home interaction and lighter teacher workloads paint a rosy picture, a major educational disadvantage is that rural youth do not realize farm mechanization is steadily reducing the availability of unskilled farm-related jobs. This realization is not achieved until the untrained youth meet the frustration of unemployment. This single major educational disadvantage of rurality can be overcome by broader technical-vocational offerings, adequate counseling services, and better prepared teachers. (DK)

ED 019 179

MF - \$0.25, HC - \$1.00

A STUDY OF THE CHANGE IN INTELLIGENCE DISTRIBUTION  
OVER A TWENTY YEAR PERIOD IN CENTRAL IOWA.

Dreier, William H., and Young, Beverly S., State  
College of Iowa, Cedar Falls, 1964, 18p.

There was a statistically significant rise in the mean IQ score of children whose parents obtained their living by farming in Mahaska County, Iowa, during the twenty years preceding 1961-1963. However, this increase was not paralleled by the nonfarm children living within the same rural community. Selective migration was shown to be an active factor in this increase, but not the only or perhaps even the most important factor involved. Some factor or factors of environment possessed by the farm children and a segment of the nonfarm population appears to promote this intellectual growth. (CL)

ED 019 472

MF - \$0.25, HC - \$0.90

THE DEVELOPMENT AND DEMONSTRATION OF UNIFIED  
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN SMALL  
RURAL AREA HIGH SCHOOLS. FINAL REPORT OF PROJECT 601.  
Sweany, H. Paul, College of Education, Michigan State  
University, East Lansing, 1967, 16p.

The major purpose of this project was to improve the quality and image of vocational education in rural secondary schools through the use of innovative curriculums. A 3-day preschool workshop and several conferences for vocational teachers, counselors, and administrators from three participating schools were held to study problems in implementing courses having content common to several occupations and in restructuring the curriculum. Schools were given freedom in adjusting schedules and courses to provide the necessary instruction. All ninth grade students were encouraged to enroll in an occupational survey course to assist them in career and educational planning by interpreting their interests, aptitudes, and vocational abilities and by introducing them to careers in major occupational fields. Common competencies of several occupations were taught, and simulated work experience was substituted for supervised job experience where work stations were not available. Data consisting chiefly of intelligence quotients, grade achievements, and interests and aptitudes measured by standardized tests had not been analyzed at this reporting time. Tentative conclusions indicated only tendencies. For instance, it appeared that many students had been employed for pay in doing very simple jobs, and vocational choices or interests had not concentrated in closely related fields. During the second year, clinical schools were to be encouraged to offer vocational courses and in the third year, they were to try out a variety of ways to simulate occupational work. A related document is ED 028 874. (EM)

ED 020 027

MF - \$1.50, HC - \$17.50

RURAL YOUTH IN A CHANGING ENVIRONMENT, REPORT  
OF THE NATIONAL CONFERENCE (OKLAHOMA STATE  
UNIVERSITY, SEPTEMBER 22-25, 1963).

Nash, Ruth Cowan, National Committee for Children  
and Youth, Washington, D.C., 1965, 348p.

This conference report contains a summary of the survey made by Elmo Roper and associates, "A Study of the Problems, Attitudes, and Aspirations of Rural Youth," as well as the major addresses from the conference. It provides a significant portion of discussions on problems of rural youth involving urban adjustment, occupational training and preparation, vocational counseling, improved education, post high school education, special education, dropouts, health, youth serving agencies, the roles of the church and family in total development of youth for today's world, migrant children, minority youth, and delinquency. Recommendations for the solutions to these problems are also included. An appendix of follow-up programs and projects concludes the report. A related document is ED 022 568. (CL)

ED 020 030

NOT AVAILABLE FROM EDRS

APPALACHIA TRIES A CO-OP.  
Rhodes, Charles W., 1968.

Educators at the Appalachia Educational Laboratory in Charleston, West Virginia, have modified the educational park concept to take advantage of school consolidation while maintaining a personal relationship between teacher and pupil. As proposed, the Educational Cooperative would consist of a central facility, jointly constructed by smaller schools in the area concerned. From this facility, televised lectures by master teachers in a wide range of subject matter areas would be transmitted to local schools. A fleet of mobile laboratories would be scheduled and dispatched from the central facility to participating schools. Proposed components of a co-op of this size include educational television, mobile facilities, computer assisted instruction, shared courses, early childhood education, and vocational guidance. Field tests are being conducted in 6 Appalachian states, each concentrating on a single phase of the proposed co-op. Evaluation has also been undertaken on an interaction analysis technique designed to aid in-service teachers in determining the degree of freedom a student may be allowed in expressing himself, while permitting control by the teacher. This article appears in "Education News," Vol. 2, No. 10, May 27, 1968, page 12. (DA)

ED 020 036

MF - \$0.25, HC - \$0.45

## THE MYTHS OF REORGANIZATION.

Degood, K. C., Ohio School Boards Association,  
Columbus, 1968, 7p.

A group of more than 80 businessmen and industrial leaders (Little Hoover Commission) conducted a study of Ohio school districts and recommended accelerated reorganization and consolidation as a means of improving educational quality. In order to implement the Commission's recommendations, however, it will be necessary to dispel several myths. The first myth (unitary concept myth) consists of the belief that our school districts exist for some single undefined purpose and further discussion is precluded until this purpose has been clearly identified. Research, however, indicates that distinct advantages exist in educational units larger than many small districts. The second myth concerns the maximum size (size limits myth) to which a district should be allowed to grow. Since it is rather easy to define a system as too small, proponents of this myth often demand an equally precise definition of an overpopulated system. Failure to define a specific upper limit is a weak argument for not taking advantage of the services a larger district could offer. The third myth (transportation myth) expresses itself in the fear of an unreasonable rise in transportation costs with increased student influx from outlying communities. In actuality, those districts which have reorganized have found that transportation costs rise no more rapidly than other expenses. This article appears in the "Ohio School Boards Journal," Vol. 12, No. 2, February 1968. (DA)

ED 020 039

MF - \$0.50, HC - \$3.10

## THE ROLE OF EDUCATION IN ALLEVIATING RURAL POVERTY.

Tweeten, Luther G., Department of Agriculture,  
Washington, D.C., 1967, 60p.

A characteristic of the poverty experienced by 17 million people living in rural areas of the U.S. in 1959 was its concentration in specific geographical regions and among certain occupations. Education, occupation, and social status of the parents have been shown to possess a high positive correlation with educational attainment of the child. There appears to be a vicious circle of low income and low education in depressed areas which is particularly resistant to external intervention. It is concluded that education speeds individual development, there is little incentive for education in depressed rural areas, and education is not particularly beneficial for those who remain in depressed areas after having achieved their educational goals. Recommendations for further research include--(1) a determination of the return on investments in education in low income rural areas, (2) an analysis of the tax system and available economic resources for rural schools, (3) a more accurate evaluation of the quality of education

in rural schools based on criteria other than teachers' salaries and per-pupil expenditures, (4) a determination of what attitudes are most conducive to encouraging economic progress in depressed areas, and (5) an assessment of the feasibility of implementing vocational education programs in rural schools. (DA)

ED 020 045

MF - \$0.25, HC - \$2.15

EDUCATING RURAL YOUTH FOR SUCCESS IN THE WORLD OF WORK.  
Stutz, Rowan C., and Merrell, Russell G., Western States  
Small Schools Project, 1967, 41p.

The Career Selection Education (CSE) activities of 14 schools in the Western States Small Schools Project are reported. The objectives of the project were to help students in rural areas make realistic career selections, develop an awareness of requisite skills and competencies in a broad spectrum of careers, and develop specific job entry skills. Included is a brief discussion of the effect of rurality on youth, and the inadequacies of rural youth as job seekers on the labor market due to isolation and lack of a comprehensive educational program. Descriptions of the materials and curricula used in the schools, and a definition and description of the duties of the career selection agent placed in each school are provided. Methods and practices used in the adjustment of the regular school program, and in obtaining and making full utilization of community resources are also described. The evaluation consists of student comments and several case studies compiled by career selection agents. Appendices contain samples of the project evaluation battery, the training agreement, and the student rating chart. (DK)

ED 020 047

MF - \$0.25, HC - \$0.80

BIBLIOGRAPHY, RURAL EDUCATION AND THE SMALL SCHOOL.  
Bohrson, Ralph G., Colorado State Department of  
Education, Denver, 1962, 14p.

Approximately 176 books and articles published between 1912 and 1961 are listed in this bibliography on rural education and the small school. Emphasis is placed on general references, but about one quarter of the listings are placed under specific subject headings such as buildings, consolidation, library service, etc. The entries are alphabetically arranged under the specific area headings. (DK)

ED 020 048

MF - \$0.25, HC - \$2.40

UTILIZATION OF MOBILE FACILITIES FOR DEVELOPMENT  
OF ENTRY WORK SKILLS FOR ARKANSAS' RURAL UNEMPLOYED  
AND LOW INCOME EARNERS, A FEASIBILITY STUDY.

School Planning Lab, University of Nevada, Reno,  
1967, 46p.

The feasibility and methods of using mobile facilities in upgrading the work skills of rural low income wage earners are explored. Such mobile facilities would be directed toward 3 specific groups of people--small acreage farmers who produced only a minimal income, the rural low-income Negro population, and young rural school dropouts with little or no education and an absence of saleable work skills. The study recommended that a one-year pilot study be conducted to field test 2 mobile units. One unit would serve primarily as an exploratory unit designed to introduce a number of training possibilities for entry work skills, and would serve as a "recruiter" unit for the mobile training unit which would follow. The second unit would be the actual training unit, designed to house 2 specific training modules where the actual training for specific skill clusters would be undertaken. Skill clusters were defined as those in demand by industry and other categories of employment, i.e., small appliance repair, garment and drycleaning, general manufacturing, small engine repair, etc. The project would be administered by the Vocational Division of the Department of Education, and their 10 area vocational-technical schools would serve as operations and maintenance bases for the satellite mobile facilities. A proposed budget for the pilot study is included. (DK)

ED 020 050

MF - \$0.50, HC - \$3.85

LA LENGUA EXTRANJERA EN LA ESCUELA PEQUENA (FOREIGN  
LANGUAGE IN THE SMALL SCHOOL), A REPORT OF AN  
EXPERIMENTAL WESTERN STATES SMALL SCHOOLS PROJECT  
STUDY DESIGNED TO PROVIDE FOREIGN LANGUAGE PROGRAMS  
IN THE SMALL ELEMENTARY SCHOOLS.

Anderson, Merlin, Nevada Western States Small Schools  
Project, 1966, 75p.

A 1965-66 controlled experiment at the fifth and sixth grade levels was conducted in selected small schools in southern Nevada to determine if successful beginning instruction in a foreign language (Spanish) can be achieved by non-specialist teachers with the use of audio-lingual-visual materials. Instructional materials used were "La Familia Fernandez" from the Encyclopedia Britannica Educational Corporation. Five of the 6 experimental classes were rated favorably in relation to the control group. It was concluded that there were no significant differences in achievement between the experimental classes and the control group, although it was determined that academic returns diminish

as the course progresses to more difficult stages. The experiment was not intended to replace the qualified language specialist, but sought an alternative way to meet the need for a foreign language program when qualified instructors are unavailable. (JH)

ED 020 055

NOT AVAILABLE FROM EDRS

SELECTED BIBLIOGRAPHY ON RURAL EDUCATION.

National Education Association, Washington, D.C.,

1963.

Two hundred and eighty-three books and articles published between 1947 and 1963 are listed in this annotated bibliography on rural education. Two general sections list comprehensive volumes and other bibliographies, and the remainder are listed under specific subdivisions, i.e., school organization and reorganization, administration and supervision, the changing nature of rural society, the school and its community, curriculum, vocational and adult education, testing and guidance, education of children of agricultural migrants, education for international understanding, stories for children about other lands, source materials for classroom use, pupil transportation, school law, and research and surveys. A cross reference system is used to aid users in finding related materials listed in other sections. Copies of this bibliography are available for \$1.00 from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (DK)

ED 020 056

MF - \$0.25, HC - \$0.70

RURAL EDUCATION ON THE WORLD SCENE.

Swanson, Gordon I., 1962, 12p.

An historical review of the development of rural education in the United States is presented along with symptoms and definitions of underdeveloped or developing economic systems. Common educational characteristics are discussed, and a comparison is drawn between the problems that may be encountered in the development of education in the United States (or any other developed country) with the development of education in underdeveloped countries. Some possible directions for rural education to take in the further study of common problems are suggested-- (1) educational needs should be examined in light of a country's societal demands and economic development, (2) attempts should be made to encourage American associations of rural education to seek further opportunities to become cooperators and collaborators with rural educational developments on the world scene, and (3) the economic effects of educational investment should be investigated, not only in America but also in developing economies. This speech was delivered at the annual AASA luncheon of the Rural Department and Divisions (Washington, D.C., February 19, 1962). (DK)

ED 020 057

MF - \$0.25, HC - \$0.55

THE CHANGED AND CHANGING SOCIOECONOMIC SITUATION.  
Bertrand, Alvin L., 1960, 9p.

Today only 1 out of every 8 people is a farm dweller, and this ratio decreases by 4 percent annually. As a result, the student distribution has become extremely skewed in the direction of the urban school, while rural schools have been forced to curtail needed services. Consequently, the rural student lags about 2 years behind the urban student in educational attainment. Rural families of today, although less numerous, have approached the socioeconomic standards of urban families. Several patterns appear to be emerging in various aspects of rural life. Three occupational clusters are in evidence today--(1) the business-like farmer who approaches farming as an industry, (2) the low income farmer who is found on the poorer land and who is most in need of assistance, and (3) the people who work in the city and simply live in rural areas, who approach agriculture from a strictly avocational standpoint. The trade center community has replaced the stereotyped rural neighborhood. Another emergent pattern has been with respect to rural personality. Traditional characteristics of independence, self-reliance, and the conviction of the secondary role of education have been displaced by the strong motivation to gain economic and social position. This speech was delivered at the Annual Conference of the Department of Rural Education, NEA, Louisville, October 7-8, 1960. (DA)

ED 020 059

MF - \$0.25, HC - \$0.75

EDUCATION IN RURAL AMERICA FOR VOCATIONAL COMPETENCE.  
Dawson, Howard A., National Education Association,  
Washington, D.C., 1964, 13p.

The percentage of disadvantaged farm laborers, low income manufacturing workers, and migrants is disproportionately large in rural America. Millions of technologically unemployed rural youth are uneducated, unprepared, and hence unemployable in a new occupation. Although undisputable evidence exists testifying to the benefits of vocational education in reducing unemployment, a large segment of this population is functionally illiterate, making further technical education all but impossible. Suggestions for improving the plight of the rural disadvantaged include--(1) broadened curricular offerings which encourage students to complete their education, (2) improved quality of elementary education through employment of specialists, especially in the area of reading (lack of reading ability is perhaps the major cause of educational retardation and dropout at all levels), (3) establishment of programs for the functionally illiterate individual whose achievement may be so low that he is not qualified for training or retraining programs now in operation, (4) initiation of training

programs for both rural and urban displaced workers, and (5) consolidation of school districts, thereby providing the advantages of both academic and vocational education. This speech was delivered at the National Conference on Rural Education (Washington, D.C., September 28, 1964). (DA)

ED 020 061

MF - \$0.25, HC - \$0.90

CHANGING SCHOOL NEEDS IN RURAL AREAS.  
Rhodes, Alvin E., 1962, 16p.

As the rural economy has become more affected by automation, rural society has become more industrial. Farm population and the number of farms have decreased, while non-farm rural population has increased. The changing rural scene is reflected in changes in rural education. Educational opportunities have greatly increased due to school reorganization, consolidation, and development of the intermediate administrative unit, but the major job of improving rural education remains to be done. Adequate apportionment of state and Federal funds and greater equalization of the tax base are primary requirements for financing rural education. The traditional school-support tax on land and property is outdated since wealth now exists primarily in forms other than land. The rural population is an important minority which affects all segments of our society, and the educational needs of this group should be of concern to all. This speech was presented to the National Conference on School Finance (St. Louis, April 5-6, 1962). (JEH)

ED 020 062

MF - \$0.25, HC - \$0.35

TEACHING THE RURAL DISADVANTAGED, PRELIMINARY  
BIBLIOGRAPHY.  
National Education Association, Washington, D.C.,  
1968, 5p.

Seventy-five books, articles, and bibliographies published between 1960 and 1967 are listed in this preliminary bibliography dealing with characteristics and learning problems of the disadvantaged. Particular emphasis is given to the preparation of teachers for the rural disadvantaged. (DRK)

ED 020 063

MF - \$0.25, HC - \$0.50

PROGRAMMED MATHEMATICS, CLOUDCROFT HIGH SCHOOL.  
Clendenin, Mary Joe, New Mexico Western States  
Small Schools Project, 1965, 8p.

A programmed Algebra I course was offered for the third year to students of the Cloudcroft, New Mexico, High School. All freshmen (15), 4 sophomores, 1 junior, and 2 seniors were enrolled. A schedule was

developed whereby each student could complete the entire 73-chapter course in a school year. Teacher-made tests were given at the end of each chapter and weekly grades were based on these tests and on student pacing. At the end of the year, 2 students had completed the entire program and all students had completed at least 35 chapters. The biggest advantage of programmed instruction was seen as the individualization of instruction. (SF)

ED 020 064

MF - \$0.25, HC - \$0.50

PROGRAMMED MATHEMATICS, DES MOINES HIGH SCHOOL.  
Morrow, Thomas J., New Mexico Western States Small  
Schools Project, 1965, 8p.

Programmed mathematics instruction was used over a two-year period in the high school at Des Moines, New Mexico. The main purpose was to overcome mathematics limitations of the college-bound student from small schools and to offer non college-bound students a sound mathematics base curricula. The test group of 46 students began at 3 different points in the program and proceeded individually. The programmed courses used were "Modern Mathematics, Course I" (SRA), "Introduction to Modern Mathematics" (TMI Grolier), and "Properties of Number Systems, Volumes I and II" (TMI Grolier). Parents received progress reports on the students rather than percentage or letter grades. Evaluation of the project indicated few opportunities for interaction between teacher and students, and student-reaction contributions to the group were lacking. It was concluded that programmed materials should supplement, as enrichment for the able student and assistance for the slow learner, rather than replace standard instructional materials. (JEH)

ED 020 065

MF - \$0.50, HC - \$5.60

PROMISING PRACTICES FOR SMALL SCHOOLS IMPROVEMENT.  
ANNUAL PROGRESS REPORT.  
Stutz, Rowan C., Western States Small Schools Project,  
1965, 110p.

Meeting the unique problems of providing quality education in small schools calls for special programs. The Western States Small Schools Project has compiled 9 promising program practices which capitalize upon the potential strengths inherent in smallness--individualized instruction in high school language arts, individualized English in a small high school, individualized instruction in a small elementary school, individualized and non-grade math in a small high school, modern mathematics in an individualized program, and expanding mathematics study opportunities in small high schools. Each practice is described by the participating school, with an account of the desired outcomes, preparation, practice, and evaluation. (SF)

ED 020 066

MF - \$0.25, HC - \$0.55

PROFESSIONAL PERSONNEL TO SERVE THE EDUCATIONAL NEEDS  
OF RURAL AND SMALL COMMUNITIES, A PROPOSED GUIDE TO  
STATE ACTIVITY.

National Education Association, Washington, D.C., 9p.

A growing need dictates that states must identify and meet the various requirements for professional personnel in rural and small schools. In cooperation with various professional groups, the state should--(1) determine how many additional professional staff members would be needed over the next 5 years to provide an educational program adequate to meet emerging needs, (2) determine the extent to which effectively prepared personnel can become available, (3) determine the extent to which new personnel resources need to be sought or developed, (4) identify untapped resources that might be developed, (5) determine critical areas in which staffing needs must be met, (6) determine the priority in which these needs must be met, (7) summarize the general plan of action, and (8) identify and encourage the types of help outside agencies (universities, professional organizations, etc.) might be able to offer. An appendix indicates specific agencies or organizations that might be involved in such a plan of action. (DK)

ED 020 067

MF - \$0.25, HC - \$0.35

A BIBLIOGRAPHY OF MATERIALS ON THE UPPER  
CUMBERLAND REGION. (TITLE SUPPLIED).

Upper Cumberland Project, Livingston, Tennessee, 5p.

Seventeen books and other general bibliographic sources published between 1941 and 1966 are listed, plus 34 undated Masters' theses available from Tennessee Technological University. The materials deal with population, environment, and education factors in the Upper Cumberland Region of Tennessee. (DK)

ED 020 071

MF - \$0.25, HC - \$0.35

WHAT HAPPENS TO CHILDREN IN THE TRANSITION FROM A  
PREDOMINANTLY RURAL ECONOMY TO MODERN INDUSTRIALIZATION?

Skard, Ase Grude, National Education Association,  
Washington, D.C., 1963, 5p.

Western countries have neglected the cultural development of their children in the process of transition from rural to urban living. In contrast to the rural child, the urban child experiences restricted movement, reduced contact with adults, separation from one or both parents during the work day, consumption of goods while seldom observing their production, less emphasis on muscular development, a more strained emotional atmosphere in which individual emotions are

concentrated on fewer people, and increased emphasis on the development of mental abilities. Suggestions for overcoming some of the disadvantages associated with the child's development in rapidly changing urban societies include--(1) planning and construction of areas for the exclusive use of children at play, (2) construction of houses large enough for family activities, (3) arranging working hours to allow free time for daily activities with the children, (4) establishment of nursery schools and kindergartens allowing free play, (5) production of imaginative, durable toys, and (6) varied contacts with children and adults outside the child's immediate family. (DA)

ED 020 235

MF - \$0.25, HC - \$0.45

WEWAHITCHKA TOOK A CHANCE ON OBLIVION.  
Braddock, Clayton, 1967, 7p.

The school system in Wewahitchka, Florida, with a large number of disadvantaged students typified many of the problems of struggling rural American schools. It was beset with even more classroom problems when school and town leaders voluntarily decided to desegregate all grades in an effort to avoid the financial need to consolidate with a neighboring community. (The shift to biracial schools occurred without incident.) Foundation grants provided for school construction and inservice teacher training, and a small amount of Federal funds set up a remedial reading program and permitted the purchase of some equipment and library books. Many students of both races were found to be below grade level in communication skills and to need intensive remediation. Among staff there were several poorly trained or uncertified personnel. Teachers had been outspoken in their criticism of the paucity of county and state school allocations and of the administrative neglect. Nevertheless, teachers have been affected positively by the new atmosphere in the schools and some innovative efforts have been attempted. However, the burden of cultural impoverishment and the limited economy of the area remains as a serious handicap to the potential for education in this town. This article was published in the "Southern Education Report," Volume 3, Number 1, July-August 1967.  
(NH)

ED 020 236

MF - \$0.25, HC - \$0.25

MOUNTAINEERS AREN'T REALLY ILLITERATE.  
Skinner, Vincent P., 1967, 3p.

It is important to recognize that Appalachian children are not illiterates. They have a very sophisticated language with which they communicate effectively within their own community. Their language system, however, is not like the standard American English, but is learned almost exclusively from oral tradition and has changed very little for generations. Thus, when the schools impose middle-class

reading and writing codes, Appalachian children fail and are considered illiterate. The reading materials used in Appalachian schools have no relevancy to these children who have not had the mainstream cultural experience. Moreover, the graphemes of standard English do not convey to them the sounds they customarily use. The critical need for Appalachian schools is preschool oral language program using standard American English which is designed to give students a basis for learning to read in the first grade. This article was published in the "Southern Education Report," Volume 3, Number 1, July-August 1967. (NH)

ED 020 815

NOT AVAILABLE FROM EDRS

INTERMEDIATE UNITS AND SMALL HIGH SCHOOLS.  
Isenberg, Robert, National Association of  
Secondary School Principals, 1966.

Traditional intermediate administrative units, such as still exist in some county offices, have contributed little to secondary education. The new intermediate units can best be described as regional service agencies, providing services which schools (especially small schools) cannot adequately or efficiently provide for themselves. Intermediate unit organization and role encourage inter-district cooperation and participation in a wide variety of cooperative services. Examples of the services presently being administered by these units are special education for exceptional children, instructional materials centers, data processing, curriculum development, leadership, cooperative purchasing, and inservice programs. Intermediate units do not compete with local or state level operations when functions and sources of funds for each are clearly defined by law. This article appears in the "NASSP Bulletin," February 1966, pp. 1-10. (DK)

ED 020 821

MF - \$0.25, HC- \$2.75

BORN FOR JOY, A UNIQUE SUMMER PROGRAM FOR  
DISADVANTAGED CHILDREN DURING JULY, 1966.  
Morris, Glyn, and Wheeler, Judith, Board of  
Cooperative Educational Services, Sole Supervisory  
District of Lewis County, New York, 1966, 53p.

A 4-week summer program was conducted in a disadvantaged area in the Adirondack foothills of New York. Two projects were offered, one involving 90 children in grades 5 through 8, and another providing inservice education for 75 teachers. The project for students consisted of crafts, films, recreation activities, listening to records and storytelling, homemaking experiences, and trips to Canada, Boston, Buffalo, and elsewhere. One facet of the student project was an opportunity for 9 retarded boys to attend a camp for 3 weeks. The

teachers were offered 2-week courses in methods and materials for reading instruction in the elementary school and the high school, and a course on mental health in the classroom. A description of both projects is given and evaluative remarks are included. An appendix contains the evaluation instruments. (NH)

ED 020 822

MF - \$0.25, HC - \$0.30

EDUCATIONAL TELEVISION IN THE SMALL SCHOOL.  
Ledford, Lowell E., Arkansas Education Association,  
Little Rock, 1968, 4p.

Hensley Elementary School, consisting of 72 students and 3 teachers, has incorporated 12 educational television programs as a regular part of the curriculum in the first 6 grades. Grades 1 and 2 viewed programs in science, speech, art, music, and story time. Grades 3 and 4 viewed series in music, science, art, and speech, while grades 5 and 6 were given presentations in Arkansas history, art, music, science, and places in the news. Ten teaching specialists gave presentations via television. Curriculum enrichment through the use of television proved entirely practical, with the student receiving a stimulating change of pace and much learning being transformed into pleasurable activities. Teachers characterized the learning as average and also noted a marked decrease in discipline problems which they attributed to increased motivation on the part of the student during the telecasts. Evaluation sheets were provided for teachers' reactions and suggestions for future program improvement. This article appears in the "Journal of Arkansas Education," Volume 40, Number 8, May, 1968. (DA)

ED 020 824

MF - \$0.25, HC - \$1.70

A RESTUDY OF THE ACCEPTANCE OF EDUCATIONAL PROGRAMS  
IN RURAL WISCONSIN.  
Kreitlow, Burton W., and Butterfield, Paul G., Department  
of Agriculture and Extension Education, University of  
Wisconsin, Madison, 1966, 32p.

Rural adults in 38 localities in Wisconsin who were studied in 1953 to determine attitudes and actions toward educational practices, farming practices, and organizational participation, were restudied in 1963. Eleven of the 19 localities considered homogeneous in ethnic and religious composition in 1953 had become heterogeneous and were treated in segments of the restudy as a third type of locality group. Subjects in heterogeneous localities were found to be consistently more favorable toward educational practices than those in homogeneous localities. Both groups indicated less favorable attitudes toward adult education classes, joint parent-teacher planning of curriculum, and the need for parent organizations in the school. The changed group was more

learning-oriented than the other 2. Both homogeneous and heterogeneous localities showed increased acceptance of improved farm practices. No significant differences were found between groups in their participation in organizations. Attitudes of religious-ethnic groups were analyzed individually and compared to each other. A related document is ED 020 836. (JEH)

ED 020 832

MF - \$0.25, HC - \$0.70

EDUCATION FOR RURAL PEOPLES IN THE NEW AMERICA.  
Kimball, Solon T., 1964, 12p.

