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ABSTRACT
        This bibliography features an extensive collection of
articles and books on the subject of school-community relations.
Topics covered include school-community relations (general); program,
organization, and administration; school-community relations
activities; school-community relations processes; specific publics;
political aspects; research; and a bibliography of bibliographies.
The varied selection of books and articles are current to 1978 and
many of the entries are annotated. (Author/LD)

Theoretical Paper No. 78

SCHOOL-COMMUNITY RELATIONS:
A COMPREHENSIVE BIBLIOGRAPHY

by

B. Dean Bowles and Charlotte Oinonen

Report from the Project on
Studies of Administration and Organization for Instruction

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October 1979

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MISSION STATEMENT

The mission of the Wisconsin Research and Development Center
is to improve the quality of education by addressing the full
range of issues and problems related to individualized schooling.
Teaching, learning, and the problems of individualization are
given concurrent attention in the Center's efforts to discover
processes and develop strategies and materials for use in the
schools. The Center pursues its mission by

- conducting and synthesizing research to clarify the
  processes of school-age children's learning and
  development

- conducting and synthesizing research to clarify effective
  approaches to teaching students basic skills and concepts

- developing and demonstrating improved instructional strategies,
  processes, and materials for students, teachers, and school
  administrators

- providing assistance to educators which helps transfer the
  outcomes of research and development to improved practice
  in local schools and teacher education institutions

The Wisconsin Research and Development Center is supported
with funds from the National Institute of Education and the
University of Wisconsin.

WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR INDIVIDUALIZED SCHOOLING

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ABSTRACT

Since 1973 the School-Community relations Project at the Wisconsin Re-
search and Development Center for Individualized Schooling has been in-
volved in research related to the establishment of school-community
relations programs at the school site. In addition to several research
reports, the project has produced a state of the art paper on school-
community relations (1975), a casebook illustrating the place of school-
community relations in the implementatiwn of an educational innovation
.(IGE), and a series of practical, hands-on materials to improve school-
community relations. In connection with this research an extensive and
wide-ranging collection of articles and books have been reviewed by the
project staff. In order to share this collection with others interested
in school-community relations, this bibliography has been developed.
The following range of topics has been covered and all relate to the
central theme of school-community relations: (1) school-community rela-
tions (general); (2) program, organization, and administration (change,
innovation, assessment, and evaluation); (3) school-community relations
activities (committees, elections-bonds-referenda, paraprofessionals,
volunteers, aides, community resources, attitudes, and community educa-
tion); (4) school-community relations processes (communication, involve-
ment, participation, and conflict resolution); (5) specific publics
(school boards and parents); (6) political aspects (politics of educa-
tion and community power); (7) research; and (8) a bibliography of
bibliographies. The varied selection of books and articles are current

to 1978 with many of the entries being annotated. It is the intention of the Project that this extensive bibliography will help lead to a better understanding of and appreciation for the ongoing, dynamic, and highly complex relationship among the home, school, and community.

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INTRODUCTION

Since 1973 the School-Community Relations Project at the Wisconsin Research and Development Center for Individualized Schooling has been involved in research related to the establishment of a supportive relationship among the school and community. In addition to several research reports, the project has produced a state of the art paper on school-community relations (1975), a casebook illustrating the place of school-community relations in the implementation of an educational innovation (IGE), and a series of practical, hands-on materials to improve school-community relations.

Over the years, an extensive and wide-ranging collection of articles and books have been reviewed by the project staff. In order to share this collection with others interested in school-community relations, this bibliography has been developed. The bibliography is current to 1978 and contains a varied selection on articles and books, many of which are annotated. As shown in the table of contents, a broad range of topics has been covered, all of which relate to the central theme of school-community relations.

The organization of this bibliography has been based on three guidelines for school-community relations:

1. The entire school needs to be involved in creating good school-community relations. Teachers, students, noncertified staff, and parents, as well as the principal, must be involved in the school-community relations program.

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2. The entire community must also be committed to creating good school-community relations. The school community includes more than the parents of students at the school. Senior citizens, business people, parochial school parents, and parents of preschoolers are important members of the school community.

3. Good school-community rleations include more than mere communication with the school community. Two-way communication between the community and the school is essential, but it is not sufficient. The creation of a supportive relationship requires community participation in decision making, community involvement of time and resources in the school program, and resolution of school-community problems which exist.

An important result of the work of the project has been the development of a programmatic model that draws together the essential elements of school-community relations. The model is composed of three major components; program, processes, and goals. The first component is a planned program of activities with stated objectives, specifically assigned staff roles and responsibilities, and a framework for evaluation that would be organized based upon a systematic needs assessment. The second component consists of a set of processes which operate throughout the program of activities. These processes are communication, involvement, participation, and resolution. The third component consists of integrated goals that may be attained based upon the program and processes. These goals are legitimacy, support, achievement, and child growth and development.

The bibliography contained here is partly based upon the belief that an effective school-community rleations program is good, practical politics. However, this politics is not of the partisan or controversial variety, but of the type which determines the nature of the community in which people live, the sort of schools provided, and the kind of educational program conducted.

Schools become involved in many activities directed at creating good relationships among school and community. Unfortunately, these activities are often unrelated and unfocused. By establishing a school-community relations program, rather than simply participating in a set of relatively isolated activities, a school can begin to develop a mutually supportive relationship among the school and community. It is the intent of the Project that this extensive bibliography will help lead to a better understanding of and appreciation for the ongoing, dynamic, and highly complex relationship among the school and community.

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M. Saily (Eds.), Individually guided education, concepts and
practices. New York: Academic Press, 1977.

Bowles, B. D., & Fruth, M. J. Improving home-school-community
relations. In J. M. Lipham & M. J. Fruth (Eds.), The principal
and individually guided education. Reading, Massachusetts:
Addison-Wesley, 1976.

Bowles, B. D., & Miles, W. R. Home-school-community relations as a
political process: Four exploratory field studies. Wisconsin
Research and Development Center, University of Wisconsin-Madison,
December 1975.

Home-school-community relations, when reviewing the literature,
often involves many different sets of concepts. Most often a func-
tional approach is taken focusing attention on media, advisory com-
mittees, and PTAs. This paper applies the political conceptual
frameworks of community typology, policy process, and zone of tolerance
to analyze the neighborhood school attendance areas.

Bowman, J., Freeman, L., Olson, P. A., & Pieper, J. Of education and
human community. Lincoln, Nebraska: University of Nebraska, 1972.

Braun, H. J., III. The evaluation of power as it is related to the
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Unpublished doctoral dissertation, University of Missouri, 1971.

There is increasing evidence that educators are finding it more
difficult to obtain the necessary financial support needed to

maintain sound educational programs. One of the reasons frequently given by concerned individuals is based on the argument that public education has found increasing difficulty in competing for priority status with many of the other institutions, both public and private.

The competition for funds and loyalties has motivated educators to view school community relations as the focal point in their attempt to enhance moral and financial support of public education.

The purpose of this study was to ascertain whether or not a power structure exists among professional educators and lay citizens in a suburban school district, and if one does exist, to evaluate the effects of its influence on educational issues in order that lay leadership within that school district may be utilized more effectively in school community relations.

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What the Burnett's have done is to apply the idea of community control of home school relations with the ideas of progressive education, particularly looking at some of Dewey's notions and bringing it up to today. It is a theoretical paper; it gives some interesting history, some interesting background, it might be useful for background work in dissertations. It does have a very excellent set of references at the back.

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This is a study which measures community understanding of school issues. It discusses how this understanding is secured and how it is related to financial support of schools. The authors also provide

data to answer the questions: What makes a difference in school-community relations? How well do informants evaluate factors in school-community relations? How do State legal provisions affect school-community relations? It provides good instruments to show what problems exist in a school-community relationship.

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Restoring the public's faith in the public schools is viewed as the major goal, for the public schools to survive as a viable institution. To achieve that goal, two approaches are developed. (1) to remove the causes that have contributed to the public's lack of confidence and (2) to return to simpler, face-to-face relationships with laymen.

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Fein's book is an attempt to apply theoretical concepts regarding liberalism, Negroes, and community to the failure of integration in

the city and the issues of community control and equal education. It
is heavily sociological in interpretation, heavily theoretical and
uses no empirical data to back up his findings.

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teacher, parent and school board, for the users of the educational
knowledge.

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brief case studies. Broad topics included are local school boards,

finance, school plant, personnel adminstration, curriculum, instruction, and community groups.

Jones, J. W. How to stretch the school PR budget, and get closer to citizens at the same time. Journal of Educational Communication, January/February 1976, 1(4), 26-29.

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Kindred's book views the real essence of a dynamic program lying in citizen cooperation and involvement in affairs of the school. It recognizes the need for clear directions to which a School Community Relations Program should be directed, how they should be developed, and the essential ingredients that go into them. This book is up-to-date and comprehensive. It discussed far more than any district could afford to implement either in time, money, or personnel. It is a valuable reference for the professional library.

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The failure of big-city schools to provide equal educational opportunity to black Americans and other racial minorities has long been acknowledged by educators and laymen. Community groups have increasingly demanded the power to govern their schools. In order to clarify the issues involved, the Brookings Institution sponsored a Conference on the Community School. For the conference, experts drawn from a variety of disciplines and experiences prepared ten papers for the discussion of the objectives, politics, and mechanics of community control. This volume presents the papers, introduction, and conference summary.

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1972. (ED 89181)

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McGivney, J. H., & Moynihan, W. School and community. Teachers College
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Against the traditional geopolitical-horizontal view of community
and schools, a conceptual framework is developed by viewing the school
as a subsystem of both the local community and of the larger society
for the understanding of continuity, change, and conflict in education.
To reconceptualize the school as a subsystem in the community and the
larger society, initial efforts are given to formulate a heuristic
typology of school-community relationships. It is based on Corwin's
four ideal types abstracted from the original matrix of the community
and the school's predominated orientations (local or cosmopolitan),
but it is conceived of dynamic and changing characteristics of the
school-community relationship.

Despite critics of a simplistic notion of the position of the
schools in relation to the community and larger society, the suggested
method of analysis is hoped to provide an expansion upon the identi-
fication of local power systems and power holders by calling attention
to resources located outside the local community, but having important
impact upon it.

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A handbook for principals, parents, and teachers about home-school communication and parent volunteer programs. This publication is an excellent attempt to share with other schools some of the policies and activities which do work.

National Association of Elementary School Principals. Elementary School PR Tool Kit. Arlington, Virginia, 1974.

This is a multimedia package of how-to-do-it resources "that can help principals, teachers, aides, and other school personnel become enthusiastic public relations agents."

National School Public Relations Association. Communications public relations. A handbook on school-community relations (revised). Albany, New York: New York State School Boards Association, Inc., 1973.

Reports research findings which show how proven public relations techniques, in the hands of a competent practitioner, can overcome

the school's credibility gap and improve school-community relations. Prepared by the ERIC Clearinghouse on Educational Management. 1972.

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National School Public Relations Association. Educational public relations standards for programs for professionals. Washington, D.C., 1968.

National School Public Relations Association. Elementary school public relations tool kit: An "all-in-the-family, how-to-do-it". Washington, D.C., 1974.

A resource that can help principals, custodians, teachers. cooks, aides, secretaries and other personnel to become enthusiastic public relations agents within the school and community. The Tool Kit has two major components: Bridging the Gap in Home-School Communication, a 105-frame color filmstrip with cassette narration designed for use in an elementary school family meeting at which the entire staff helps to put together a public relations program; and The Elementary School PR Tool Kit, a library with more than 90 pages of communications ideas contributed by school administrators and public relations specialists across the country.

National School Public Relations Association. Ethics for educational public relations. Washington, D.C., 1970.

National School Public Relations Association. Human relations: Current trends in school policies and practices. Washington, D.C., 1972.

Explores steps school districts are taking to change attitudes and
build foundations of mutual respect and understanding among students,
staff members and the community. Looks at such components as employ-
ment practices, staff training, curriculum, student activities,
school-community relations, federally funded projects.

National School Public Relations Association. <u>Ideas for improving</u>
<u>public confidence in public education</u>. Washington, D.C., 1972.

Confronts the hard facts that Americans HAVE lost confidence in
their schools. But it goes on to show how, by using the best ideas
developed at a national conference of educators and citizens, confidence
can be regained. Also describes how to use "brainstorming" techniques
to generate ideas.

