

DOCUMENT RESUME

ED 082 106

CG 400 085

AUTHOR Kopita, Ronald R., Comp.
TITLE Searchlight. Relevant Resources in High Interest Areas. 3U Update Search. Articulation.
INSTITUTION ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO BR-6-2487
PUB DATE Sep 73
CONTRACT OEC-3-6-002487-1579(010)
NOTE 10p.
AVAILABLE FROM Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Annotated Bibliographies; *Articulation (Program); Colleges; Educational Objectives; *Literature Reviews; *Program Coordination; *Resource Materials; Secondary Schools; State Departments of Education

ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yields 26 document abstracts which cover the mutual relationships for the implementation of long-range educational objectives between state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools. (SD)

ED 082106

searchlight

Relevant Resources in High Interest Areas

3U UPDATE SEARCH

Compiled by Ronald R. Kopita

September 1973

This search covers the mutual relationships for the implementation of long-range educational objectives between: state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools.

(26 document abstracts retrieved)

\$1.00

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Articulation

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the ERIC Reports Order Blank at the back of this packet.

Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at \$4.00 per dissertation, or in bound photo COPY (X) at \$10.00 per dissertation from University Microfilms.

To order, give the following information:

- 1) Order number
- 2) Author's last name and initials
- 3) Type of copy desired (35mm positive microfilms, or soft bound xerographic copy)
- 4) Your name and address (list separately for billing and shipping, if they are different)

Send your order, with payment, to University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 048 852

JC 710 090

McAuley, Roy E., Ed.
The Transfer of Credits for Junior Colleges to Senior Colleges.
Pub Date [70]

Note—33p.; A report of the Fifth Annual Missouri Valley Conference on Cooperation Between Junior and Senior Colleges, April 10-11, 1970, Central Missouri State College

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), *Colleges, *Conference Reports, *Junior Colleges, *Transfer Policy, *Transfer Programs

Representatives from junior and senior colleges in the states of Arkansas, Illinois, Iowa, Kansas, Missouri, Nebraska, and Oklahoma participated in the 5th annual Missouri Valley Conference on Junior and Senior College Cooperation. This article includes reports of special group discussions and the following major addresses: (1) Articulation of Credits Between Junior and Senior Colleges; (2) An Equal Opportunity to the Transfer Student; (3) Aspects of Transfer from the Point of View of the Senior College; (4) Aspects of Transfer from the Point of View of the Junior College; and (5) Questions Concerning Transfer of Credits. (CA)

ED 049 534

EA 003 406

Carpenter, Polly
Analysis of Educational Programs.
Report No.—P-4576

Pub Date Mar 71

Note—18p.; Paper presented at American Educational Research Association Annual Meeting, (55th, New York, New York, February 4-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Educational Planning, Program Budgeting, Program Costs, Program Effectiveness, Program Evaluation, *Program Planning, Resource Allocations, *Speeches, *Systems Analysis, *Systems Approach

This conference paper discusses the role of the Planning, Programming, and Budgeting System (PPBS) in planning for educational programs. Proper PPBS analysis includes (1) correct problem definition, (2) consideration of alternative solutions, (3) ascertainment of peripheral effects of the alternatives, and (4) estimations of the cost and effectiveness of the alternatives throughout the probable life of the program. A PPBS analyzer should have (1) thorough knowledge of the educational system and an appreciation for the complex interactions among various parts of the system, and (2) a rational, objective, intellectual approach with a large measure of common sense. (Author/LLR)

ED 049 666

FL 002 187

Sandstedt, Lynn A., And Others
Articulation Objectives for the Teaching of Foreign Languages in Colorado.
Colorado Congress of Foreign Language Teachers.