The sweeping changes which characterize the modern world have been reflected only incidentally in the organization and practices of the educational system. A tremendous educational vacuum exists in the area of interpersonal education, in which the student learns to function as an effective member of a coordinated team, rather than as an individual. Under the existing educational system, with the exception of certain extra-curricular activities such as sports, team effort is usually not encouraged. Such organizations as 4-H Club and Future Farmers of America do emphasize cooperation and team effort, but this kind of practice must be further generalized to academic areas. There is an immediate need for educational planners and programs to train personnel in anticipation of the future needs of students who will be required to work almost exclusively as members of a team as our society moves toward ever greater degrees of specialization. This speech was delivered to the 1964 Conference on Rural Education, NEA (Washington, D.C., September 28, 1964). (DA)

ED 020 834

MF - \$0.25, HC - \$0.45

A DYNAMIC CHARTER FOR RURAL EDUCATION.  
Aarnes, Hale, 1961, 7p.

Although we are presently witnessing an increasing exodus from farms to urban centers, in the foreseeable future farming areas will fill with people as the population continues to increase. Problems associated with these events are becoming clearly defined, and if an attempt is to be made to cope with these problems, a unified teaching profession must be created at all echelons of education. Reorganization of districts is essential if we are to provide necessary levels of education for most children. Multipurpose high schools and combined liberal arts and technical centers are needed to meet our growing need for industrial education. A culture-centered curriculum is needed, including international as well as national views. Financial resources should be increased with the understanding that education creates resources rather than depletes them. International agricultural relations should encourage, through student and adult exchange programs, the spread of modern techniques to all countries. This speech was delivered to the Annual Conference of the Department of Rural Education, NEA (Pittsburgh, Pa., September 29-30, 1961). (DA)

ED 020 836

MF - \$0.25, HC - \$1.25

THE ACCEPTANCE OF EDUCATIONAL PROGRAMS  
IN RURAL WISCONSIN.

Kreitlow, Burton W., and Duncan, James A.,  
Department of Agriculture and Extension Education,  
University of Wisconsin, Madison, 1956, 23p.

The purpose of this study was to compare attitudes of 19 pairs of Wisconsin groups toward educational practices, farming practices, and organizational participation. Each pair of rural neighborhoods consisted of one neighborhood homogeneous in ethnic and religious composition, and one neighborhood heterogeneous in the same characteristics. Personal interviews with 380 family heads were conducted. Results of the survey showed that members of heterogeneous neighborhoods are more favorable toward school practices and adopt more improved farming practices than members of homogeneous neighborhoods. Heterogeneous neighborhood residents set and attain higher educational goals and are more favorable toward school practices representing a break from tradition. Homogeneous neighborhood residents belong to more organizations, predominantly church and social, while heterogeneous neighborhood residents attend more meetings, hold more offices, and serve on more committees of organizations, mainly agricultural and educational. Homogeneous neighborhood residents place emphasis on perpetuation of their culture and show greater neighborhood and family strength. A related document is ED 020 824. (JEH)

ED 020 839

MF - \$0.25, HC - \$2.90

OPERATION PEBBLE. SUMMARY REPORT.

Norred, Robert B., Tennessee Technology University,  
Cookeville, 1967, 56p.

A comprehensive evaluation of Operation Pebble's 3 year summer program for economically and educationally deprived children of the Upper Cumberland Region of Tennessee is presented. The intent of the project was to involve the children in experiences that might expand the horizons of their stagnant, highly structured cultural environment, without demeaning that same environment. Counseling techniques utilized in the program are presented in view of their stated objectives and the characteristics of the Pebble students. An evaluation is given of the instructional program devised by the Pebble staff to meet measured and apparent student deficiencies, along with instructional activities used for the remediation of these deficiencies. The report's last section deals with implications and recommendations derived from the Pebble experience for the public schools. (DK)

ED 020 841

MF - \$0.25, HC - \$0.55

THE RURAL FAMILY IN 1965.  
O'Rourke, Edward W., 1960, 9p.

In a discussion of single family rural farm life, the views of the National Catholic Rural Life Conference are presented in relation to the economic and social changes taking place in rural America. The values and roles of the members of rural families are presented in contrast to those of the urban family. Also indicated are changes taking place due to mechanization and technological advances. Suggestions for strengthening and preserving the rural family include repeal of legislation injurious to small farm operation (i.e., public laws which allow importation of farm labor and provide subsidies favoring large farm operations), and use of collective or cooperative purchasing as one method of strengthening the small farmer's position. The need for non-sectarian family life education is suggested as a method of preserving the wholesome rural family atmosphere. This speech was delivered at the American Country Life Conference (Chevy Chase, Maryland, July 12, 1960). (DK)

ED 020 842

NOT AVAILABLE FROM EDRS

SMALL TOWN IN MASS SOCIETY--CLASS, POWER, AND  
RELIGION IN A RURAL COMMUNITY.  
Vidich, Arthur J., and Bensman, Joseph, 1960.

A rural dairy community in upstate New York is the subject of this study written after 3 years of participation by the authors in the daily life of the community. The analysis includes descriptions of (1) the various social class groups and their economic philosophies and social attitudes, (2) the political powers, both visible and invisible, and how they react to community problems and pressures, (3) the relationship between the rural community and industrial society, (4) the extent and type of Federal and state involvement in community affairs, and (5) the relationship between the community and the school, and the effects of the rural community on the educational program. The social-psychological conflicts of rural life and the methods by which these conflicts are resolved are presented. This book is available from Princeton University Press, New Jersey 08540, or in paperback from Anchor Books, Doubleday and Company, Inc., Garden City, New York 11530. (JEH)

ED 020 845

MF - \$0.25, HC - \$2.15

ASSESSMENT OF RURAL MEXICAN-AMERICAN PUPILS, PRESCHOOL  
AND GRADES ONE THROUGH SIX, SAN YSIDRO, CALIFORNIA.  
Palomares, Uvaldo H., and Cummins, Emery J., California  
State Department of Education, Sacramento, 1968, 41p.

Mexican-American students from 8 grade levels within the San Ysidro, California, elementary school district were tested in June, 1967, as part of an evaluation of the rural Mexican-American student population in

California. Analysis of test results revealed that Mexican-American students fell progressively behind in perceptual motor development--a deficit attributed to both home and school environments. Low self-concept scores and above-normal social maturity scores may have reflected the demands of two cultures on the Mexican-American student. Academic achievement progressively declined, possibly as a result of the de-emphasizing of individualized instruction and the abstraction demands made on Mexican-American students by materials geared to middle-class norms. Tables show which tests were given to which grade levels, age-grade relationships, and results by individual test. Related document is ED 020 846. (JEH)

ED 020 846

MF - \$0.25, HC - \$2.05

ASSESSMENT OF RURAL MEXICAN-AMERICAN PUPILS, PRESCHOOL AND GRADES ONE THROUGH TWELVE, WASCO, CALIFORNIA.

Palomares, Uvaldo H., and Cummins, Emery J., California State Department of Education, Sacramento, 1968, 39p.

Mexican-American students from 13 grade levels within the Wasco, California, Public Schools were tested in March, 1967, as part of an evaluation of strengths and weaknesses of rural Mexican-American students in California. Analysis of test results revealed that Mexican-American students fell progressively behind in perceptual motor development--a deficit attributed to both home and school environments. Low self-concept scores and above-normal social maturity scores may have reflected the demands of two cultures on the Mexican-American student. Academic achievement progressively declined, possibly as a result of the de-emphasizing of individualized instruction and the abstraction demands made on Mexican-American students by materials geared to middle-class norms. Tables show which tests were given to which grade levels, age-grade relationships, and results by individual test. Related document is ED 020 845. (JEH)

ED 020 852

NOT AVAILABLE FROM EDRS

RURAL LIFE AND URBANIZED SOCIETY.

Taylor, Lee, and Jones, Arthur R., Jr., 1964.

Widespread changes in rural American life have resulted in the concept of urbanized social organization--the reaction and interaction of rural and urban citizens to the same pattern of social organization. The entire population has become subject to urban-derived social structures. Factors such as transportation improvement and mass media development have contributed to a merging of population. Modern science and technology have changed the complexion of agricultural production to where a declining farm population is overproducing in terms of national needs. Rural-urban differences in educational, family, and political institutions have been disappearing as the values and goals of urbanized society have become more prevalent. Extensive bibliographic citations follow each chapter. This book is available from Oxford University Press, New York. (JEH)

ED 020 854

NOT AVAILABLE FROM EDRS

OUR CHANGING RURAL SOCIETY--PERSPECTIVES AND TRENDS.  
Copp, James H., ed., 1964.

Population shifts and growth, coupled with an increasingly industrialized society, have produced dramatic changes in rural societies throughout the world. A comprehensive overview of the changes taking place in rural American and other rural societies is presented in this book, with macroscopic and microscopic examinations of trends in society, agricultural developments, family structure, and rural communities providing a wide perspective of modern rural society. This book is available from Iowa State University Press, Ames, Iowa 50010. (DK)

ED 020 982

MF - \$0.25, HC - \$0.35

SOMETIMES IT GOT WILD IN ARKANSAS.  
Egerton, John, 1966, 5p.

This article discusses the National Teaching Corps Training Program in Arkansas, which consists of 24 interns and 9 master teachers, several economists, psychologists, sociologists, elementary education specialists, counseling specialists, and an audiovisual expert. For 10 weeks the group held a seminar on the education of the disadvantaged, concentrating on the educational, economic, sociological, and psychological characteristics and problems of students from poor families. In the field, two team leaders operated as "circuit riders," supervising interns in more than one school. The corpsmen worked as counselors and tutors of individual children rather than as classroom teachers. The need to establish a one-to-one relationship was considered paramount. Corpsmen not previously eligible were granted emergency teaching certificates. New practices and idealism were brought by the corpsmen to outlying school districts whose educational problems are manifold. This article was published in "Southern Education Report," Volume 2, Number 5, December 1966. (DK)

ED 021 020

MF - \$0.50, HC - \$4.75

INNOVATIVE PROGRAMS IN WESTERN NEW YORK SCHOOLS.  
Searls, Laura G., Western New York School Study  
Council, Buffalo, 1967, 93p.

Reported are 338 new programs and outstanding practices in school districts in western New York. The brief reports are presented under the rubrics of administration, teacher utilization, elementary education, secondary education, programs at both levels, and special education. It is pointed out that three-quarters of the programs are federally funded. (NH)

ED 021 653

MF - \$0.50, HC - \$5.00

THE APPALACHIAN REGIONAL COMMISSION EDUCATION  
ADVISORY COMMITTEE. INTERIM REPORT.  
Alden, Vernon, and others, Appalachian Regional  
Commission, Washington, D.C., 1968, 98p.

The primary purpose of the Education Advisory Committee is to indicate priorities for the allocation of resources by the Appalachian Regional Commission and states of the region. Planning and study by the Committee has been directed to 4 general areas: pre-school education, elementary and secondary education, higher education, and occupational preparation. Following a discussion of each of the first 3 areas, the major portion of the report is concerned with manpower needs of the region and current programs for occupational preparation since it was felt by the Committee that improvement in this area would have the greatest economic and overall effect on the region. Appendix titles are: A Suggested Way to Relate Employment Trends and Vocational Education Planning; Historical Problems, Definitions, and Critiques of Current National Programs; and Formation and Operations of State Education Committees. (DK)

ED 021 657

MF - \$0.25, HC - \$1.10

SCHEDULING FOR FLEXIBILITY IN SMALL SCHOOLS.  
Jesser, David L., and Stutz, Rowan C., eds., Western  
States Small Schools Project, Salt Lake City, Utah,  
1966, 20p.

In order to provide a wider variety of curriculum offerings and meet the individual needs of students, the Western States Small Schools Project (WSSSP) realized it would be necessary to revise or alter drastically the existing organizational structure of educational programs. Modular scheduling has become the most popular method of meeting this necessity in the WSSSP. Advances in computer technology have made this approach possible and aid greatly in the provision of flexibility in scheduling. The participating schools characteristically approached the implementation of this method in three phases: (1) the exploratory phase; (2) the developmental phase; and (3) the operational phase. Descriptions of these phases and the role of the administrator and the consultants necessary for the program are provided. (DK)

ED 021 662

MF - \$0.25, HC - \$2.85

A DESCRIPTIVE OUTLINE OF A MODULAR SCHEDULE, FLEXIBLE  
SCHEDULING USING THE DATA PROCESSING METHOD. A REPORT  
FROM VIRGIN VALLEY HIGH SCHOOL, MESQUITE, NEVADA.  
Allan, Blaine W., comp., Nevada Western States Small  
Schools Project, Carson City, 1963, 55p.

The procedures, forms, and philosophy of the computerized modular scheduling program developed at Virgin Valley High School are outlined.

The modular concept is developed as a new approach to course structure with explanations, examples, and worksheets included. Examples of courses of study, input information for the data processing center, output information from the data processing center, instructions to teachers and students, group instruction techniques, and a master schedule add significance to the narrative. The document concludes with anticipated results. A related document is ED 021 669. (SW)

ED 021 663

MF - \$0.25, HC - \$0.85

PERCEPTION OF OPPORTUNITY AND OCCUPATIONAL EXPECTATION:  
A RACIAL COMPARISON OF RURAL YOUTH.

Alam, Bilquis A., paper presented at Southwestern Sociological Society meeting (Dallas, Texas, April 1968), 15p.

According to Hyman's theory concerning the value systems of different classes, Negroes and whites are not likely to place similar emphasis upon economic success; other writers have indicated that the racial identity of the Negro limits his aspirations for job placement and opportunity. This 1966 study attempts to measure the job opportunity perceptions of rural youth and the differences due to racial origin. Conclusions of the study indicate that Negro youth do generally perceive less occupational opportunity than white youth, but when viewed collectively they do not have lower occupational expectations than whites. No significant difference was shown, however, between the perception of opportunity and the occupations either group expected to attain. (DK)

ED 021 666

MF - \$0.50, HC - \$5.45

SCHOOL ACHIEVEMENT IN RURAL ALBERTA, AN EXPLORATORY  
STUDY OF SOCIAL AND PSYCHOLOGICAL FACTORS ASSOCIATED  
WITH GRADE IX PUPIL ACHIEVEMENT IN NORTH-EASTERN  
ALBERTA. REPORT.

Card, B. Y., and others, Alberta Teachers Association, Edmonton, 1966, 107p.

To increase teacher participation in teachers' conventions and to close the gap between the theorist and the practitioner, the Alberta Teachers Association in 1964 initiated a study concerned with teacher and parent perception of sociological factors affecting the learning process in the classroom. This monograph includes the original study and 5 resultant studies: (1) Professional Teachers' Perceptions of Social Factors; (2) Sampling and Research Procedures Used with Pupils; (3) Motivation for Learning; (4) Language and Learning; and (5) The Social Climate for Learning. An appendix contains a summary of findings from the pupil surveys conducted during the original study. (DK)

ED 021 669

MF - \$0.25, HC - \$2.60

INDIVIDUALIZED LEARNING THROUGH COMPUTERIZED MODULAR SCHEDULING, SECOND REPORT OF SCHEDULING PROJECT AT VIRGIN VALLEY HIGH SCHOOL, MESQUITE, NEVADA.

Allan, Blaine W., Nevada Western States Small Schools Project, Carson City, 1964, 50p.

In 1963 Stanford University selected Virgin Valley High School in southern Nevada as one of four pilot schools to use computerized modular scheduling. Schedules for 165 students and assignments for 14 teachers were developed at the Stanford University Computer Computation Center using 30-minute modules with a total of 80 modules per week. After one year of operation, it was found that greater opportunity existed for individualized instruction, curriculum offerings were increased, release time for teacher preparation resulted, and student and teacher attitudes toward learning improved. Reactions and responses from students and teachers concerning the use of flexible scheduling are quoted in the document. A related document is ED 021 662. (JH)

ED 021 674

MF - \$1.00, HC - \$11.15

QUALITY RANKINGS OF KENTUCKY SCHOOL DISTRICTS.

Diamond, William J., and others, Bureau of School Service, University of Kentucky, Lexington, 1968, 221p. This document is also available from the Bureau of School Service, College of Education, University of Kentucky, Lexington, Kentucky 40506 for \$0.50.

A cost-benefit and system-analysis approach was utilized in an effort to study the quality of education in the State of Kentucky. This first report of that 2-year study relates: background information problems of measuring quality; methodology employed; rankings of the 197 school districts; and the input, output, and process variables. Two different rankings are presented, one on the basis of all 19 variables examined, and the other on the basis of the 5 output variables considered. Conclusions and interpretations are drawn from profile analyses of each of the 197 school districts. The appendix contains a literature survey of other studies pertaining to quality education in Kentucky. A list of references concludes the document. (SW)

ED 021 675

MF - \$0.25, HC - \$0.85

EFFECTS OF AN ENRICHMENT PROGRAM ON THE SCHOOL  
ACHIEVEMENT OF RURAL WELFARE RECIPIENT CHILDREN.  
Frost, Joe L., University of Texas, Austin, 1968,  
15p.

A study of 3 schools in a severely impoverished rural Arkansas school district sought to determine the effects of an enrichment program initiated in one of the schools. Efforts were also made to determine and compare the achievement and resultant gains in intelligence, personality, and academic advancement of welfare recipient and non recipient children in each school. Analysis of variance indicated that there existed no significant differences between the 3 schools with regard to achievement of all students studied. Welfare recipient children performed at a lower level than non welfare recipients on the academic test. Children enrolled in the enrichment program at the experimental school made significantly higher gains than children at the other 2 schools. It was concluded that an enriched, small-group instructional setting is much superior to a nonenriched program of any size. (DA)

ED 021 686

MF - \$0.75, HC - \$7.15

A NEW ATTACK UPON RURAL POVERTY, AN EXPERIMENTAL  
AND DEMONSTRATION PROJECT. FINAL REPORT.  
Northern Michigan University, Marquette, 1966,  
141p.

A project was undertaken by the Public Services Division, Northern Michigan University, under a contract with the Department of Labor, for the purpose of training a population of 100 rural dropouts ages 17 through 25 in salable work skills. Three counties in the Upper Michigan Peninsula were selected as the area from which trainees were selected. The project operating design called for extensive community involvement in the selection process and the program operation in each of the counties served. Results of the study indicated that dropouts were educable and trainable, but that a corrective effort was much more costly than a preventive one would have been. (VM)

ED 022 527

MF - \$1.25, HC - \$15.25

PROJECT HEAD START, THE URBAN AND RURAL CHALLENGE.  
FINAL REPORT.  
Chertow, Doris S., Syracuse University, New York,  
1968, 303p.

An analysis of two rural and two urban Head Start centers in the state of New York during the school year 1966-67 attempted to find out if rural-urban variables affect the administration of Head Start

programs. The four programs were compared in terms of (1) community socioeconomic characteristics, (2) administrative organization, (3) pupil recruitment, (4) staff, (5) parent involvement, and (6) follow through. Data were collected during field trip interviews and from examinations of proposals and office files at the centers. All Head Start programs were nursery-school, rather than academically, oriented. Results indicated that urban bureaucracy caused depersonalization of the staff and required more written reports than small rural administrative units. However, urban centers had better facilities, a wider range of personnel from which to choose teachers and aides, and a more heterogeneous population from which to recruit children than rural counterparts. Rural centers suffered from transportation problems and from unavailability of social, health, and psychological services. The advantages and disadvantages of Head Start centers being attached to a public school system are also discussed in the report. Appendix A is an interview guide used in the study. A bibliography is included. (MS)

ED 022 568

MF - \$0.75, HC - \$9.85

A STUDY OF THE PROBLEMS, ATTITUDES AND ASPIRATIONS  
OF RURAL YOUTH.

Roper, Elmo, and Associates, New York, New York,  
1963, 195p.

In order to discover the attitudes, wants, and needs of rural youth as perceived by young people from ages 16-23, a survey was designed by Elmo Roper and Associates. The rural population was defined as people who live in towns of less than 2500 or open country which falls outside the "unknown fringe" defined by the Bureau of the Census. In addition to the rural youth sample, interviews were also conducted with a sample group of urban youth so that the attitudes, needs, and wants of the two groups could be compared. The study dealt with a substantial body of 16, 17, and 18 year olds who were still in high school, as well as an almost equal number of people who had graduated from high school and were actually experiencing many of the life problems which the younger group was only wondering about and preparing for. Total interviews numbered 2514 and were conducted between July 22 and August 3, 1963. The replies of each group to each question are shown, but no further comparison is included nor are any conclusions made. A related document is ED 020 027. (CL)

ED 022 570

MF - \$0.50, HC - \$3.10

TEXAS SMALL SCHOOLS ASSOCIATION YEARBOOK 1963-1964.  
Texas Small Schools Association, Austin, 1964, 60p.

The Texas Small Schools Project has been dedicated to improving the quality of instruction in small schools, and this document provides examples of how this improvement is being brought about in the areas of teacher education and classroom instruction. Pictures and narrative

are used to illustrate accomplishments in summer workshops, regional meetings, and local inservice training programs. Innovations are also indicated in library programs, instructional materials, programmed instruction, team teaching, non-graded primary classes, health and physical education, multiple classes, supervised correspondence courses, student seminars, testing and guidance programs, and dropout prevention programs. The document concludes with the association's constitution. (SW)

ED 022 574

MF - \$0.25, HC - \$0.30

THE CONSOLIDATION OF RURAL SCHOOLS IN THE UNITED STATES.

Isenberg, R. M., and Taudien, Karl-Heinz, 1964, 4p.

Changes in rural education and rural schools are illustrated by examining the reorganization-consolidation process. Factors which have contributed to consolidation are universal public education, compulsory attendance laws, the economic depression, improved transportation, state legislation, and rising costs of operating small school districts. Local control and teacher opposition have been deterring factors. Similarities and differences in state reorganization procedures are discussed. The educational benefits of consolidation are used to point out that hoped for results are actually derived in this process. (SW)

ED 022 579

MF - \$0.25, HC - \$0.30

ONE-TEACHER SCHOOLS IN THE STATES OF THE OLD CONFEDERACY.

Southern Education Reporting Service, Nashville, Tennessee, 1966, 4p.

The interval from 1930 to 1965 witnessed the disappearance of virtually all one- and two-teacher schools in 17 Southern and border states. Isolation and transportation difficulties prevent further consolidation of small schools in many of these states. A number of small schools still in existence are located in hospitals and correctional institutions, and hence are inaccessible to the general public. The advantages to be gained in terms of good equipment, well-trained teachers and well-kept buildings far outweigh the objections of impersonal treatment which are often voiced by opponents of consolidation. Consolidation usually allows increased individual attention plus all the advantages necessary in effectively educating the student of today. (DA)

ED 022 581

MF - \$1.50, HC NOT AVAIL.

RURAL YOUTH IN CRISIS: FACTS, MYTHS, AND SOCIAL CHANGE.  
Burchinal, Lee G., ed., National Committee for Children  
and Youth, Washington, D.C., 1963, 393p. This document  
is available from the Superintendent of Documents, U.S.  
Government Printing Office, Washington, D.C. 20402, for  
\$1.25.

Presented are condensed versions of background papers for the  
National Conference on Problems of Rural Youth in a Changing Environ-  
ment held in Stillwater, Oklahoma, on September 22-25, 1963. Twenty-  
seven papers are grouped under the following divisions: (1) rural  
community backgrounds; (2) rural education; (3) physical and mental  
health of rural youth; (4) prevention and treatment of juvenile  
delinquency in rural areas; (5) adapting to urban ways; and (6) help-  
ing socially disadvantaged rural youth. Related documents are  
ED 022 568 and ED 020 027. (SF)

ED 022 583

MF - \$0.25, HC - \$2.00

SYNTHESIS OF FINDINGS FROM SOUTHERN REGIONAL COOPERATIVE  
RESEARCH PROJECT S-44: FACTORS IN THE ADJUSTMENT OF  
FAMILIES AND INDIVIDUALS IN LOW-INCOME RURAL AREAS OF  
THE SOUTH.

Boyd, Virlyn A., and Morgan, Carolyn A., Clemson University,  
South Carolina, 1966, 38p.

A group of rural sociologists initiated this 1958-1965 research  
project for the purpose of increasing knowledge about social and  
economic adjustments of low-income people in the rural areas of the  
South. Factors found to be associated with the adjustment of low-  
income families and individuals were anomie, level-of-living, joint  
decision making, job mobility aspiration, social participation, migra-  
tion, and communication. These factors affected adjustment differently  
when people were categorized as homemakers, non-whites, or retirees.  
It was concluded that rural poverty cannot be attributed to a lack of  
ambition, and that a good educational program and job opportunities  
would alleviate many problems of rural people. (ES)

ED 022 596

MF - \$0.50, HC - \$5.40

RURAL POVERTY: INCIDENCE, CAUSES AND CURES.  
Tweeten, Luther G., Oklahoma State University,  
Stillwater, 1968, 106p.

Supported by a grant from the National Science Foundation, this  
research was conducted to investigate topics concerning the following  
four aspects of rural poverty: (1) documentation of the dimensions of

rural poverty; (2) description of past public programs to raise incomes of the disadvantaged; (3) an outline of some of the strengths and weaknesses of past programs; and (4) discussion of tentative priorities for future efforts to alleviate poverty. Special attention was given to the interaction between economic and social-psychological factors in the discussion of the causes of poverty; conventional theories of poverty were discussed; and A General Theory Of Economic Stagnation was presented. The criterion suggested for establishing poverty program priorities was cost-effectiveness, where cost-effectiveness was defined as the use of available means to reach given objectives. (VM)

ED 022 597

MF - \$0.25, HC - \$1.00

RURAL SOCIAL SERVICES: AN EVALUATIVE STANDARD.

Weber, Marvin G., and Dahlquist, Joyce E., 1967, 18p.

After a review of the literature suggested that public health services are generally less prevalent among rural than among urban residents, the following null hypothesis was developed: There is no significant difference in the specified health and welfare services between certain predetermined rural and urban areas. The geographical areas selected were 8 rural and 10 urban counties in Michigan, with counties having more than 20% agricultural employment being considered rural, and those with less than 5% agricultural employment being considered urban. Six comparisons of services were made for general public welfare and assistance, and 5 comparisons were made for public mental health. Data were for the period July, 1963, through June, 1964. A "t" test was used as the basis for accepting or rejecting the null hypothesis for each category of comparison. Conclusions of the study indicated that for the public welfare categories, 4 of 6 categories were significantly higher for rural counties. For the public health categories, no significant differences in services to rural and urban residents were revealed. (VM)

ED 022 601

NOT AVAILABLE FROM EDRS

INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, FACILITIES FOR EDUCATION IN RURAL AREAS (21ST, GENEVA, SWITZERLAND, 1958).

United Nations Educational, Scientific, and Cultural Organization, Paris, France, 1958, 241p. This document is available from the International Bureau of Education, Geneva, Switzerland, for \$4.00.

A comparative study is presented from the results of a questionnaire on rural education submitted to 71 countries. Information is given on administrative organization, criteria used to determine rurality, rural-urban differences, special courses for rural areas,

curricula for rural education, staff distribution and preparation, and centralization of students. A narrative report also describes the conditions found in each country with respect to the various questions asked. (DK)

ED 022 602

NOT AVAILABLE FROM EDRS

ACCESS OF GIRLS AND WOMEN TO EDUCATION IN RURAL AREAS,  
A COMPARATIVE STUDY.

United Nations Educational, Scientific, and Cultural Organization, Paris, France, 1964, 65p. This document is available from UNESCO Publications Center (NAIP), 317 East 34th Street, New York, N. Y. 10016, for \$1.00.