National School Public Relations Association. <u>Secondary school public</u>
<u>relations tool kit</u>. Washington, D.C., 1974.

Similar to the Elementary School PR Tool Kit but geared to the
needs of secondary schools, this resource shows how to engage the
total school family in a coordinated public relations program. The
Tool Kit includes a 112-frame filmstrip with cassette narration, <u>Brid-</u>
<u>ging the Gap in Home-School Communication</u>, and a 96-page library of
how-to-do-it communication ideas from successful secondary school
PR programs across the country.

National School Public Relations Association. <u>Working with parents</u>.
Washington, D.C., 1968.

Suggestions to help teachers develop warm, strong relationships
with parents, students and others in the community. What school
administrators need to do to create the all-important atmosphere in
which public relations activities of classroom teachers can grow.

Norton, S. M. School-community relations: New issues, new needs.
  Clearinghouse, May 1970, 44(9), 538-540. (EJ 21345)
    Educators can be instrumental in turning the tide toward a more
positive basis of school support, if they assume leadership roles
in initiating planned action programs. Haphazard school-community
relations approaches and token communication efforts will not suffice.
Without a concentrated effort by teacher training institutions, re-
search agencies, school personnel, parental groups, and related
organizations, piecemeal programs likely will continue and the erosion
of both public confidence and support will result.

Ornstein, A. C. Race and politics in school/community relations.
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Pacacha, C. T. Organizing a speaker's bureau for effective public
  relations. Clearing House, February 1976, 49, 281-282.
Parker, L. A. Community relations guidebook: Building public under-
  standing for your agency. Madison, Wisconsin: Department of
  Communication, University of Wisconsin-Extension, 1974.
    To have an effective community relations program you must com-
municate with people, and the problems are basically the same whether
you are approaching an individual or the masses. This guidebook

deals with community relations technique that can be applied to institutional agencies. It also deals with mass communications and individual person-to-person communications.

Pennsylvania School Boards Association. PR for principals. Harrisburg, Pennsylvania, 1970.

Piele, P. School-community relations. Center for Advanced Study of Educational Administration, Oregon University, 1969. (ED 030 210)

Pinson, G. W. Current trends and practices in school public relations, a research project. Commerce, Texas: East Texas School Study Council, 1967.

Principal and public relations; symposium. National Association of Secondary School Principals Bulletin, January 1974, 58, 1-99.

Public relations; symposium. Man/Society/Technology, December 1974, 34, 72-84+.

Raskas, N. Home-school visits: Simformation 3. University of Wisconsin, CCL Document Service, June 1977.

Rempel, G. A. How the custodian operates as a public relations agent. Nation's Schools, September 1955, 56(3).

Roberts, D. J., & Tyler, I. K. Bridging the gap between schools and communities: The case for changes in attitudes. Journal of Research and Development in Education, Winter 1977, 10, 15-25.

Roberts, D. J. Developing an interaction matrix (intermat) for school-community relations. Unpublished doctoral dissertation, Ohio State University, 1973.

It was the purpose of this study (1) to develop a model for school-community interaction (Intermat) as a basis for designing school-community relations programs; (2) to field test the model in an Ohio public school district; (3) to analyze results of the field test; (4) to modify the model; and, (5) to draw conclusions and implications for further research relative to the preparation and operation of public school district school-community relations programs.

Saxe, R. W. (Ed.). Opening the schools. Berkeley, California: McCutchan Publishing Corporation, 1972.

Saxe, R. W. School-community interaction. Berkeley, California: McCutchan Publishing Corporation, 1975.

Saxe, R. W. The multiunit school and the community. Elementary School Journal, November 1974, 75(2), 103-111. (EJ 106 275)

School and community: Partners in education; symposium. Instructor, August 1972, 82, 53-66.

The school as a community. Theory Into Practice, 11(1).

The entire issue of TIP is devoted to school and community and it has a variety of articles, some of them empirically motivated and some of them theoretical which gives an interesting perspective on home-school relations and analysis of the different issues involved.

School-community relations. National Association of Secondary School Principals Bulletin, January 1971, 55, 90-93.

The School Public Relations Administrator (1970-71). Educational research service circular, no. 3. Washington: American Association of School Administrators and NEA Research Division, 1971.

Schumack, K. A. The principal and the community. Paper presented

at the Annual Meeting of the National Association of Elementary

School Principals, Atlantic City, New Jersey, April 1976. (ED 123 808)

Selden, D. Teachers and community: Partners or enemies? An essay.

Journal of Education, August 1976, 158, 31-47.

Sestak, M. E., & Frerich, D. D. The principal's role in school-

community relations. In Selected articles for elementary prin-

cipals. Washington, D.C.: Department of Elementary Principals,

NEA, 1968.

School-Community relations has two main functions: (1) to raise

the level of public understanding through information programs, and

(2) to enlist community support by drawing citizens into meaningful

participation in school affairs. The need for school-community

relations programs is threefold: (1) the education board's legal and

ethical accountability to the public, (2) the public school's depen-

dence upon the extent that it holds the understanding, interest, and

confidence of the people, and (3) cooperation by all the elements of

a community for the best education of children. By focusing attention

toward the role of the principal in school-community relations, this

article discusses his duties such as organizing the school for public

relations, working with the staff, working with the community, and

constant evaluation of all school programs.

Sokol, A. P. A school serving a community in transition: A study

in school-community relations. A research report of University

City School District, 1971.

The field of school-community relations has been of interest to educators and social scientists alike. Of particular interest has been the manner in which the local schools respond to the power environment in the local community. Of theoretical interest is the five-fold classification of responses schools can make to the power environment of the community identified by one sociologist. They are: (1) passive adaptation; (2) coalition; (3) cooptation; (4) bargaining; and (5) competition.

For this study, a survey of the major developments in both the community and the schools was conducted. The items selected were those which would seem to have had a major influence upon school-community relationships in University City. It was expected that, through examination of school-community relationships in a genuine setting, theoretical relationships could be explored and information would be provided concerning the manner in which the schools have attempted to serve the educational needs of a changing community.

Stearns, H. L. Community relations and the public schools. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955.

This publication contains a good listing of various community groups (parents, clubs, agencies, and community organizations, merchants, businessmen, industry, organized labor, churches, race and nationality groups, departments of city, county, and State government, news media) which interface with schools, with suggestions on how to deal with each. Although the book was written in 1955, the listings of agencies, clubs, organizations, individuals, and businesses still

hold today, with the exception of more recent civil rights and community groups. It includes some suggestions for presenting the school to the community and the rise of lay committees.

Sumption, M. R., & Engstrom, Y. School-community relations. New York: McGraw-Hill, 1966.

The authors present a view of school-community relations through the concept of the "changing school in the changing community." Social, economic, and political change keep the community in a constant state of flux. Effective communication between school and community is necessary for monitoring these changes and their meaning. The community survey is one basic tool in the development of such communication.

Svadkovskij, I. F. Family and school. International Review of Education, 1970, 16(3), 341-350.

Talmage, H. Evaluation of local school/community programs: A transactional evaluation approach. Journal of Research and Development in Education, Spring 1975, 8, 32-41.

Teacher image, symposium. Parent School Journal, May 1976, 124, 136-161+.

Thomson, P. Teachers and community in a small primary school. Forum, Summer 1975, 17, 84-86.

Thorne, J. L. Educators and community in education. Journal of Thought, November 1975, 10(4), 333-344. (EJ 140 657)

Toledo Public Schools. The school administrator and public relations. Toledo, Ohio: Office of Information Services, Toledo Public Schools.

This is a fifteen-page pamphlet dealing with important issues
in public relations. To request a copy write: Kay Quealy, Director,
Office of Information Services, Toledo Public Schools, Toledo, Ohio
43606.

Unruh, A., & Willier, R. A. Public relations for schools. Belmont,
California: Lear Sigler, Inc./Fearon Publishers, 1974.

Walsh, J. A. Successful school-community relations. Portland, Maine:
J. Weston Walch, Publisher, 1965.

Weiler, D. et al. School community relations and educational change.
PREP-24. Washington, D.C.: Superintendent of Documents, U.S.
Printing Office, 1972. (ED 054 536)

Weltmer, C. L. A citizen's viewpoint on school-community relations.
In Citizens, businessmen, and educators: The elements to better
school-community relations, a conference reported by W. A.
Darling. Dayton, Ohio; Institute for the Development of
Educational Activities, 1973.

Wilson, J. H. Kids as double PR agents. Instructor, October 1976,
86, 114.

Worpole, K. School and community: Towards a common culture. Urban
Review, April 1974, 7, 84-96.

Worthington, J. A. Teacher as a link with the community. Spectrum,
September 1971, 47, 17-18+.

Zeigler, L. H. et al. The responsiveness of public schools to their
clientele. Milestone I: Report of progress. Eugene, Oregon:
Center for Advanced Study of Educational Administration, Oregon
University, June 1973. (ED 127 699)

PROGRAM, ORGANIZATION, AND ADMINISTRATION

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Assessment and Evaluation

Agger, R. E., & Goldstein, M. N. Who will rate the schools: A
cultural class crisis. Belmont, California: Wadsworth Publishing
Corporation, 1974.

Airasain, P. W. Designing summative evaluation studies at the local
level. In W. J. Popham (Ed.), Evaluation in education. Berkeley,
California: McCutchan Publishing Corporation, 1974.

Alkin, M. C., & Churchman, D. Lay and professional opinion in selecting
and evaluating educational goals and objectives. Educational
Technology, 1972, 12, 39-41.

American Association of School Administrators. An administrator's
handbook on educational accountability. Arlington, Virginia:
1973.

American Association of School Administrators. The school executive's
guide to performance contracting. Arlington, Virginia: 1972.

Anderson, S. B., Ball, S., Murphy, R. T., & Associates. Encyclopedia
of educational evaluation. San Francisco: Josey-Bass Publishers,
1975.

Andrich, D. Assessment in education. Australian Journal of Education,
1976, 20(3), 343-345.

Atkinson, R. G., & others. Evaluating public relations through a
community survey. College and University Journal, 1973, 12, 30-32.

Battelle Center for Improved Education. Needs assessment for local
school districts (Brochure). Columbus, Ohio.

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Belasco, J. A., Allutto, J. A., & Glassman, A. A case study of
community and teacher expectations concerning the authority
structure of school systems. _Education and Urban Society_, 1971,
_4_, 85-97.

Berlak, H. Values, goals, public policy, and educational evaluation.
Review of Educational Research, 1970, _40_(2), 261-278.
Focusing on the growing politicalization of all aspects of
American life coupled with an increasing retreat from rationalism and
distrust of the intellectual, this paper attempts to identify practical
and ethical problems related to the field of educational evaluation
for rational policy making and to suggest possible solutions. The
matrix representing the array of outcomes and the discussion of moral
issues in public policy would help educational evaluators develop
and use models and strategies appropriate to the diversity of outcomes
from public policy and programatic issues in education.

Bowles, B. D., & Arnold, A. L. _Simformation 4: School administrator's
interview handbook._ Madison, Wisconsin: Wisconsin Research and
Development Center, CCL Documents.

Caputo, D. A. The citizen component of policy evaluation. _Policy
Studies Journal_, 1973, _2_(2), 92-97.

Colgate, T. P. How good is your district's public relations program?
Take this test. _American School Board Journal_, 1970, _157_, 8-10.

Cunningham, J. T. Measuring public relations results. In _Measuring
and evaluating public relations activities._ New York: American
Management Association, 1968.

Deantonio, E. Evaluation of the community school relations workshop.
LASAR, 1971-1972. New York, New York: Center for Urban Educa-
tion, March 1973. ED 89147.

Desher, J. M. Identification and evaluation of the home-school-com-
munications program in thirteen individually guided education
schools in Alabama. Unpublished doctoral dissertation, Auburn
University, 1972.

Drumheller, S. J., & Brooks, R. D. Beyond behavioral objectives:
Community based strategy for evaluating a school system's educa-
tional program. Educational Technology, 1973, 13, 13-19.

Feldmesser, R. A., & McCready, E. A. Information for parents on
school evaluation. Princeton, New Jersey: ERIC Clearinghouse
on Tests, Measurements, and Evaluation, 1974. ED 099 432.