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), *Audiolingual Methods, *Basic Skills, Cultural Education, Curriculum Development, Educational Objectives, French, German, Grammar, Instructional Program Divisions, *Language Instruction, Language Skills, Latin, *Modern Languages, Morphology (Languages), Second Language Learning, Spanish, Syntax

Articulation of materials, methods, and educational objectives of language programs in French, German, Spanish, and Latin focuses on achievement goals in the areas of listening, speaking, reading, writing, culture, and language analysis for levels 1 through 5. The programs emphasize the attainment of language fluency through the audiolingual method of instruction with the objective of increasing awareness of the foreign culture. Course content is defined in terms of grammatical features, basic skills development, and cultural concepts. The section on Spanish enumerates objectives in lists of specific "situations" and "structures" to be mastered. The Latin material distinguishes three different curriculums used in the high schools and colleges of the state. (RL)

ED 049 712

HE 002 161

Transferability of Graduate Work Graded according to Mastery. A Survey of Selected Graduate Faculty and Institutions.

Stout State Univ., Menomonie, Wis. Graduate School.

Pub Date Jun 70

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Rating, Admission (School), Doctoral Programs, *Grading, Graduate Students, *Graduate Study, *Higher Education, *Transfer Policy

Identifiers—*Mastery Grading

The Graduate College at Stout State University is considering an option to the present A-F grading system called "Mastery Grading," based on a concept called "teaching for mastery." This involves carefully defining each course in terms of the specific competencies which the student is expected to develop as a result of instruction. Mastery grading is accomplished through evaluation devices which require the student to exhibit behavior that demonstrates he possesses the competencies. The purpose of this study was to determine the extent to which courses taught and graded according to the mastery concept would be accepted by other universities where Stout students might transfer credits or pursue further work. Sixty-two questionnaires were sent to individuals in charge of programs in audio-visual education, guidance, school psychology, industrial education, home economics, vocational education, clothing and textiles, and food service and nutrition at 40 institutions, of whom 47 responded. Questions were asked regarding (1) the probable institution policy with regard to transfer of graduate credit where a grade of "M" (mastery) was awarded; (2) the institution's likely policy with regard to allowing students with a master's degree, obtained in a program which was graded "M", to pursue a specialist or doctoral degree program; and (3) the individual's professional opinion about the concept of mastery grading in graduate courses. The results indicated that there would be relatively little difficulty for students graded with "M's" in transferring to other institutions. (AF)

ED 050 722

JC 710 158

Maxwell, L. M., And Others
University-Two Year College Cooperation Through Direct Communication Linkages.

Colorado State Univ., Ft. Collins.

Pub Date [70]

Note—16p.; Paper presented at the National Science Foundation, Division of Undergraduate Education in Science, Combined UES Project Directors Meeting, February 12, 1970, Washington, D. C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Programs, *Automation, College Credits, Computer Science, *Engineering, Experimental Programs, *Junior Colleges, Mathematics, *Transfer Policy, Transfer Programs, Vocational Education

Identifiers—*Colorado

Colorado State University launched an experimental program, CO-TIE (Cooperation via Televised Instruction in Education), with one other 4-year college and five 2-year colleges in the state. The program was designed to ease the transition of junior college transfer students in engineering and other professional disciplines to a 4-year college. It was hoped to alleviate the lack of realistic agreements on common core curricula and transfer credit arrangements between 2- and 4-year colleges. The program employs modern automated educational techniques such as videotapes, electronic blackboard-by-wire, and other low-data-rate transmission devices for courses in mathematics, computer science, and vocational education. The mechanics of the instructional process is discussed. (Author/CA)

ED 050 723

JC 710 159

Heinze, Michael C., Daniels, Jack L.
The Transfer of Students Into Community Colleges.

Pub Date [70]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, *Higher Education, *Junior Colleges, *Students, *Transfer Policy, Transfer Programs, Transfers, *Transfer Students

The idea of the community college as a second chance or "salvage" institution is discussed in this report. The study explores: (1) how many reverse transfer students (those who transfer from a 4-year to a 2-year institution) are enrolled in community colleges in the United States; (2) problems these students may encounter in transition; and (3) the implications the findings may have for community colleges. The survey showed that 9.44 per cent of the student populations at 46 community colleges affiliated with the American Association of Junior Colleges are reverse transfer students. It is recommended that student personnel and instructional staffs examine their methods for assisting these students and that colleges increase their institutional research in this area. (CA)

ED 051 375

VT 012 580

Manley, Fred W.
Articulation Between North Carolina's Public System of Elementary and Secondary Schools and Public System of Technical Institutes and Community Colleges. A Report With Suggestions for Continuing Efforts.