A 1962-64 study conducted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) utilized questionnaires to gather data from 94 United Nations Member States, Associate Members, and territories. The following information was sought: (1) size of rural populations; (2) educational opportunities for rural populations; (3) educational opportunities for girls and women in rural areas; (4) difficulties of access of women and girls to education in rural areas; (5) measures adopted to make possible or facilitate the access of girls and women in rural areas to education; and (6) current trends. The study concluded that while some progress has been made, girls and women of rural areas of the world as a general rule have been more educationally disadvantaged than their male counterparts. (VM)

ED 022 606

MF - \$0.50, HC - \$4.75

OMAT PROJECT 82-29-48. FINAL REPORT.  
New Jersey Office of Economic Opportunity, Trenton,  
1966, 93p.

A Rural Youth Development Program was organized in 1965 as an agency under the New Jersey Office of Economic Opportunity to provide counseling, education, vocational training, and job placement for approximately 600 disadvantaged New Jersey rural youth. The first of two phases was designed to provide 450 young men, ages 16 through 21, with short term employment at publicly owned facilities, and was administered by the State Department of Conservation and Economic Development. The second phase, the Manpower Development and Training Component, which was supported by a contract with the Office of Manpower, Automation, and Training of the United States Department of Labor, was designed to provide on-the-job training with public or private employers for the 450 young men completing the first phase of the program, plus 150 additional youths. Aspects of the total program discussed in this report are: organization, sequential history, recruitment, field operations, counseling, job development, and education. A related document is ED 022 607. (VM)

ED 022 607

MF - \$0.50, HC - \$4.75

RURAL MANPOWER DEVELOPMENT PROGRAM, ACHIEVEMENT  
REPORT. (TITLE SUPPLIED).

New Jersey Office of Economic Opportunity, Trenton,  
1968, 93p.

The Rural Manpower Development Program (RMDP) is an agency of the New Jersey Office of Economic Opportunity established for the purpose of demonstrating the feasibility of a comprehensive manpower service for unemployed or underemployed disadvantaged people from the rural areas of New Jersey. Included in this achievement report is historical and background information about the RMDP, plus separate sections which discuss administration of the program, transportation, Nelson Amendment (Adults), Vocational Evaluation Centers, work experience, medical-vocational rehabilitation, and program evaluation techniques. A related document is ED 022 606. (VM)

ED 022 608

MF - \$1.00, HC - \$11.70

PLANNING FOR SCHOOL DISTRICT ORGANIZATION, BRIEFS  
OF POSITION PAPERS PREPARED FOR THE PROJECT STAFF.

Purdy, Ralph D., and Hutcheson, David, eds., Great  
Plains School District Organization Project,  
Lincoln, Nebraska, 1968, 232p.

Position papers on planning for school district organization were prepared for the project staff of the Great Plains School District Organization Project, a four-state study. A total of 104 studies and reports were prepared by personnel from secondary schools, institutions of higher learning, State Departments of Education, and related educational institutions in Iowa, Missouri, Nebraska, and South Dakota. Of the 104 studies and reports, 54 were position papers developed in the areas of educational needs, demographic factors, curriculum and educational programs, educational services, and organization and finance. A total of 68 position papers and reports are presented in this publication, followed by a synthesis of findings and recommendations reported in the papers, and a discussion of the implications of the information included in the papers. (VM)

ED 022 609

MF - \$0.25, HC - \$0.25

COLORADO WESTERN STATES SMALL SCHOOLS PROJECT,  
BIBLIOGRAPHY, 1965.

Colorado Western States Small Schools Project,  
Denver, 1965, 3p.

Forty-eight publications between 1958 and 1965 are presented in this bibliography. Specific subject areas include reports on the Western States Small Schools Project, small school design, small high

schools, continuous progress schools, social sciences, business education, elementary education, English language, reading, spelling, mathematics, and science. (DK)

ED 022 614

NOT AVAILABLE FROM EDRS

INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, THE ONE-TEACHER SCHOOL (24TH, GENEVA, SWITZERLAND, 1961). United Nations Educational, Scientific, and Cultural Organization, Paris, France, 1961, 254p. This document is available from the International Bureau of Education, Geneva, Switzerland for \$3.00.

Questionnaires were sent to the Ministries of Education in 69 countries to obtain information about one-teacher school systems in each respective country. The questionnaire was constructed to provide information about administration, length of schooling in one-teacher schools, organization of school work, curricula and methods, teaching staff, miscellaneous topics, and relevant statistical information. An analysis of responses to the questionnaire indicated that: four-fifths of the countries used a one-teacher school system to some extent; the proportion of teachers working in one-teacher schools varied from 0.1 percent to 47 percent; there was a tendency to decrease one-teacher schools; seven-tenths of the countries reported that the one-teacher school covered as many years schooling as a primary school with several teachers; and teacher salaries were in general equal to salaries in other primary schools. (VM)

ED 022 615

MF - \$0.25, HC - \$2.65

ASPIRATIONS AND CAPABILITIES OF RURAL YOUTH IN RELATION TO PRESENT AND PROJECTED LABOR MARKET REQUIREMENTS. Jordan, Max F., and others, University of Arkansas, Fayetteville, 1967, 51p.

A study was conducted to: determine the aspirations and capabilities of rural youth in selected low-income counties in Arkansas; relate aspirations, capabilities, and the discrepancy between the two to the experience background of the youths studied; and relate the youths' occupational plans to present and projected labor market requirements. The sample for this study included 165 senior boys in 10 high schools in Little River and Sevier Counties, Arkansas. In addition to obtaining background information by administering a questionnaire and checking school records, 7 tests and inventories were administered. Five variables were found to be significantly related to occupational aspirations: mechanical interest, scientific interest, ascendance, social class value orientation, and the number of years of education and training planned after high school. In addition, the level of occupational aspiration indicated by this sample of rural boys was similar to groups in high-income, urban areas in Michigan. (VM)

ADVANTAGED AND DISADVANTAGED RURAL HIGH SCHOOL GIRLS'  
PERCEPTIONS OF OFFICE WORK.

Masterson, Albert C., Center for Vocational and  
Technical Education, Ohio State University, Columbus,  
1968, 232p.

A questionnaire of 50 items covering five categories of statements designed to determine their perceptions of office work was administered to 498 advantaged and 477 disadvantaged rural high school girls in six states, and to 326 city office employees throughout the United States who had attended a rural high school no more than three years prior to the study. Comparisons were made between advantaged and disadvantaged students, advantaged students and office employees, and disadvantaged students and office employees. Additional comparisons were made within and between cultural groups on the basis of interest in office work, typewriting experience, grade averages, and grade level. Highly significant differences on almost all items were noted when the students and office employees were compared; however, the advantaged students did not differ significantly in any of the categories with the disadvantaged students. Few significant differences were detected between cultural groups on the basis of interest, typewriting experience, grade averages, and grade level; neither the advantaged nor the disadvantaged student appeared to understand office work. Recommendations were that resource people be brought to the rural classroom, that teachers return to the office for work experience, that field trips be made, and that a library of office occupational information be available to students and teachers. (MM)

EDUCATIONAL ASPIRATIONS, EXPECTATIONS, AND ABILITIES  
OF RURAL MALE HIGH SCHOOL SENIORS IN MISSISSIPPI.  
REPORT 24, EDUCATION SERIES 4.

Shill, James F., Office of Education, Washington, D.C.,  
1968, 63p.

Differences between educational aspirations, expectations, and abilities of rural male seniors based upon their participation or non-participation in high school vocational agriculture programs were analyzed. Data were gathered from classroom questionnaires administered to 517 seniors, of whom 400 had had one or more years of vocational agriculture instruction and 117 had received no vocational agriculture instruction. Levels of significance were obtained by employing the chi-square statistical technique. Findings indicated: (1) A highly significant negative relationship was found between participants in vocational agriculture programs and educational aspirations, (2) Students participating in vocational agriculture were lower

in educational abilities at a highly significant level, (3) More seniors in the vocational agriculture group than in the non-vocational agriculture group were older, resided on farms, and came from larger families with low or middle income, (4) More parents of vocational agriculture seniors exhibited low levels of formal education, (5) Seniors in both groups were influenced most in their educational aspirations by immediate members of their families, and (6) Students with relatively low educational aspirations and expectations were receiving little or no encouragement from the school atmosphere or their families to continue their formal education beyond high school. (DM)

ED 023 129

MF - \$0.25, HC - \$1.40

AN EXEMPLARY COOPERATIVE IN ELEMENTARY SCHOOL GUIDANCE FOR SMALL SCHOOL DISTRICTS. FIRST YEAR EVALUATION REPORT. Cupp, Marion, and Fankhauser, Verne, Monroe School District Number 103, Washington, 1967, 26p.

Because there was a need for counseling services in the elementary school, seven districts joined together in a cooperative effort to provide guidance services. The staff consisted of a project director, four elementary school counselors, a school psychologist, and consultant aid from the college level to serve a population of approximately 2,000 elementary school students. Itinerant services were available to districts on a pro-rate time schedule. Weekly staffings with consultant aid provided for review of activities, re-evaluation, and the establishment of new priorities as necessary. The program attempted to maintain orientation toward every child in the program and recognized the importance of the central role of the classroom teacher. In-service contacts for teachers were facilitated through pre-school workshops, institute days, staff bulletins, and released time for professional meetings. Group counseling was another method which was used to spread the services and maximize the counselor's ability to reach more students. Groups of parents also became the object of the counselor's practices. The first major hurdle encountered was the articulation of the counselor and his contribution into the on-going stream of events where the services had not before been present. Administrators and classroom teachers felt the program was beneficial. (AUTHOR)

ED 023 189

MF - \$0.25, HC - \$1.00

FEDERAL SUPPORT FOR THE SMALL COLLEGE. Carnell, Paul H., paper presented to Annual Summer Workshop of the Council for the Advancement of Small Colleges (13th, Santa Fe, New Mexico, August 5-8, 1968), 18p.

This paper reviews briefly the development and scope of Federal support programs to higher education which relate to the problems of

the small college, and discusses in detail Title III of the Higher Education Act of 1965 and Part E of the Education Professions Development Act. Weaknesses of proposals submitted last year for Title III funding are cited. The evaluation of cooperative arrangements, which are the central focus of Title III, is discussed concerning (1) individual institutions in cooperative arrangement, (2) structure of the cooperative arrangement, and (3) character of the cooperative programs. Part E of the Education Professions Development Act supports fellowships, institutes, short term training programs, and special projects.  
(HW)

ED 023 451

MF - \$0.50, HC - \$4.85

A STUDY OF VISUAL PERCEPTIONS IN EARLY CHILDHOOD.  
Western New Mexico University, Silver City, 1967,  
95p.

Over a period of three years a group of 510 rural children participated in a study of visual perceptions, including eye motor coordination, discernment of figures in a ground pattern, form constancy, position in space, and spatial relations, as measured by the Frostig Visual Perceptions Test. Visual perceptions of children of other cultures were compared to those of children of the dominant Anglo-Saxon culture. The relationship of visual perceptions to cultural deprivation was also studied. The development of children's visual perceptions over a period of 18 to 25 months and the effectiveness of various types of programs in improving a child's visual perceptions were investigated. Results of testing showed that all rural children scored low in form constancy. Culturally deprived children scored lower in all perceptions, but visual perception handicaps were sometimes as great as eight times that of control group children. The value of the Frostig developmental training program was demonstrated. Pupil progress was retained for at least one academic year. The study concludes that visual perception handicaps result from cultural deprivation rather than from participation in a nondominant culture. Implications are that rural children would benefit from form constancy training during their first year at school. (MS)

ED 023 489

MF - \$0.75, HC - \$7.05

ANALYSIS OF FACTORS WHICH DETERMINE CHOICE OF COLLEGE  
AMONG URBAN, SUBURBAN, AND RURAL HIGH SCHOOL STUDENTS.  
FINAL REPORT.  
Seron, Merron S., Northwestern University, Evanston,  
Illinois, 1967, 139p.

In an effort to better utilize our human resources by providing for all concerned a greater understanding of the college choice process, this study proposed a college choice process model, and analyzed 4 variables.

Analysis of data obtained by questionnaire from 3 different schools yielded the following conclusions: (1) students planning to attend college were better informed about college than those not planning to attend, (2) females recognized greater need for college than males, (3) rural and suburban students were better informed about college than urban students, (4) seniors were better informed than students in other class levels, and as a student progressed through class levels he became better informed about college. It was recommended that additional research and study be done in this area. Appendices contain the questionnaire and directions for its administration. (SW)

ED 023 499

MF - \$0.25, HC NOT AVAIL.

SUPPLEMENT TO AGE OF TRANSITION--RURAL YOUTH  
IN A CHANGING SOCIETY.

Department of Agriculture, Washington, D.C.,  
1967, 46p. This document is available from the  
Superintendent of Documents, U.S. Government  
Printing Office, Washington, D.C. 20402, for \$0.25.

Supporting data for the charts in "Age of Transition: Rural Youth in a Changing Society, Agriculture Handbook No. 347" are contained in this supplement. The tables are arranged in the same order as the charts and carry the same titles. The data reflect (1) the number of people in education and the labor force, (2) Indian and Spanish-surname school enrollment, (3) the numbers of persons using the various health and welfare services, and (4) rural family size, age, income, expenditures, and general welfare. A related document is ED 013 696. (ES)

ED 023 501

MF - \$0.25, HC - \$2.25

WESTERN STATES SMALL SCHOOLS PROJECT SUMMER WORKSHOP  
(NEVADA UNIVERSITY, RENO, 1964). REPORT.

Jesser, David L., Nevada Western States Small  
Schools Project, Carson City, 1964, 43p.

Individualizing instruction was the theme of the 1964 Western States Small Schools Project summer workshop for Nevada participants. The report contains a summary, written by a participating teacher, of ideas and concepts presented to the workshop, and extracts from papers and speeches on such subjects as the value of the individual, creative writing, variable class size, and diagnostic teaching. Also included in the report are lists of consultants and participants, a daily schedule of activities, and a statement of workshop expenses. (JH)

ED 023 514

MF - \$0.25, HC - \$1.40

A LONGITUDINAL STUDY OF OCCUPATIONAL ASPIRATIONS  
AND ATTAINMENTS OF IOWA YOUNG ADULTS.

Yoesting, Dean R., and others, Iowa State University  
of Science and Technology, Ames, 1968, 26p.

The causal linkage between socioeconomic status, occupational and educational aspiration, and attainment was examined in this attempt to test an existing theoretical model which used socioeconomic status as a major input variable, with significant other influence as a crucial intervening variable between socioeconomic status and aspiration. The findings of this 20-year longitudinal study gave partial support to the theoretical model tested. An especially strong relationship between educational attainment and occupational attainment was found. A large proportion of the variance was left unexplained. Therefore, other significant variables must be added to the model to determine more fully the factors that enable youth to raise their educational and occupational goals. Sample size (123), lack of IQ and grade point data, and the testing of an existing model were limitations involved in this study. Related document is ED 016 544. (SW)

ED 023 524

MF - \$0.75, HC - \$6.60

ORGANIZATION OF SCHOOL SYSTEMS IN GEORGIA.  
A SURVEY REPORT.

Division of Surveys and Field Services, George  
Peabody College for Teachers, Nashville, Tennessee,  
1965, 130p.

In compliance with a Georgia legislative directive to search for efficient and economical methods of providing quality education for children in Georgia, a study of the organization of existing school systems was conducted. The purposes of the study were to develop criteria (1) for the evaluation of elementary and secondary schools and (2) for reorganization of existing attendance areas, and to compile data on which the proposed suggestions were based. Findings concerning administrative organization, range of available services, school size and cost relationships, current standards and practices, and financial needs indicate that the Georgia county is no longer a suitable basis for planning local school system government. Suggested evaluation criteria, recommendations, advisory suggestions, and conclusions are included in the document. (DK)

ED 023 525

MF - \$0.25, HC - \$1.40

WYOMING RURAL SCHOOLS.

Wyoming State Department of Education,  
Cheyenne, 1968, 26p.

Statistical data on the 158 rural schools of Wyoming are presented, based on information collected in 1967. Data are categorized into 2 types:

schools under county superintendents, and schools not under county superintendents. Teacher-pupil ratios are presented for each school. The data indicate that 127 schools were under direct supervision of the county superintendent of schools, while 31 schools were classified as being under a town superintendent. The total school enrollment for the schools included in the survey was 2,510 students, taught by 269 teachers. The 158 rural schools included 99 one-teacher schools, 36 two-teacher schools, 14 three-teacher schools, 2 four-teacher schools, 4 six-teacher schools, 1 seven-teacher school, 1 eight-teacher school, and 1 nine-teacher school. (DA)

ED 023 527

NOT AVAILABLE FROM EDRS

STIMULATING GUIDANCE IN RURAL SCHOOLS, INFLUENCE OF THE NATIONAL DEFENSE ACT TITLE V-A ON RURAL SECONDARY SCHOOLS.

Warburton, Amber Arthur, Alliance for Guidance of Rural Youth, Richmond, Virginia, 1964, 164p. This document is available from the American Personnel and Guidance Association, 1605 New Hampshire Ave., N.W., Washington, D.C. 20009, for \$2.75.

The concluding project of the Alliance for Guidance of Rural Youth resulted in this report, which is designed to evaluate the effect of the Title V-A, National Defense Education Act, guidance services in rural education. It also identifies the best features of guidance programs assisted through this funding, and attempts to describe how rural boys and girls have actually been helped toward developing their potentialities. Information for the study was gathered from the 50 states and Puerto Rico. Appendices contain the questionnaires developed for retrieval of state and local information. (DK)

ED 023 528

MF - \$0.25, HC - \$2.05

DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATIONAL PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. INTERIM REPORT NO. 1.

Fuller, Gerald R., and Phipps, Lloyd J., College of Education, University of Illinois, Urbana, 1968, 39p.

Project REDY (Rural Education-Disadvantaged Youth) was initiated by the University of Illinois on June 1, 1965, and is scheduled to terminate June 30, 1970. The objectives of the project were: (1) to study in depth a depressed rural area and to identify conditions and trends that typify the area; (2) to develop and conduct a model vocationally-oriented education program; and (3) to evaluate the model program through an experimental treatment. Disadvantaged rural families, primarily concentrated in 20 counties in Illinois, served as the population universe. The PERT technique was adopted to provide a guide for the management of events and activities. The project was designed to

be conducted in 5 correlated phases. At the time of this report, Phase 4 was nearing its midpoint. The Appendices contain major event PERT charts, information collected, instrumentation, and phase activities. A bibliography concludes the report. Related documents are ED 023 529 and ED 024 507. (SW)

ED 023 529

MF - \$0.25, HC - \$1.00

DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATION PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. INTERIM REPORT NO. 2.

Fuller, Gerald R., and Phipps, Lloyd J., College of Education, University of Illinois, Urbana, 1968, 18p.

One aspect of Project REDY (Rural Education-Disadvantaged Youth) was to explore the degree of upward social and occupational mobility which society might realistically expect from residents of a rural economically depressed area. Social class structure was identified as a related factor and examined in a rural, southern Illinois county. It was found that the sociological phenomenon of class stratification of the economically depressed area studied was characterized as primarily middle, upper-working, and working class. It was concluded that an agrarian economically depressed area generally contained youth and adults who wanted to and would work. However, the majority of the youth and adults tended to select lower status occupations due to local availability and social circumstances. An implication drawn from the study was that full development of economically depressed rural areas will occur when business, industry, and education join forces in a planned, systematic attack on economic and social problems. A bibliography concludes the report. Related documents are ED 023 528 and ED 024 507. (SW)

ED 023 530

NOT AVAILABLE FROM EDRS

PHYSICAL EDUCATION IN SMALL SCHOOLS, WITH SUGGESTIONS RELATING TO HEALTH AND RECREATION.

Schneider, Elsa, ed., American Association for Health, Physical Education and Recreation, Washington, D.C., 1960, 163p. This document is available from Publications Services, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036, for \$2.00.

A joint committee from the American Association for Health, Physical Education and Recreation and the Department of Rural Education, NEA, developed this handbook for physical education for rural youth. General needs of children in relation to physical fitness and social development are discussed. The major portion of the document consists of games and activities which may be used for primary, middle, and upper grades.

Suggestions offered have direct implications for expanded programs of health and recreation. A bibliography of general publications and those with special emphasis on games and rhythm programs is included. (JH)

ED 023 534

MF - \$0.25, HC - \$1.35

THE CASE FOR THE SMALL SCHOOLS.

Burns, Margery, speech before Minnesota Interim Commission on Education, April 1968, 25p.

A political writer presents the case for maintaining small schools in Minnesota and not entering into drastic consolidation of school districts as recommended by the Domian Report. Small School superintendents' replies to a survey, results of educational studies and reports, the work of small school projects, and quotations from prominent educators and other national figures are cited in pointing out the unique features of small schools. Flexibility in programing, an individualized approach to students, and an excellent teacher-student situation are among advantages discussed. It is concluded that in place of consolidation, local control should be maintained and the legislature should strengthen, encourage, and promote small schools. A bibliography and copy of superintendents' survey form concludes the document. (SW)

ED 023 834

MF - \$0.50, HC - \$4.30

PROJECT '80, RURAL MICHIGAN NOW AND IN 1980; HIGHLIGHTS AND SUMMARY. RESEARCH REPORT 37.

Ferris, John N., Agricultural Experiment Station, Michigan State University, East Lansing, 1966, 84p.

Project '80 is designed to answer three questions: (1) What will rural Michigan be like in 1980? (2) What can be done to change the course of events in directing Michigan's rural economy? and (3) What do rural people want it to be like in 1980? Faculty members prepared 50 discussion papers which were reviewed by leaders in rural areas and businesses directly concerned with the rural economy. Factors affecting rural Michigan's environment were (1) social economic climate, (2) political climate, (3) supply and demand for rural products and services, (4) U.S. demand for food, (5) U.S. export-import prospects for food, (6) organization of agricultural markets, and (7) demand for United States timber products. Necessary agriculture and agribusiness adjustments in farms, dairy, livestock, eggs and poultry, field crops, grain marketing, fruits and vegetables, farm labor, farm machinery and equipment, farm financing, food wholesaling and retailing, nursery industry, and floriculture were discussed. Natural resource problems

were in use of land and water, recreation and tourism, timber production and industry, commercial fisheries, and fur-bearing animals. Projection was made of adjustments as they affect rural people and rural living. The appendix contains data concerning rural Michigan and a listing of available Project '80 publications. (DM)

ED 023 875

MF - \$0.25, HC - \$1.80

ANNOTATED BIBLIOGRAPHY OF PUBLICATIONS AND REPORTS  
RESULTING FROM SOUTHERN REGIONAL COOPERATIVE  
RESEARCH PROJECT S-44: FACTORS IN THE ADJUSTMENT  
OF FAMILIES AND INDIVIDUALS IN LOW-INCOME RURAL  
AREAS OF THE SOUTH.

Morgan, Carolyn A., and Boyd, Virlyn A., Department  
of Agricultural Economics and Rural Sociology,  
Clemson University, South Carolina, 1966, 34p.

Publications and reports related to factors in adjustment of families and individuals in low-income rural areas of the South are reported in this annotated bibliography of research findings for 1960 through 1965. The 83 publications reported resulted from the Southern Regional Cooperative Research Project S-44. Topics related to vocational education include job mobility and aspiration, occupational adjustment, and occupational experiences. (DM)

ED 023 897

NOT AVAILABLE FROM EDRS

YOUTH WITH SPECIAL NEEDS IN NON-METROPOLITAN OHIO  
HIGH SCHOOLS.

Hamilton, James B., 1967, 239p. This document is  
available from University Microfilms, Inc., 300  
North Zeeb Road, Ann Arbor, Michigan 48106 (#67-16283,  
microfilm \$3.25, xeroxed copy \$11.50).

To determine characteristics of students and aspects of vocational education programs essential to the serving of youth with special needs in rural Ohio high schools, 154 ninth grade students with special needs were compared with 169 other ninth grade students. Analysis of variance and coefficient of correlation "t" test and chi square were used to establish significant differences and to examine relationships. Some findings were: (1) One of seven ninth grade students in rural Ohio high schools was considered to have special educational needs, (2) Boys identified as disadvantaged outnumbered girls by a ratio of three to two, (3) The greatest numbers of students were considered to be intellectually handicapped, educationally deprived, economically deprived, and socially disadvantaged, (4) Very few students were considered to be ethnically disadvantaged or physically handicapped, (5) Youth with special needs were found to have larger families, more broken homes, and lower education and occupational

levels of parents, (6) Youth with special needs had lower grades, high rates of absence, lower reading levels, lower intelligence test scores, and lower educational and occupational aspirations, and (7) No significant differences were found in terms of race, place of origin, or whether or not the mother worked outside the home. (DM)

ED 023 899

NOT AVAILABLE FROM EDRS

FACTORS RELATED TO THE OCCUPATIONS OF NEBRASKA FARM  
MALE HIGH SCHOOL GRADUATES.

Kahler, Alan Arnold, 1967, 252p. This document is available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (#68-2832, microfilm \$3.50, xeroxed copy \$12.15).

To investigate the relationships of selected factors to the occupations of male Nebraska farm high school graduates during the time period of 1954 through 1958, data were obtained from the permanent records of 1,120 graduates from 69 randomly selected Nebraska high schools. Chi-square and product-moment techniques were used to analyze questionnaires from the 93 percent response. Specific objectives were to determine the relationships between graduates' occupations and the geographical locations of their high schools, selected characteristics of their home environments, and their educational backgrounds. Some findings were: (1) 38 percent were farmers, 15 percent were in off-farm agricultural occupations, 1 percent were farm laborers, and 46 percent were engaged in non-agricultural occupations, (2) Significant relationships were revealed between agricultural classification of graduates' occupations and semesters of vocational agriculture, value of vocational agriculture, extent of migration, size of home farm, occupational income of graduates, need for knowledge of agriculture, and the economic area in which graduates resided, and (3) Migration of graduates was significantly related to census classification of graduates' occupations, Nebraska economic area of graduate residence, semesters of science and mathematics, occupational income, and participation in extra-curricular activities. (DM)

ED 023 907

MF - \$0.50, HC - \$3.45

RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL  
EDUCATION: NON-METROPOLITAN AREAS. FINAL REPORT.

Thomas, Robert W., Iowa State University of Science and Technology, Ames, 1968, 67p.

A strategic intelligence unit and a research activities unit were the two main components of a project to undertake interdisciplinary discussions and studies of problems associated with vocational and technical education in nonmetropolitan areas. Reasons for an interdisciplinary attack were: (1) changes affecting town and rural

residents including a multitude of political, social, and economic trends, (2) changes related to job opportunities, school tax burdens, and forced occupational and geographic migration, (3) substitution of capital for labor in farm and industry, drastically decreasing the opportunity for labor utilization in rural areas, (4) reduced farming opportunities, increasing the need for nonagricultural vocational education, (5) small towns and rural areas becoming oversupplied with social institutions designed for less mobile, more agrarian, and more populous areas of a recent past, and (6) questions being raised about the need for consolidation of local governments, businesses, churches, educational structures, and local community services. The appendixes within this report summarize the results of the various activities of the strategic intelligence unit and research activities unit. Earlier investigations are reported in ED 011 068 and ED 011 069. (DM)

ED 023 942

NOT AVAILABLE FROM EDRS

A STUDY OF SELECTED BACKGROUND FACTORS AND THEIR  
RELATIONSHIP TO PARTICIPATION IN AND ATTITUDES  
TOWARD PARTICIPATION IN ADULT EDUCATIONAL ACTIVITIES  
OF YOUNG ADULTS FROM RURAL AREAS.

Waldron, Mark Woodsworth, University of Wisconsin,  
Madison, 1967, 227p. This document is available  
from University Microfilms, Inc., 300 North Zeeb  
Road, Ann Arbor, Michigan 48106 (#68-7137, microfilm  
\$6.75, xeroxed copy \$23.85).