Early in their investigation of various guides written to help
parents evaluate the quality of their schools, Feldmesser and McCready
began to wonder "whether there is much genuine disagreement, at the
non-technical level, about what a good school is." Much of the
literature focuses on facilities, student-teacher ratios, school
atmosphere, and test scores. The authors conclude that none of these
guides are sufficient "to enable the citizen to evaluate a school or
school system, or even particular aspects of it."

Ferguson, D. H. Can your school survive parent evaluation? National
Elementary Principal, 1977, 56(4), 71-73.

Unfortunately, the evaluation of schools often occurs in a
heated political atmosphere. This was the case recently at the

Central Middle School in Newark, Delaware, where Ferguson is principal.
A group of well-educated, affluent parents, concerned about declining
test scores, busing, and a number of other social issues, petitioned
the school board for the right to evaluate the school and its staff.

Hayman, J. L., Jr., & Napier, R. N. Evaluation in the schools: A
human process for renewal. Monterey, California: Brooks/Cole
Publishing Company, 1975.

Holley, F. M., & Lee, A. The real world of public school evaluation.
Paper presented at the annual meeting of the American Educational
Research Association, New York, April 1977.

Holley, F. M., & Watkins, J. Individually guided education evaluation,
design for 1973-74. Austin, Texas: Austin Independent School
District, Office of Research and Evaluation, 1973.

House, E. R. Assumptions underlying evaluation models. University
of Urbana, Illinois: Center for Instructional Research and
Curriculum Evaluation.

One way of understanding evaluation is to compare the numerous
evaluation models with one another. There are many possibilities
for comparison, but perhaps the most significant comparisons are
those among the underlying theoretical assumptions on which the
models are based. In this way, we are able to see how logically
similar the models are to one another and determine what logical
possiblities do and do not exist.

House, R. R. (Ed.). School evaluation: The politics and process.
Berkeley: McCutchan Publishing Corporation, 1973.

House, E. R. Justice in evaluation. In G. V. Glass (Ed.), Evaluation
studies review annual (Vol. 1). Beverly Hills, California: Sage
Publishing Company, 1976.

House, E. R. Conflict in evaluation. University of Illinois, Center
for Instructional Research and Curriculum Evaluation, Urbana,
Illinois, 1977.

House, E. R. The logic of evaluative argument (Monograph No. 7).
UCLA: Center for the Study of Evaluation, 1977.

Krupa, W. E. Development of an instrument to assess home-school-
community relations in individually guided education (Technical
Report 369). University of Wisconsin-Madison, CCL Documents.

Lake, R. V. An analysis of a home-school-community relations program
in an IGE school (Technical Report No. 395). Madison: Wisconsin
Research and Development Center for Individualized Schooling, 1976.

Leean, C., & Richardson, P. Developing a language for the responsive
evaluation of public educational priorities. North Central
Association Quarterly, 1976, 50, 379-383.

Lutz, B. You are doing a great job--or are you? Journal of Educational
Communications, 1977.

Methods of evaluating public relations are the least developed
component in the school-community relations network. Every public
relations activity should be evaluated to determine if it has ful-
filled its objective. Lutz provides a complete list of areas to
start evaluating "while you're waiting for survey time to roll around."

McMahone, E. E. Needs--of people and their communities--and the adult education: A review of the literature of need determination. Syracuse, New York: Eric Clearinghouse in Adult Education, 1970. LCC# LC5251 M3.

Morton, J., & Warfel, G. Needs assessment for community education. Honolulu, Hawaii: Hawaii University, Leeward Community College, October 1975. ED# 129373.

Mullen, D. J., & Mullen, R. C. A principal's handbook for conducting a needs assessment using the school program bonanza game. University of Georgia: Bureau of Field Studies, College of Education, 1971. ED# 3809.

National School Public Relations Association. PPBS and the school: New system promotes efficiency, accountability (No. 411-13425). Washington, D.C.: 1972. (a)

Pros and cons of PPBS, a tool to plan and manage a school district's activities and resources. Specific experiences of school districts currently engaged in some form of PPBS; detailed recommendations for the retraining of staff.

National School Public Relations Association. Performance contracting in schools: Profit motive tested as incentive to learning (No. 411-13451). Washington, D.C.: 1972. (b)

Different types of contracts; testing, the most touchy aspect of contracting; description of the Texarkana project; success story of the Banneker Elementary School project; what the public, parents, students, and school boards think; what a Rapid Learning Center is; new terminology; how to enter a performance contract.

National School Public Relations Association. Evaluating teachers

for professional growth (No. 411-13315). Washington, D.C.: 1974.

Regular and comprehensive evaluation of instructional staff

is here to stay, but the emphasis has switched from an assessment

used to eliminate incompetent teachers to a procedure which aims at

improving teacher performance; from a procedure which included only

the principal and teacher to one involving assessment by administrators,

peers, students, and the teacher. Included are reviews of current

policies and programs at the state, district, and building levels.

National School Public Relations Association. Evaluation instrument

for educational public relations programs. Washington, D.C.:

1975.

This evaluation instrument is intended to provide the basis for

evaluating the extent to which a school district or other educational

organization has made provision for organizing and conducting a formal

public relations program. Included are three other documents developed

by the NSPRA Task Forces: (a) Standards for Educational Public

Relations Programs; (b) Standards for Educational Public Relations

Professionals; (c) Ethics for Educational Public Relations.

National Study of Secondary School Evaluation. Evaluation criteria

(4th ed.). Washington, D.C.: 1969.

Owens, T. R., & Hiscox, M. D. Alternative models for adversary

evaluation: Variations on a theme. Paper presented at the annual

meeting of the American Educational Research Association, New

York, April 1977.

Growing dissatisfaction with conventional evaluation approaches
to dealing with complex social phenomena has led evaluators to search
out alternative evaluation models. This paper deals with existing
problems in traditional evaluation and presents a rationale for
exploring alternative approaches, along with a brief history and
description of some adversary models of evaluation, some common fea-
tures of alternative approaches, and some unresolved issues in
adversary evaluation.

Phipps, L., & Heisner, R. Evaluative criteria for citizens' advisory
      councils and committees. Rurban Educational Development Labora-
      tory, 1972.

Popham, W. J. Educational evaluation. Englewood Cliffs, New Jersey:
      Prentice-Hall, 1975.

Popkewitz, T., & Wehlage, G. Accountabilities: A critique and
      alternative proposal. Interchange, 1973, 41, 48-62.

Popkewitz, T., & Wehlage, G. School evaluation and institutional
      life. Paper presented at the annual meeting of the American
      Educational Research Association, Washington, D.C., April 1975.

Price, J. L. Handbook of organizational measurement. Lexington,
      Massacusetts: D. C. Heath & Co., 1972.

Safran, D. Evaluating parent involvement (Issue Paper No. 1).
      Berkeley, California: Center for the Study of Parent Involvement,
      1974.

Sanders, L., & Creaghan, S. Parents and children evaluated our
      program. Instructor, 1974, 83, 41-43.

Sciara, F. J., & Jantz, R. K. Accountability in American education.

Boston, Massachusetts: Allyn & Bacon, 1972.

Scriven, M. Evaluation bias and its control (Occasional Paper 4).

Kalamazoo: The Evaluation Center, Western Michigan University, 1975.

Stufflebeam, D. L., Foley, W. J., Gephart, W. J., Guba, E. G., Hammond,

R. L., Merriman, H. O., & Provus, M. M. Educational evaluation

and decision making. Itasca, Illinois: F. E. Peacock Publishers,

1971.

Thomas, M. D. How to recognize a gem of a school when you see one.

American School Board Journal, 1975, 162(3), 27-30. EJ 112 493.

The habit of measuring a school's quality in terms of its hard-

ware, software, budget, course selection lists, the number of books

per child, expenditure per child, and student-staff ratio is "suspect,

if not downright worthless," Thomas asserts. Such indicators tell

us merely "how rich a shcool district is, hot how good its schools

are." Thomas believes that only the traditional school visit can

reveal a school's quality. He offers six questions that the visit

should answer.

Tobriner, M. L. Teacher-community: Surveying three worlds. Clearing

House, March 1970, 44, 391-394.

Wick, J. W., & Beggs, D. L. Evaluation for decision-making in the

schools. Boston, Massachusetts: Houghton Mifflin Co., 1971.

LB 2806 W481.

Weiner, W. K. Measuring school boundary permeability: The P.S.C.Q.

revised. Paper presented at the annual meeting of the New England

Educational Research Association, 1975. ED 125 052.

Wiener, W. K., & Blumberg, A. The parent school communication.
questionnaire: A measure of school boundary permeability. Paper
presented at the meeting of the American Educational Research
Association, New Orleans, Louisiana, March 1973.

Wilder, D. Actual and perceived consensus on educational goals
between school and community. New York, New York: Columbia
University, Bureau of Applied Social Research, December 1968.
ER 023 939.

Wright, W. J. Payoffs of adversary evaluation. Paper presented at
the annual meeting of the American Education Research Association,
New York, New York, April 1977.

In this paper Wright argues the advantages of the adversary
evaluation model. His attempt is to persuade the reader that this
approach has substantial merit, and that it ought to be used more
frequently than it is.

Wynne, E. The politics of school accountability: Public information
about public schools. Berkeley, California: McCutchan Publishing
Corporation, 1972.

"Accountability" is an "in" word among educators and school-
oriented professionals. Like many education catch words, it is open
to numerous interpretations, and this book is an effort to clarify
some of the vagueness and examine the phenomena of school accounta-
bility in an "historic and interdisciplinary light."

Administration and Organization.

Armstrong, R. W. Why management won't talk. Public Relations Journal, November 1970.

This article cites a list of reasons why management refuses to convey certain information to one or more of its publics. They include fear of being misunderstood or misquoted, uncertainty in the face of an interview or news conference, fear of tipping off competitors, fear that communication will do more harm than good, and they also include reluctance to admit short-comings, innate caution, false modesty, failure to measure today's actions in terms of future reputation, misunderstanding of the nature and objectives of public relations, lack of respect for the public relations man's judgment or skill, inadequate briefing on the alternatives, and insufficient facts on which to make a decision. When management can think of more reasons to be silent than to talk, four steps are presented for public relations to build a foundation for communications.

Bedrosian, O. T. Community pressures and their implications for the leadership role of certain superintendents in Lake County, Illinois. Unpublished doctoral dissertation, Loyola University of Chicago, 1972.

Bedrosian studied 22 superintendents from a random sample in northern Illinois. He found that superintendents were not influenced by community pressure groups concerning the instructional program but they were influenced on financial administration. The superintendent was influenced on rate in the direction of change, on the leadership

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role, and on the participations with community action groups. His

leadership effectiveness correlates to board policy adherents in

reaction to community pressure groups.

Bergen, J., Kerns, I., & Graper, N. Principal's handbook. Dayton,

Ohio: Institute for Development of Educational Activities,

Inc., 1970.

Brubaker, D. L., & Nelson, R. H., Jr. Creative survival in educational

bureaucracies. Berkeley, California: McCutchan Publishing

Corporation, 1974.

Burden, L., & Whitt, R. L. The community school principal: N

horizons. Midland, Michigan: Perdell Publishing Co., 1973.

Campbell, R. F. et al. The organization and control of American

schools. Columbus, Ohio: Charles E. Merrill Books, 1965.

A basic text, this publication thoroughly describes the influence

of all levels of government, all groups within and outside the school

itself. The organization of the school and the controls which are

exerted on it and by it are described. The historical background

for the evolution of organization and controls is also presented.

Child, J. Organizational structure, environment and performance:

The role of strategic choice. Sociology, 1972, 6, 1-23.

This article critically examines available models of organization

in terms of positively established associations between dimensions

of organizational structure and contextual factors such as environment,

technology, or scale of operation. It criticizes these models for

attempting to explain observable patterns of organizational structure by reference to certain, primarily economic, constraints imposed by contextual factors, and ignoring the essentially political process, whereby power-holders within organizations decide upon courses of strategic choice. The exercise of strategic choice by the dominant coalition includes the evaluation of the organization's position, the manipulation of environmental features and the choice of relevant performance standards.

Against available organizational theories, a theoretical reorientation toward a recognition of political action is developed and finally a theoretical model is illustrated to show the role of strategic choice in a theory of organization.