North Carolina Research Coordinating Unit in Occupational Education, Raleigh.

Pub Date Dec 70

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Articulation (Program), Career Opportunities, *Career Planning, Community Colleges, Elementary Education, Occupational Choice, Post Secondary Education, *Program Administration, *Program Coordination, Program Improvement, Program Planning, Secondary Education, State Departments of Education, *Vocational Education

A well articulated educational program provides students an opportunity to develop to their highest potential without unnecessary duplication of instruction and delay in attaining their educational and career objectives. To provide articulation between North Carolina's public system of elementary, secondary and post secondary schools, the State Board of Education appointed a committee from State Department of Community Colleges and State Department of Public Instruction to cooperate with the Occupational Research Unit in providing leadership in coordinating and implementing articulated programs. Major objectives of the programs were: (1)

developing model administrative arrangements, (2) providing articulation of subject matter, (3) promoting innovation and coordination, (4) providing a better total program of occupational education, and (5) providing articulation of handicapped and disadvantaged programs. The report contains examples of programs, evaluations, and suggestions for continuing articulated efforts. A review of research of articulated efforts in the United States, a detailed background of planning, implementing and reporting of articulation efforts in 1970, and a review of articulation efforts in North Carolina prior to 1970 are appended. (AS)

ED 052 678 HE 002 280
Application and Enrollment Patterns of Transfer Students, Fall 1970.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
 Report No.—R-15
 Pub Date Mar 71
 Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Admission, *College Students, *Enrollment, *Higher Education, Surveys, *Transfer Students
 Identifiers—*New York State Universities

This is the first detailed study of transfer students in New York State Universities. Transfer students as defined here are those undergraduate students who were enrolled at a State University institution in the Fall 1970 term, but who have attended other colleges or universities prior to Fall 1970. This report briefly discusses: (1) the general findings; (2) class levels entered; (3) transfers with unknown histories; (4) type of educational background; and (5) applications, acceptances, and actual enrollments. Two summary tables are presented by prior and current institution type, and by prior institution and student level. The bulk of the report consists of data on transfer students by previous institution, total numbers, class level, and number not admitted for each State institution in New York. The report concludes with tables on the admissions success of transfer and first-time students, Fall 1970; and on full-time lower and upper division students, 1968-1980. (AF)

ED 052 693 HE 002 302
Preliminary Report of the Governor's Commission on Education.

Governor's Commission on Education, Madison, Wis.
 Pub Date Mar 70
 Note—201p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Higher Education, *Planning, *State Boards of Education, *Statewide Planning
 Identifiers—*Wisconsin

This preliminary report summarizes the Commission's underlying assumptions concerning financing education, state and regional planning and coordination, student and community participation, teacher education, new approaches, the special problem of the Milwaukee area, and the role of private education. Its recommendations cover: the establishment of state and regional education boards; the financing of public and private elementary and secondary education, and undergraduate, graduate, professional, technical, and adult education; the institution of better special education programs; and many aspects of educational management. The appendices detail the structure and cost of recommended programs. See HE 002 301, the Commission's final report. (JS)

ED 052 769 JC 710 183

Ogilvie, William

Final Report of the Articulation Study Committee to the Illinois Board of Higher Education.

Pub Date 1 Jun 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), *College Credits, Colleges, *Junior Colleges, Program Coordination, *Transfer Policy, Transfer Programs, *Transfer Students
 Identifiers—*Illinois

Based on a committee study of articulation practices and problems in Illinois, this report presents guidelines for the transferability of credit from 2-year to 4-year institutions for: (1) students who have completed their associate degree in a baccalaureate-oriented program; (2) students who have not completed their associate degree, but are in a baccalaureate-oriented program; and (3) students enrolled in occupational programs with or without an associate degree. Priorities are given to the admission of transfer students to 4-year programs. A need exists for a representative body to monitor and assess junior-senior articulation and to submit recommendations to the Board of Higher Education on articulation practices. A realistic timetable should be developed for implementing the recommendations outlined in this report. (Author/CA)

ED 056 970 SP 004 749

Behling, Herman E., Jr.