Part of a larger longitudinal study evaluating newly formed centralized school districts, this study was made to determine the relationship of certain background characteristics of young adults in rural Wisconsin to their participation in adult education and to their attitudes to such participation. The independent variables were: type of school district graduated from, intelligence and achievement scores in Grade 12, parental socioeconomic status, respondents' socioeconomic status, participation in voluntary youth organizations, parental levels of participation in voluntary organizations, personal and social behavior inventory scores, and levels of formal education beyond high school. Adult education participations and attitudes proved to be significantly related to intelligence, total academic achievement, level of postsecondary education, and socioeconomic status, while graduation from reorganized districts correlated favorably, but not significantly, with higher participation. Lack of money and the self-impression of not being the studious type were the chief barriers to participation. Interest was strongest in vocational, technical, and business subject areas, and in regular high school and university courses. (Included are a bibliography, numerous tables, and the questionnaires used.) (LY)

ED 024 479

MF - \$0.50, HC - \$4.85

STATE OF ALASKA REGIONAL SECONDARY SCHOOL SYSTEM  
IMPLEMENTATION PLAN. FINAL REPORT.

Cummiskey, J. K., and others, Training Corporation  
of America, Falls Church, Virginia, 1967, 95p.

A detailed study of Alaskan education and population reports and statistics, and evaluation of regional sites has resulted in recommendations for a two-phase facilities implementation plan: (1) construction of 6 large regional secondary schools (by 1974) and a center for Arctic Education and Research (by 1969) and (2) completion of a total of 14 secondary schools by 1980. Educational objectives, school and housing needs, compensatory programs, costs and funding, and the economic and social impact of regional secondary schools are discussed. Summary recommendations, a bibliography, and appendices conclude the document. A related document is ED 024 480. (SW)

ED 024 480

MF - \$0.25, HC - \$1.15

POSITION PAPER ON TRAINING CORPORATION OF AMERICA  
AND SECONDARY EDUCATION FOR ALASKA'S RURAL YOUTH.

Alaska State Department of Education, Juneau, 1967,  
21p.

The Alaska State Department of Education's position paper on the size and type of secondary schools needed for Alaska's rural youth includes a revision of the existing Rural School Plan, an overview of areas where educational opportunities are presently available for high school-age students in Alaska, and a discussion of potential areas where secondary opportunities should be made available. Three kinds of secondary schools are considered: (1) minimal secondary schools; (2) area secondary schools; and (3) comprehensive regional high schools. Proposed recommendations for rural high school research, planning, and implementation for a 2-year period, 1967-69, are included. Statistical data are presented to add significance to the narrative. A related document is ED 024 479. (SW)

ED 024 483

MF - \$0.25, HC - \$0.65

A CONCEPTUAL FRAMEWORK FOR ANALYSIS OF COMMUNICATION  
IN RURAL SOCIAL SYSTEMS.

Axinn, George H., paper presented at the annual meeting  
of the Rural Sociological Society, August 26, 1968,  
Boston, Massachusetts, 11p.

This paper describes a five-component system with ten major internal linkages which may be used as a model for studying information flow in any rural agricultural social system. The major components are production,

supply, marketing, research, and extension education. In addition, definitions are offered of the crucial variables affecting efficiency and effectiveness of communication via the linkages. Audience, message, channel, treatment, and impact are described. Based on the system model and the defined variables, simple mathematical formulas are given which illustrate the relationships in impact and efficiency, and which may be used in computer simulation of information flow, or in planning change, in any rural social system. (Author)

ED 024 492

MF - \$0.25, HC - \$1.45

A CHANGING RURAL AND URBAN AMERICA.

Haren, Claude C., speech presented at the meeting of the American Association for the Advancement of Science, Washington, D.C., December 26-31, 1966, 27p.

The implications of additional employment opportunities and population shifts in a large number of rural areas, principally the Southeast, East South Central, West North Central, and West, are discussed. Data are presented indicating the extent and regions in which economic growth brought recent employment peaks. Population statistics indicate that population trends since 1950 in both urban and rural areas have almost coincided with those occurring in employment. It is concluded that a workable solution to increasing population pressures appears to be the application of principles of close-knit community design, emphasizing a balanced combination of work opportunities, residential areas, and recreational facilities. (DA)

ED 024 494

MF - \$0.25, HC - \$1.50

GEOGRAPHIC DISTRIBUTION OF TEACHING TALENT IN CALIFORNIA. CONSULTANT'S REPORT PREPARED FOR THE STATE COMMITTEE ON PUBLIC EDUCATION. Guthrie, James, and others, California State Committee on Public Education, Berkeley, 1968, 28p.

The central purpose of this study was to examine the relationship between distribution of teaching talent and geographic location of local school districts of California. School districts were assigned to one of four geographic categories (urban, suburban, rural, or small urban centers). Each category's teaching talent was assessed on six measures of experience and training. The most striking finding was that rural schools possess a disproportionately low number of the State's most highly qualified teachers. It was suggested that the study's findings needed elaboration to determine if differences in teacher quality reflect themselves in differences in pupil performance. It was recommended that rural districts' ability to compete for talented teachers be improved by (1) instituting a statewide minimum salary schedule, and

(2) increasing the attractiveness of rural teaching by offering benefits such as home building loans and added opportunities for professional contacts. Short range improvement efforts should be directed at stimulating rural school recruitment activities and forming a statewide volunteer teacher corps. Statistical data are included. (SW)

ED 024 499

MF - \$0.50, HC - \$3.10

ANALYSIS OF COUNTY SCHOOL DISTRICTS IN ARKANSAS.  
Budd, Karol B., and Charlton, J. L., University of  
Arkansas, Fayetteville, 1968, 60p.

The 1948 Arkansas School District Reorganization Act was passed in an effort to reduce the 1589 small school districts to a smaller number. Those districts not consolidated would form county districts. As of the 1967-68 school year, 26 of these county districts remained. The purpose of this study was to provide information drawing attention to the situation existing in these districts. In an effort to initiate improvement of the schools in these areas, the study examined the districts in terms of rurality, settlement patterns, spatial accessibility, financial resources and expenditures, quality of school operation, and school performance in terms of the extent to which school-age population enroll in and continue through high school. Comparisons were drawn between the county districts and existing independent school districts within the same county. Since the county districts were small, many of the problems encountered were similar to those experienced by small independent school districts. It was concluded that although consolidation of county with independent districts would not solve all problems of county districts, advantages of student and community participation would outweigh the disadvantages. (DK)

ED 024 507

MF - \$0.25, HC - \$1.25

DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY  
ORIENTED EDUCATIONAL PROGRAM FOR DISADVANTAGED FAMILIES  
IN DEPRESSED RURAL AREAS, DEGREE TO WHICH FAMILIES ARE  
SATISFIED WITH SELECTED ASPECTS OF FAMILY LIFE IN AN  
ECONOMICALLY DEPRESSED RURAL AREA. INTERIM REPORT  
NO. 3.

Fuller, Gerald R., and Phipps, Lloyd J., College of  
Education, University of Illinois, Urbana, 1968, 23p.

One aspect of Project REDY (Rural Education-Disadvantaged Youth) was to identify elements of family living which were satisfying to residents of an economically depressed rural area in Southern Illinois. McVoy's Wants and Satisfaction scale was administered to 115 family heads to determine the degree to which certain wishes and interests of families residing in the area were satisfied. Four major areas of family living were examined: residence; consumer goods; family welfare; and

social participation. It was found that there are aspects of rural life which are very satisfying to rural people, even to those who are severely disadvantaged; there are also certain aspects of rural life which are less satisfying. It was concluded that American society should accept the moral responsibility for improving the depressed rural areas rather than attempting to cast rural people into the mold of urban society. If rural area redevelopment is concerned with the psychological health of rural inhabitants, it should initially focus upon felt needs of the rural inhabitants. As the weaknesses of depressed rural area life are improved, families will readjust their major goal standards upward. A bibliography concludes this report. Related documents are ED 023 528 and ED 023 529. (SW)

ED 024 508

MF - \$1.00, HC - \$12.85

THE INDIAN CHILD GOES TO SCHOOL, A STUDY OF INTERRACIAL DIFFERENCES.

Coombs, L. Madison, and others, Bureau of Indian Affairs, Department of Interior, Washington, D.C., 1958, 255p.

This document is also available from the Haskell Institute, Lawrence, Kansas 66044, for \$1.20.

An education evaluation program was begun in 1950: (1) to compare school achievement of Indian and white children in small, rural schools, grades 4 through 12, and (2) to establish a predictive testing program to aid in meeting the requirements for granting educational loans to Indian pupils. By 1955, California Achievement Tests had been administered to 23,608 pupils (58 percent of whom were Indian) attending Federal, public, and mission schools in 11 States. Results were compared by administrative areas of the BIA, by race-school groups, and by skill achievement. The results indicated that, in general, Indian pupils did not achieve as well as white pupils. The second activity of the program was the development of a battery of 5 tests, which by 1955 had been administered to 2,221 Indian college and business school applicants. Test results and performance data from the validation subjects were used to construct pass-fail expectancy tables for use in predicting college and business school performance. (JAM)

ED 024 509

MF - \$0.50, HC - \$3.30

THE APPALACHIAN PRESBYTERIAN: SOME RURAL-URBAN DIFFERENCES. A PRELIMINARY REPORT.

Nelsen, Hart M., Western Kentucky University, Bowling Green, 1968, 64p.

Two hundred seventy-seven persons from rural, urban, and metropolitan areas of Appalachia were interviewed for the purpose of gathering background information influencing religious education programs. All those interviewed were members of Presbyterian churches. Information

was obtained pertaining to family characteristics; attitudes toward education, welfare, and society; theological beliefs and church involvement; and attitudes toward Christian education and the church school program. It was concluded that significant differences existed by area of residence which would necessitate consideration of the locale when planning religious education programs and choosing types of materials to be used. (JH)

ED 024 511

MF - \$0.25, HC - \$2.30

FACTORS AFFECTING POST-HIGH SCHOOL EDUCATIONAL AND  
JOB PLANS OF RURAL YOUTH IN EIGHT ILLINOIS COUNTIES  
IN THE 1963-64 SCHOOL YEAR.

Lindstrom, D. E., College of Agriculture, University  
of Illinois, Urbana, 1968, 44p.

A study designed to determine aptitudes, skills, and sociological and personal factors characterizing rural youth analyzed educational and personal differences of 2,929 students in eight rural Illinois counties during 1963-64. From data obtained through academic tests and personal questionnaires, it was concluded that although three-fourths of rural youth entering high school were unlikely to attend a college or university, rural high schools were largely oriented to college preparation. Few vocational training opportunities were offered in rural high schools although results indicated that most non-college-prone youth needed more training in mechanical skills. Inadequate high school counseling was indicated by lack of knowledge of occupational training needs on the part of rural youth. Implications of the study included the need for further consolidation of small rural school systems and for closer integration of rural systems with the total state system. A bibliography is included. (JH)

ED 024 514

MF - \$0.25, HC - \$0.80

PARENTAL INFLUENCE, YOUTH CONTRA-CULTURE AND RURAL  
ADOLESCENT ATTITUDES TOWARD NEGROES.

Hough, Richard L., and others, revision of a paper  
presented to the Midwest Sociological Society,  
Omaha, Nebraska, April 19, 1968, 14p.

High school students and heads of households in rural areas of Illinois were studied with respect to their attitudes toward Negroes. The hypothesis used was that a youth subculture or "contra-culture" did serve as an important socializing agent in forming the attitudes of students toward Negroes. Results indicated that there was only slight evidence of "contra-culture" tendencies and that student attitudes toward Negroes were in general the same as those held by the adults. It was concluded that strong family influence on children's attitudes toward minority groups still existed in these 2 rural areas. (JAM)

THE RELATIONSHIP OF SCHOOL DROPOUT RATES AND SELECTED SOCIO-ECONOMIC FACTORS FOR LOUISIANA PARISHES, 1960.

Welch, Gilbert Dale, Department of Sociology, Louisiana State University, Baton Rouge, 1968, 135p. This thesis is available on inter-library loan from Louisiana State University, Baton Rouge, Louisiana 70803.

The purpose of this study was to examine the relationship of selected social, economic, and demographic factors and the dropout rate for the 64 Louisiana parishes. Data were taken from the 1950 and 1960 Census Population Reports for Louisiana. Correlational techniques were utilized in the measurement of relationships between independent and dependent variables. Anticipated results included: (1) parish educational level and persons 14-17 years of age in the labor force were found to be significantly related to the dropout rate at the parish level; and (2) population increase over the ten-year period was significantly related to an increase in the number of dropouts over the same period. Other variables significantly related to the parish dropout rate, though not in the direction predicted, were parish nonwhite population, family stability, and mothers not in the labor force. (VM)

EMPLOYMENT IN APPALACHIA: TRENDS AND PROSPECTS.

Fuller, Theodore E., Economic Research Service, Department of Agriculture, Washington, D.C., 1968, 60p.

The manufacturing industry's areal and structural growth trends were analyzed for insights into their possible future role in Appalachia's economy. Between 1950 and 1960, total manufacturing employment expanded in large-, medium-, and small-center population areas, in rates inverse to center size. However, absolute gains in employment were concentrated in areas with large- and medium-size urban centers. The growth of industries among areas in the 1950's was essentially in the nationally fast-growing industries for large- and medium-center areas and in the nationally slow-growing industries in small-center areas. It was concluded that: (1) if the trends of the 1950's continue, the growth prospects of large- and medium-center areas in Appalachia appear brighter than those of small-center areas; and (2) the manufacturing industry will have to grow at higher rates in small-center areas to offset existing unemployment and low incomes and to counteract further declines in agriculture and mining. (JAM)

ED 024 735

MF - \$0.50, HC - \$6.20

EDUCATION FOR THE CULTURALLY DISADVANTAGED; PROCEEDINGS  
OF THE NATIONAL CONFERENCE ON EDUCATIONAL OBJECTIVES  
FOR THE CULTURALLY DISADVANTAGED.

South Central Regional Education Lab, Little Rock,  
Arkansas, 1967, 122p.

Contained in this volume are the major addresses and the comments by participants at a 1967 conference. The goals of the program were: (1) to develop insights about the Delta Negro, the non-reservation Indian, and the rural poor of the Ozarks; (2) to clarify and amplify the issues of self concept and communication skills; and (3) to stress the need for clear statements of behavioral objectives for compensatory early childhood education programs. (NH)

ED 024 757

MF - \$0.25, HC - \$2.10

EDUCATIONAL AND VOCATIONAL GOALS OF RURAL YOUTH IN  
NORTH CAROLINA, TECHNICAL BULLETIN NO. 163.

Sperry, Irwin V., and Kivett, Vira R., North Carolina  
Agricultural Experiment Station, Raleigh, 1964, 40p.

The purposes of this study were (1) to describe similarities and differences in educational goals of rural youth and of their parents for them, and (2) to determine the relationships of the similarities and differences to such factors as membership or non-membership in clubs, sex, level of living, residence, size of family, state, and area. The sample consisted of 281 youths selected at random from the population characterized as rural 9th and 10th grade students of county school systems having youth clubs and not being located within the corporate limits of cities with 50,000 or more population. Findings are discussed under the broad categories of educational attitudes and vocational preferences and education and vocational plans. A general conclusion was that the level of living seemed to be an important factor differentiating the educational and vocational goal of rural youth. (CH)

ED 024 823

MF - \$0.75, HC - \$7.65

THE CONCERTED SERVICES APPROACH TO DEVELOPMENTAL  
CHANGE IN RURAL AREAS: AN INTERIM EVALUATION.

CENTER RESEARCH AND DEVELOPMENT REPORT NO. 1.

Griessman, B. Eugene, ed., North Carolina State  
University, Raleigh, 1968, 151p.

In 1965 Concerted Services in Training and Education (CSTE) began operation in three selected rural counties of New Mexico, Arkansas, and Minnesota with objectives of: (1) developing general operational patterns for alleviation and solution of occupational education problems,

(2) identifying employment opportunities and occupational education programs for low income youth and adults, (3) developing ways for providing services needed to help people become employable, (4) demonstrating that occupational education programs can significantly increase employment opportunities, (5) demonstrating that a cooperative occupational effort based on local involvement will result in continuing community development, and (6) determining the relationship of educational and occupational patterns to the present and emerging needs of communities and making recommendations for adjustments. Some tentative conclusions pending full analysis of data are: (1) The program has created a vehicle for communication between agencies, (2) The program should be inaugurated in one county with future expansion to surrounding areas, (3) The local coordinator should have approval of area leaders, (4) Many trainees have secured employment, (5) No marked increase in available jobs is evident, and (6) Both obscurity and excessive publicity can be detrimental to program success. (DM)

ED 025 105

NOT AVAILABLE FROM EDRS

SKYLINE GATHERS K-12 TOGETHER UNDER ONE ROOF.  
American School Board Journal, vol. 156, no. 1,  
 July 1968.

Skyline School is a flexible and economical elementary and high school design for 400 pupils. The library, a large resource center serving all ages, and the administration offices are accented by landscaped courts. There are two instructional material centers per grade grouping of K-6 and 7-12. Grades 1-6 surround the kindergarten, which has separate entrances. Grades 7-12 surround the science lab. Noisy areas such as arts and crafts, music, shops, gym and commons are separate. The commons functions as part of the gym, or is used for noon lunch hour, plays, or community activities. The component system of construction features large clear interior spans which allow open circulation. The academic areas feature movable partitions, movable furniture, and carpeting. Air distribution, lighting and acoustics are integrated in the five-foot modular ceiling. Bronze-colored windows assist multizoned, rooftop, air-conditioning units. (LD)

ED 025 337

MF - \$0.25, HC - \$1.05

YOUTH IN RURALITY, A BIBLIOGRAPHY.  
 Charles, Edgar B., comp., ERIC Clearinghouse on  
 Rural Education and Small Schools, New Mexico  
 State University, University Park, 1967, 19p.

Approximately 200 books, pamphlets, and documents published between 1949 and 1966 comprise this bibliography on rural youth. The primary emphasis is on the education of rural youth, but included is a wide spectrum of subjects that impinge on the rural

environment, such as mental health, vocational aspirations and opportunities, functions of the church, and economic variables. The documents are listed alphabetically by author. The bibliography was prepared for the National Outlook Conference on Rural Youth, Washington, D.C., October 23, 1967. (DK)

ED 025 343

MF - \$1.75, HC - \$20.60

ANATOMY OF 20TH CENTURY VILLAGE LIFE; RESEARCH PAPERS ON THE NATURE OF THREE SMALL INDIANA COMMUNITIES. VOLUMES I AND II.  
Hodapp, Leroy C., and Gore, William J., eds.  
United Methodist Church, General Board of Missions,  
New York, New York, 1968, 410p.

Educational, medical, and other services in rural areas have been undergoing a consolidation and centralization process to bring about more efficient operation. A research project sponsored by the United Methodist Church was designed to assess the position of the church as a decentralized unit in a small community relative to its leadership responsibility and its assumption of that responsibility within its community. This two-volume document contains 14 research studies designed to measure the economic and social structure of 3 small Indiana communities. Demographic data are presented and methods of inquiry and measurement are explained. Appendices provide census data and examples of the instruments used in the study. (DK)

ED 025 347

MF- \$0.25, HC - \$2.05

FAMILY FACTORS IN MIGRATION PLANS OF YOUTH, HIGH SCHOOL SENIORS IN ST. LAWRENCE COUNTY, NEW YORK.  
Crawford, Charles O., College of Agriculture at Cornell, State University of New York, Ithaca, 1964, 39p. This document is also available from the Department of Rural Sociology, Cornell University Agricultural Experiment Station, Ithaca, New York 14850 (single copies free, additional copies \$0.25 each).

Analyses of data obtained from 790 questionnaires collected from a sample of public high school seniors in a relatively low income, sparsely settled county in northern New York State in May, 1962, revealed some of the effects of 2 family systems--the immediate family and the extended family--on the migration planning of high school seniors. Hypotheses were formulated and tested with regard to the family functions of social-psychological support, economic support, and communication with relatives in other communities. When family members or relatives performed these functions, planning by youth to migrate was significantly more likely

than when no family member performed these functions. Migration planning was also more likely when both family systems, rather than one, performed the functions. Little confirmation was given to the proposition that the immediate family was more important than other relatives in effecting plans to migrate. It was emphasized that while attachment to the immediate family was a barrier to migration, family support could overcome its effects. (SW)

ED 025 348

MF - \$0.50, HC - \$5.50

GEOGRAPHICAL AREAS AND PLANT FACILITIES FOR EDUCATIONAL PURPOSES IN VERMONT.

Dunham, Paul C., Vermont Agricultural Experiment Station, University of Vermont, Burlington, 1964, 108p.

School districts in Vermont are organized generally along town boundary lines with no clear distinction between town and school governmental units. State financial distributions are usually made to the town, and taxes are billed and collected by the town. There is a need for school district reorganization in terms of larger unified or 12-grade school districts, with approximately equal assessed valuations and the power of taxation being the two most important considerations. Additional criteria concern social and economic factors, transportation, geography, and minimum enrollment. (JH)

ED 025 350

MF - \$0.25, HC - \$1.35

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF STUDENTS IN RURAL WASHINGTON HIGH SCHOOLS.

Slocum, Walter L., College of Agriculture, Washington State University, Pullman, 1968, 25p.

Previous research studies were reviewed, and hypotheses relating to educational aspiration and occupational choice were developed. Information on educational aspirations and expectations was then obtained from a random sample of students enrolled in 1964-65 in 30 rural Washington high schools. Farm versus non-farm student differences were examined with respect to social, economic, and cultural factors. Farm boys had higher aspirations than non-farm boys, while aspirations of farm and non-farm girls did not differ significantly. Both findings contradicted prior research findings. The educational aspirations of farm boys appeared to be less realistic than those of non-farm boys. The results indicated that the traditionally conservative attitudes of the farm population toward higher education have changed. (JH)

ED 025 357

MF - \$0.50, HC - \$3.85

RESEARCH ABSTRACTS IN RURAL EDUCATION: RURAL, SMALL SCHOOLS, INDIAN EDUCATION, MIGRANT EDUCATION, MEXICAN AMERICAN EDUCATION, OUTDOOR EDUCATION.

Edington, Everett D., and Tamblyn, Lewis, comps.,  
ERIC Clearinghouse on Rural Education and Small  
Schools, New Mexico State University, University  
Park, 1968, 75p.

Compiled to acquaint the rural educator with materials in his field, 94 abstracts of some of the latest research and development findings published between 1959 and 1968 are listed in this bibliography. Emphasis is on rural education, small schools, Indian education, migrant education, Mexican American education, and outdoor education. The major portion of the bibliography is devoted to works on specific problems and needs, administrative organization, innovations, and planning. A cross-referenced index concludes the document. (SW)

ED 025 358

MF - \$0.25, HC - \$2.15

DESCRIPTION OF THE PARENTS AND CHILDREN INVOLVED IN  
THE 1967 COOSA-ELMORE SUMMER HEAD START PROGRAM.

McKay, Dianna Bess, Southern Regional Education  
Board, Atlanta, Georgia, 1967, 41p.

Objectives of study of the Head Start Program for underprivileged children in the rural Alabama counties of Coosa and Elmore were to supply information about: (1) the background, family life, and social experiences of the participating children; (2) the mother-child relationship; and (3) the mother's knowledge and evaluation of the program. Questionnaires and interviews supplied the data from a randomly selected representative group of 74 mothers out of almost 300 involved. The conclusion reached as a result of the study was that due to the mothers' limited time per child, lack of education and knowledge of the needs of their children, the children were at a distinct disadvantage when entering school without the pre-school Head Start experiences. Recommendations were that Head Start be extended into a 12-month program, that more parents be involved, and that an extensive survey be made of disadvantaged children. Various figures and tables are included. (CM)

ED 025 359

MF - \$0.25, HC - \$0.75

ART-BY-TELEPHONE.

Jesser, David L., and Clarke, Michael J., Nevada  
Western States Small Schools Project, Carson City,  
1966, 13p.

In an attempt to bring art instruction into small schools financially unable to support such a program, 11 high schools in 4 western states have been receiving simultaneous instruction in art from a

central source with the aid of an amplified telephone and coordinated overhead transparencies. Before the onset of classes, the instructor visits each school in order to get acquainted with his students. Students in the art classes are supervised by local, interested teachers, and the art work is mailed back and forth to the art instructor. Each school is linked to every other school and to the instructor by means of a regular conference call placed through the telephone company. Each student is thus able to hear the instructor, view projected transparencies, and respond or question as the need arises. Results of the experiment show that this technique is highly effective in communicating basic art skills to those students in schools whose curricula contain no offering in the art area. (DA)

ED 025 360

MF - \$0.25, HC - \$0.80

SEMINAR BY AMPLIFIED TELEPHONE. A REPORT AND EVALUATION.

Tucker, Thomas T., and others, Nevada Western States Small Schools Project, Carson City, 1968, 14p.

A pilot program is outlined which explored one possible way by which teachers in small schools might have access to quality in-service education. The use of the amplified telephone and the conference bridge technique is described. A general description of the course (a cooperative effort of the Western States Small Schools Project and the University of Nevada) is presented, including content, requirements, and method. An evaluation of the course considers content, method of presentation, on-site situations, and participant comments. Conclusions and recommendations for improving the program complete the document. (SW)

ED 025 373

MF - \$0.25, HC - \$2.65

THE RELATIONSHIP OF EDUCATIONAL, ECONOMIC AND SOCIAL CHARACTERISTICS TO THE DEGREE OF DESEGREGATION IN THE PUBLIC SCHOOLS OF KENTUCKY.

Yeager, J. Frank, Western Kentucky University, Bowling Green, 1968, 51p.

The relationship of selected education, economic, and social characteristics to the degree of voluntary desegregation was determined in an effort to examine social climate and its role in creating a setting for desegregation in the public schools of Kentucky from the time of the Brown Decision of 1954 to the enactment of the Civil Rights Act of 1964. The Pearson Product-Moment Coefficient of Correlation procedure was used in the analysis of data gathered from census tapes; material prepared by the Kentucky State Department of Public Instruction was employed to calculate the degree of voluntary desegregation. The findings indicated the importance of 4 factors:

(1) proportion of the population that was Negro; (2) rurality of the district; (3) the occupational distribution within the Negro community; and (4) the number of employed who work outside the county of residence. It was recommended that the relationship of financial support to percent of non-white public school students, and the importance of the variable of number employed who work outside the county of residence, be further investigated. (SW)

ED 025 585

MF - \$0.25, HC - \$1.65

THE PEOPLE LEFT BEHIND; SEMINAR ON MANPOWER POLICY  
AND PROGRAM.

Bishop, C. E., Manpower Administration, Department  
of Labor, Washington, D.C., 1968, 31p.

The National Advisory Commission on Rural Poverty was charged with the following responsibilities: (1) to make a comprehensive study and appraisal of the current economic situations and trends in American rural life, (2) to evaluate the means by which existing programs, policies, and activities relating to the economic status and community welfare of rural people may be coordinated, and (3) to develop recommendations for action by local, State, and Federal governments. The commission estimated that in 1965 there were 14 million people living in rural areas of the United States who were unable to purchase out of current income the goods and services needed to provide a reasonable level of living. Approximately 10 million of these lived in nonfarm residences, and 4 million lived on farms. Although the percentage of non-whites who were poor was greater than that of whites, 11 million of the 14 million rural poor were white. The commission also reported that rural America's needs are so complex that no single concept of poverty is universally applicable. (CH)

ED 025 633

MF - \$0.25, HC - \$1.60

EDUCATIONAL AND VOCATIONAL GOALS OF RURAL AND URBAN  
YOUTH IN NORTH CAROLINA. TECHNICAL BULLETIN NO. 186.

Sperry, Irwin V., and Herrin, Ann E., North Carolina  
Agricultural Experiment Station, Raleigh, 1967, 30p.