Colver, A. C. Practical tips on handling the community power crunch. A case study of the Niles Township High Schools. Paper presented at National Association of Secondary School Principals 56th Annual Convention, Anaheim, California, March 17-22, 1972. ED 063 624.

This paper discusses the crisis of confidence in the nation's schools, argues that the basic premise of school management rests on the concept that schools exist for students and their parents, and describes the public challenge to one school system. The author outlines the steps taken by the Niles Township, Illinois, Board and community to provide a school environment that places equal stress on both the personal and the social development of students. A major theme of the paper is that it is at the management level that

the community of students and parents is able to address itself most

effectively to change and improvement in the schools.

Corwin, R. G., Wagenaar, T. C., & Li, W. L. The sovereign organization:

Organizational correlates of relationships between professional

personnel and clientelle. Paper presented to annual meeting,

March 1974.

This paper reports an analysis of relationships between selected

characteristics of schools and the extent to which the professional

personnel, teachers, (a) interact with parents, and (b) identify with

the local community.

The study provides insights into understanding some organizational

characteristics in relation to teachers' interaction.

Cronin, J. M., & Hailer, R. M. Organizing an urban school system

for diversity. Lexington, Massachusetts: Lexington Books, 1973.

Culbertson, J., Jacobsen, P., & Reller, T. Administrative relation-

ships, a casebook. Englewood Cliffs, New Jersey: Prentice-Hall,

1960, 380-411.

Curriculum essays on citizens, politics, and administration in urban

neighborhoods. Public Administration Review, 1972, 32, 670-786.

Doll, R. C. The sociological monkey on the team leader's back. In

R. Saxe (Ed.), Perspectives on the role of the teacher cops

team leader. Toledo, Ohio, University of Toledo, 1971, 141-155.

English, F. W. School organization and management. Worthington, Ohio:

Charles A. Jones Publishing Company, 1975.

Estes, N. Marshalling community leadership to support the public
schools. Phi Delta Kappa Educational Foundation, 1974.

Estes begins with an examination of the leadership role of the
school superintendent. His discussion encompasses such subjects as
integrity, accountability, and decentralization. He then discusses
ways of building support among community leadership, the unforseen
consequences of their previous decisions, the interconnectedness of
their future actions, and the necessity for cooperation.

Fiedler, F. E. How do you make leaders more effective? Organization
Dynamics, Summer 1973.

Fred Fiedler presents an interesting paper on effective leader-
ship. He tells about how people differ in their response to management
situations. "We should know that almost every manager in an organiza-
tion can perform effectively, providing that he is placed in a
situation that matches his personality, providing we know how to
match his training and experience to the available jobs--and providing
that we take the trouble."

Filbin, R. The role of the school superintendent in school-community
relations. New York: Institute of Educational Research,
Teachers College, Columbia University, 1971.

For administrators caught between kids and community. School Manage-
ment, November 1970, 14, 18-21.

Galbraith, J. Environmental and technological determinants of
organizational design. Reading, Massachusetts: Addison-Wesley
Publishing Company.

This study presents an organizational change following from an an environmental change. The organization problem is described by highlighting the alternative designs which are possible.

Gittell, M. Supervisors and coordinators: Power in the system. Association for Supervision & Curriculum Development Yearbook, 1971, 161-173.

Goldman, H. The principal and the school community. Theory into Practice, 1972, 2, 9-17.

Gross, N. Who runs our schools? New York: John Wiley & Sons, 1958.

Gross's publication has two purposes or objectives: to disclose the research findings of his study of board members and chief administrators of local school systems and how they feel about their jobs; and to publicly bring to the surface major problems confronting public education today.

Harrison, C. H. How specialists match schools and executives. Nation's Schools, September 1972, 90(3), 58-60.

Business executives in the process of relocating in a new community are often assisted in their search for a good school system by professional companies that keep accurate records of many school districts. The information these companies collect and the methods they use to collect it provide a helpful guide to evaluating school systems in general. Harrison's guide and his additional "Ten Questions" that school managers should be able to answer are primarily intended for use by professional, white-collar parents.

Howes, K. L. Large schools: Can they be humanized through student

staff relationships? Paper presented at the annual meeting of

the National Association of Secondary School Principals, Dallas,

Texas, February 1973. ED 127708.

Iannone, R. What motivates principals? Journal of Educational

Research, February 1973, 66(6).

This is a summarization of Iannone's research done at Syracuse

University that has some interesting things to say about the topic

of motivation in principals, particularly with familiar constructs

ob being place oriented or job oriented and similar constructs.

Indik, B. P., & Berrien, F. K. (Eds.). People, groups and organiza-

tions. New York: Teachers College Press, 1968.

This series of papers focuses on the classification of people,

groups, and organizations. The taxonomies of behavior, organization,

goals, and other variables provide a sound basis for analyzing the

operation and interaction of human organization. Although not

specifically focused on schools, it is relevant to their situation.

Johansen, J. Serving the client system. In R. C. Maxson & W. E.

Sistrunk (Eds.), A systems approach to educational administration.

Dubuque, Iowa: William C. Brown, 1973, 238-255.

Kepner, C. H., & Tregoe, B. B. The rational manager. New York:

McGraw-Hill, 1965.

A highly readable book that highlights the need to understand

problems and their causes. While written for the business world,

the approaches and techniques for problem specification, decision-

making, and problem avoidance are highly relevant for school
related problems. There are many "tips" and "forms" provided for
each of the main processes.

Klenke, W. H. An exploratory case study of the multiunit school and
    the instructional programing model: Power, resources, values.
    Unpublished doctoral dissertation, University of Wisconsin-
    Madison, Research and Development Center for Individualized
    Learning, 1975.

Leifer, R. Boundary spanning activity and boundary spanning personnel:
    A conceptual model. Paper prepared for 17th Annual Midwest
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Litwak, E., & Meyer, H. J. A balance theory of coordination between
    bureaucratic organizations and community primary groups.
    Administrative Science Quarterly, June 1966, 2(1), 31-58.

This paper criticizes that current sociological theory neglects
the problem of coordination between bureaucratic organizations and
community primary groups by overemphasizing their incompatibilities
and underemphasizing their complementary contributions to the con-
temporary social order. Conclusions from a theory that sees contin-
-uous tension or extreme insulation of bureaucratic from primary forms
of organization do not correspond to observable trends in American
society.

The balance theory of coordinating mechanisms between bureaucratic
and primary forms of social organization would be applicable to
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Maguire, J. W. School principals and community power structure.
Intellect, Summer 1974, 102(2358), 510-511. EJ 98783.

Mann, D. A principal's handbook for shared control in urban community
schools. New York: Columbia University, Teachers College, 1973.

McCarty, D. Community influence systems and local educational policy-
making. American Association of School Administrators, February
1971, Series No. 6.

This article presents four ideal types of school boards and the
superintendent's role in the community with four different types of
power structure--(1) dominated, (2) factional, (3) pluralistic, and
(4) inert. That is, the superintendent must be functionary in the
dominated community and board; a political strategist in the factional
community and board; a professional advisor in the community with a
pluralistic power structure and status-congruent board; and decision-
maker in the community with the inert power structure and the sanc-
tioning board.

With a significant confirmation of this conceptual model by a
comprehensive field investigation, the author suggests some implica-
tions for the superintendent's role and board's policy making.

McCarty, D. J., & Ramsey, C. E. The school managers: Power and
conflict in American public education. Westport, Connecticut:
Greenwood Publishing Corporation, 1971. LCC# LC215 M283.

School managers, board members and superintendents, are viewed in this study in terms of the community context in which they work. Building upon studies of community decision-making, the authors posit four community types: dominated, factional, pluralistic, and inert; each of which tends to be reflected in its school board and in the role the superintendent can play with the board and the community. These concepts are then examined empirically in fifty-one school districts where each of the four types is represented and their differentiating characteristics are documented.

McCarty, D. J., & Ramsey, C. E. A study of community factors related to the turnover of students--community power school board structure, and the role of the chief school administrator. Ithaca, New York: Cornell University, 1967.

McWhinney, W. H. Organizational form, decision modalities and the environment. Human Relations, August 1968, 21(3), 269-281.

The causal texture of the environment is conceptualized by viewing the organization as related to the total environment in which the organization is embedded, and as related to those portions of the environment which sub-units experience as occupants of organizational space. In relation to four ideal types of the organizational environment (placid, randomized environments; placid, clustered environments; disturbed reactive environments; and turbulent fields), three functions (technical, managerial and directional) and four modalities (certainty, risk, uncertainty and domain problems) of decision-making are discussed.

Meakin, R. Its the attitude that counts. <u>Educational Leadership</u>,

December 1969, <u>27</u>, 256-260.

Miner, J. B. <u>The school administrator and organizational character</u>.

Eugene, Oregon: CASEA, 1967.

Miner is a professor of business administration at Oregon and

was a guest for one year at CASEA. His purposes there were to try

and see if measures of potential predictors on school administrators'

which he had developed in the business sector could be used on admin-

istrators to correlate to administrators' job performance. Those

predictor measures included a "Miner Sentence Completion" test which

measured managerial motivation, a vocabulary test, work, and social

life motivation, inner life cathexis, and so on. His principle

findings were that the school culture and not the man was the deter-

minant for success. In other words, a successful administrator

might bomb in a differnt type of district. Indicators of districts

rather than occupation wide indicators are most important. A biblio-

graphy is included.

Moors, H. E. Organizational and administrative problems and practices.

<u>Phi Delta Kappan</u>, November 1972, <u>54</u>(3), 168-170. EJ 67454,

National Association of Elementary School Principals. <u>The elementary</u>

<u>school: Humanizing? Dehumanizing?</u> Washington, D.C.: 1971.

This publication contains selected articles reprinted from

1969-1970 issues of the <u>National Elementary Principal</u> devoted to

the theme that the school as an institution must operate on and

reflect humanistic values. Content includes analysis of the crucial problems of dehumanizing aspects of schools, discussion of educational philosophy, exploration of learning process, student needs, and teacher role, and offers some directions and guidelines for change to make the schools not only academically excellent but more human places for children to learn and develop.

Organization and administration of education. Educational development

 conference: Report of the working party (1973-74). Ministry

 of Education, Wellington, New Zealand, 1974. ED 99956.

Ornstein, A. C. Administrative/community organization of metropolitan

 schools. Phi Delta Kappan, June 1973, 54, 668-674.

 Three organizational models for governing metropolitan schools are presented: (1) administrative decentralization, (2) community participation and (3) community control, which are collapsed into two options--administrative decentralization and community participation vs. administrative decentralization and community control. Based on the survey of the U.S. school systems enrolling 50,000 or more students (62 out of 77 responded to the survey), status of the three alternative models is briefly stated. By focusing attention to community control, this paper summarizes a debate between the proponents and critics who set forth their reasons for and against community control. After discussing "the politics of community control," the author contends that community control has the potential for more harm than good, and that policy making should remain in the

hands of the central school board. This paper shows the conceptual and practical aspects of administrative/community alternatives for governing metropolitan schools.

Ostrum, V., & Ostrum, E. Public choice: A different approach to the study of public administration. Public Administration Review, March 1971, 31, 203-216.

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Price, J. L. Handbook of organization measurement. Lexington, Massachusetts: D. C. Heath and Company, 1972.

Ringrose, C. K. An exploratory study of the relationship between the teacher's perception of the bases of power used by selected elementary principals, the management systems of their schools, and selected characteristics of the principals. Unpublished doctoral dissertation, University of Connecticut, Storrs, Connecticut, 1977.

The study examined the bases of power (expert, referent, legiti-mate, coercive, and reward) as defined by the French and Raven construct that principals use in selected elementary schools and the relation of the power to the management system that is created within those schools.

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Ohio: University of Toledo, 1970.

Saxe, R. W. Toward a Feary of administration. National Elementary
Principal, April 1970, 49, 26-30.

Thompson, D. C. The role of leadership in school desegregation.
Office of Education, Washington, D.C., November 1971. ED 64432.

Change and Innovation

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community. University of Oregon, Eugene, Oregon, 1965. .

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Agger, R. E. The effect of educational innovations on citizen support

for the schools. 1969.

Balderson, J. H. Traditionalism, progressivism and preference for

the 'good' school. Administrators' Notebook, 1976-1977, 25(3).