Toward a Partnership in Teacher Education.

Improving State Leadership in Education, Denver, Colo.; Maryland State Commission on Interracial Problems, Baltimore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 70

Note—33p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203 (single copy free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, *College School Cooperation, Interinstitutional Cooperation, Leadership, Methods Courses, Program Costs, *State Departments of Education, State Programs, *Student Teaching, *Teacher Education
 Identifiers—*Teacher Education Centers

This in-depth study of the teacher education center movement in Maryland begins with a discussion of the need for change and the forces and circumstances which contributed to that change. It also describes in considerable detail the program which resulted in the teacher education centers of Maryland, outlines the structure of a typical teacher education center, and identifies some of the major problems encountered with some possible pitfalls which might be avoided. A final section describes the role of the State Department of Education in its leadership function for the improvement of teacher education programs in the state, traces the developments which made such a role possible, and outlines plans for the future. A breakdown of costs for a proposed 5-year state-sponsored student teaching program is included. (RT)

ED 058 536 AC 012 249

Readings in Staff Development.

Southern Regional Education Board, Atlanta, Ga.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Adult Basic Education, Cooperative Planning, Educational Needs, Educational Planning, Geographic Regions, Inservice Teacher Education, *Staff Orientation, State Departments of Education, *State Programs, Supervisors, *Teacher Education, Universities, University Extension, Workshops

Identifiers—Alabama, Florida, Georgia, Mississippi, South Carolina

This book of readings is divided into two sections, each describing a specific aspect of staff development. There are three articles on planning in Section I. The quadrant arrangement developed in Georgia is described as one method of facilitating cooperation between an institution and the State Department of Education to serve a particular area of the state. In contrast, cooperative effort throughout the state is the focus of the article on developing plans for Adult Basic Education (ABE) in Alabama. In Florida, the unique relationship between a local school system staff development person who works along with a university faculty member is described as a mode for determining and then meeting training needs. Section II describes what has evolved through coordinated planning and training efforts in three states. The development of adult basic education capabilities of distinctive types at three institutions of higher education in Mississippi points out how responsibility can be delegated to serve both subject area and geographical needs. The growth and refinement of a delivery system for local ABE inservice training in South Carolina underlines how trained teachers can be part of a statewide network for local inservice training. The last presentation is an article on a supervisor's workshop describing orientation and training of ABE supervisory personnel in Tennessee. (Author/CK)

ED 061 936 JC 720 109

Staff and Program Development in Florida's Community Junior Colleges, 1969-70, 1970-71.

Florida State Dept. of Education, Tallahassee.
 Div. of Community Junior Colleges.

Pub Date Mar 72

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Faculty, *Instructional Improvement, *Junior Colleges, *Program Development, *Staff Improvement, State Aid, State Departments of Education, *State Programs

Identifiers—*Florida

During the 1969-70 and the 1970-71 fiscal years, Florida's public community colleges engaged in 796 staff and program development (SPD) activities. These activities included curriculum development, equipment acquisition, workshops, conferences, institutes, sabbaticals, extended study, professional leave, and institutional visitations. This report describes the statutory and regulatory provisions for SPD, discusses the guidelines, definitions, and procedures which govern SPD in the system, and summarizes the SPD information submitted to the Florida Division of Community Colleges by the 27 colleges in the system. Funds for SPD activities are provided by the state to community college districts; charts showing the total state and college allocations for SPD are included. The bulk of the report is in tabular and chart format, including the name and location of the program, a brief description, cost, and the area served. (Author/LP)

Journal Articles

EJ 038 798 020 VT 502 488
At the National Level: Impossible Burkett, Lnwel A., *American Vocational Journal*, v46 n3, pp25-27, Mar 71
 *Vocational Education, *Manpower Development, *Comprehensive Programs, *Program Planning, *National Programs, Manpower Needs, Program Coordination
 Comprehensive manpower planning at the national level to meet manpower needs is impossible because there is no single agency authorized to affect such a planning effort. (SB)