To investigate and compare educational and vocational goals of urban youth from rural and non-rural backgrounds, with each other and with their parents and to explore the effect of sex of child, level-of-living, and family size on these goals, 11 schools were randomly selected from predominantly white junior high schools in cities of at least 40,000 population. Questionnaires were administered to 126 9th and 10th grade students and their parents. An analysis of variance of the responses yielded the following major findings: (1) Differences in valuation of education by level of living were not significant, (2) Years of school was related to level of living, (3) Youth with higher level of living communicate better with their fathers regarding educational plans than those with a lower

level of living, (4) A larger percentage of boys than girls felt that parents had strongly urged them to continue school, (5) There was close agreement between reality and aspiration in occupational plans, (6) Family size was related to financial help with education, (7) There was no significant difference in the occupational choices according to background of youth, and (8) 60 percent of the fathers held different expectations than those indicated by their children. (DM)

ED 026 037

MF - \$0.25, HC - \$1.70

100,000 AND UNDER: OCCUPATIONAL EDUCATION IN THE  
RURAL COMMUNITY JUNIOR COLLEGE.

Hall, George L., American Association of Junior Colleges, Washington, D.C., 1968, 32p. This document is also available from the American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036, for \$1.50.

Young people move from rural to urban areas for lack of educational and employment opportunity. Nonurban junior colleges, by correcting these lacks, may help to stem this migration--in spite of a shortage of faculty, funds, and space. Among their unique problems are: (1) the region often depends on a single industry; (2) students must travel farther to school or pay for housing; (3) with less vocational guidance, students are unaware of broader opportunities; (4) faculty is hard to hire because of lower pay and distance from city amenities; (5) families have little income and less interest in continuing education; (6) the area has a meager tax base. These factors combine to limit the comprehensiveness of the rural college. Of the 600 rural colleges, 40 percent are in population centers of 10,000 or less, with limited chances for employment. Transfer programs vary little; enrollment in agriculture and natural resources is growing; the most popular courses are business, physical science, health, trades, and industry. This report discusses the importance of lay advisory committees (general and occupational), to develop community interest and emphasizes the necessity for more counseling in the choice of an occupation and its course requirements. The college's community services must include not only the usual culture and recreation programs, but also such less common services as soil analysis and commercial consultation help. The rural college needs more research on student characteristics and its own unique role, according to its resources. (HH)

ED 026 154

MF - \$0.50, HC - \$3.30

UNDERSTANDING THE SMALL COMMUNITY, SOME INFORMATIONAL  
RESOURCES FOR THE TOWN AND COUNTRY APOSTOLATE.

Quinn, Bernard, Center for Applied Research in the Apostolate, Washington, D.C., 1967, 64p.

Many informational resources with emphasis on town and country are listed in this annotated bibliography. Focus is upon understanding

life in the small community. Materials are found under topics which include: (1) town and country case studies, (2) community theory, (3) rural sociology, (4) recent protestant town and country materials, (5) organizations providing informational resources, and (6) continuing education programs for town and country clergy. An author index is provided. (SW)

ED 026 160

MF - \$0.50, HC - \$3.70

PUBLIC AFFAIRS SERIES NO. 3, THE RURAL SOCIETY IN TRANSITION; AN HISTORICAL EXAMINATION OF THE RURAL SOCIETY WITH EMPHASIS ON WAYS TO ASSIST OUR RURAL SOCIETY TO MAXIMIZE ITS ECONOMIC AND SOCIAL POSITIONS DURING THE PRESENT PERIOD OF RAPID TRANSITION TO AN URBAN-INDUSTRIAL CULTURE.

Nesius, Ernest J., Center for Appalachian Studies and Development, University of West Virginia, Morgantown, 1966, 72p.

Four lectures are directed at reviewing and analyzing the changes that have taken place over the years in the structure and society of agriculture. An historical review of changes in American rural life points out that rural society is in a rapid period of transition toward urban-industrial culture. Agricultural development and technological advancements are examined in pointing out the dilemma of agriculture and the need for rural and agricultural planning. The effects of urbanization and efforts to place a new focus on life in rural areas are reviewed. The general lack of concern for what is occurring is cited to emphasize the need to reevaluate social structures and institutions serving the rural countryside. Effort is encouraged toward establishment of a new or modified structure which would equalize the level of living and the quality of life with those of urban areas. (SW)

ED 026 161

MF - \$0.25, HC - \$1.10

AN EXPLORATION OF THE PLACE OF PROJECTS IN 4-H.

Carter, G. L., Jr., National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, 1964, 20p.

Historically, project work has been a part of 4-H Club work. An exploration of the role of individual and group projects as planned learning experiences leads, hopefully, to a better understanding of their potential. In order to be of educative value, the project must be of immediate interest to the child, as well as be intrinsically worthwhile. The project should raise problems calling for research and review of related literature, and must cover a sufficient expanse of time to allow adequate exploration and execution. The project should be the primary basis for the uniqueness of 4-H in terms of the method by which the young people who are involved are taught. (DA)

## HIGH SCHOOLS IN THE SOUTH, A FACT BOOK.

Vance, Rupert B., and others, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee, 1966. This document is available from the Center for Southern Educational Studies, George Peabody College for Teachers, Box 164, Nashville, Tennessee 37203, for \$5.00.

The 1965 status of secondary education in 11 Southern States is analyzed in terms of school size, personnel, professional qualifications, and working conditions. Financial data relate per pupil expenditures in both rural and urban schools in each state. Information is provided concerning curriculum trends, innovations, and progressive school programs under way in southern high schools. Findings include: (1) nearly all teachers in the South hold a bachelor's degree and 25 percent hold a master's degree or above; (2) more than 50 percent of all high school classes in each of the 11 states can be classified as either too small or too large; and (3) the majority of southern high school youth attend schools which offer an inadequate program of courses. A major conclusion is that the prevalence of small high schools constitutes the most serious obstacle to quality education and equal educational opportunity in southern secondary schools. Recommendations are directed at correcting specific shortcomings in the educational establishment in the South. A comprehensive bibliography of related publications is included. (DA)

## ELEMENTARY SCHOOLS SURVEY, WESTERN STATES SMALL SCHOOLS PROJECT FOR NEVADA.

Worley, Stinson E., Nevada Western States Small Schools Project, Carson City, 1964, 17p.

A survey of a number of small elementary schools in the Nevada Western States Small Schools Project (WSSSP) provides a descriptive review of promising teaching practices and an assessment of additional needs. Promising practices observed include high teacher interest and pupil involvement; creativity; individualized instruction; and use of teaching aids, devices, libraries, and library resources. Strengths mentioned are academic freedom, small numbers of children, an abundant supply of materials, close community interest, and the rural atmosphere. The needs listed include instructional leadership, specific goals and purposes, a compilation of ideas, inter-faculty visitations, and emphasis on student work. It is concluded that these WSSSP schools are not really the drab, run-down places that might be envisioned, but are schools where professional, dedicated people have the material, supplies, and freedom to try new ideas and innovations. (SW)

ED 026 169

MF - \$0.25, HC - \$2.65

NEW DIMENSIONS FOR THE SMALL SCHOOLS OF NEVADA.  
A REPORT OF THE WESTERN STATES SMALL SCHOOLS  
PROJECT FOR NEVADA (JANUARY 1, 1962 - AUGUST 31,  
1965).

Nevada Western States Small Schools Project,  
Carson City, 1966, 51p.

Some of the more visible efforts, activities, and results which have taken place among the small schools of Nevada during the initial phase (1962-65) of the Western States Small Schools Project are described. These activities, dealing with the problems and concerns of small schools, include workshops, supervised correspondence and programmed instruction, multiple-class teaching, and flexible scheduling. A bibliography of publications written by David L. Jesser, Director, Nevada Western States Small Schools Project, concludes the document.  
(SW)

ED 026 171

MF - \$0.75, HC - \$8.20

SCHOOL DISTRICT ORGANIZATION FOR MISSOURI, A PLAN  
TO PROVIDE EQUAL ACCESS TO EDUCATIONAL OPPORTUNITY  
FOR ALL CHILDREN. REPORT OF THE MISSOURI SCHOOL  
DISTRICT REORGANIZATION COMMISSION.

College of Education, University of Minnesota,  
Minneapolis, 1968, 162p.

Plans and procedures are described for providing equal access to educational opportunity for all children in Missouri. Historical development of school district organization in the State is traced. The need for further school district reorganization is examined, and methods of achieving effective organization are evaluated. A recommended statewide plan, known as the Domian plan, is outlined for reorganization, including the formation of regional school districts and local school units. Numerous tables and maps add significance to the discussion. (SW)

ED 026 181

MF - \$0.25, HC - \$0.80

SOME APPROACHES TO MEETING CULTURAL DEPRIVATION IN  
STUDENTS ENTERING SMALL RURAL SCHOOLS.

Merrell, Russell G., Western States Small Schools  
Project, Salt Lake City, Utah, 1968, 14p.

A project was undertaken in 1965 in 3 elementary schools in Wayne County School District, Utah, to determine if students entering small rural schools have cultural disadvantages and, if so, to develop materials and procedures to meet such deficiencies. Pretesting revealed

significant differences in vocabulary development and experiential background compared to an urban control population. Programs designed to improve instruction were developed in areas of parent-teacher communication, instructional excursions, pupil-team specialties, resource utilization, and individualized reading instruction. Second- and third-year evaluations of the project showed significant gains in vocabulary growth and reading achievement. One elementary school made extensive use of the amplified telephone and established companion schools in New Mexico and New York City to offset the disadvantages of isolation. Materials developed in the course of the project are described. (JH)

ED 026 184

MF - \$0.25, HC - \$0.45

PROGRAMMED MATHEMATICS, DORA HIGH SCHOOL.  
New Mexico Western States Small Schools Project,  
Santa Fe, 1965, 7p.

Because of small class enrollment, limited class offerings, and differences in ability range, a programmed algebra course was introduced to eliminate some disadvantages of a small school mathematics program. Credit was given to students completing 36 of the 73 chapters in Science Research Associates (SRA) Modern Mathematics, Course I. Post-test scores indicated a gain ratio of .63 compared to pre-test scores. Criticism of the programmed course included the difficulty of chapter tests and the use of multiple choice questions. A statement of problems and objectives and a sample progress report to parents conclude the document. (JH)

ED 026 185

MF - \$0.25, HC - \$0.70

LANGUAGE ARTS PROJECT.  
New Mexico Western States Small Schools Project,  
Santa Fe, 1965, 12p.

The 1963 language arts project in Wagon Mound, New Mexico, was designed to make administrators and teachers aware of and concerned about the problems of teaching English to Spanish-speaking children in grades 1-12. General and specific objectives and instructional techniques stressed improvement of oral and written communication. An analysis of papers written by children in grades 2-6 revealed that usage and spelling errors were due to lack of skill in using English rather than the influence of a Spanish-speaking background. A strong emphasis on the oral-aural approach was recommended. An analysis was also made of some typical mistakes found in papers written by students in grades 7-12 and taped interviews of students in grades 2-12. Recommendations for the improvement of student writing included the need for writing frequently. (SW)

ED 026 186

MF - \$0.25, HC - \$0.65

PROGRAMMED ENGLISH, DES MOINES HIGH SCHOOL.  
New Mexico Western States Small Schools Project,  
Santa Fe, 1965, 11p.

Programmed English instruction in small schools was designed to provide a wider spectrum of curricular experiences to enhance the somewhat narrow offerings of the regular English curriculum. The specific course outline and evaluation of the programmed English instruction at Des Moines High School indicated that the project in this New Mexico small school was feasible and successful. The programmed English instruction allowed the students to work at their own rate and the teacher to provide frequent and almost immediate reinforcement on student assignments. (DK)

ED 026 187

MF - \$0.25, HC - \$0.80

CHANGE IN THE RURAL SOUTHERN APPALACHIAN COMMUNITY.  
RESEARCH SERIES 7.  
Photiadis, John, Center for Appalachian Studies and  
Development, University of West Virginia, Morgantown,  
1968, 14p.

Rural Appalachian communities are being forced to reorganize by economic pressures and higher level-of-living standards which have been impressed primarily through the mass media. Outmigration and disorganization have emerged as the means of response by these communities to imposed societal pressure. Ideally, social adjustment in rural Southern Appalachian areas could best be achieved through availability of employment within the rural community or through relocation of rural inhabitants to areas of improved job availability. Integration of rural Appalachian poverty-stricken communities into the larger society will be delayed until expectations concerning minimum acceptable income and standard of living are met. (DA)

ED 026 188

MF - \$0.25, HC - \$2.10

DROPOUT PRONENESS IN APPALACHIA. RESEARCH SERIES 3.  
Mink, Oscar G., and Barker, Laurence W., Center for  
Appalachian Studies and Development, University of  
West Virginia, Morgantown, 1968, 40p.

Two aids used in the identification of potential dropouts are examined. The Mink Scale (a teacher-rated scale) is based on classification of social, psychological, and educational forces related to dropout proneness: (1) academic ability and performance, (2) negative identification with education, (3) family and socioeconomic status,

and (4) student-personal. The Smith Inventory consists of a self-report inventory of 38 items completed by the student. Results are presented of an investigation of differences between Appalachian school dropouts and non-dropouts utilizing these instruments. Items are identified that differentiate between these 2 groups in Appalachia. The 2 scales are contained in the appendix of the document. (SW)

ED 026 189

MF - \$0.50, HC - \$3.90

EDUCATIONAL STATUS PROJECTIONS OF RURAL YOUTH:  
ANNOTATIONS OF THE RESEARCH LITERATURE.

Kuvlesky, William P., and Jacob, Nelson L.,  
Department of Agricultural Economics and Sociology,  
Texas A & M University, College Station, 1968, 76p.

Forty-nine research reports published between 1947 and 1968 are listed and annotated for researchers interested in status projections of rural youth. The annotations are designed to point out areas of conflicting findings, unresearched problems, weaknesses in method, and areas of agreement in past findings. The entries are indexed by content and author. A bibliography is also provided of other relevant publications, papers, and theses emanating from the Texas Experiment Station at Texas A & M University. (DK)

ED 026 190

NOT AVAILABLE FROM EDRS

THE ROLE OF EDUCATION IN RURAL DEVELOPMENT.

Connor, Desmond M., and Magill, Dennis W., Canadian  
Ministry of Forestry and Rural Development, Ottawa,  
Ontario, 1965, 148p. This document is available  
from the Minister of Forestry, Department of Forestry  
and Rural Development, Ottawa, Ontario, Canada.

As one of several research studies which have investigated rural socio-economic conditions in conjunction with Canadian attempts to aid development, this study examined the role and potential of education in the rural development process. Surveys were conducted of the educational needs and aspirations of both children and adults. Conclusions and recommendations of the study were directed at offering skill training for adults and reducing the high dropout rate of youth in this rural area. (DK)

ED 026 194

MF - \$0.25, HC - \$1.95

AN OVERALL EDUCATION PLAN FOR RURAL ALASKA.

Alaska Governor's Committee on Education,  
Juneau, 1966, 37p.

A report submitted by the Alaskan Governor's Committee on Education indicates that the quality of education in rural schools, both

state-sponsored and Bureau of Indian Affairs-sponsored, is in need of improvement. This plan for school reorganization in Alaska recommends consolidation of small rural schools in favor of wider curricular offerings afforded by larger schools; all public schools of Alaska are ultimately to be subordinated to State control, including Bureau of Indian Affairs schools. The plan outlines criteria for establishing elementary, junior high, and regular and regional boarding high schools. The report concludes that a need exists for establishing regional comprehensive high schools with dormitory facilities to accommodate those students from remote areas who presently are being deprived of a secondary education due to lack of facilities. (DA)

ED 026 338

MF - \$0.50, HC - \$4.60

AUXILIARY SCHOOL PERSONNEL PROGRAMS FOR RURAL AMERICA.  
Dady, Milan B., Bank Street College of Education,  
New York, New York, 1968, 90p.

This manual, constituting "a design to institutionalize auxiliary personnel in education in rural schools in America," deals with the recruitment, selection, training, utilization, and career development of paraprofessionals. (It is an outgrowth of a 1967 six-week training program for teacher-aide trainees at Morehead State University, Kentucky, designed to explore possible new careers in education for disadvantaged persons in eastern Kentucky.) Introductory sections trace the historical background of the use of noncertified personnel in rural classrooms and present rationale including lists of the benefits derived from the use of low-income auxiliaries from various subcultures and with various qualifications. A section on planning discusses administrative considerations for the school board, superintendent, principal, advisory committee, and employment supervisor; funding of programs; recruitment and selection of auxiliaries including suggestions for screening and testing; and role development for teachers and auxiliaries. Possible stages in career development are presented with lists of illustrative tasks. Sections on training (illustrated with descriptions of programs in several states) include pre- and inservice training conducted in local schools; on-campus training; and a model program for an associate degree for Teacher Associates. Included are a 75-item bibliography and a report of the Kentucky program. (JS)

ED 026 555

MF - \$0.25, HC - \$0.95

BIBLIOGRAPHY OF RESEARCH IN ADULT EDUCATION AND  
UNIVERSITY EXTENSION, CONDUCTED AT THE UNIVERSITY  
OF WISCONSIN, SEPTEMBER 1966 - JUNE 1968.  
University Extension, University of Wisconsin,  
Madison, 1968, 17p.

A classified bibliography is presented of 130 University of Wisconsin graduate theses from the Departments of Agricultural and Extension Education, Curriculum and Instruction, Agricultural Journalism, Rural Sociology,

Educational Administration, Educational Psychology, Behavioral Disabilities, Educational Policy Studies, and Art Education. Items are arranged by subject matter into categories as defined by Kreitlow's "Taxonomy of Needed Research;" these consist basically of characteristics of adults as individuals and as learners, response of adults to instructional methods, and the adult education enterprise. Following each of the 20 subsections of the taxonomy are numbers referring to thesis titles (numbers for Ph.D. dissertations are underlined). These titles are listed alphabetically in the following section. (Authors/LY)

ED 026 615

NOT AVAILABLE FROM EDRS

PROJECTION OF INFORMAL EDUCATIONAL PROGRAMS THROUGH FORECASTING.

Douglas, Leonard Carl, Cornell University, Ithaca, New York, 1967, 358p. This thesis is available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (#67-12209, microfilm \$4.60, xeroxed copy \$16.20).

The study defined and tested a model, based on pertinent Cooperative Extension Service literature, that was meant to project changes in present educational audiences well enough to predict educational needs, and would identify new audiences in the early stages and derive implications for the institution and its programs. Ninety-seven farm operators in Suffolk County, New York, were interviewed. Major findings included the following: (1) general population trends were not good indicators of definite educational programs; (2) population changes in clientele groups gave data on which to base educational programs; (3) in some situations, the predicted elimination or reduction of a group posed the immediate problem of shifting resources to other clientele groups; (4) a related problem was continuation of educational activities of acceptable quality to a dwindling audience; (5) forecasts made in testing the model tended to underestimate the actual change rate, but they were close enough to permit program planning for a group of reasonable size. (Author/LY)

ED 026 685

MF - \$0.50, HC - \$3.60

PUPIL PERSONNEL SERVICES PROGRAM.

South Central Educational Service Unit,  
Bloomington, Indiana, 1968, 70p.

This report presents a narrative and evaluative description of the operations of South Central Educational Service Unit's (SCESU) pupil personnel services, serving 36 secondary schools in southern Indiana. The main topics discussed include: (1) the history of SCESU's mobile counseling services, (2) a description of the

geographical area, (3) the development of procedures prior to, and during, the presence of the mobile counseling center at a particular school, and (4) the feedback procedures utilized. A summary is given of pupil personnel services in the mobile counseling center. Discussed are the impact of mobile counseling units and psychometric services and an evaluation thereof. A summary of recommendations and comments from the overall evaluation is followed by examples of evaluation instruments. This program was funded under a Title III Elementary and Secondary Education Act grant. (BP)

ED 027 098

NOT AVAILABLE FROM EDRS

## ANALYSIS OF COUNTY SCHOOL DISTRICTS OF ARKANSAS.

Budd, Karol Ruth Barron, University of Arkansas, Fayetteville, 1966, 275p. This thesis is available on interlibrary loan from the University of Arkansas Library, Fayetteville, Arkansas 72701.

A study was undertaken in 32 county school districts, located primarily in rural areas, to determine the influence of rurality, financial resources, quality of education, and school performance as measured by educational level attained, on the county school district problem in Arkansas. Both case study and statistical methods were employed in the analysis. It was found that expenditures per enunerate were approximately the same for county and independent districts, but county districts spent a greater percentage of funds on transportation and less for indebtedness. Recommendations of the study included: (1) dissolution of county districts and their annexation to trade center community districts; (2) enlargement of teacher salaries to attract better qualified teachers to rural districts; (3) provision of a minimum millage rate so that each district would be financed to the extent of its wealth; and (5) provision of adequate administrative personnel for rural school districts. (DA)

ED 027 099

MF - \$0.50, HC - \$4.25

## A DECADE OF SEMINARS FOR THE ABLE AND AMBITIOUS.

Porter, Robert M., Catskill Area School Study Council, Oneonta, New York, 1968, 83p.

Two hundred sixty secondary students from 33 schools took part in a program of Saturday seminars funded by Title III of the Elementary and Secondary Education Act. The program was operated by the Catskill Area School Study Council for academically gifted, rural students to provide intellectual activity and stimulation beyond that offered in their local schools. Students were selected from the top quartile on national norms for the School and College Ability Tests, class standing, scores achieved on standardized IQ tests, and from recommendations of principals, counselors, and teachers as to academic ability, marks, drive, and estimated

ability to profit from the seminar experience. No examinations, compulsory assignments, or grades were given in the seminars, which were considered explorations in realms of knowledge to provide readiness for later academic work. Seminars were offered in areas such as data processing, psychology, organic chemistry, and expository writing. Although little evaluation of the program was made, evidence of how students and instructors felt about the seminars at their conclusion and how school administrators, counselors, and teachers viewed the program are included in the document. (JH)

ED 027 100

MF - \$0.25, HC - \$1.00

GUIDELINES FOR DESIGNING, EQUIPPING AND FURNISHING  
SMALL SCHOOL LEARNING LABORATORIES.

Merrell, Russell G., Western States Small Schools  
Project, Salt Lake City, Utah, 1968, 18p.

Twelve assumptions concerning learning are presented which underlie the rationale for the establishment of learning laboratories in 3 small high schools in Utah. Based on these assumptions, 12 specific recommendations are made for the improvement of education in small rural schools through implementation of the learning laboratory concept. A description of equipment and furniture in the Utah learning laboratories is included. An evaluation of these learning laboratories is provided, along with examples of how the schools have made use of existing facilities and equipment in converting traditional classroom arrangements into learning laboratory designs. (DA)

ED 027 107

MF - \$0.25, HC - \$2.75

QUALITY AND THE SMALL SCHOOL.

Hildebrand, Edwin P., ed., Colorado Western States  
Small Schools Project, Denver, 1968, 53p.

The 1965-1968 progress report of the Western States Small Schools Project focuses on the problem and challenge posed by small schools, which have thus far lacked the depth of resources compared to urban schools. The goals of the project are to assist small schools to:

- (1) provide individualized programs of career selection education;
- (2) develop methods and techniques of preschool education to overcome cultural disadvantages prevalent in isolated communities; and (3) develop the organizational and instructional patterns essential to successful programs of continuous progress and individualized instruction.

Each objective is presented in a separate section with description of the problem involved, methods or programs, evaluation, and observations. Included are several guidelines for educational activities related to individualized instruction which free the teacher to plan curriculum and choose materials. A chapter is devoted to 2 learning theories with practical application to individualized learning by both students and teachers. (CM)

ED 027 111

NOT AVAILABLE FROM EDRS

OCCUPATIONAL STATUS ORIENTATIONS AND PERCEPTIONS OF OPPORTUNITY: A RACIAL COMPARISON OF RURAL YOUTH FROM DEPRESSED AREAS.

Ameen, Bilquis A., Texas A & M University, College Station, 1968, 101p. This thesis is available on interlibrary loan from Texas A & M University Library, College Station, Texas 77843.

Negro and white rural youth from economically depressed areas of East Central Texas were compared with regard to their job aspirations and expected job attainment. The results indicated that both Negro and white youth had generally high occupational goals and expectations. The Negro youth exhibited a greater variance in occupational choice, aspiring to higher, more glamorous positions and lower prestige, blue collar jobs. When the disparity between aspirations and expected attainment of Negro and white youth was compared, no significant difference was apparent in the gross anticipatory deflection. The Negro youth, however, did show a higher positive anticipatory deflection than the white youth. The analysis supported the conclusion that even the most depressed youth maintained high occupational and success aspirations. (DK)

ED 027 113

MF - \$0.50, HC - \$3.40

PACEREPORT: RURAL EDUCATION.

Gores, Richard W., ed., Owensboro City Schools, Kentucky, 1968, 66p.

Seven Projects to Advance Creativity in Education (PACE) concerned with small schools and rural areas present reports of progress and plans in this July-August 1968 issue of PACEReport. The document also contains a listing of publications dealing with rural education and a listing of films, filmstrips, and publications, developed under Title III of the Elementary and Secondary Education Act (ESEA). A special report presents a synthesis of the evaluation efforts in Title III, indicating the forces promoting evaluation and the present inadequacies in current evaluation effort. (DK)

ED 027 114

NOT AVAILABLE FROM EDRS

THE SMALLER SECONDARY SCHOOL. THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, VOLUME 50, NUMBER 307.

Kourmadas, John F., ed., National Association of Secondary School Principals, Washington, D.C., 1966, 140p. This document is available from the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for \$2.00.

The National Association of Secondary-School Principals devotes this entire issue of "The Bulletin" to the smaller secondary school. Included

are articles dealing with the relationship of intermediate units and small high schools, teaching opportunities and demands in smaller secondary schools, a nongraded program, new technology, curriculum improvement, improving understanding between the board of directors and a changing program, small school improvement, quality and variety in Texas small schools, and the Upper Midwest Small Schools Project. Five articles offer insight into accreditation difficulties of small schools, the declining number of accredited small schools, and program offerings. Tabular breakdowns are presented in these articles. (SW)

ED 027 115

MF - \$0.50, HC - \$6.40

**MOUNTAIN FAMILIES IN POVERTY. FINAL REPORT.**

Johnson, Cyrus M., and others, University of Kentucky, Lexington, 1967, 126p.

Families participating in a program of Aid to Families with Dependent Children and Unemployed Parents were studied to obtain data on personal and health characteristics of adult members, socioeconomic characteristics of the family unit, and the interrelations of these variables. Interviews were conducted by trained interviewers with 324 families residing in 7 rural eastern Kentucky counties. After 3 months, 72 homemakers were reinterviewed to determine what changes had occurred resulting from the program. Most families were found to be improved financially; they were more hopeful about the future; and their children were improving in school activities. One hundred tables are included giving data on: family age, composition, and education; material well-being and level of living; work record and orientation to work; sickness and health; geographic and social isolation; and values and views on life. (JH)

ED 027 116

NOT AVAILABLE FROM EDRS

**EDUCATIONAL ORIENTATIONS OF RURAL YOUTH IN SELECTED LOW-INCOME COUNTIES OF TEXAS.**

Ohlendorf, George W., Texas A & M University, College Station, 1967, 124p. This thesis is available on interlibrary loan from Texas A & M University Library, College Station, Texas 77843.

The general objective of this study was to learn the nature of associations for race and sex with several dimensions of educational orientations held by adolescents living in selected all-rural, low-income areas. A secondary objective was to evaluate the general utility of a new multi-dimensional conceptual scheme for the study of status orientations. A group-administered questionnaire was given to high school sophomores in 3 all-rural, economically depressed counties in Texas to determine the students' educational aspiration and educational levels. Results indicated that Negroes had higher educational goal levels and expected attainment levels than did whites. Negroes,

however, experienced greater anticipatory deflection from their educational goals and they were more likely to be deflected positively. Boys had higher goals than girls, although no significant differences were found in intensity of aspiration, certainty of expectation, or deflection from their goal. Differences were greater in educational goal levels and expected attainment levels between sexes than between races. The multi-dimensional conceptual scheme was deemed fruitful. Definite implications were drawn for future policy-making and social action concerning racial differences. (CM)

ED 027 117

MF - \$0.25, HC - \$0.75

IMPROVING OPPORTUNITIES IN RURAL COMMUNITIES.  
Taylor, Henry L., paper presented at National Conference on Solving Educational Problems in Sparsely Populated Areas (Denver, Colorado, March 17-19, 1969), 13p.