(The University of Chicago)

It can be a tremendous task to change the behavior of an organi-

zation. Teachers, students, and parents can have divergent attitudes

about the purposes and methods of schools. Mr. Balderson argues that

the administrator who would direct a school toward a particular set

of goals should be aware of the potential for resistance in his

organization.

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spective versus the political systems perspective. Educational

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wasn't community service, but a good shake-up. "Too often injections

of 'good things' contribute to the survival of bad things. But

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'helping one another' was so radically different from the 'survival of the fittest' philosophy which pervades the schools we saw, that we felt it necessary to offer a more fundamental contribution to education. This book is not about injections for survival, it is about administering a fatal dose."

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demonstrates that where people are willing to accept responsibility

change is possible and that once schools are willing to accept the

nature of the child, education may be possible.

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on how to use state and federal funds to force educational reform in
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upgrade the schools' staff, how to force your local school board to
hold a good public hearing, and more!

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of our educational mechanics. The author then discusses the reformed
educative devices, and concludes with an effort to realign these in
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Includes advice on planning and implementing informal education in
a traditional school. Describes the teacher's role, the administra-
tor's role and how to gain community support. Theories of child
development from which it grew and how effective it is.

Parents, teachers, and children. San Francisco, California: Insti-
tute for Contemporary Studies, 1977.

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the broader areas of cultural pluralism and social trust. The authors
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in general. They explore themes such as the role of the family and
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Social, economic, and political change keep the community in a constant

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is necessary for monitoring these changes and their meaning. The

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Most educators sense the need for help from the community in

educational planning, especially during times of conflict and confron-

tation. They find it difficult, however, to obtain the thinking or

involvement of representative members of the community, which they

feel is relevant and necessary to help them make decisions concerning

educational change. This report was prepared to assist administrators in analyzing and planning policies and programs in the area of community relations. The authors discuss topics such as the frequency and nature of confrontations and discussions to ward off conflicts, various community groups involved, the issues at stake, the outcomes, and the factors which contribute to these outcomes.

Wilshaw, D. R. Survival kit II for principals. February 1973.

This brochure is designed to assist the building principal in organizing his community for educational change. It answers the questions: (1) How do I form and make operational a community unit? and (2) How do I organize my community for change?

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SCHOOL-COMMUNITY RELATIONS ACTIVITIES

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Activities

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Burney, V. K. Home visitation and parent involvement. Todays
    Education, October 1971, 60, 10-11.

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    want to be engaged in similar activities in their own schools or
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   Florida-Gainsville, The Florida Educational Research and Devel-

   opment Council, December 1973.

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trators, parents, and students understand how to organize and make

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The purpose of the study was to determine what principals,
teachers, and parents (chair persons) on the school advisory council
perceive as being the functions of the councils and to what degree
their perceptions are similar. The conclusive recommendations were:
(1) that educators and citizens make a concerted effort to define
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that the schools continue to involve citizens in the decision-making
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levels of the community power structure but were almost always in-
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governance. Paper presented at the 1970 annual meeting of the

American Political Science Association, Los Angeles, September, 1970.

Within the framework of previous interest group theory, the

authors examine plausible antecedents to the growth and intensity of

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activity on educational decision-making. Tests the relationship

between interest group activity and election outcome. Rigorous,

controlled data analysis lend authority to the research.

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Journal, November 1969, 157, 41-43.

People have a right to work cooperatively with school boards

toward betterment of education, and an alert board can get a lot

more accomplished when it has vocal, organized community support.

Effective citizens' committees are believed to bring some advantages

to school districts by dispelling public apathy, investigating educational problems, increasing community understanding and support for educational projects, and creating good will and mutual esteem between the community and schools. Organizing a citizens' committee demands elected officers, well-defined tasks and professional help. Furthermore, eleven ground rules are listed for an effective citizen committee operation. Also attention is given to make citizens' committees confine its investigations to areas that do not impinge upon the powers and responsibilities delegated to the board by state law. They are merely study groups, but their recommendations should receive full consideration from the board.

National School Public Relations Association. Current trends in school

po____ _____ program. Arlington, Virginia: Author, Citizens

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The increasing use of lay persons can provide _____uable advice and direction. How to select members. Why a clear definition of roles is essential. How to avoid pitfalls. How to establish positive relationships between school staff and committee members.

Peterson, P. E. Community representation and the 'free rider'.

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Phipps, L. J. Activities of citizens advisory councils and committees.

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University of Illinois, 1973.

The staff members of the Rurban Educational Development Laboratory conducted a study to determine the types of activities in which citizens advisory councils and committees are engaged, nationwide. This short publication is a summary of the activities identified in the study.

Phipps, L. J., Hofstrand, R. K., & Shipley, E. W. Course of study citizens' advisory councils in education. Urbana, Illinois: Rurban Educational Development Laboratory, University of Illinois-Urbana-Champaign.

This publication is composed of a series of teaching source units recommended to assist in the improvement of the quality of 'citizens' participation in local advisory councils or committees. The content is broad and general and is designed to be used by an instructor with a group of citizens who desire to become more knowledgeable about their role and function. The course of study could be used by an individual who has questions and needs either the answer or a reference source.

Phipps, L. J., & Knell, K. The how of successful citizen advisory committee operation. Urbana, Illinois: Rurban Educational Development Laboratory, College of Education, University of Illinois.

Citizen participation in policy making in education is extremely important. Intelligent, productive citizen participation requires citizens who are well-informed and who understand the problems faced

by schools. This publication should be of primary interst to boards

of education, school administrators, teachers, and citizens as a.

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plications associated with community involvement in school governance
and the resultant ramifications which are necessitated by its genesis.
The involvement of citizens in the educational decision-making process
has been referred to by many educational authorities as being one of
the most pressing issues facing educators today.

The main purpose of the study is to assess the perceptions of
school administrators concerning: the functions of school-community
advisory councils; which individuals and groups would support the
councils; the effect the councils would have on school-community
relationships; and the effect the councils would have on educational
decision making and administrative effectiveness.

The study is also intended to provide insight concerning administra-
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vs. emergent value orientations as measured by the Differential Value

Inventory (DVI); (2) conservative vs. liberal politico-economic beliefs

as measured by the Economic Liberalism Conservativism Scale (ELC);

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measured by the Facilities Scale (FS); (4) and broad vs. narrow

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time period without any defeats) and (2) weak support (two or more

issues defeated with more than one passing). Uses a pretested

instrument (Walton instrument) for evaluating district PR effort and

uses the t-test to test the significance of differences between the means of the two groups of districts. The effect of district public relations efforts has been the subject of a good amount of speculation and some research. By using a reliable instrument and employing rigorous control measures, this study represents an important advance.

Paraprofessionals, Volunteers, and Aides

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ment and free teachers to teach; what they do; how to recruit,

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aide programs; how the federal career opportunities program helps

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team as school districts are concerned with rising education costs

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deals with the identification and coordination of community resources.

The third facet projects the utilization of community resources in the

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Karant, V. I. Socrates denied: A defeat for community resource people

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How can parents best be involved in the evaluation of schools?

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evaluation is only one part of a larger attempt to involve parents

in all parts of the school program.

Baker, E. L. Parents, teachers, and students as data sources for

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Research Journal, Summer 1972, 9(3).

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historically have been based on the judgements of teachers, curriculum

workers and "blue ribbon panels". The collection of data regarding

student reactions to school goals has been scarce and often confounded

with instructional techniques. Parental responses have been sought

but usually in relationship to goals stated in relatively broad

language.

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Unpublished paper, North Texas State University, 1973.

The problem with which this investigation was concerned was that

of surveying the attitudes of parents, teachers, and principals

toward parental involvement in school activities. The study had a
threefold purpose. The first was to determine the attitudes of
parents toward involvement in school activities. The second was to
determine the attitudes of teachers and principals toward parental
involvement in schools. The third was to identify attitudes of parents,
teachers, and principals toward various methods of involvement.

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May 1971, 158(11), 32-34. (EJ 37933)

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The goal of this study was to assess the attitude of urban
parents and the differences, if any between these parents having
children who attend community schools versus those parents whose
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the two types of schools. In addition, the study sought to determine
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A follow-up survey was carried out in 1968 of 2,696 parents who
were interviewed in a national survey conducted by the Government

Social Survey on primary education in England. Comparisons were made

between information on (1) home background, (2) educational support

and aspirations, (3) parent-school relations, and (4) parent-child

relations, which were obtained from the parents in 1964 and 1968.

The report concluded that the change from primary school to secondary

school is accompanied by a decline in parents' involvement in their

children's education and in their contact with the school. Aspirations

are directed more at success in examinations, jobs and higher educa-

tion. Highest aspirations are among mothers whose husbands are in

non-manual occupations and those with children at grammar and inde-

pendent schools. Parents in the manual occupational group give least

educational support to their children, but most appear to desire

more communication with the school about their children's progress.

Chapdelaine, L. Public opinion toward education: Declining

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experiencing declining enrollment and financial difficulties. A

subsidiary purpose was to determine the degree of utility data might

have for decision makers in the school district as they dealt with

program priorities and school policies. The study was not a political

analysis of influence in school-community interaction, nor was it

an effort to test a specific hypothesis regarding public opinion

about the schools. It was a study to merely determine attitudes of

people in a community regarding goals, policies, programs, and

practices within the district's educational system.

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   of Rochester, 1970.

Crespi, I. What kinds of attitude measures are predictive of behavior.

   Public Opinion Quarterly, 1971, 35, 327-334.

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included in wiser decision-making is of primary concern to adminis-

trators. We must use practical and useful research techniques to

assess the will of the people at the local level.

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should control the schools?" is attracting widespread attention. Known

variously as citizen participation, parent involvement, taxpayer revolt,

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about the relationship between the public and those it has made

responsible for administering education programs.

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of parent opinions about schools, Johnson reports on one of the most

creative. At Stanley Elementary School in Tacoma, Washington, officials

had a difficult time getting parents in this racially mixed, low-income

neighborhood to voice their feelings about school affairs.

Johnson, L. A survey of parents of students at Jordan Junior High

School. Minneapolis, Minnesota: Department of Research and

Evaluation, Minneapolis Public Schools, 1974.

When Minneapolis recently implemented a new desegregation/inte-

gration plan, the minority populations of Jordan Junior High School

nearly quadrupled in one year. To see how parents felt about the

new integration policies and about the quality of education at Jordan,

a sampling of parents in all racial groups was taken by the Minnea-

polis Public Schools Department of Research and Evaluation.

Parents were interviewed in their homes about three specific

topics: "parent satisfaction with the educational program," "parent

preference for the two kinds of pupil progress reporting systems

used at Jordan," and "parent feelings about desegregation and its

impact on their children."

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provides an example of soliciting parent opinion on both very general

and very specific topics. It is a good example of an evaluation

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from a number of sources. The data description refers to information

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as employment practices, staff training, curriculum, student activi-
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delivery system to achieve community education, the author emphasizes
the local school board's commitment toward community education imple-
mentation at the local school district level. For community-shared
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SCHOOL-COMMUNITY RELATIONS PROCESSES

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with the community and with his students and staff. Too many adminis-
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before the public discovered them. . This book, written by three school
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Educational Psychology_, 1977, 2(3), 219-231.

Rittenhouse, C. H. Educational information uses and users. _Audio-
visual Communication Review_, Spring 1971, 19, 76-88.

Ruesch, J., & Kees, W. _Nonverbal communication_. Los Angeles:
University of California Press, 1974.

Few people are aware of the principles that apply to nonverbal

communication. This book is the result of an attempt to investigate

a number of the nonverbal ways in which people communicate with

each other. It is the author's hope that, with the use of nonverbal

denotation devices and with a fuller understanding of the problems

of nonverbal communication, better ways may be found to approach a

number of difficulties encountered in human relations, education,

and mental health.

Ruffin, S. C. Principal as a communicator. _National Association of
Secondary School Principals Bulletin_, April 1972, 56, 33-38.

Rufsvold, M., & Guss, C. _Guides to educational media_. Chicago:
American Library Association, 1971.

Sanford, A. C., Hunt, G. T., & Bracey, H. J. _Communication behavior
in organizations_. Columbus, Ohio: Charles E. Merrill Pub-
lishing Company, 1976, p. 104.

Schmidt, J. C., & Atlas, J. W. Teacher-parent communication: A
consulting model. _The School Counselor_, May 1976, 23, 346-352.