EJ 038 800 020 VT 502 490
Dekalb County Opts for the Systems Approach Clark, James F., *American Vocational Journal*, v46 n3, pp32-34, Mar 71
 *Vocational Education, *Comprehensive Program, *Program Planning, *County Programs, *Program Descriptions, Educational Philosophy, Program Administration, Program Coordination, Articulation (Programs)
 Vocational education is built into a county system which includes a first-rate community college. (Editor)

EJ 038 809 020 VT 502 505
Implications for Meeting the Needs of People Lamar, Carl F., *American Vocational Journal*, v46 n4, pp31-35, Apr 71
 *Vocational Education, *Manpower Needs, *Program Planning, *Educational Change, Employment Trends, Employment Projections, Curriculum Design, Manpower Development, *Career Education
 State director cites basic steps vocational education should take to achieve the goal, career education for all. (Editor)

EJ 039 346 230 EA 501 580
Education in Virginia's New Constitution Howard, A. E. Dick, *Compact*, v5 n2, pp17-18, Apr 71
 *State Legislation, *Educational Quality, *Educational Objectives, *State Departments of Education, *Virginia

EJ 039 813 380 TM 500 238
Selection and Socialization: A Study of Engineering Student Attrition Athanasios, Robert, *Journal of Educational Psychology*, v62 n2, pp157-66, Apr 71
 *College Admission, *Engineering Education, *Personality Assessment, *Socialization, *Transfer Students, Authoritarianism, Self Concept, Personal Adjustment, Predictive Variables, [Omnibus Personality Inventory (OPI)]

EJ 043 080 380 CG 503 325
Transfer Student Performance and Admissions Policies and Practices for Transfers Meskill, Victor P., *Journal of the National Association of College Admissions Counselors*, v16 n2, pp23-24, Jul 71
 *Transfer Students, *College Admission, *Academic Performance, *Admission Criteria, *Junior College Students, Academic Standards, College Students
 The results of this study underline the good potential and performance of junior college transfers. Especially noteworthy are the responses which indicated a high rate of persistence, a low attrition rate, confidence of a probability of success equal to the native study, and a low incidence of academic failure. (Author)

EJ 043 384 500 CG 503 319
Changing Criteria for Community College Transfers Beals, Ernest W., *Journal of the National Association of College Admissions Counselors*, v16 n1, pp22-23, May 71
 *Institutional Role, *Community Colleges, *Transfer Students, *College Students, *Junior College Students, Educational Responsibility, Aptitude
 The study compared community college transfers with the four year student, at the University of Massachusetts and found that the two year institutions were doing their jobs and should not be discounted. (Author)

EJ 043 509 020 EA 501 889
Program Budgeting Works in Nonprofit Institutions MacLend, Roderick K., *Harvard Business Review*, v49 n5, pp46-56, Sep 71
 *Program Planning, *Program Budgeting, *Cost Effectiveness, *Resource Allocation, Program Effectiveness, Programing, Costs, [Program Cost Accounting]
 Describes a planning and accounting system that has resulted in improved costing and planning in a mental health clinic. (Author)

EJ 044 049 140 VT 502 762
Problems and Procedures Related to the Articulation of Two Year Technical Programs Atteberry, Pat H., *Journal of Industrial Teacher Education*, v8 n4, pp35-40, Sum 71
 *Articulation (Program), *Teacher Education, *Educational Problems, *Program Planning, *College Curriculum, Technical Education, Transfer Students, Community Colleges, Program Proposals

EJ 044 920 380 CG 503 548
Research on Transfer Students: A Review of the Literature Meskill, Victor P., Sheffield, Wesley, *College Student Journal*, v5 n2, pp94-105, Sep-Oct 71
 *Transfer Students, *Educational Research, *Literature Reviews, *Annotated Bibliographies, Transfers, Research Reviews

EJ 058 461 020 JC 500 340
Challenge Ahead: State-Level Control Wattenbarger, James L.; Bender, Louis W., *Junior College Journal*, v42 n9, pp17-20, Jun/Jul 72
 *Junior Colleges, *State Agencies, *State Departments of Education, *State School District Relationship, *Decentralization, Program Coordination, Statewide Planning
 As a result of the increasing control that states have over community colleges, this Florida program, funded by the W.K. Kellogg Foundation, has established a Center for State and Regional Leadership which aids in encouraging increased interaction between state agencies and colleges. (RN)

Doctoral Dissertations

Marnix, Anne Maurine. SCHOOL-HOME COMMUNICATIONS: INFORMATION AND MEDIA PREFERENCES OF PARENTS OF SECONDARY SCHOOL STUDENTS. University of Oregon, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-8572).