Problems in rural communities stem from the steady downtrend of employment in agriculture, forestry, and mining, while gains in non-farm industries have not been sufficient to offset this decline and provide jobs for a growing rural labor force. There is an increasing deficit of talent in rural areas due to urban migration. The overall strategy to cope with these problems must be to improve the capability of the rural work force to compete successfully for jobs and to create more jobs in rural areas. There is a lack of opportunity for rural youth for work experiences that lead to fulfilling careers without leaving home. Educational work in the field of labor management is being requested by employers in commercial agriculture at an accelerating rate. As a result of projects of Federal agencies, needs for technicians and skilled repairmen will continue to rise, thus imposing continuing demands on education. Through comprehensive planning by community action groups with the help of technical experts, better community facilities and improved educational and job training programs can be provided. (JH)

ED 027 118

MF - \$0.25, HC - \$1.20

ECONOMIC AND SOCIOLOGICAL FACTORS AFFECTING EDUCATION SYSTEMS IN THE RURAL SOUTH.

Kelly, Paul E., paper presented at National Conference on Solving Educational Problems in Sparsely Populated Areas (Denver, Colorado, March 17-19, 1969), 22p.

The paper investigates the major economic and sociological factors influencing education systems in the rural South. A review of the significant economic factors reveals the overall lack of industrial capital in the area. Sociologically, the dual cultural systems of the Negro and white populations are pointed out as the most important feature of Southern States. Various aspects of the interrelation of these two

factors, such as the impact of segregation on the Southern economy, are examined. In his conclusions, the author discusses possibilities for the alleviation of poverty in the South, based upon the elimination of racial segregation. An appendix containing the section on "The Nonmetropolitan South" from the Coleman-Campbell report on "Equality of Educational Opportunity" is included. (JM)

ED 027 121

MF - \$0.50, HC - \$3.70

PROGRAMMING FOR DISADVANTAGED YOUTH.

Word, U. G., Jr., Agricultural Extension Service,  
University of Arkansas, Fayetteville, 1968, 72p.

Findings are presented of a four-year study on reaching rural disadvantaged youth through an informal education program called the Arkansas Special Youth Project. The information provides a framework for expanding 4-H. Specific methods and techniques used in working with the disadvantaged are outlined and evaluated in terms of the resultant behavioral change of the participants and in terms of project utilization of resources. It is concluded that the program was successful in eliciting both behavioral change and attitudinal change on the part of the disadvantaged youth and of the adults working with them. Extensive graphs and charts are included to demonstrate specific program outcomes. (JM)

ED 027 122

MF - \$0.25, HC - \$1.00

A STUDY OF PROFESSIONAL STAFF TURNOVER IN CATSKILL  
AREA SCHOOLS FOR THE YEAR ENDING JUNE 1968.

Heldman, Lawrence J., Catskill Area School Study  
Council, Oneonta, New York, 1968, 18p.

The professional staff in 33 Catskill Area School Study Council and peripheral area schools for the year ending June 1968 consisted of 70 administrators, 1,557 classroom teachers, and 131 persons in other professional staff capacities. The schools ranged in enrollment from 233 to 3,033. Of the 261 professional staff involved in the total turnover, 13.4% retired from service, 19.1% left for family reasons, 11.1% left because of pregnancy, 20.6% resigned to seek employment in some other geographic area, 14.5% resigned for another job in the system, 1.5% were drafted or left to join the Peace Corps, 14.1% resigned by request or were not reappointed, and 5.3% left for other reasons. The total turnover for the year was 14.8% of the total professional staff, which was lower than the 1968 national norm for similar areas. Administrators had the greatest turnover of any group, followed by pupil personnel specialists, and then by teachers. (EV)

ED 027 125

NOT AVAILABLE FROM EDRS

**YESTERDAY'S PEOPLE: LIFE IN CONTEMPORARY APPALACHIA.**  
 Weller, Jack E., Council of the Southern Mountains,  
 Inc., Berea, Kentucky, 1965, 180p. This document is  
 available from the University of Kentucky Press,  
 Lexington, Kentucky 40506, for \$4.75.

The author attempts to describe life in contemporary Appalachia on the basis of his service as a minister in the mountain region of the area for thirteen years. Included is an interpretation of the individualism, traditionalism, fatalism, and personal orientation which characterize the mountaineer population of Appalachia, as well as extensive information concerning the mountaineer in relation to his own society, the rural environment of the area, the rural community, the outside world, and the church. An interpretation of how modern forces of change have affected the rural Appalachian mountaineer is also given. A synoptic characterization of the Appalachian mountaineer reveals an orientation to existence rather than progress, an adult-centered family life, a general lack of status seeking, little concern for job security, an ambivalence toward education, and fear of persons in positions of authority.  
 (EV)

ED 027 129

MF - \$0.25, HC - \$1.50

**SOCIOCULTURAL ORIGINS AND MIGRATION PATTERNS OF  
 YOUNG MEN FROM EASTERN KENTUCKY.**  
 Schwarzweller, Harry K., Agricultural Experiment  
 Station, University of Kentucky, Lexington, 1963,  
 28p.

The project was designed to follow up a specific population of young men from 11 rural counties in eastern Kentucky, who at the time of the study in 1960 had been out of the eighth grade for 10 years. The sample consisted of 307 men taken from eighth grade enrollment lists for the school year 1949-50. The purpose of the study was to investigate differences in sociocultural origins and migration patterns between individuals residing within the eastern Kentucky area and those who had migrated and taken up residence outside that area. The conclusions of the study indicated that most of the men came from very large, rural families with little formal education on the part of the parents, nearly half of the men completed high school, most of the men had all of their formal schooling in eastern Kentucky, and most of the men who left the area did so in the initial stages of the ten-year period. Related documents are ED 027 130 and ED 019 157. (JM)

ED 027 130

MF - \$0.25, HC - \$2.05

FAMILY TIES, MIGRATION, AND TRANSITIONAL ADJUSTMENT  
OF YOUNG MEN FROM EASTERN KENTUCKY.

Schwarzweiler, Harry K., Agricultural Experiment  
Station, University of Kentucky, Lexington, 1964,  
39p.

The project was designed to follow up a specific population of young men from a relatively isolated rural area of eastern Kentucky who had been out of eighth grade for 10 years. The sample was drawn from enrollment lists for the school year 1949-50, obtained from 11 counties. The objective of the study was to investigate differences between migrant (youths who had moved to areas outside eastern Kentucky) and nonmigrant segments of the population. Conclusions indicated that the social situation of the migrant was not favorable for replacing family ties, resulting in the migrant's identification more with the home area than with the urban community; this in turn reinforced the migrant's definition of his situation as one of transiency rather than permanency. Related documents are ED 027 129 and ED 019 157. (JM)

ED 027 131

MF - \$0.25, HC - \$1.00

SCHEDULING.

Allan, Blaine W., Clark County School District,  
Las Vegas, Nevada, 1967, 18p.

The major topic is the modular scheduling program developed for Virgin Valley High School in Mesquite, Nevada. The concept of modular units in curriculum planning is described with various modular units illustrated graphically. Also included is an example of a hand-generated modular schedule system which is adaptable in schools with a 200- to 33 with a 200- to 300-student population. A bibliography of publications relevant to modular scheduling is appended. The report is disseminated by Title III funds of the Elementary and Secondary Education Act. A related document is ED 027 997. (EV)

ED 027 132

MF - \$0.25, HC - \$2.10

SHARED SERVICES: OPPORTUNITIES FOR SMALL SCHOOLS.

Clark County School District, Las Vegas, Nevada,  
1968, 40p.

An approach used in the Virgin Valley High School, a small rural school in Mesquite, Nevada, in finding the solution to shortages of personnel created by involvement in educational changes is discussed. Shared services in a small school are described with relationship to school personnel, community personnel, and other governmental agencies. The major portion of the document is devoted to excerpts from the Clark

County School Board Policy Manual on items such as pupil personnel services, school health services, dental hygiene, medication during school hours, guidance programs, special education, speech therapy, and programs for children who are homebound, neurologically impaired, emotionally disturbed, mentally retarded, orthopedically handicapped, visually handicapped, or acoustically handicapped. A concluding section includes records (forms) utilized in several of the programs. This report is disseminated under Title III funds of the Elementary and Secondary Education Act. (SW)

ED 027 133

NOT AVAILABLE FROM EDRS

**THE SOUTHERN APPALACHIAN REGION. A SURVEY.**

Ford, Thomas R., ed., 1962, 321p. This document is available from the University of Kentucky Press, Lexington, Kentucky 40506, for \$4.50.

A comprehensive survey of the Southern Appalachians is presented with primary discussion centering around social, cultural, and economic conditions. Background information on the survey is provided. Four main sections are devoted to the changing population, economy, society, and culture. Major changes in the growth, distribution, and characteristics of the region's population are described. The extent of migration, destinations of migrants, their characteristics, and reasons for leaving are discussed. Also, analysis of migrants' participation in social activity provides some evaluation of their adjustment to demands of urban life. Specialists discuss the more important economic resources in the region, the present state of development, and development potential. Social institutions and patterns of social behavior are reviewed, and the preservation of the folk arts and crafts of the Southern Appalachian people is examined. A final chapter looks at the challenge of the region's future. A biographical list of contributors is included. (SW)

ED 027 134

NOT AVAILABLE FROM EDRS

**STATUS ORIENTATIONS TOWARD FAMILY DEVELOPMENT: A RACIAL COMPARISON OF ADOLESCENT GIRLS FROM LOW-INCOME RURAL AREAS.**

Obordo, Angelita S., Texas A & M University, College Station, 1968, 107p. This thesis is available on interlibrary loan from Texas A & M University Library, College Station, Texas 77843.

The general objective of the thesis was to determine whether or not differences existed in the status orientations toward family development held by Negro and white adolescent girls. A secondary objective was to ascertain if social class accounted for any racial differences observed. Data were obtained from a group-administered questionnaire given to high school sophomores in 3 rural East Texas counties with a high proportion of Negroes and low-income families. The questionnaire contained a set

of questions concerning aspirations and expectations toward family development. The conclusions derived were: (1) that race had little effect on the orientations of adolescent girls toward family size and occupational level of the future mate; (2) that race proved to be a significant factor in influencing orientations towards age at marriage, income level of the future husband, and work after marriage; (3) that race had an independent effect on both aspirations and expectations; and (4) that generally aspirations toward particular goals were lower than expectations of such goals. (CM)

ED 027 135

MF - \$0.25, HC - \$1.35

**PLANNING REQUIREMENTS FOR SMALL SCHOOL FACILITIES.**

Davis, J. Clark, and McQueen, Robert, ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, University Park, 1969, 25p.

The unique requirements of small school facilities, designed to handle multiple curricular functions within the same operational space, necessitate the creation of educational specifications tying the curriculum to that portion of the facility in which each curriculum component will be implemented. Thus, in planning the facility the major concern should be flexibility, to insure maximum utilization of space as well as complete expansion of curricular activities. Technological advances in design (such as open space plans) and construction materials (such as flooring materials and acoustical treatments) have greatly facilitated the concept of flexible school plants. Advances in the control of illumination and thermal conditions now enable adequate planning for the school environment. Finally, small school libraries should utilize new library technologies for acquiring, storing, presenting, and retrieving materials, while providing a setting designed for individual instruction, one of the special advantages accruing to students enrolled in a small school system. (DK)

ED 027 394

MF - \$0.75, HC - \$6.70

**A STUDY TO IDENTIFY EDUCATIONAL NEEDS OF NON-COLLEGE BOUND STUDENTS IN A RURAL PUBLIC HIGH SCHOOL OF SIX HUNDRED STUDENTS. FINAL REPORT.**

Kirkbride, Keith, Washington Research Coordinating Unit for Vocational Education, Olympia, 1968, 132p.

The primary objective of this study was to determine the educational needs of non-college bound rural high school students in the Quincy school district and to make the information available to the administration and board members of the district with general recommendations for curriculum change. The project consists of two separate parts: (1) study group of 15 certified staff members to seek answers to selected questions, and (2) an extension course

from Washington State University available to staff members of the entire school district. The study group conducted the research activities in the areas of (1) past high school graduates, (2) community survey and lay committee, (3) curriculum development, and (4) resources and special problems. Well over half (56 persons) of the teachers in the school district were enrolled in the extension course and all grade levels were represented. The extension course was designed to help teachers and administrators gain an understanding of the basic principles of vocational education and to create an awareness of the responsibility of schools in preparing non-college bound young people for the world of work. General recommendations made by the study group to the administration and board members are included. (MM)

ED 027 980

MF - \$0.50, HC - \$5.50

PROCEEDINGS OF THE CONFERENCE OF THE AMERICAN COUNTRY LIFE ASSOCIATION, INC., TOWARD EXCELLENCE IN COMMUNITY LIVING IN THE COUNTRYSIDE (45TH, MARYLAND UNIVERSITY, JULY 12-13, 1966).

American Country Life Association, Washington, D.C., 1966, 108p.

In an attempt to reveal the many external influences (e.g., economic, social, and spiritual) affecting a rural community and to bring about understanding of the evolving complex society of the rural-urban community brought about by advanced technology, the American Country Life Association's annual conference dealt with some of the parameters involved in community living in the countryside. Discussions were held on all phases of community life and relations, health, education, spiritual well-being, local government, leadership and the world view. (DK)

ED 027 982

MF - \$0.25, HC - \$1.90

ORGANIZATIONAL INNOVATION FOR DEVELOPMENT IN MULTI-COUNTY REGIONS.

Leadley, Samuel M., paper presented at annual meeting of Rural Sociological Society (Boston, Massachusetts, August 1968), 36p.

The general purpose of the research was to describe a specific instance of instigated social change, while the goal of the research was to identify and describe social factors influencing the rate of adoption of an innovation. Beal's social action process model, Warren's community organization model, and Rogers' adoption process model provided the frame of reference for data collection, analysis, and interpretation. The results indicated that in any attempt to instigate cooperative multi-regional development, (1) it is necessary to begin

the cooperation in areas which are familiar to at least one member of the development group and which have a high potential for success; (2) consideration must be made for local autonomy and communication in the initial stages; and (3) it is necessary at all times to utilize local influentials or power actors to enter local social systems. The appendix contains the data collected on the 3 regional organizations studied in a predominantly rural area of northern Pennsylvania. (DK)

ED 027 986

MF - \$0.25, HC - \$1.85

PERCEIVED PROBLEMS OF TEACHERS IN SCHOOLS SERVING RURAL DISADVANTAGED POPULATIONS AND THEIR COMPARISON WITH PROBLEMS REPORTED BY INNER-CITY TEACHERS.

Cruickshank, Donald R., and others, College of Education, University of Tennessee, Knoxville, 1968, 35p.

As a result of a previous study made to determine what it was like to teach in inner-city schools of America, a complementary study was conducted which focused on the problems of teaching the rural disadvantaged. Together they provided a data base which identified prominent educational problems characteristic of impoverished urban and rural settings. As opposed to random sampling, an extreme group sampling procedure was adopted to specify problems peculiar to the least affluent rural teaching context. These rural, disadvantaged schools were identified first by county and then by the most disadvantaged elementary schools within these counties. The principal instrument used was the Teacher Problem Inventory (TPI) used for the first study and expanded by rural school teachers to include a few specific problems. The expanded TPI was administered to 354 teachers. The responses were then classified on the basis of frequency or severity scales. Only those significant items weighted in the direction of the often or serious categories were reported. Comparisons of the data from both studies were made which show great similarities and notable differences, which are further depicted with tables. (CM)

ED 027 987

MF - \$0.25, HC - \$1.45

THE CHANGING RURAL SCENE: THE RURAL SETTING—GENERAL.

Moe, Edward O., paper presented at National Conference on Solving Educational Problems in Sparsely Populated Areas (Denver, Colorado, March 17-19, 1969), 27p.

In 1920, farm people comprised 61% of the rural population; in 1950, however, 60% of the rural population was composed of non-farm people. This change is attributed to increased agricultural efficiency and to expansion of industry and military services. From 1960 to 1966 the net out-migration averaged 804,000 persons per year from farm to city. Urban dwellers generally have completed more years of schooling, with rural non-farm people next and farm people

having the lowest educational attainment. Rural farm and non-farm income has been shown to be substantially below that of the urban dweller. Two major factors seem to contribute to this situation: (1) earning capacities are low; and (2) incomes attained are below earning capacity. The most significant factors concerning small communities as they pertain to the educator are that small communities have fewer children than urban systems have, have a smaller proportion of adults, and have a larger number of older and dependent people. These factors must figure highly in educational planning for small communities. (DA)

ED 027 990

MF - \$0.25, HC - \$1.95

OUTMIGRATION FROM NORTH DAKOTA, A COMPARISON BETWEEN MALE OUTMIGRANTS IN FOUR STATES AND THEIR NORTH DAKOTA COUNTERPARTS.

Johnson, Ronald L., and Johnson, Kent J., University of North Dakota, Grand Forks, 1968, 37p.

A study compared social and social-psychological characteristics of 112 male respondents who moved to 4 other states from North Dakota (the most rural state in the nation) between the years 1961 and 1965 with similar characteristics of 513 North Dakota male residents who remained in their respective communities throughout the five-year period. Hypotheses involved demographic characteristics, socioeconomic characteristics, occupational aspiration, community satisfaction, and anticipated social cost. Migrants were more likely than natives to be married, to be younger, and to have a higher level of educational attainment. Migrants tended to have higher ranked non-farm occupations, to change occupations more, and to aspire to more prestigious positions. Migrants were less satisfied with certain attributes of their home community, and they were less likely to feel they would have difficulty finding housing and a job and making family adjustments in another community. (JAM)

ED 027 992

MF - \$0.25, HC - \$1.70

THE LABOR FORCE CHARACTERISTICS OF WOMEN IN LOW-INCOME RURAL AREAS OF THE SOUTH. SOUTHERN COOPERATIVE SERIES BULLETIN 116.

Terry, Geraldine B., and Bertrand, Alvin L., Agricultural Experiment Station, Louisiana State University, Baton Rouge, 1966, 32p.

Selected data from the Southern Regional S-44 Project entitled "Factors in the Adjustment of Families and Individuals in Low-Income Rural Areas" were analyzed to determine the work patterns of women in low-income rural areas. Objectives of the study were to describe the labor force experience of women, to report the attitudes of employed women toward gainful employment, and to study the patterns of labor

force participation as related to marital status, stages of the family life cycle, age, education, and level of living. The sample population included 1,781 women from 30 counties in 7 Southern States. These rural women were found to be less educated, slightly older, and willing to work for relatively low wages when compared to all working women in the nation. The working women studied indicated favorable attitudes toward their work situation. One of the basic causes of the persistence of low income in rural areas was determined to be the subcultural orientation toward low aspiration and satisfaction with the present situation. (JH)

ED 027 993

MF - \$0.50, HC - \$4.65

DAILY MODULAR SCHEDULING PRACTICE AT PAHRANAGAT VALLEY  
HIGH SCHOOL. REPORT.

Anderson, David Neil, Nevada Western States Small Schools  
Project, Carson City, 1968, 91p.

The main topic discussed is a daily modular scheduling system initiated for the small enrollment at Pahrnagat Valley High School in Alamo, Nevada, with specific reference to types of instruction, schedule procedures, and conflict problems. An evaluation of the scheduling system is also included. The report is written in dissertation format, which presents a statement of the problem and a definition of terms, a review of literature relevant to modular scheduling, and a discussion of the development of a hand-generated modular schedule. (EV)

ED 027 994

MF - \$0.25, HC - \$2.10

MEDICAL EDUCATION FOR SPARSELY SETTLED STATES. SYMPOSIUM  
REPORT (ESTES PARK, COLORADO, SEPTEMBER 28-30, 1967).

Bunnell, Kevin P., and Malone, Julia V., eds., Western  
Interstate Commission for Higher Education, Boulder,  
Colorado, 1968, 40p.

A report of a three-day symposium concentrates on special problems of educating physicians and other health personnel in sparsely settled areas. Specific topics include: (1) present health and medical care in sparsely settled states; (2) education for health and medical service, (3) factors in medical school planning for sparsely settled areas, (4) single-state models for physician education, and (5) regional models for physician education. Conclusions indicate specific measures suggested by conference participants for the enhancement of the medical facilities of Idaho, Montana, Nevada, and Wyoming. (JM)

ED 027 995

MF - \$0.75, HC - \$8.95

THE INFLUENCE OF SELECTED FAMILY FACTORS ON THE  
EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS  
OF HIGH SCHOOL-AGED YOUTH.

Siemens, Leonard B., University of Manitoba,  
Winnipeg, Canada, 1965, 177p.

The first in a series of 4 studies based on data collected from 1,844 high school students in Canada, this study examined eleventh and twelfth grade students from 2 rural Manitoba sample areas and from 2 large suburban high schools in metropolitan Winnipeg. This study focused on the educational and occupational aspiration levels and 10 selected family factors of the students. Statistical analysis of data, collected by means of questionnaires, indicated that both educational and occupational aspiration levels related significantly to the following family factors: size of community of orientation; socioeconomic status; father's occupational status; father's educational achievement; and strength of father's and mother's encouragement for post-high school education. Mother's educational achievement related to both aspiration categories of the boys, but failed to relate significantly to occupational aspirations of girls. Religious background associated significantly with both aspiration levels for boys. Ethnic background and normal versus broken home situations failed to relate significantly.  
(SW)

ED 027 997

MF - \$0.25, HC - \$2.25

DIMENSIONS OF RESEARCH IN RURAL SOCIOLOGY.  
Ruesink, David C., and others, Agricultural  
Experiment Station, Texas A & M University,  
College Station, 1968, 43p.

Two papers are presented which were given before the Social Science Section of the 1968 Annual Conference of the Texas Agricultural Experiment Station. The first paper reports on the results of a research effort designed to identify factors associated with successful relocation of people from a rural or small community environment into large, industrialized metropolitan areas. Two principal factors pointed out as enhancing the chances of successful adjustment are the existence of a training and counseling program for the guidance workers before relocation and the availability of mobility money for relocation expenses. The second paper deals with the power structure of small communities, based on the comparison of 2 communities in Texas with widely divergent types of economic bases. A related document is ED 027 131. (JM)

AN ANALYSIS OF STATUS CONSISTENCY OF THE PROJECTED  
FRAMES OF REFERENCE: A RACIAL COMPARISON OF MALES  
IN SELECTED LOW-INCOME AREAS OF THE RURAL SOUTH.

Pelham, John T., Texas A & M University, College  
Station, 1968, 145p. This thesis is available on  
interlibrary loan from Texas A & M University  
Library, College Station, Texas 77843.

The specific objective was to study racial differences in the consistency dimension of desired status objects (aspirational frame of reference) and expected objects (anticipated frame of reference) of adolescent males from the rural South. Specific observations were made on (1) racial differences in consistency of aspirational frames of reference of rural males, (2) racial differences in consistency of anticipated frames of reference of rural males, and (3) differences in consistency of aspirational and anticipated frames of reference of Negro and white rural males. The sample was composed of selected high school sophomores from low-income areas of Texas and Georgia. Conclusions indicated that the aspirational and anticipated frames of reference of large proportions of both races were inconsistent to some extent. A comparison of inter-frame differences in consistency revealed a further similarity in that the aspirational frames of reference of both races tended to be more consistent than were the anticipated frames, although the tendency was more pronounced among whites. (JM)

THE PREPARATION OF TEACHERS FOR SMALL RURAL SCHOOLS.

Charles, Edgar B., Graduate College, University of  
Arizona, Tucson, 1969, 148p.

The study was designed: (1) to investigate civic, recreational, and extra-curricular activities in which teachers in rural schools participated; (2) to find out what percent of rural teachers originally came from rural communities; (3) to discover advantages and disadvantages of teaching in rural schools; (4) to determine areas of preservice preparation in which rural teachers believed they were most adequately prepared; and (5) to determine those areas of preservice preparation in which rural teachers believed work should either be initiated or improved. A questionnaire disseminated to over 1,500 rural teachers in 10 rural states, was utilized to gather the data for the study. Seven findings led to the conclusions that rural teachers needed preparation different from that of urban teachers, teacher education programs were not meeting the needs of rural teachers, personal identification with and liking for the rural community were important factors in teacher satisfaction with the rural school, the main advantages of the rural school were the opportunity for personal interaction with the students and the opportunity to belong to the rural community; lack of facilities was a widely noted disadvantage. Numerous recommendations were developed for teacher

preparation programs and for further research. Sample size and questionnaire methods are noted among the limitations. Samples of the questionnaire and letters are included. (SW)

ED 028 015

MF - \$0.50, HC - \$6.00

POVERTY AMONG NONWHITE FAMILIES IN TEXAS AND THE NATION: A COMPARATIVE ANALYSIS.

Lever, Michael F., and Upham, W. Kennedy, Agricultural Experiment Station, Texas A & M University, College Station, 1968, 118p.

The purpose of this report is to provide basic information about poor nonwhite families in Texas compared with those in the nation at large, using 1960 U.S. Census of Population figures as the major information source for comparisons. Poverty is defined in this report as a total family income below \$3,000. The first 2 chapters are concerned with the magnitude of poverty and its residential distribution. Comparisons presented in these initial chapters illustrate that the proportion of nonwhite families living in poverty in Texas is about 20% higher than in the nation, and that relatively more of the State's total white poverty than nonwhite poverty occurs in rural areas, and conversely, that relatively more of the total nonwhite than white poverty occurs in urban areas. The remaining chapters are concerned with similar U.S. and Texas comparisons of relationships between poverty and occupational distribution, employment characteristics, educational attainment, and selected family characteristics. (EV)

ED 028 016

NOT AVAILABLE FROM EDRS

RURAL POVERTY AND REGIONAL PROGRESS IN AN URBAN SOCIETY. TASK FORCE ON ECONOMIC GROWTH AND OPPORTUNITY. FOURTH REPORT.

Chamber of Commerce of the U.S., Washington, D.C., 1969, 275p. This report is available from the Chamber of Commerce of the U.S., 1615 H Street, N.W., Washington, D.C. 20006, for \$3.00.

Rural Poverty is conceived in this report not as a geographically isolated phenomenon, but rather as a series of interrelated human, social, and economic problems with national scope. Separate sections of the report deal specifically with understanding rural and regional poverty, reclaiming human resources, abandoning outdated policies, and solving problems related to the American Indian. Behaviorally stated recommendations are included in each section of the report to suggest procedures to alleviate problems as they are identified. A series of study papers is also presented in the report, each paper having relevance to some aspect of rural poverty in different regions of the country. Topics of discussion in these study papers include: (1) Rural Poverty in the Southeast; (2) Poverty in the Hired Farm Work Force; (3) The Regional Aspects of Poverty; and (4) Poverty Among American Farmers. (EV)

ED 028 849

MF - \$0.25, HC - \$2.25

ENVIRONMENTAL FACTORS AND SCHOOL ATTENDANCE. A STUDY  
IN RURAL LOUISIANA.

Bertrand, Alvin L., and Smith, Marion B., Louisiana  
State University, Baton Rouge, 1960, 43p.

The purpose of this study was to identify and explain factors which account for rural youths having lower attendance records and lower educational attainment than urban youths. The major objectives were: (1) to determine the factors affecting the school attendance and attainment of rural youths; (2) to determine the life aspirations of rural youths and the extent to which education serves these youths' needs; and (3) to develop information which will better serve public and private schools in meeting the needs of rural youth. Three questionnaires were administered to juniors, seniors, and their parents in 8 white, rural high schools in 2 Louisiana parishes. The attendance and dropout data from these 8 high schools were tabulated and analyzed. In conclusion, it was reported that negative educational values in their homes were largely responsible for biasing the educational opportunities of rural youth. (ES)

ED 028 851

MF - \$0.25, HC - \$2.50

THE FAMILY IN THE EVOLUTION OF AGRICULTURE.