Sharrock, A. N. Aspects of communication between schools and parents;
Great Britain. Educational Research, June 1970, 12, 194-201.

Shidle, N. G. The art of successful communication. New York:
McGraw-Hill Book Company, 1965.

Slides with a purpose. Rochester, New York: Eastman Kodak Company,
1971.

Sloan, B. School-home communications. Educational Specialist Degree
Thesis, University of Toledo, Ohio, 1973.

So you're going on TV. Washington, D. C.: National Association of
Broadcasters, 1971.

Spillman, R. J. Contemporary pressures and problems create need for
new techniques and methods of communication. Contemporary
Education, May 1969, 40, 329-331.

Stackig, B. B. Professional handbook for school-community informa-
tion services. In Suburban Area Study Group (Eds.), The school
and the community: A communications study. Washington, D. C.:
Meyer Foundation, 1966.

Thomson, K. A. School-community communication systems in small
school districts: An investigation of present methods and a
model for utilization. Unpublished Ed.D. dissertation, Univer-
sity of South Dakota. Vermillion, South Dakota, 1973.

Thurlow, A. P. Parent-teacher communication. Young Children,
December 1972, 28, 81-83.

Trump, J. M. The importance of face to face communications. School
Management, August, 15, 36-37.

Turnbull, A., & Baird, R. Graphics of communication. New York: Holt, Rinehart, & Winston, Inc., 1967.

Tyler, K., & Williams, C. Educational communication in a revolutionary age. Worthington, Ohio: C. A. Jones Publishing Company, 1973.

Tyler, J. L., & Larsen, S. C. HXCP: A boon for teachers; Home-school communication program. Academic Therapy, Winter 1973-1974, 9, 215-220.

Valentine, J. W., et al. Administrative verbal behavior; what you say does make a difference. National Association of Secondary School Principals Bulletin, December 1975, 59, 67-74.

Wenig, M., & Brown, M. L. School efforts + parent/teacher communications = happy young children. Young Children; July 1975, 30, 373-376.

Wilson, T. C. Media support of community schools. Phi Delta Kappan, November 1972, 54, 185.

Wisconsin Association of School Boards. School communications - A guide to common-sense approaches to good communications in your district. Winnecone, Wisconsin: Author, October 1975.

Winfield, K. A summary of reported research studies dealing with selected mass media of communication, and the implications of the findings for school-community relations programs. Unpublished Ed.D. dissertation, Temple University. Philadelphia, Pennsylvania, 1965.

The main purpose of this study was to organize and summarize reported research studies dealing with selected audiovisual mass media of communication and to point out the implications of the findings for school-community relations programs. The study was also concerned with the present state of knowledge and with pointing out areas that need further study to future investigators. Another objective was to provide a source of materials to school officials.

The need for this study has been pointed up by school administrators attempting to tell the school story. Telling the story effectively requires the application of specialized knowledge and technical skill in the use of audiovisual mass media of communication.

Wolf, W. C., Jr., & Fiorino, A. J. Study of selected assumptions underlying educational communication. Adult Leadership, January 1973, 21, 214-216.

Wynne, E. The politics of school accountability: Public information about public schools. Berkeley, California: McCutchan Publishing Corporation, 1972.

In general, this book provides a framework for the need for keeping the community informed as well as for a continuous feedback from the community into the schools. The focus is on the concept of "accountability" with its implications for topics such as: "the impact of the public on public school policy making," "attitudes and patterns of reporting," and "forces attempting to generate school feedback systems."

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Young, J., & Emanuel, J. Using the grapevine as a problem-solving tool. National Association of Secondary School Principals Bulletin, April 1977, 61, 46-48.

Abbott, J. L. Community involvement: Everybody's talking about it. National Elementary Principal, January 1973, 52, 56-59.

Abbott, J. L. How to promote community involvement. National Elementary Principal, May 1975, 54, 51-55.

Adking, P. C. (Ed.). Parental involvement: Symposium. Journal of Research and Development in Education, Winter 1975, 8, 1-102.

Alexander, W. M. (Ed.). Community involvement in curriculum symposium. Educational Leadership, May 1972, 29, 655-657+. (Bibliography)

Anselmo, S. Parent involvement in the schools. The Clearing House, March 1977, 50, 297-299.

Axelrod, J. Community involvement in the reading program. Elementary English, September 1974, 51, 894-895.

Bailey, W. J. Structuring citizen involvement in local schools. Journal of Educational Communication, November/December 1975, 1(3), 21-23. (EJ 138 085)

Berne, D. L. Parent night: A unique concept in community involvement. The Clearing House, April 1973, 47(8), 459-462. (EJ 77148)

Bitter, G. B. Family impact: Fallacies, feuds, and fundamentals. The Volta Review, December 1976, 78, 312-317.

Bloom, J. W. Building parent involvement. Elementary School Guidance and counseling, October 1973, 8, 43-49.

Bridges, E. M. Subjective and objective aspects of demands for involvement. Administrator's Notebook, 1969, 17, 6.

Conant, M. M. Teachers and parents: Changing roles and goals.
Childhood Education, December 1971, 114-118.

This article emphasizes that schools must take steps to involve parents more deeply in an educational partnership. It contends that parent involvement in schools brings many opportunities and benefits to the classroom and to the home. (1) Parents working as volunteers in the schools learn about what the school is teaching and why; (2) Teachers fulfill their roles more fully by making their educational expertise available to a crucially interested party; and (3) Children see their parents in new and positive roles gaining tangible evidence of their parents' interest in them and in their school. In reverse, teacher involvement in homes helps parents see themselves as active educational change agents in their childrens' lives and learn how they can help their child at home. Lessons are drawn from a sample program, that is, work being done in the home with parents to enhance the development of infants and very young children. A final note of concern regarding parent-teacher relationships indicates the need for preservice preparation of teachers for working with parents.

Community Involvement in Regional Planning. Madison, Wisconsin:
Dane County Regional Planning Commission.

Citizen participation here is described as a circular system for communication--a sensitive hoop that encourages communication among all people. The purpose of this report is to identify alternative methods of community involvement, as well as practical suggestions

for developing and carrying out an effective program. There are no easy answers that will meet the needs of every agency or region. However, the suggestions given will be a useful resource for the development of individual programs.

Crosby, J. H. Jr. A survey of principal attitudes toward community involvement in a Southern public school system. Unpublished doctoral dissertation, University of Massachusetts, 1977.

The main purpose of this study was to assess the attitude of principals toward community involvement in a southern public school system. More specifically, this study sought to determine the degree to which principals feel that community involvement can contribute to the quality of education in their schools.

Cunningham, L. L. Community involvement in change. Educational Leadership, 1974, 27, 363-366.

Community involvement is viewed as an educational game and the understanding of the new forms of citizen participation has been emphasized. School boards have to be agents for community feeling. Curriculum people should seek out feelings--fresh attitudes--and the rights, privileges, and responsibilities of professionals are in need of fresh review. Finally, it is emphasized that community involvement should be directed toward understanding and joining forces in mutual attack on the basic educational problems.

Cramer, H. L., & Wehking, R. J. Charretting the planning process. Chicago Board of Education, Illinois., Department of Facilities Planning, June 1973. (ED 84681)

Cronin, J. M. Community involvement in educational policy-making.

. The School Administrator, May 1971.

Cunningham, L. L. Community involvement in change. Educational

Leadership, 1970, 27, 363-366.

Decentralization and community involvement in local school systems.

National Education Association Research Bulletin, March 1970,

48.

Deshier, B., & Erlich, J. L. Citizen involvement: Evolution in the

revolution. Phi Delta Kappan, November 1972, 54, 173-175.

Demand for public involvement: Making it effective. Discussion

Compact 5: special issue, 1971, 28-29.

Estes, N. Operation citizen involvement spells help for school

.challenges. Educational Leadership, January 1974, 31, 365-368.

Fedorko, H. T., & Rhodes, D. S. Cooperation is the key. Momentum,

December 1976, 7, 4. (EJ 158 017)

Parent evaluation of schools cannot take place unless parents

are brought into the round of activities that occur in the school.

According to these authors, home and school attitudes are related

and must be mutually reinforcing. Parents must be fully involved with

their children's education, and teachers and schools must be geared

to help parents "state the goals they have for their individual

child."

The authors recommend a program in which parents can comfortably

observe their children's teacher in the classroom. Parents can

observe more "current methods of instruction and techniques of

behavior control and classroom management." An informal discussion/
information area could be provided for parents, and program directors
could occasionally make presentations to parents on educational topics.

Feldman, M. A., et al. Parents and professionals: A partnership
in special education. Exceptional Children, May 1975, 41, 551-554.

Fells, D. R. Are parents really partners in education? National
Association of Secondary School Principals Bulletin, January
1974, 58, 26-31.

Fonstad, C. Citizen involvement basic to community education.
Wisconsin School News, November 1975.

Greenwood, G. E. and others. Some promising approaches to parent
involvement: Florida Follow Through program. Thoery into
Practice, June 1972, 11, 183-189.

Gross, M. Community involvement helps relieve attendance problems.
National Association of Secondary School Principals Bulletin,
April 1977, 61, 115-116.

Harrison, G. F. The charrette: A unique tool for educational
planning with intensive community involvement. Catalyst for
Change, Spring 1976, 5(3), 24-27. (EJ 138 031)

Herman, B. E. Community involvement—a positive approach in education.
Integrated Education, March/April 1971, 9(2), 28-30. (EJ 34870)

Hess, H. S. The Third Side of the Desk. New York: Scribner's, 1973.

Hofmeister, A., & Reavis, H. K. Learning packages for parent involve-
ment. Educational Technology, July 1974, 14, 55-56.

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Hoke, G. Involving parents in programs of educational reform.
Education of the Young Child,

Where once parents were only involved in the schools through the
PTAs and parent-teacher conferences; in many areas they are now
assuming more responsibility and active interest. This selection
discusses some of the programs which have been attempted in several
cities, and the effects of involving parents in the education of
their children.

Involving parents in classroom activities. Instructor, August 1972,
82, 54-58.

Jennings, M. K., & Zeigler, H. The non-involved public. School
and Society, 1969, 92, 406.

Jongeward, R. E. Involving rural people in rural education. Paper
presented at the Annual Meeting of the Rural Sociological Society,
Montreal, Canada, August 25, 1974. (ED 93558)

Karnes, M. B., & Zehrback, R. R. Flexibility in getting parents
involved in the school. Teaching Exceptional Children, Fall
1972, 5, 6-19. (Bibliography)

Klopfer, L. E., & Champagne, A. B. Parental involvement in indivi-
dualized instruction: A new strategy of education for survival.
Educational Technology, April 1973, 13, 36-39.

Londerville, J. John Dewey here we come: Community involvement
program. Education Canada, Fall 1976, 16, 14-19.

Miller, M. R. The structure and process of school/community involve-
ment. Ann Arbor, Mich.: Xerox University Microfilms #75-25, 576,
1975. (ED 124 649)

Mitchell, R. I. A study to determine the extent to which selected school community members are involved in the participatory management process. Doctoral dissertation, Florida Atlantic University, 1977.

This study was designed to examine the perceptions of selected school community members and to determine to what extent they perceived their involvement in the participatory management process.

Montano, M. School and community: Boss-worker or partnership. Paper presented at the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin-Madison, December 1974.

This paper discusses substantial rationales for equalizing the balance of power between the middle class school and poor community, the consumer rationale, the community center rationale, and the community support system rationale. Also it discusses community involvement experiences in budgeting, school personnal, and curriculum development. Community involvement is stated as being the most productive when handled as a joint exercise in communications and the redistribution of power, responsibility, and money.

National Education Association. Parent involvement: A key to better schools. Washington, D. C.: National Education Association, 1972.

Nedler, S. Working with parents on the run. Childhood Education, January 1977, 53, 128-132.

Office of Education. Workshop report on parent-community involvement. Washington, D. C.: Department of Health, Education, and Welfare, 1969.

Oscarson, J. M. Community involvement in accountability. Research
and Development in Education, Fall 1971, 5, 79-86.

Peach, J. W. Community involvement: Assisting the school in setting
educational goals. CCEA Newsletter, November 1973, Number 6.

Pharis, W. L. Parents or parrots? National Elementary Principal,
March 1977, 56, 79-80.