The Problem

This study examined the opinions of parents of secondary school students as to their preferences in school-to-home communications. Specifically, the study focused on the parent's preferences in the communication content, frequency, and media. The study also attempted to measure any significant relationship between the parents' preferences and occupational group.

Procedures

The population of this study were parents from three occupational groups: professional, semi-professional, and manual and service. Usable opinionnaires were returned by 72 parents. The opinionnaire required the parent to indicate the type of information and its desired frequency by marking one of four choices: never, seldom, occasionally, or frequently. Respondents indicated one of six media categories for each item: personal contact, written contact, general bulletins, school publications, group meetings, or mass media.

For the analysis of data, information items were also categorized into one of eight areas: individual student, school policies, curriculum and program, school activities, guidance, management, support programs, and staff.

Calculations of mean scores were made for each information item and area to determine the desirability and frequency with which parents from each occupational group and from the combined group want information. The one-way analysis of variance and the Scheffé test were applied to determine the significance of differences among the mean scores of the three occupational groups.

Chi-square was applied to each occupational group to determine whether the observed media frequency for each information item differed significantly from the expected frequency under equal probability.

Media preferences for each item and area were presented by percentages and in graphs.

Findings and Conclusions

The following generalizations apply only to the population studied.

1. Parents desire information of all types but information concerning the individual student, policies, curriculum and program, school activities, and guidance is desired more frequently than is information about the school's management, staff, and support programs.
2. Parents in the manual and service occupational group desire more information than do parents in either the professional or semi-professional group. Parents in the professional and semi-professional groups registered similar opinions about the frequency with which they desire information.
3. All parents within the population of this study more frequently desire information about the needs and faults of the school than about the school's strengths.
4. Parents frequently desire information about the school's goal and objectives.
5. Parents only occasionally desire financial and budgetary information.
6. No single media category is preferred for all information items and areas. General bulletins, school publications, and written contacts are most frequently preferred. Mass media and general meetings are preferred least frequently.
7. School publications are preferred sources of information about school activities, management, support programs, and staff; the general bulletin is preferred for information about the individual student.

Recommendations and Implications

1. The administration should transmit all types of information to all occupational

groups. Frequently desired information should be given priority and preferred media should be utilized.

2. School publications and general bulletins should serve as prime media for information dissemination. Research is needed to determine their effectiveness in increasing parental knowledge of school-related information.

3. A personalized school-to-home communication program should be developed, utilized, and continually evaluated in terms of the school's changing needs. Each school should develop its own personalized school home communication program.

4. Parents should be invited to serve as member of school committees whose function it is to establish the goals and objectives of the school and its educational programs.

5. Further research is needed to confirm the findings that the information desired by parents varies indirectly with their occupational group.

Decker, Larry Edward, Ph.D. AN ADMINISTRATIVE ASSESSMENT OF THE CONSEQUENCES OF ADOPTING COMMUNITY EDUCATION IN SELECTED PUBLIC SCHOOL DISTRICTS. Michigan State University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-16412).

Today many innovations are being promoted and adopted in educational institutions, but as researchers have discovered, the consequence of adopting these innovations is little alteration in the structure and function of education.

Community education is an educational innovation being widely promoted and diffused. The promotional efforts are based almost entirely on the assumed benefits a community receives from its adoption. But there has been little systematic assessment of community education and almost none of the consequences of its adoption.

The purpose of this study is to assess and document the consequences of adopting community education as perceived by Regional University Community Education Center Directors and public school superintendents whose school districts have adopted community education and have been in operation over two years, but less than five years. The study was conducted in cooperation with the Charles Stewart Mott Foundation, Division of Training and Dissemination.

The study sampled two major populations involved in community education's implementation and adoption process: Regional University Community Education Center Directors (N=11) and public school superintendents (N=97).