McKie, Craig, and others, Vanier Institute of  
the Family, Ottawa, Canada, 1968, 48p. This  
document is also available from the Vanier  
Institute of the Family, 170 Metcalfe Street,  
Ottawa 4, Ontario, Canada, for \$1.00.

Four Canadian specialists were commissioned to address themselves to (1) the evolution of agriculture and its consequences on the rural family, (2) the place and responsibility of women in the evolution of agriculture, (3) the problems of education and the professional development of women, and (4) adaptation of the rural family to technical, economic, and social change. The papers emphasized that traditional family patterns are changing in rural Canada and are becoming increasingly similar to life styles of urban families as a result of specialization and industrialization. (JH)

ED 028 852

MF - \$0.75, HC - \$9.45

METHODS FOR LEGAL-ECONOMIC RESEARCH INTO RURAL PROBLEMS.

Hines, N. William, and Harris, Marshall, eds., College  
of Law, University of Iowa, Iowa City, 1966, 187p.

The report contains a series of papers that have been presented during the past decade by lawyers and economists at workshops sponsored by the North Central Land Economics Research Committee. The

papers describe the bringing together of legal and economic research methods in order to solve rural problems. The first paper is entitled "Legal-Economic Research in Theory and Practice" and states that interdisciplinary research is essential for a broader view of a problem. "The Legal Researcher's Methods" is the second presentation, giving a detailed analysis of how a lawyer uses the classic law library, the non-legal library, and other methods to accomplish his research. The third paper deals with the research methods the economist uses and is entitled "Acquisitions of Primary and Secondary Data in Economics." The fourth presentation is "Research Methods Adaptable to Legal-Economic Inquiry" which concludes that linear programming and simulation are valid tools for this type of research. The fifth paper is called "Organization for Legal-Economic and Related Research," treating the problem of organizing across disciplinary lines and the difficulties encountered. The sixth and last paper is a summary of the workshops and re-emphasizes and critiques the major points of each individual paper. (RH)

ED 028 857

MF - \$0.25, HC - \$2.15

RACIAL DIFFERENCES IN TEEN-AGE GIRLS' ORIENTATIONS  
TOWARD MARRIAGE: A STUDY OF YOUTH LIVING IN AN  
ECONOMICALLY DEPRESSED AREA OF THE SOUTH.

Kuvlesky, William P., and others, paper presented at  
annual meeting of Southern Sociological Society (New  
Orleans, Louisiana, April 10-12, 1969), 41p.

Aspirations and expectations held toward marriage by a sample of Negro and white adolescent girls from 3 all-rural East Texas counties were compared. The primary objective of the study was to determine (using Chi-Square analysis techniques) the extent to which racial differences existed in desired age of marriage, desired and expected number of children, and aspirations and expectations for employment after marriage, while controlling for socioeconomic status. Results of the study indicated that except for number of children desired and expected, statistically significant racial differences did exist. Negro girls desired marriage significantly later than white girls, and well over one-half of the Negro girls desired and expected to work outside the home even after the arrival of children, while a majority of whites wanted and expected to work only until they had children. (EV)

ED 028 859

MF - \$0.25, HC NOT AVAIL.

URBAN PLANNING IN RURAL AMERICA. A STUDY.

Cooperative Extension Service, Pennsylvania State  
University, University Park, 1967, 57p. This document  
is available from the Superintendent of Documents, U.S.  
Government Printing Office, Washington, D.C. 20402, for  
\$0.40.

Within the region from New York to Virginia are many rural areas where the natural environment has been destroyed. State, Federal, and

local funds have been made available to aid in future planning and development designed to protect and conserve the natural resources and environment of these areas. The conclusions and recommendations reported were the result of open-ended interviews with resident planning staffs, planning consultants, state planning administrators, state and Federal agency administrators, university administrators and faculty, farm organization officials, and farm and forest landowners. The interviews were structured around the following objectives of inquiry:

- (1) effectiveness of planning for urban development in rural areas;
  - (2) natural resource relationships to comprehensive development planning;
  - (3) land-grant university natural resource planning and development curriculums and research programs; and (4) state administration and supervision of the local "701 Planning Assistance Program" matching funds.
- While some objectives were being met, more cooperative planning and funding will be necessary to fully implement resource allocation and development. (DK)

ED 028 860

MF - \$0.25, HC NOT AVAIL.

STATUS OF RURAL HOUSING IN THE UNITED STATES.

Bird, Ronald, and others, Department of Agriculture, Washington, D.C., 1968, 35p. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for \$0.30.

With the addition of 3.7 million rural homes and the improvement of 15.6 million rural residences during the period from 1960 to 1966, the status of rural housing has been vastly improved. These improvements may not have affected the number of substandard homes, since most of these dwellings were occupied by families having incomes of less than \$3,000 in 1960, and almost all of the new homes built during this period were occupied by families having incomes greater than \$6,000. It appears that most low-income families did not build new homes. Since most low-income families own their own homes, it is doubtful that many of them moved to better housing. It is apparent that most remodeling done to rural houses was not great enough to change the condition of many substandard homes--especially those lacking proper plumbing facilities. (DA)

ED 028 874

MF - \$0.25, HC - \$2.05

THE DEVELOPMENT AND DEMONSTRATION OF UNIFIED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN SMALL RURAL AREA HIGH SCHOOLS. A DEVELOPMENTAL VOCATIONAL EDUCATION RESEARCH AND TEACHER EDUCATION PROGRAM BASED ON A CLINICAL SCHOOL CONCEPT. Sweany, H. Paul, Michigan State University, East Lansing, 1969, 39p.

Changes in occupational patterns of local rural communities and outmigrating rural youth led to apparent deficiencies in small rural schools' vocational, occupational education programs. This project

provided in-service workshops to develop courses and to review and revise the curriculum for various occupational fields. The project resulted in extensive curriculum revision and improvement of the vocational phase of guidance. Project recommendations for future development included: (1) providing in-service education for teachers to aid them in the development of simulated work stations which will improve students' competencies with the essential skills needed for successful job entry; (2) offering a "Survey of Occupations" course at the eighth grade; (3) continuing to up-date occupational information; (4) utilizing community resources to augment instructional staff; (5) continually up-dating and evaluating curriculum; (6) preparing teachers in the skills required for analysis of student occupational competencies; and (7) utilizing a variable class scheduling technique to optimize student learning and instructional requirements. A related document is ED 019 472. (DK)

ED 028 876

MF - \$0.75, HC NOT AVAIL.

SOUTHERN SCHOOL DESEGREGATION, 1966-67. REPORT.  
Commission on Civil Rights, Washington, D.C., 1967,  
171p. This document is available from the Superintendent  
of Documents, U.S. Government Printing Office, Washington,  
D.C. 20402, for \$0.55.

The U.S. Commission on Civil Rights acquired and analyzed information relating to school desegregation in the Southern and border States during the 1966-67 school year. Data were obtained by the Commission primarily from field investigations (mostly in rural school districts) and analysis of the Department of Health, Education and Welfare's files and operations during the school year. Results of the study showed: that the percentage of Negro children attending desegregated schools in the Southern States in 1966-67 increased substantially over the previous school year; that this progress had been accompanied in many communities by a spirit of acceptance and understanding; that more than 4/5 of the Negro children in the 11 Southern States and more than 9/10 in the 5 Deep South States still attended all-Negro schools; and that very little desegregation of full-time teachers had taken place. The Commission's recommendations showed the need for more accomplishments to secure the constitutional rights of Negro students through strengthening present requirements which the Department of Health, Education and Welfare has disseminated under Title VI and by improving procedures by which compliance is monitored. (CM)

ED 028 882

MF - \$0.25, HC - \$1.20

DISSEMINATION STRATEGIES AND DEVICES, PART FOUR,  
FINAL REPORT FOR PHASE I, RURAL SHARED SERVICES.  
Northwest Regional Educational Lab, Portland,  
Oregon, 1969, 22p.

Part Four of a four-part report, designed to identify, synthesize, and evaluate shared services research and development efforts throughout the nation, presents a model to disseminate information concerning shared

services information to rural educators. The discussion does not prescribe a "best-fit" model but presents several with an expanded outline of one, incorporating the expertise of the Northwest Regional Educational Laboratory and the cooperative efforts of contiguous states in a regional area. Recommended is the utilization of existing agencies, such as USOE, state departments of education, colleges and universities, and professional organizations. Also included is a discussion of the available dissemination media and their relative effectiveness and cost. Two basic assumptions were deemed appropriate: (1) that motivation for dissemination of information lies primarily with the desire to implement dissemination procedures, not with testing given procedures, and (2) that financial consideration precludes nationwide dissemination. Related documents are ED 028 883, ED 028 884, and ED 028 885. (DK)

ED 028 883

MF - \$0.50, HC - \$6.20

LOCATION OF SHARED SERVICES, PART THREE, FINAL REPORT  
FOR PHASE I, RURAL SHARED SERVICES.  
Northwest Regional Educational Lab, Portland, Oregon,  
1969, 122p.

Part Three of a four-part report, designed to identify, evaluate, and synthesize shared services research and development efforts conducted throughout the nation, identifies 215 sites in 48 states which exhibit potentially significant attempts to improve rural education through some method of sharing services. A brief resume of each of the projects is indexed by state and subject area utilizing ERIC descriptors. Related documents are ED 028 882, ED 028 884, and ED 028 885. (DK)

ED 028 884

MF - \$0.25, HC - \$1.70

ANNOTATED BIBLIOGRAPHY, PART TWO, FINAL REPORT FOR  
PHASE I, RURAL SHARED SERVICES.  
Northwest Regional Educational Lab, Portland,  
Oregon, 1969, 32p.

Part Two of a four-part report, designed to identify, evaluate, and synthesize shared services research and development efforts conducted throughout the nation, presents an annotated bibliography of 32 books and 36 articles which describe various attempts to improve rural education. The 68 publications dating from 1958 to 1968 were selected by a panel of experts on rural education, who evaluated the objectivity, accuracy, and relevance of these publications from more than 200 books and articles identified during Phase I of the Rural Shared Services Project. Related documents are ED 028 882, ED 028 883, and ED 028 885. (DK)

ED 028 885

MF - \$0.75, HC - \$6.75

PROJECT REPORT, PART ONE, FINAL REPORT FOR PHASE I,  
RURAL SHARED SERVICES.  
Northwest Regional Educational Lab, Portland, Oregon,  
1969, 133p.

In an attempt to identify, synthesize, and evaluate shared services research and development efforts conducted throughout the nation, and bring those results together in a single report, Part One of a four-part report defines rural shared services and the organizational patterns under which shared service activity exists, describes the activities which focus on the needs of pupils and teachers, outlines activities which facilitate the educational program, and assesses the effects of sharing services. The report concludes that: (1) shared services have improved measurable human behavior in those studies which were controlled and subjected to effectiveness measurement; (2) of the 215 projects studied, each can now demonstrate expanded educational services; (3) cooperative purchasing and sharing services can provide materials and services at a lower per capita cost; (4) shared services can demonstrate an improvement in the quality of education within schools with no loss of autonomy by the local district; (5) shared service activity has little effect on whether districts do or do not reorganize; and (6) there is a recognized need for a more highly developed channel of communication among rural educators. Related documents are ED 028 882, ED 028 883, and ED 028 884.  
(DK)

ED 028 886

MF - \$0.50, HC - \$4.90

BIBLIOGRAPHY RELATING TO AGRICULTURAL LABOR.  
Ruesink, David C., and Batson, T. Brice, Agricultural  
Experiment Station, Texas A & M University, College  
Station, 1969, 96p.

Over 1,000 bibliographies, books, dissertations, proceedings, bulletins, unpublished materials, United States Government documents, and periodicals are listed. In general material from only the last 5 years is included, unless specific literature pertaining to a particular topic was deemed important enough to be utilized. Though emphasis is on agricultural labor, many publications on migrant labor, wages and employment, agriculture and small business, and farm economics are included. Some of the materials are available from the Department of Agricultural Economics and Sociology, Texas A & M University. Categorical designations are placed after citations to serve as rough guides to facilitate the location of material. The entries are cross-referenced under such categories as foreign, general, government, management, migrant, miscellaneous, mobility, outlook, productivity, seasonal, substitution, supply, unemployment, union, and wages. (SW)

ED 028 888

MF - \$0.25, HC - \$0.35

PROBLEMS OF NON-URBAN EDUCATION: A BIBLIOGRAPHY.  
 Buser, Robert L., and Humm, William L., Montgomery  
 County Schools, King of Prussia, Pennsylvania,  
 1969, 5p.

Fifty-six articles and reports dating from September 1963 to May 1968 pertain to various factors and problems related to rural education and small schools. These factors include comparison of rural schools, educational and occupational plans and attainments of rural youth, dropouts, problems of minority groups, educational innovations, and inservice education of faculty members. (CM)

ED 028 890

MF - \$1.00, HC NOT AVAIL.

URBAN AND RURAL AMERICA: POLICIES FOR FUTURE GROWTH.  
 A COMMISSION REPORT.

Advisory Commission on Intergovernmental Relations,  
 Washington, D.C., 1968, 203p. This document is  
 available from the Superintendent of Documents,  
 U.S. Government Printing Office, Washington, D.C.  
 20402, for \$1.25. Single copies are free from the  
 Advisory Commission on Intergovernmental Relations,  
 Washington, D.C. 20575.

Metropolitan areas, as a group, have had the greatest increase in population from 1960 to 1965. One of the major factors of growth has been the in-migration of people from rural parts of the country. One problem created by the influx of people into the cities has been the growth of the ghetto. Conditions of the ghetto, such as overcrowding and poor sanitation facilities, are a contributing factor to riots, although not the primary cause. The Negro population, which accounts for most of the ghettos, has also increased in the urban areas from 12% in 1950 to 20% in 1965. A solution to the plight of the city is the idea of "new communities." These communities would have a predetermined population figure and would make land available for industry or would be accessible to industry. Another solution would be the overhaul of land use regulations and a more effective system to control and guide developers. In conclusion, a national policy to deal with urban growth would be desirable in order to provide the cities with a framework in which to work more effectively in solving their growth problems. (RH)

SUBJECT INDEX

ACADEMIC ABILITY

ED 022 923

ACADEMIC ACHIEVEMENT

ED 012 204  
019 157  
020 845  
020 846  
021 666  
021 675  
028 849

ACADEMIC ASPIRATION

ED 022 923  
025 350  
025 633  
027 116  
027 995

ACADEMIC PERFORMANCE

ED 015 049  
024 508

ACCREDITATION (INSTITUTIONS)

ED 027 114

ACHIEVEMENT

ED 018 313

ACHIEVEMENT GAINS

ED 026 181

ACOUSTICAL ENVIRONMENT

ED 027 135

ACTION PROGRAMS (COMMUNITY)

ED 027 117

ADJUSTMENT (TO ENVIRONMENT)

ED 022 574

ADJUSTMENT PROBLEMS

ED 027 130

ADMINISTRATION

ED 012 660

ADMINISTRATIVE ORGANIZATION

ED 020 815  
022 574  
022 601  
023 524  
023 534  
026 171

ADMINISTRATIVE PERSONNEL

ED 010 168  
012 629  
012 644

ADMINISTRATIVE PROBLEMS

ED 022 527

## ADMINISTRATOR RESPONSIBILITY

ED 012 655

## ADMINISTRATOR ROLE

ED 021 657

## ADULT CHARACTERISTICS

ED 017 834

## ADULT EDUCATION

ED 026 555

## ADULT EDUCATION PROGRAMS

ED 023 942  
026 190

## ADULT LEADERS

ED 011 359

## AGGRESSION

ED 014 335

## AGRICULTURAL EDUCATION

ED 015 052

## AGRICULTURAL LABORERS

ED 027 997  
028 886

## AGRICULTURAL PRODUCTION

ED 023 834

## AGRICULTURAL RESEARCH PROJECTS

ED 028 852

## AGRICULTURAL TRENDS

ED 012 672  
020 834  
020 854  
023 834  
026 160  
028 851

## AGRICULTURAL WORKERS

ED 002 646

## AGRICULTURE

ED 010 181  
012 656  
012 663  
015 051  
020 057

## ALGEBRA

ED 020 063  
026 184

## AMERICAN HISTORY

ED 020 852

## AMERICAN INDIANS

ED 024 508  
025 357

## ANGLO AMERICANS

ED 017 353

## ANNOTATED BIBLIOGRAPHIES

ED 020 055      ED 026 154  
023 875      026 189  
025 357

## APPALACHIAN PROGRAMS

ED 002 579

## AREA STUDIES

ED 027 133

## ART EDUCATION

ED 025 359

## ARTICULATION (PROGRAM)

ED 026 169

## ASPIRATION

ED 010 273  
 012 204  
 012 666  
 015 797  
 019 150  
 023 514  
 027 998

## ATTENDANCE

ED 028 849

## ATTITUDES

ED 020 027  
 020 824  
 020 836  
 028 857

## AUDIENCES

ED 026 615

## AUDIOINSTRUCTIONAL AIDS

ED 011 791

## AUDIOLINGUAL METHODS

ED 020 050

## AUDIOVISUAL AIDS

ED 011 462

## BEHAVIOR CHANGE

ED 027 121

## BEHAVIOR PATTERNS

ED 014 335  
 020 852

## BELIEFS

ED 015 048

## BIBLIOGRAPHIES

ED 011 315  
 020 047  
 020 055  
 020 062  
 020 067  
 022 609  
 025 337  
 026 555  
 028 886  
 028 888

## BOARD OF EDUCATION POLICY

ED 027 132

## BOOKS

ED 011 222

## BUILDING DESIGN

ED 012 655

148

CAREER CHOICE

ED 012 639  
012 672  
019 150

CAREER OPPORTUNITIES

ED 021 663

CAREER PLANNING

ED 010 964  
022 615  
024 511

CASE STUDIES (EDUCATION)

ED 017 775

CATHOLIC EDUCATORS

ED 020 841

CAUCASIAN STUDENTS

ED 027 111  
027 116

CENSUS FIGURES

ED 028 860

CENTRALIZATION

ED 026 194

CHANGE AGENTS

ED 026 160

CHANGING ATTITUDES

ED 012 639

CHILD LABOR LAWS

ED 002 646

CHILDREN

ED 012 649

CHURCH ROLE

ED 024 509

CITIZEN PARTICIPATION

ED 017 775  
027 980

CITY PLANNING

ED 028 890

CITY PROBLEMS

ED 028 890

CIVIL RIGHTS

ED 028 876

CLUBS

ED 026 161

COLLEGE PLANNING

ED 023 489

## COMMUNICATION (THOUGHT TRANSFER)

ED 010 181  
024 483

## COMMUNITY

ED 015 068

## COMMUNITY ACTIVITIES

ED 001 132

## COMMUNITY CHANGE

ED 024 823  
027 133  
027 987

## COMMUNITY COLLEGES

ED 015 052

## COMMUNITY DEVELOPMENT

ED 010 859  
017 775  
027 980

## COMMUNITY ORGANIZATIONS

ED 027 982

## COMMUNITY PLANNING

ED 015 060  
028 859

## COMMUNITY RESPONSIBILITY

ED 023 534

## COMMUNITY SCHOOLS

ED 013 139

## COMMUNITY STUDY

ED 026 154

## COMMUNITY SURVEYS

ED 026 190

## COMPARATIVE ANALYSIS

ED 002 857  
015 044  
020 852  
021 674  
022 597  
022 601  
022 602  
024 494  
025 343  
027 098  
027 111  
027 986

## COMPARATIVE EDUCATION

ED 022 614

## COMPARATIVE STATISTICS

ED 021 663

## COMPARATIVE TESTING

ED 024 508

## COMPONENT BUILDING SYSTEMS

ED 025 105

150

COMPREHENSIVE HIGH SCHOOLS

ED 012 657  
020 059

COMPREHENSIVE PROGRAMS

ED 012 660  
019 163

COMPUTER ORIENTED PROGRAMS

ED 021 657

COMPUTERS

ED 021 669

CONCEPTUAL SCHEMES

ED 013 146  
024 483

CONFERENCE REPORTS

ED 024 735  
025 585

CONSTRUCTION NEEDS

ED 024 479

COOPERATIVE PLANNING PROJECTS

ED 011 207

COOPERATIVE PROGRAMS

ED 011 207    ED 028 882  
012 645    028 883  
016 550    028 884  
019 149    028 885  
026 338

CORRECTIVE INSTITUTIONS

ED 012 651

CORRESPONDENCE COURSES

ED 026 169

COST EFFECTIVENESS

ED 022 596

COUNSELING

ED 010 964

COUNSELING CENTERS

ED 026 685

COUNSELING SERVICES

ED 026 685

COUNSELORS

ED 015 042

COUNTY SCHOOL SYSTEMS

ED 023 525  
024 499  
027 098

COURSE CONTENT

ED 020 059

COURSE EVALUATION

ED 025 360  
026 184

## COURT DOCTRINE

ED 012 648

## COURTS

ED 012 648

## CULTURAL DISADVANTAGEMENT

ED 020 039  
023 451  
025 358  
026 181

## CULTURAL OPPORTUNITIES

ED 015 070  
015 071

## CULTURAL VALUES

ED 012 663

## CULTURALLY ADVANTAGED

ED 022 909  
027 121

## CULTURALLY DISADVANTAGED

ED 011 315  
018 280  
020 062  
020 839  
022 909  
024 735

## CULTURE

ED 015 048

## CURRICULUM DESIGN

ED 027 993

## CURRICULUM DEVELOPMENT

ED 011 216  
011 791  
015 067  
016 049  
028 874

## CURRICULUM ENRICHMENT

ED 020 822

## CURRICULUM EVALUATION

ED 024 511

## CURRICULUM GUIDES

ED 019 163

## CURRICULUM PLANNING

ED 011 216  
011 474  
022 608  
027 131

## DATA PROCESSING

ED 021 662

## DECISION MAKING

ED 012 322

## DELINQUENCY

ED 015 068

## DELINQUENCY CAUSES

ED 012 652

152

DELINQUENCY PREVENTION

ED 012 648

DELINQUENT REHABILITATION

ED 012 651

DELINQUENTS

ED 012 652

DEMOGRAPHIC FACTORS

ED 002 412

DEMOGRAPHY

ED 025 343  
027 990

DEMONSTRATION PROJECTS

ED 021 686

DEPRESSED AREAS (GEOGRAPHIC)

ED 010 168  
017 353  
020 039  
020 235  
023 528  
023 529  
024 507  
028 015

DIAGNOSTIC TEACHING

ED 023 501

DISADVANTAGED ENVIRONMENT

ED 028 016

DISADVANTAGED GROUPS

ED 012 659  
020 059

DISADVANTAGED YOUTH

ED 010 181  
010 643  
015 049  
015 319  
020 821  
020 982  
023 528  
023 897  
024 507

DISCIPLINE

ED 020 822

DROPOUT CHARACTERISTICS

ED 024 515  
026 188

DROPOUT PREVENTION

ED 026 190

DROPOUT PROGRAMS

ED 022 606

DROPOUT REHABILITATION

ED 021 686

DROPOUT RESEARCH

ED 024 515

## DROPOUTS

ED 011 069  
 019 145  
 028 849

## EARLY CHILDHOOD EDUCATION

ED 021 653

## ECONOMIC DEVELOPMENT

ED 024 517  
 027 980

## ECONOMIC DISADVANTAGEMENT

ED 014 357  
 014 358  
 015 075  
 016 543  
 016 551  
 017 363  
 022 583  
 022 596  
 024 735  
 026 187

## ECONOMIC FACTORS

ED 020 039  
 025 373

## ECONOMIC RESEARCH

ED 028 852

## ECONOMICALLY DISADVANTAGED

ED 017 353  
 018 280  
 020 048  
 023 875  
 027 115  
 027 986

## EDUCATION

ED 011 785  
 012 204  
 015 049

## EDUCATION PROGRAMS

ED 021 020

## EDUCATION SERVICE CENTERS

ED 020 815

## EDUCATIONAL ATTITUDES

ED 012 743  
 020 824  
 020 836  
 020 842  
 023 942  
 024 509

## EDUCATIONAL BACKGROUND

ED 023 899  
 027 115

## EDUCATIONAL CHANGE

ED 014 342

## EDUCATIONAL DISADVANTAGEMENT

ED 015 075  
 019 157  
 020 839  
 026 194

## EDUCATIONAL EQUALITY

ED 015 801

## EDUCATIONAL FACILITIES

ED 001 132  
 024 479  
 025 348  
 027 135

## EDUCATIONAL FINANCE

ED 011 803  
 015 797

## EDUCATIONAL GUIDANCE

ED 023 527

## EDUCATIONAL IMPROVEMENT

ED 002 857  
 015 044  
 020 056  
 027 114

## EDUCATIONAL INNOVATION

ED 021 020  
 025 359  
 026 685

## EDUCATIONAL INTEREST

ED 017 834

## EDUCATIONAL LAG

ED 002 579

## EDUCATIONAL METHODS

ED 026 168

## EDUCATIONAL NEEDS

ED 011 785  
 015 066  
 016 559  
 023 897  
 026 168  
 026 615  
 027 394

## EDUCATIONAL OPPORTUNITIES

ED 014 363  
 015 051  
 015 064  
 015 074  
 016 551  
 018 312  
 022 602  
 024 494

## EDUCATIONAL PARKS

ED 020 030

## EDUCATIONAL PLANNING

ED 011 800  
 019 169  
 022 608  
 024 479  
 024 480  
 026 171  
 027 987

## EDUCATIONAL PRACTICE

ED 015 067

## EDUCATIONAL PROBLEMS

ED 020 027  
 027 986  
 028 888

## EDUCATIONAL PROGRAMS

ED 011 206  
014 342

## EDUCATIONAL QUALITY

ED 015 812  
021 674  
024 499

## EDUCATIONAL RESEARCH

ED 011 068  
011 069  
019 157  
023 907

## EDUCATIONAL RESOURCES

ED 012 645  
026 190

## EDUCATIONAL RESPONSIBILITY

ED 014 363

## EDUCATIONAL STATUS

ED 023 514

## EDUCATIONAL STATUS COMPARISON

ED 026 189

## EDUCATIONAL STRATEGIES

ED 020 834

## EDUCATIONAL TELEVISION

ED 020 822

## EDUCATIONALLY DISADVANTAGED

ED 015 801  
027 121

## EFFECTIVE TEACHING

ED 017 889

## ELEMENTARY GRADES

ED 011 499  
020 845  
021 675

## ELEMENTARY SCHOOL GUIDANCE

ED 023 129

## ELEMENTARY SCHOOLS

ED 025 105

## ELEMENTARY SCHOOL STUDENTS

ED 013 739

## EMOTIONALLY DISTURBED

ED 012 649

## EMPLOYMENT

ED 002 412  
002 415  
023 499

## EMPLOYMENT OPPORTUNITIES

ED 012 663  
023 907

15'

EMPLOYMENT SERVICES

ED 012 646

EMPLOYMENT TRENDS

ED 024 517

ENGLISH

ED 012 198  
027 112

ENGLISH (SECOND LANGUAGE)