Phi Delta Kappa's Commission on Educational Planning. A model program
for community and professional involvement, Chico, California, 1972.

Rich, D., & Van Dien, J. School and parent community involvement:
New dimension in teacher education (revised edition). Washington, D.C.:
The Home and School Institute, Inc., 1974. (ED 97292)

Riles, W. C. ECE in California passes its first tests. Phi Delta
Kappan, September 1975, 57, 3-7. (EJ 122 522)

The Early Childhood Education (ECE) program in California is
an attempt to restructure the K-3 program. It is characterized by
a low pupil-teacher ratio, individual instruction, and parental
involvement. ECE has no categorical programing. Each child is
treated as an individual learner.

A unique aspect of the ECE program is the way parents are in-
volved functionally. They serve on ECE advisory committees at each
school. They help prepare instructional materials, and they work
with students in a one-to-one relationship in the classroom. Each
parent brings a different cultural background, pursuits, and interests
to the school.

Safran, D. Preparing teachers for parent involvement. Berkeley,

California: Center for the Study of Parent Involvement, October 1974.

A paper presented to Teacher Corps Associates Conference on

Community Participation in Education, University of Wisconsin-

Madison, December 10, 1974.

This paper starts to answer a question: Why involve parents?

It elaborates a generalization that the involvement of parents in

the formal education of their children is good for the children, for

the parents, for the teachers, for the schools, and for the community.

Assuming that teachers must be prepared for work with parents before

they start teaching, the paper proposes seven competencies expected

of teachers working with parents.

School and parent community involvement; career development for

teachers and administrators. Washington, D.C.: Home and School

Institute, Inc., 1973. (ED 86643)

Scriven, G. Teachers working with parents in schools. The Education

Digest, February 1976.

There appear to be three levels of parental involvement in the

schools. The first enhances communication through parent conferences

and parent meetings. The second level involves parents in the instruc-

tional program as resources and volunteers; the third engages parents

as policy and curriculum makers. If school personnel wish to improve

their parent-teacher relations, they may wish to develop a program

incorporating all three levels of parental participation.

Seldin, F. A study of an attempt to increase community involvement in an urban school system. Unpublished doctoral dissertation, University of Rochester, 1973.

Skaar, G. O., & Goodridge, C. G. Community involvement in education. Madison, Wisconsin: Wisconsin State Department of Public Instruction, 1975. (ED 120 973)

The issue addressed in this paper is that of developing effective relationships between the schools and the community. First, the need for community involvement is explicated and the goals of community involvement are then outlined. A theoretical basis for community involvement is next presented, followed by the presentation of a model of home-school-community relations. The components of this model are examined in detail and suggestions made for improving home-school-community relationships through the use of this model.

Snyder, M. L. Community involvement in participatory decision-making. Paper presented to the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin-Madison, December 10, 1974.

This paper presents a brief overview of the Prince William County Plan for community, staff, and student involvement in schools. The plan is viewed as a model for participatory management.

Stearns, M., et al. Parent involvement in compensatory education programs. Menlo Park, California: Stanford Research Institute, 1973.

Symposium on neighborhood and citizen involvement. *Public Administration Review*, May/June 1972, 3, entire issue.

Van Willigen, J., & Spence, A. G. Parental Involvement in Schools. *Northian*, Spring 1973, 9(3), 42. (EJ 85033)

Williams, K. Community involvement. *Wisconsin School News*, May

Wise, H. D. (Ed.). Community involvement: Symposium. *Pennsylvania School Journal*, April 1973, 121, 168-237+.

Wood, A. J. Some effects of involving parents in the curriculum. *Trends in Education*, October 1974, 35, 39-45.

Wolotsky, H. *Parental involvement*. New York: Bank Street College of Education, revised mimeograph, 1972.

Adams, D. M. Predictors and effects of participation in interactive
    activities. California Journal of Educational Research, March
    1975, 26, 63-81.

Alienation, decentralization and participation. Public Administration
    Review, January 1969, 29, 3-63.

Alutto, J. A., & Belasco, J. A. Typology for participation in organi-
    zational decision making. Administrative Science Quarterly,
    1972, 17, 117-125.

Are citizens being left out of educational planning?; symposium.
    National Elementary Principal, March 1976, 55, 19-35.

Arnstein, S. R. Eight rungs on the ladder of citizen participation.
    In E. S. Cahn & B. A. Passett (Eds.), Citizen participation:
    Effecting community change. New York: Praeger, 1971.

Arnstein, S. R. A ladder of citizen participation. American Insti-
    tute of Planners Journal, July 1969, 35, 216-324.

    Assuming that "citizen participation is citizen power," a typology
of citizen participation is offered using examples from three federal
social programs: urban renewal, anti-property, and Model Cities.
The typology consists of eight rungs--(1) manipulation, (2) therapy,
(3) informing, (4) consultation, (5) placation, (6) partnership,
(7) delegated power, and (8) citizen control, which are arranged in
a ladder pattern with each rung corresponding to the extent of
citizen's power in determining the plan and/or program.

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Although the eight-rung ladder is a simplification, it illustrates significant gradations of citizen participation from nonparticipation to citizen-power. The typology would be useful to understand increasingly strident demands for citizen participation in education in the context of power and powerlessness.

Barbic, A. Participation or escape? Journal of Communication, Spring 1976, 26, 36-42.

Bartels, L. I., & Kargas, L. M. The involvement of parents, students, and staff in educational decision-making. Unpublished paper, Universtiy of Wisconsin, 1976.

Positive home-school-community relations are generated and maintained by involving parents and pupils in educational decision-making. This article deals with such opportunities on the unit level of an IGE school and presents a paradigm to identify ideal shared-decision points for parents, students, and specialized personnel.

Bauch, J. P. et al. What makes the difference in parental participation? Childhood Education, October 1973, 50, 47-51+.

Bobbe, R. A., & Connolly, P. E. Educational decision-making: Collaboration among school board, administrators and the community. Educational Technology, 1975, 15, 21-25.

Bolan, R. S. Community decision behavior: The culture of planning. American Institute of Planners Journal, September 1969, 301-310.

Based on the assumption that the community decision arena is considered the culture of planning, a conceptual framework is developed

for better understanding the relationships between the planning process
and community decision making. The framework can be applied to
understand the culture of educational planning in urban settings.

Brown, L. L., & Moore, J. E. Jr. School planning and the public.
School and Community, May 1972, 58, 12-13.

Cahn, E. S., & Passett, B. A. (Eds.). Citizen participation: Effect-
ing community change. New York: Praeger Publishers, 1971.

Campbell, R. F. Community decision making. The organization and
control of American schools. Columbus, Ohio: Merrill Books, 1965.

Carol, L. N. Court-mandated citizen participation in school desegre-
gation. Phi Delta Kappan, November 1977, 58(14).

Carson, R. Teacher participation in the community. Eugene, Oregon:
University of Oregon, Center for the Advanced Study of Educational
Administration, 1967. (ED 014 798)

Cartwright, A. Community participation and aide program. Paper pre-
sented at the National Association of Secondary School Principals
Annual Convention, Anaheim, California, March 1972. (ED 62698)

Cartwright, G. J. A study of lay motivations to influence public
schools. Doctoral dissertation, University of Wisconsin, 1971.

Chesler, M. A. Shared power and student decision making. Educational
Leadership, October 1970, 28(1), 9-14.

The article presents how to help create systems of shared power
with greater student decision making in secondary schools. First,
it discusses some models of student decision making, which is meant
that the students must have real power, real authority, and hence,

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responsibility for educational decisions and administrative governance of the school. Second, in implementing shared power systems, professional retraining and structural alterations are required for the most satisfactory change in the creation and operation of school power structures.

The article proposes a radical approach to student power in school decision making. For student decision-making to be effective, it must be guided for students to keep taking their fundamental roles as students within the school system.

Cibulka, J. G. Measuring formal citizenship in educational programs. Division Generator, March 1974, 4(2), 4-12.

Clark, T. N. Community structure and decision making: Comparative analyses. San Francisco, California: Chandler, 1968, chapters 2, 4, and 5.

Cleary, E. Participation, public policymaking, and American democracy. Social Education, October 1972, 36, 615-619+.

Under the assumption that the democratic society requires a decision-making process which allows participation at the same time it imposes limits on that participation, this paper presents an overview of (1) the process of public policy making, (2) the bases of public policy decisions, and (3) public participation in policy making, at the national level. Within the framework, it is indicated that "educators have a particular responsibility to illuminate the nature of the decision-making process and the bases on which decisions are made, along with making special efforts to reach

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those who are outside the system in order to broaden their opportunities for participation in it," when they attempt to help young people develop the ability to investigate social problems around them.

Cleveland, H. How do you get everybody in on the act and still get some action? Educational Record, Summer 1974, 55, 177-182.

Cole, R. L. Citizen participation and the urban policy process. Lexington, Massachusetts: Lexington Books, 1974.

Community participation class. Resources for Youth Newsletter, October 1973, 3(1), 1.

Conant, M. M. Teacher and parents: Changing roles and goals. Childhood Education, 1971, 48, 114-118.

Conway, J. A. Power and participatory decision making in selected English schools. Paper prepared for the American Educational Research Association Conference, New York, April 1977.

Cooper, M. R., & Wood, M. T. Effects of member participation and commitment in group decision making on influence satisfaction, and decision riskiness. Journal of Applied Psychology, April 1974, 59, 127-134.

Council of Big City Boards of Education. The movement toward greater community involvement in educational decision-making. Washington, D.C.: National School Boards Association, 1969.

Crain, R. L., & Rosenthal, D. B. Community status as a dimension of local decision making.

This paper develops one basic hypothesis dealing with the effect
of the socioeconomic status of the population of the community upon
the decision-making process. It examines different community issues
such as urban renewal, school desegregation, civil rights movements,
fluoridation controversies, and Negro vote registration. It is
found that twenty-two cases support the hypothesis that a city with
a well-educated population is partly immobilized by high levels of
citizen participation which prevent the government exercising the
authority to make decisions. There are also ten reversal cases at
the high end of the educational distribution. Thus the relationship
is curvilinear at the extreme upper end of the distribution; very
high status cities demonstrate a more tightly organized and more potent
decision-making structure, similar to low status cities.

Crain, R. L. The politics of school desegregation. Chicago, Illinois:
Aldine Publishing Company, 1968.

The book is a result of a research study which investigated the
decision-making process in 15 northern and southern school districts.
The focus of the study is decisions regarding school desegregation.
The three variables which were compared among the 15 districts were:
content of decision, analysis of group involved, and characteristics
of school boards themselves. The interplay of historical, political,
and sociological factors in the decision-making process is analyzed
and documented. Both the differences and similarities between
northern and southern understandings and strategies are documented.

Cunningham, L. L., & Nystrand, R. O. Citizen participation in school
    affairs. A report presented to the Urban Coalition, Washington,
    D.C., 1969.

The recommendations in this paper are based on the assumption
that citizen pressure for an expanded role in school affairs will
continue. Each of the modes of participation described in this report
is a product of the context it was developed and sets forth some
general directions for the future development of citizen participation.

Davies, D. The emerging third force in education. Educational
    Horizons, Fall 1973.

Largely because of two forces, reform in education is coming
slowly: 1) School systems, especially in the cities, have become
increasingly beauracratic and resistant to change; 2) teachers'
organizations have acquired great new power and are usually a force
against rather than for change. One main hope for reform lies in the
emerging third force of parents and citizens.

Douglah, N. Some perspectives on the phenomenon of participation.
    Adult Education, Winter 1970, 20, 88-98.

Downs, A. The key role of citizen participation in the community
    development program. The Municipality, February 1975.

Edgerton, W. B. Who participates in education exchange? Annals of
    The American Academy of Political and Social Science, 1976, 424,
    6-15.

Eggleston, J. Decision making on the school curriculum; a conflict

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model. Bulgaria: Working Group 9, World Congress of Sociology, 1970.

Eye, G. G. We, the people. Journal of Educational Research, May-June 1975, 68(9), 341-346. (EJ 131684)

Fagan, D. F. Community participation in decision-making. Educational Horizons, Fall 1973, 52(1), 10-13.

Fahey, J. Shared power in decision-making in schools: Conceptualization and implementation. Unpublished doctoral dissertation, University of Michigan-Ann Arbor, 1971.