The questionnaire had three major sections. Section I is based on topic areas considered to be the consequences of adopting community education. Section II is devoted to rating local individuals and groups on their support for community education. Section III provides information on the type and size of community education programs and on sources of financial support.

The data was analyzed with the assistance of the Michigan State University, College of Education, Research Consultation Office. The statistical techniques used include a basic statistics program, univariate analysis of variance, multivariate test of equality of mean vectors and Spearman's coefficient or rank correlation.

The general findings of the study are:

- 1) There is no statistically significant difference between perceptions of Regional University Community Education Center Directors and public school superintendents on items identified to assess consequences of adopting community education. Both groups appear to perceive the same consequences of adopting community education.

- 2) The highest positive ranked consequence of adopting community education is the belief that school facilities are used to a greater extent. The lowest ranked consequence of adopting community education is the belief that school libraries have become community libraries.
- 3) There is no statistically significant difference between perceptions of Regional University Community Education Center Directors and public school superintendents on local individuals' and groups' perceived level of support for community education. Both groups appear to perceive the same support levels of local individuals and groups for community education.
- 4) The highest positive ranking group for support of community education is the school board. The lowest ranking group for support of community education is custodians.
- 5) There are diverse responses on the expressed major benefit of adopting community education. The highest percentage for the Regional University Community Education Center Directors is 27% on "involvement and participation of citizens in decision-making and community activities." The public school superintendents' highest percentage is 32% on the "expansion and improvement of programs and services."
- 6) The top four sources of financial support for community education in school districts sampled are 1) state government, 2) school district, 3) fees and charges and 4) federal government. Data show that rural school districts tend to allocate a greater percentage of their school district budget for community education than do suburban and urban districts.
- 7) In the opinion of the Regional University Community Education Center Directors, school districts between 5,000 and 10,000 students have the highest level of commitment and support for community education. The size and type of school district they perceived to have the lowest commitment and support for community education are large urban districts over 40,000 students.
- 8) Public school superintendents express a very high level of support in community education within their school districts. Ninety-eight per cent of the superintendents would recommend that other school districts adopt community education.

ERIC DOCUMENT REPRODUCTION SERVICE LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

For EDRS Use

CUSTOMER NO. _____
ORDER NO. _____
TYPE _____ CAT. _____
INVOICES _____
ON FILE _____

ON-DEMAND ORDER BLANK

BILL TO: _____

SHIP TO: _____

PURCHASE ORDER NO. _____ (Zip) _____

(Zip)

ERIC REPORTS TO BE ORDERED

Item	ERIC Report (6 Digit ED No.)	Number of Copies		Unit Price	Total Price
		M/F	PC		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

<input type="checkbox"/> PREPAID _____	SUB-TOTAL	
<input type="checkbox"/> TAX EXEMPTION NO. _____	SALES TAX	
<input type="checkbox"/> DEPOSIT ACCT. NUMBER _____	POSTAGE	
<input type="checkbox"/> CHECK NUMBER _____	TOTAL	

IMPORTANT INSTRUCTIONS

- Order ERIC Reports only by 6 digit ED No. shown in Research in Education (RIE) or other indices
- Indicate if you want microfiche film (M/F) or paper copies (PC)
- Enter unit prices from the Price List below. All other prices are out of date
- Enclose check or money order payable to EDRS for orders totalling less than \$10.00

PRICE LIST

MICROFICHE (M/F)	PAPER COPIES (PC)	
Each ERIC Report — \$0.65	Number of Pages	Price
Microfiche Film (M/F) is a 4" x 6" sheet of microfilm on which up to 70 pages of text are reproduced.	per ERIC Report:	
	1 — 100	\$3.29
	101 — 200	6.58
	201 — 300	9.87
	Each additional 100 pages or portion thereof —	\$3.29

NOTE:

1. Fourth Class Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.
3. Paper copies (PC), shown as hard copy (HC) in past RIE issues, will be stapled with heavy paper covers.

SIGNATURE _____ DATE _____

TITLE OR DEPT. _____

MAKE ALL DRAFTS PAYABLE TO EDRS

Orders are filled only from ED accession numbers. Titles are not checked. Please be sure you have supplied the correct numbers.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced for not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.