ED 026 185

ENGLISH INSTRUCTION

ED 026 186

ENRICHMENT EXPERIENCE

ED 020 839  
026 181

ENRICHMENT PROGRAMS

ED 021 675  
027 099

ENVIRONMENT

ED 020 071

ENVIRONMENTAL INFLUENCES

ED 010 968

EQUIPMENT

ED 011 461

ESKIMOS

ED 016 559

ETHNIC GROUPS

ED 020 824  
020 836

EVALUATION

ED 010 269  
013 146  
018 713

EVALUATION CRITERIA

ED 019 163

EVALUATION METHODS

ED 011 460

EVALUATION NEEDS

ED 027 113

EXPENDITURES

ED 018 312

EXTENSION EDUCATION

ED 011 785

FACILITY REQUIREMENTS

ED 026 194

FACILITY EVALUATION

ED 011 460

## FAMILY (SOCIOLOGICAL UNIT)

ED 015 068  
 020 854  
 022 583  
 027 129

## FAMILY ATTITUDES

ED 027 134

## FAMILY CHARACTERISTICS

ED 020 841  
 024 511  
 027 115  
 027 992

## FAMILY ENVIRONMENT

ED 023 899  
 028 849

## FAMILY INCOME

ED 028 015

## FAMILY INFLUENCE

ED 012 652  
 025 347  
 027 995

## FAMILY INVOLVEMENT

ED 023 528  
 023 529

## FAMILY LIFE

ED 024 507

## FAMILY RELATIONSHIP

ED 027 130

## FAMILY RESOURCES

ED 015 797

## FAMILY SCHOOL RELATIONSHIP

ED 024 515

## FARM MANAGEMENT

ED 028 886

## FARM OCCUPATIONS

ED 012 646  
 027 117

## FEASIBILITY STUDIES

ED 015 656

## FEDERAL AID

ED 010 859  
 023 189

## FEDERAL PROGRAMS

ED 018 280  
 023 189

## FEMALES

ED 022 602  
 027 134  
 028 851  
 028 857

## FILMS

ED 027 113

## FINANCES

ED 002 415

158

FINANCIAL NEEDS

ED 025 585

FINANCIAL SUPPORT

ED 024 499  
025 348

FLES

ED 020 050

FLEXIBLE FACILITIES

ED 027 135

FLEXIBLE SCHEDULES

ED 019 149  
021 662

FLEXIBLE SCHEDULING

ED 010 972  
021 657  
021 669  
027 993

FOLK CULTURE

ED 027 125  
027 133

FOLLOWUP STUDIES

ED 019 150

FOREIGN COUNTRIES

ED 020 056

GAMES

ED 023 530

GEOGRAPHIC DISTRIBUTION

ED 024 494

GEOGRAPHIC LOCATION

ED 024 517  
025 348

GIFTED

ED 027 099

GOAL ORIENTATION

ED 027 998

GRADUATE SURVEYS

ED 019 157

GROUP ACTIVITIES

ED 023 530

GROUP STRUCTURE

ED 020 832

GROUPING (INSTRUCTIONAL PURPOSES)

ED 020 064

GUIDANCE COUNSELING

ED 015 319

GUIDANCE PROGRAMS	HIGH SCHOOLS
ED 010 964	ED 010 269
014 343	ED 019 472
023 527	011 216
	012 208
	016 559
	020 063
	020 815
GUIDANCE SERVICES	HIGHER EDUCATION
ED 014 343	ED 015 797
	023 189
HEALTH EDUCATION	HOMEMAKING EDUCATION
ED 027 994	ED 017 889
HEALTH NEEDS	HOUSING DEFICIENCIES
ED 020 071	ED 028 860
HEALTH PROGRAMS	HUMAN RESOURCES
ED 014 358	ED 028 016
HEALTH SERVICES	ILLITERACY
ED 014 358	ED 020 236
016 543	ILLUSTRATIONS
HIGH SCHOOL CURRICULUM	ED 021 662
ED 024 480	022 570
HIGH SCHOOL DESIGN	INDEPENDENT STUDY
ED 025 105	ED 012 198
HIGH SCHOOL GRADUATES	021 669
ED 011 800	INDIVIDUAL CHARACTERISTICS
023 899	ED 027 114
HIGH SCHOOL STUDENTS	
ED 010 273	ED 023 897
012 743	025 350
022 923	027 995

## INDIVIDUAL INSTRUCTION

ED 012 197  
 012 198  
 023 501  
 025 359

## INDIVIDUALIZED CURRICULUM

ED 011 474

## INDIVIDUALIZED INSTRUCTION

ED 026 184  
 026 186  
 027 107

## INDIVIDUALIZED PROGRAMS

ED 010 964  
 011 499  
 012 198  
 020 065

## INDUSTRIALIZATION

ED 020 071  
 028 851

## INFORMAL LEADERSHIP

ED 017 834

## INFORMATION DISSEMINATION

ED 014 344  
 028 882  
 028 885

## INFORMATION SOURCES

ED 020 067

## INNOVATION

ED 014 345  
 022 609

## INSERVICE COURSES

ED 015 042  
 025 360

## INSERVICE PROGRAMS

ED 010 168  
 026 169

## INSERVICE TEACHER EDUCATION

ED 020 821  
 028 874

## INSTITUTES (TRAINING PROGRAMS)

ED 023 527

## INSTRUCTION

ED 011 461  
 011 462

## INSTRUCTIONAL AIDS

ED 010 972

## INSTRUCTIONAL IMPROVEMENT

ED 011 206  
 015 067  
 026 185

## INSTRUCTIONAL INNOVATION

ED 011 206  
 011 791  
 012 197  
 014 345  
 022 570

## INSTRUCTIONAL MATERIALS

ED 011 463  
 015 656

## INSTRUCTIONAL MEDIA

ED 020 030  
020 822

## INTEGRATION METHODS

ED 028 876

## INTELLIGENCE

ED 010 643

## INTELLIGENCE QUOTIENT

ED 019 179

## INTERACTION PROCESS ANALYSIS

ED 024 483

## INTERAGENCY COORDINATION

ED 024 823

## INTERDISCIPLINARY APPROACH

ED 011 462  
011 463  
019 149

## INTERMEDIATE ADMINISTRATIVE UNITS

ED 020 061  
020 815

## INTERNATIONAL EDUCATION

ED 020 056  
022 601  
022 602  
022 614

## JOB PLACEMENT

ED 012 646  
022 606  
022 607

## JOB SKILLS

ED 020 048

## JOB TRAINING

ED 015 051  
026 338  
027 997

## JOBS

ED 016 548

## JUNIOR COLLEGES

ED 026 037

## JUNIOR HIGH SCHOOL STUDENTS

ED 013 739

## LABOR MARKET

ED 022 615

## LABOR TURNOVER

ED 027 122

## LAND GRANT UNIVERSITIES

ED 028 859

## LANGUAGE ARTS

ED 026 185

162

LANGUAGE INSTRUCTION

ED 020 050

LANGUAGE PATTERNS

ED 020 236

LANGUAGE USAGE

ED 027 112

LAWYERS

ED 028 852

LEADERSHIP QUALITIES

ED 011 359

LEADERSHIP TRAINING

ED 018 713

LEARNING LABORATORIES

ED 027 100

LEARNING THEORIES

ED 027 107

LIBRARIES

ED 017 384

LIBRARY SERVICES

ED 017 380

LITERATURE REVIEWS

ED 012 322

023 534

026 161

LONGITUDINAL STUDIES

ED 023 514

LOW INCOME

ED 020 039

027 987

LOW INCOME GROUPS

ED 012 663

017 889

027 992

028 015

LOW LEVEL ASPIRATION

ED 026 187

LOW RENT HOUSING

ED 028 860

MANPOWER DEVELOPMENT

ED 024 823

MANPOWER NEEDS

ED 021 653

MANUALS

ED 026 338

MANUFACTURING INDUSTRY

ED 024 517

## MARITAL STATUS

ED 002 412

## MARRIAGE

ED 028 857

## MASTER PLANS

ED 026 171

## MASTERS THESES

ED 020 067

## MATHEMATICS

ED 020 064

## MEASUREMENT TECHNIQUES

ED 011 070

## MEDICAL SERVICES

ED 014 358  
027 994

## MENTAL HEALTH

ED 014 357

## MENTAL HEALTH PROGRAMS

ED 014 357

## MENTAL ILLNESS

ED 012 649

## METHODOLOGY

ED 021 674

## MEXICAN AMERICANS

ED 020 845  
020 846  
025 357

## MIGRANT EDUCATION

ED 025 337

## MIGRANT WORKERS

ED 028 886

## MIGRANT YOUTH

ED 025 337

## MIGRANTS

ED 002 625  
002 646  
027 990

## MIGRATION

ED 014 348      ED 023 899  
015 064      025 347  
015 074      025 585  
015 812      027 130  
016 544      027 133  
017 363

## MIGRATION PATTERNS

ED 020 834  
027 129  
028 890

## MINORITY GROUPS

ED 028 015

## MOBILE LABORATORIES

ED 015 656      ED 020 048  
020 030

## MODERN MATHEMATICS

ED 020 063

## MOTIVATION TECHNIQUES

ED 020 822

## NATURAL RESOURCES

ED 028 859

## NEGATIVE ATTITUDES

ED 027 125

## NEGRO EDUCATION

ED 028 876

## NEGRO POPULATION TRENDS

ED 011 205

## NEGRO STUDENTS

ED 027 116

## NEGRO YOUTH

ED 012 659  
027 111

## NEGROES

ED 017 834  
024 514  
025 373

## NEIGHBORHOOD IMPROVEMENT

ED 011 315

## NONCOLLEGE PREPARATORY STUDENTS

ED 027 394

## NONGRADED CLASSES

ED 018 313

## NONSTANDARD DIALECTS

ED 020 236

## OBJECTIVES

ED 018 313

## OCCUPATIONAL ASPIRATION

ED 022 615    ED 025 633  
024 757    027 111  
025 350    027 995

## OCCUPATIONAL CHOICE

ED 010 273    ED 012 322  
011 069    012 639  
011 806    012 666  
012 204    019 169

## OCCUPATIONAL INFORMATION

ED 015 051

## OCCUPATIONAL MOBILITY

ED 024 492  
027 997

## OCCUPATIONAL SURVEYS

ED 027 122

## OCCUPATIONS

ED 015 062  
023 499

## OFFICE OCCUPATIONS

ED 022 909

## OFFICE OCCUPATIONS EDUCATION

ED 016 049

## ONE TEACHER SCHOOLS

ED 022 579  
022 614  
023 525

## ON THE JOB TRAINING

ED 022 606  
022 607

## OPPORTUNITIES

ED 015 075  
016 548  
016 549  
016 551

## ORGANIZATIONAL CHANGE

ED 002 857  
015 044  
022 574  
027 982

## ORGANIZATIONS (GROUPS)

ED 012 206

## ORIENTATION

ED 012 203

## PARAPROFESSIONAL SCHOOL PERSONNEL

ED 026 338

## PARENT ATTITUDES

ED 012 743

## PARENT CHILD RELATIONSHIP

ED 025 358

## PARENT INFLUENCE

ED 020 071  
024 514

## PARENTAL ASPIRATION

ED 025 633

## PARENTS

ED 021 666

## PARTICIPANT CHARACTERISTICS

ED 024 509

## PARTICIPANT SATISFACTION

ED 024 507

## PARTICIPATION

ED 016 548  
023 942

## PERCEPTION

ED 021 663

166

PERCEPTUAL MOTOR LEARNING

ED 020 846

PERFORMANCE

ED 010 269

PERSONALITY

ED 012 203

PERSONNEL NEEDS

ED 020 066  
027 132

PHYSICAL EDUCATION

ED 023 530

PHYSICAL ENVIRONMENT

ED 027 100

PHYSICAL FACILITIES

ED 011 474

PLANNED COMMUNITY

ED 028 890

PLANNING

ED 020 832  
022 608

POLITICAL POWER

ED 027 997

POPULATION CHANGES

ED 002 579

POPULATION DISTRIBUTION

ED 012 645      ED 023 499  
013 696      027 994  
020 061      028 016

POPULATION FACTORS

ED 002 415

POPULATION MOVEMENT

ED 027 987

POPULATION TRENDS

ED 011 205  
020 841  
020 854  
026 615

POST HIGH SCHOOL GUIDANCE

ED 012 657

POST SECONDARY EDUCATION

ED 012 657

POTENTIAL DROPOUTS

ED 026 188

POVERTY PROGRAMS

ED 002 579

POWER STRUCTURE

ED 020 842  
025 343

## PREDICTION

ED 026 615

## PRESCHOOL CHILDREN

ED 010 643

## PRESCHOOL EDUCATION

ED 025 358  
027 107

## PRESCHOOL PROGRAMS

ED 011 315  
022 527  
023 451

## PREVOCATIONAL EDUCATION

ED 019 472

## PROBLEMS

ED 014 363  
016 548

## PROFESSIONAL ASSOCIATIONS

ED 013 686

## PROFESSIONAL OCCUPATIONS

ED 027 122

## PROFESSIONAL PERSONNEL

ED 020 066

## PROGRAM ADMINISTRATION

ED 022 527

## PROGRAM DESCRIPTIONS

ED 022 570  
026 169

## PROGRAM DEVELOPMENT

ED 016 049    ED 023 129  
019 149        027 121

## PROGRAM EFFECTIVENESS

ED 012 629

## PROGRAM EVALUATION

ED 011 070    ED 023 527  
011 460        025 358  
020 045        026 168  
020 064        026 186  
020 821        027 113  
020 839        027 394

## PROGRAM GUIDES

ED 011 207  
012 660

## PROGRAM IMPROVEMENT

ED 015 319

## PROGRAMMED INSTRUCTION

ED 010 643    ED 026 184  
011 070        026 186

## PROGRAMMED MATERIALS

ED 010 269  
020 063  
020 064

## PROGRAMS

ED 014 363  
015 062

## PROJECT APPLICATIONS

ED 015 656  
 026 161  
 028 883

## PROJECTS

ED 010 971      ED 015 067  
 015 049      022 570

## PSYCHOLOGICAL CHARACTERISTICS

ED 027 990

## PUBLIC LIBRARIES

ED 017 380

## PUBLIC SCHOOLS

ED 021 020

## RACIAL ATTITUDES

ED 024 514

## RACIAL DIFFERENCES

ED 013 146      ED 027 134  
 021 663      027 998  
 024 508      028 852  
 027 116

## RACIAL INTEGRATION

ED 027 118

## READING IMPROVEMENT

ED 013 739

## READING INSTRUCTION

ED 011 499  
 020 236

## RECREATION

ED 015 070

## RECREATIONAL ACTIVITIES

ED 015 070  
 015 071

## REGIONAL COOPERATION

ED 027 982

## REGIONAL PLANNING

ED 028 016  
 028 859

## REGIONAL SCHOOLS

ED 024 479

## REHABILITATION PROGRAMS

ED 010 859

## RELIGIOUS FACTORS

ED 026 154

## REMEDIAL READING PROGRAMS

ED 013 739

## RESEARCH

ED 012 322      ED 014 344  
 012 629      026 555

## RESEARCH AND DEVELOPMENT CENTERS

ED 011 068

## RESEARCH COMMITTEES

ED 028 852

## RESEARCH METHODOLOGY

ED 022 568

## RESEARCH PROJECTS

ED 022 568

## RESEARCH PROPOSALS

ED 023 189

## RESEARCH REVIEWS (PUBLICATIONS)

ED 026 189

028 884

028 885

## RESOURCE MATERIALS

ED 026 154

## ROLE PERCEPTION

ED 011 359

022 909

## RURAL AREAS

ED 002 415

011 068

011 069

011 800

012 206

012 208

012 651

012 652

ED 012 659

014 348

014 357

014 358

015 048

015 049

015 052

015 060

ED 015 062

015 068

015 074

015 075

015 077

015 656

016 543

016 544

016 546

016 548

016 549

016 551

016 559

017 353

017 363

017 380

017 384

017 775

017 889

018 312

019 150

019 163

020 056

020 057

020 059

020 821

020 842

020 845

020 846

020 854

020 982

021 653

021 666

022 581

ED 022 597

022 601

022 608

022 614

023 524

023 528

023 875

023 897

023 907

023 942

024 479

024 483

024 492

024 499

024 507

024 735

024 823

025 343

025 347

025 358

025 360

025 373

026 160

026 181

026 188

027 099

027 133

027 134

027 992

027 994

027 999

028 852

028 874

## RURAL CHILDREN

ED 002 625

## RURAL COMMUNITIES

ED 002 579

## RURAL DEVELOPMENT

ED 010 859

015 074

026 190

ED 027 117

027 982

028 859

## RURAL DROPOUTS

ED 019 157  
021 686  
024 515

## RURAL ECONOMICS

ED 002 415      ED 025 585  
022 596      027 118  
023 834      028 016  
024 517      028 886

## RURAL EDUCATION

ED 002 625      ED 020 834  
011 205      021 675  
011 785      021 686  
012 644      022 574  
012 645      022 579  
012 646      022 581  
012 655      022 601  
012 657      022 602  
012 660      022 606  
013 686      022 607  
014 342      023 501  
015 064      023 534  
015 319      025 337  
015 797      025 357  
015 801      026 037  
015 812      026 161  
016 543      026 194  
016 546      027 107  
019 171      027 113  
020 045      027 118  
020 047      027 980  
020 055      028 882  
020 061      028 883  
020 062      028 884  
020 832      028 888

## RURAL ENVIRONMENT

ED 012 652      ED 023 834  
013 686      025 585  
017 834      026 154  
020 039      026 187  
020 062      027 987  
020 067      028 860  
022 581

## RURAL EXTENSION

ED 018 713      ED 026 615  
020 048      026 685  
026 555

## RURAL FAMILY

ED 020 824      ED 022 583  
020 836      028 851  
020 841

## RURAL FARM RESIDENTS

ED 019 179

## RURAL POPULATION

ED 002 412      ED 024 492  
013 696      027 115  
015 064      027 990  
017 380      027 997

## RURAL SCHOOL SYSTEMS

ED 002 857      ED 018 280  
010 168      020 030  
011 205      020 036  
013 139      024 480  
013 739      026 166  
016 550      027 098

## RURAL SCHOOLS

ED 010 968      ED 020 065  
011 070      020 066  
011 222      020 235  
011 499      021 020  
012 656      022 574  
012 710      022 609  
013 686      023 489  
014 344      023 525  
014 363      023 527  
015 044      024 508  
017 384      025 105  
018 313      026 338  
019 171      027 999  
019 472      028 876  
020 047      028 888  
020 055

## RURAL URBAN DIFFERENCES

ED 010 273	ED 024 494
019 169	024 509
019 171	025 633
020 071	026 160
020 841	026 189
020 842	027 112
020 852	027 125
021 674	027 986
022 527	027 995
022 596	028 015
022 597	028 890
024 492	

## RURAL YOUTH

ED 002 412	ED 015 075
002 646	015 077
010 181	015 812
010 273	016 544
010 643	016 549
011 315	017 363
011 359	019 169
011 785	019 171
011 800	019 179
011 806	020 027
012 203	020 236
012 204	020 839
012 322	021 663
012 639	022 568
012 646	022 581
012 648	022 606
012 649	022 607
012 655	022 615
012 663	022 909
012 666	022 923
012 672	023 451
012 743	023 499
013 146	023 514
013 686	023 530
013 696	023 899
014 335	024 511
015 042	024 514
015 051	024 757
015 052	025 337
015 060	025 350
015 062	026 189
015 066	027 111
015 070	027 116
015 071	027 117
015 074	

ED 027 121	ED 027 998
027 129	028 849
027 130	028 857
027 394	

## SANITARY FACILITIES

ED 028 860

## SCHEDULE MODULES

ED 011 463	ED 027 131
021 657	027 993
021 662	

## SCHEDULING

ED 027 131

## SCHOOL ACTIVITIES

ED 001 132

## SCHOOL ADMINISTRATION

ED 010 168

## SCHOOL AIDES

ED 011 462

## SCHOOL ATTENDANCE LAWS

ED 002 646

## SCHOOL COMMUNITY PROGRAMS

ED 012 660
027 980

## SCHOOL DESIGN

ED 027 100

172

SCHOOL DISTRICTS

ED 002 857  
015 044  
022 608

SCHOOL DISTRICT SPENDING

ED 011 803  
020 036

SCHOOL FINANCING

ED 002 625

SCHOOL HOLDING POWER

ED 027 098

SCHOOL IMPROVEMENT

ED 015 801  
020 065  
020 235

SCHOOL INDUSTRY

ED 020 832

SCHOOL INTEGRATION

ED 020 235

SCHOOL LIBRARIES

ED 017 384

SCHOOL LOCATION

ED 024 480

SCHOOL ORGANIZATION

ED 012 644

SCHOOL ORIENTATION

ED 013 146

SCHOOL PERSONNEL

ED 010 968

SCHOOL PLANNING

ED 025 105  
027 994

SCHOOL REDISTRICTING

ED 013 139	ED 024 499
019 163	025 348
020 036	026 171
020 061	026 194
023 524	027 098

SCHOOL SIZE

ED 001 132  
023 524

SCHOOL STATISTICS

ED 022 614  
023 525

SCHOOLS

ED 015 068

SECONDARY EDUCATION

ED 021 653

SECONDARY GRADES

ED 026 166

## SECONDARY SCHOOL STUDENTS

ED 023 489  
027 099

## SECONDARY SCHOOLS

ED 011 791  
027 114  
027 131

## SELF CONCEPT

ED 022 568

## SELF EVALUATION

ED 011 460  
026 188

## SENIORS

ED 025 347

## SERVICES

ED 016 550

## SHARED SERVICES

ED 012 644    ED 028 883  
020 030    028 884  
027 132    028 885  
028 882

## SMALL GROUP INSTRUCTION

ED 011 463

## SMALL SCHOOLS

ED 010 269    ED 010 972  
010 964    011 205  
010 968    011 206  
010 971    011 207

ED 011 216	ED 023 129
011 460	023 189
011 461	023 501
011 462	023 530
011 463	023 534
011 474	025 348
011 791	025 350
011 803	025 357
012 197	025 359
012 198	025 360
012 208	026 166
012 629	026 168
012 655	026 169
014 343	026 171
014 345	026 181
015 067	026 184
016 049	026 185
018 312	026 186
019 145	026 194
019 149	027 100
019 472	027 107
020 047	027 113
020 050	027 114
020 063	027 122
020 064	027 131
020 065	027 132
020 066	027 135
020 067	027 993
020 815	027 999
020 822	028 874
021 657	028 882
021 662	028 883
021 669	028 884
022 570	028 885
022 579	028 888
022 609	

## SOCIAL ADJUSTMENT

ED 027 129  
027 130

## SOCIAL CHANGE

ED 012 639    ED 023 499  
020 057    026 187  
020 854    027 982

## SOCIAL CHARACTERISTICS

ED 025 373

174

SOCIAL FACTORS

ED 027 118  
027 990

SOCIAL INFLUENCES

ED 021 666

SOCIAL ISOLATION

ED 027 125

SOCIAL SERVICES

ED 022 597

SOCIAL STRUCTURE

ED 020 842  
023 529

SOCIAL SYSTEMS

ED 024 483

SOCIOCULTURAL PATTERNS

ED 025 343  
027 129

SOCIOECONOMIC BACKGROUND

ED 027 115

SOCIOECONOMIC INFLUENCES

ED 020 824  
020 836  
022 583

SOCIOECONOMIC STATUS

ED 023 514

SOUTHERN ATTITUDES

ED 027 125

SOUTHERN COMMUNITY

ED 026 187

SOUTHERN SCHOOLS

ED 026 166  
028 876

SOUTHERN STATES

ED 022 583  
027 118  
027 992

SPACE UTILIZATION

ED 027 100

SPANISH

ED 020 050  
027 112

SPANISH AMERICANS

ED 015 066  
027 112

SPECIAL EDUCATION

ED 016 546

SPECIALISTS

ED 011 461

STATE ACTION

ED 020 066

## STATE AID

ED 012 651

## STATE PROGRAMS

ED 024 480

## STATE STANDARDS

ED 023 524

## STATE SURVEYS

ED 023 525

## STATISTICAL DATA

ED 021 674  
024 492  
026 166

## STATISTICAL STUDIES

ED 022 597

## STATUS

ED 027 134  
027 998

## STUDENT ASPIRATION

ED 019 169

## STUDENT ATTITUDES

ED 012 710

## STUDENT CHARACTERISTICS

ED 023 897

## STUDENT COSTS

ED 018 312

## STUDENT ENROLLMENT

ED 020 036

## STUDENT MOBILITY

ED 025 347

## STUDENT PARTICIPATION

ED 001 132

## STUDENT PERSONNEL SERVICES

ED 026 685  
027 132

## STUDENT PROJECTS

ED 026 161

## STUDENT REACTION

ED 021 669

## STUDENT SCHOOL RELATIONSHIP

ED 024 515

## STUDENT SEMINARS

ED 027 099

## STUDENT SUBCULTURES

ED 024 514

176

STUDENT WRITING MODELS

ED 026 185

STUDENTS

ED 012 208

SUBPROFESSIONALS

ED 017 889

SUBURBAN SCHOOLS

ED 012 710  
023 489

SUMMER PROGRAMS

ED 020 821

SUPERINTENDENTS

ED 011 803

SUPERIOR STUDENTS

ED 011 070

SUPPLEMENTARY EDUCATION

ED 012 645

SURVEYS

ED 019 171  
020 027

TEACHER ATTITUDES

ED 012 710  
027 982

TEACHER BACKGROUND

ED 010 968

TEACHER CHARACTERISTICS

ED 027 999

TEACHER EDUCATION

ED 015 801  
020 062  
020 982  
027 999

TEACHER RATING

ED 026 188

TEACHER SHORTAGE

ED 020 050

TEACHER SUPPLY AND DEMAND

ED 027 122

TEACHERS

ED 012 208  
021 666

TEACHING

ED 012 629  
020 834

TEACHING GUIDES

ED 011 222

TEACHING QUALITY

ED 024 494

## TEACHING STYLES

ED 011 359

## TECHNICAL EDUCATION

ED 011 068  
011 069  
023 907

## TECHNOLOGICAL ADVANCEMENT

ED 026 160

## TELEPHONE INSTRUCTION

ED 025 359  
025 360

## TESTING

ED 020 845  
020 846

## TESTING PROGRAMS

ED 014 343

## THEORIES

ED 022 596

## THERMAL ENVIRONMENT

ED 027 135

## TIME FACTORS (LEARNING)

ED 027 993

## TRAINING

ED 015 062

## TRANSPORTATION

ED 020 036

## UNIVERSITY EXTENSION

ED 026 555

## URBAN AREAS

ED 017 775  
024 492

## URBAN IMMIGRATION

ED 020 057

## URBAN SCHOOLS

ED 012 710  
023 489

## URBAN YOUTH

ED 014 335

## URBANIZATION

ED 020 057  
020 852

## VALUES

ED 024 509

## VISUAL PERCEPTION

ED 023 451

## VISUALLY HANDICAPPED

ED 023 451

## VOCATIONAL ADJUSTMENT

ED 014 348  
023 875

## VOCATIONAL AGRICULTURE

ED 022 923

## VOCATIONAL COUNSELING

ED 012 672  
020 045

## VOCATIONAL DEVELOPMENT

ED 020 048

## VOCATIONAL EDUCATION

ED 010 181	ED 019 472
011 068	020 059
011 069	021 653
011 800	021 686
012 649	023 528
012 656	023 529
012 657	023 907
014 348	027 394
015 042	028 851
015 319	028 874

## VOCATIONAL INTERESTS

ED 012 743  
024 511

## VOCATIONAL REHABILITATION

ED 022 607

## VOLUNTARY INTEGRATION

ED 025 373

## VOLUNTEERS

ED 014 357

## WELFARE RECIPIENTS

ED 021 675

## WORK ATTITUDES

ED 022 568

## WORK EXPERIENCE PROGRAMS

ED 020 045

## WORKING WOMEN

ED 027 992

## WORLD PROBLEMS

ED 020 056

## YOUNG ADULTS

ED 023 942

## YOUTH

ED 012 206  
016 548  
025 633

## YOUTH CLUBS

ED 018 713

## YOUTH EMPLOYMENT

ED 020 027

## YOUTH LEADERS

ED 018 713