This study deals with the various mechanisms and procedures that are currently being utilized to share power in decision-making in schools in the United States. A major focus of the study is to describe the attempts to share power among all participants in an individual school.

Fantini, M. D. Community participation: Many faces, many directions. Educational Leadership, May 1972, 29, 674-680.

Fantini, M. D. Community participation: Present and future patterns. Journal of Education, August 1976, 158, 17-30.

Fairbanks, D. W. Copy this sensible approach to setting goals for your schools. American School Board Journal, August 1976, 163(34).

Fantini, M. P. Participants and participation. Paper presented at the Teacher Corps Associate Conference on Community Participation in Education, University of Wisconsin-Madison, December 10, 1974.

With the broader relationship of the school and the community this paper criticizes that the current school system was never designed to educate everyone, to respond to diversity, or to renew society. Against conventional participation in a representative form, every citizen's direct participation in making decisions concerning his education, Fantini strongly prefers.

Fantini, M. P. The people and their schools: Community participation. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1975. (ED 112479)

In order to provide a perspective for his discussion, Fantini begins with the broader relationships of the school to the public community. This broad framework also emphasizes the emerging roles of the four participants as they deal with the dramatic changes that have taken place in society and which impinge on the school.

Feldman, R. H. Involvement in and satisfaction with decision making related to staff and student behavior in IGE schools. Unpublished doctoral dissertation, University of Wisconsin-Madison, 1976.

Kessler, D. R. Maximum feasible participation. Adult Leadership, January 1970, 18, 207-208+.

Fitzgerald, R. T. et al. Participation in schools? Five case studies. Victoria, Australia: Australian Council for Educational Research, ACER Research Series No. 98, June 1976.

Flaaten, W. R. The role of the elementary school principal, teachers, and parents in the area of curriculum improvement. Unpublished doctoral dissertation, Brigham Young University, Provo, Utah, 1972.

Focusing on an experiment in ombudsmanry. BASA Adminovator, January
1974, 1(1), 1.

Four models of school responsiveness. Center, 1974, 1(1), 9.

Gittell, M. Decentralization and citizen participation in education.
Public Administration Review, October 1972, 32, 670-686.

Gittell, M. Community participation in education. Paper presented
at the Teacher Corps Associate Conference on Community Partici-
pation in Education, University of Wisconsin, Madison, December
1974.

Community participation is defined as a direct community involve-
ment in decision-making with emphasis in "delegation of power." The
author emphasizes institutional arrangements for community partici-
pation as a continuing process. This paper raises a fundamental
issue: community control against professional control in education
focusing attention toward redistribution of power.

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Gittell, M. Participants and participation: A study of school policy
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This in-depth study of the New York City school system describes
in detail who participates in school policymaking. Areas of potential
and real conflict are pointed out. Proposals are offered to make
the school system more open to participation as an effort to mini-
mize conflict.

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American Educational Research Association, Chicago, February 1965.

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making: A comparative case study. Ann Arbor, Michigan: Xerox
University Microfilms. (ED 124640)

Guthrie, J. B., & Skene, P. H. Local control gives way. Compact,
March/April 1974, 8(2), 17-21.

Hanson, M. Beyond bureaucratic model--study of power and autonomy
in educational decision-making. Interchange, 1977, 7(2), 27-38.

Harris, J. A. Community participation in education. Paper presented
at Teacher Corps Associate Conference on Community Participation
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Based on the belief that community participation is as desirable
as it is mandatory, this paper discusses three primary areas of com-
munity participation: school budget development; personnel selection,
employment, and evaluation; and determination of curriculum In
particular, it draws attention toward the problem on issues of PPBS,
professional governance of school personnel, and the teacher's role
to assist students in planning a "personal curriculum continuum of
their own."

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Hatton, B. R. Community control in retrospect: A review of strategies
for community participation in education. Paper presented at
the Teacher Corps Associate Conference on Community Participation
in Education, University of Wisconsin, Madison, December, 1974.
This paper reveiws the past strategies for school community
relationships to look for certain characteristics of the past which
may help to formulate perspectives for future action in urban educa-
tional policymaking. The author emphasizes that schools be restruc-
tured to accomplish consequential changes in the power structure
within which educational decisions are made, to require the joint
participation of school and community at every level in the power
structure, and to focus on the urban educational system of the en-
hancement of educational opportunity.

Havighurst, R. J. Local community participation in educational
policymaking and school administration. Paper presented at the
Teacher Corps Associates Conference on Community Participation
in Education, University of Wisconsin, Madison, December 1974.
This paper is concerned with three questions: (1) How is the
policy of local community participation in education affairs working?
(2) What are its weaknesses and what are its strengths? and (3) How
can it be made to work better?

Hiemstra, R. The educative community linking the community, school
and family. Professional Educators Publications, Inc., 1972.
The first chapter suggests that a modern theory for studying
and understanding the community is needed. The following chapters

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help to build some basic foundations for that theory. It is suggested
further that universities should take the lead in developing a theory
and corresponding knowledge base that can be used to help communities
solve their many problems. Leadership at the community level will be
enhanced by leadership at the university level. Education can be
used to solve community and societal problems, but it must be as a
process that shows people how to help themselves.

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of family members, housing, community involvement, and partici-
pation in educational activities. Ann Arbor, Michigan: Univer-
sity of Michigan, 1970.

Institute for Responsive Education. A program to study and assist
the process of citizen participation in educational decision
making. Brochure. New Haven, Connecticut: I.R.E. Clearinghouse.

Institute for Responsive Education. Sharing the power? Prepared
with the support of the Charles S. Mott Foundation. Boston,
Massachusetts: I.R.E. Clearinghouse.

Iones, R. S. Changing students attitudes: The impact of community
participation. Social Science Quarterly, September 1974, 55.
439-450.

I.R.E. Clearinghouse. Information packets on school community
councils. Boston, Massachusetts: Institute for Responsive
Education.

A Clearinghouse of information on Citizen Participation has

been established at I.R.E. offices in Boston. This clearinghouse contains information about organizations and publications of interest to citizen groups and parents working for a larger role in school decision-making. Many of the materials are unpublished and are not available through other sources. The four packets on School Community Councils available are: (1) Legislation, Regulation, and Reports, (2) Rationale and Methods, (3) Council Guidelines, (4) Local, State, National Resource Directory. The Clearinghouse and these packets are excellent sources for the educator!

Jackson, B. An informed public: Its rights to information and its claim for involvement in influencing management decision making in collective bargaining. Washington, D.C.: Association of Educational Negotiations, 1976. (ED 125061)

Jenkins, K. D. Community participation and the principal. National Association of Secondary School Principals Bulletin, November 1976, 60, 70-72.

Kafoglis, M. Equality of opportunity in decision making: Its scope in economic, social and political processes. American Journal of Economics, January 1970, 29, 1-16.

King, M. S. Community participation in education. Urban Review, January 1972, 5, 2+.

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Klein, P. S. R. Needed--Educational philosophy as a guide for decision making in public schools. Education, 1977, 97(3), 290-293.

Koler, M. C. Citizen concern: Key to youth participation. Citizen
Action in Education, May 1976, 3(4).

Lapote. Some effects of parent and community participation on public
education. New York: Columbia University, February 1969.

Lawson, C. B. A study to measure the level of community participation
in the school system of Paterson, New Jersey. Unpublished
doctoral dissertation, University of Massachusetts, 1976.

The purpose of this dissertation was to provide a summary analysis
of the attitudes parents and teachers hold toward one another as they
relate to school community relations and parent participation. Two
major hypotheses were presented in this study. The first hypothesis
questions whether teachers perceive parental involvement as a threat
in schools where no parent-teacher organizations exist. The second
hypothesis predicts that the less teachers come into contact with
parents the more negative their attitudes toward them.

Leary, W. J. Boston's ombudsman: Advocate for the overlooked. Phi
Delta Kappan, March 1974, 55, 468-469.

Leddy, J. H. Public participation in negotiations. National Associ-
ation of Secondary School Principals Bulletin, September 1975,
59, 3-7.

Liechty, T. A. Citizen participation in education systems. Unpub-
lished doctoral dissertation, University of Wisconsin, 1977.

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participation in bureaucratic organizations: Principles and
strategies. Interchange, 1970, 1, 44-60.

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Lopate, C., et al. Decentralization and community participation in public education. Review of Educational Research, February 1970, 40(1).

Investigations of the effects of participatory decision-making in creating positive changes in the affective and instrumental behavior of the participants demonstrate the importance of active involvement. This article looks at centralization and participation in urban school systems and the decision-making process.

Lucco, R. J., & Mosher, E. K. Decentralization consensus or confusion: Defining citizen participation in school policy formation. Paper read at the American Education Research Association Conference, Chicago, Illinois, April 15-19, 1974.

Mann, D. Public understanding and education decision-making. Educational Administration Quarterly, Spring 1974, 10(2), 1-18. (EJ 100933).

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Meranto, P. Emerging participation patterns in school politics.

Paper presented to Seminar on Urban School Systems, University

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Minar, D. W. Educational decision making in suburban communities.

U.S. Department of Health, Education, and Welfare, U.S. Office

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Illinois: Northwestern University, 1966.

This study examines school districts as political systems. The

particular focus is on the decision-making processes--the demands

which lead to decisions and the procedures, atmosphere, and authority

of the decision making process. The style of decision making and

division of labor are contrasted between "high conflict, low status"

and "low conflict, high status" districts. Interview forms and

sample questionnaires are in the appendix. Research was conducted

in a suburban area of Cook County, Illinois.

Mitchell, J. B., & Lafontaine, E. Small community influentials and

their participation in selected organizations. Adult Leader-

ship, February 1971, 19, 236-238.

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Washington, D.C.: The Urban Institute, 1970.

Murray, A. Parent power in the schools. Chelmsford, Massachusetts:

The Merrimack Education Center, 1974.

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Nerlinger, C. M. *Participative decision making in IGE-MUS-E schools.* (Technical Report # 356) University of Wisconsin, CCL Documents.

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Partington, G. Community school and curriculum. *Forum*, Summer 1976, 18, 94-97.

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Pharis, W., Robison, L. E., & Walden, J. C. *Decision making and schools for the 70's.* Washington, D.C.: National Education Association, 1970.

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Remy, R. C. Making, judging and influencing political decisions--Focus for citizen education. Social Education, 1976, 40(6), 360-365.

Report of the commission on decentralization and community participation. Submitted to the Philadelphia Board of Education, July 27, 1970.

Rosenthal, E. Community leadership and public school policies: Two case studies. Unpublished doctoral dissertation, Princeton University, Princeton, New Jersey, 1961.

Rosenthal did a case study of two communities in New Jersey, one a suburb, another a city. His purpose was to determine educational decisions and communities' decisions themselves. Rosenthal found in his two cases that the superintendent made virtually all decisions on curriculum. On decisions to go to the public, he marshalled support through political means.

Rossetti, A. An analysis and comparison of decision making at the community level in a school district. Unpublished doctoral dissertation, Syracuse University, Syracuse, New York, 1972.

Saxe, R. W. School-community interaction. Berkeley, California: McCutchan Publishing Co., 1975.

Searching for a third force: Can we put the public back into public education? Citizen Action in Education, Winter 1974, 1(1), 1.

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Selden, D. The future of community participation in educational policy
making. Paper presented at the Teacher Corps Associate Conference
on Community Participation in Education, University of Wisconsin,
Madison, December 10, 1974.

This paper begins to discuss the middleclass involvement in local
control and the rise of professional bureaucracy against taxpayers.
Taking into account the use of teacher power and change in the social
composition of the populations of urban cities, the paper argues for
a new coalition based on mutual respect between the teachers and the
leaders of the new urban power structures.

Shute, J. C. M. Community based educational objectives. Education
Canada, Summer 1976, 16, 24-27.

Smith, D. H., & Reddy, R. D. Improving participation in voluntary
action. Adult Leadership, January 1972, 20, 259-265.

Snyder, M. L. Community involvement in participatory decision making.
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Madison, December 1974.

Stanwick, M. E. Patterns of participation. Boston, Massachusetts:
Institute for Responsive Education, April 1975.

This report was organized to serve two functions. First, there
is a descriptive account of the conduct of the survey and summarized
findings for those who want to know in general terms about the
current status of citizen participation in educational decision-
making. There is also a section containing the results of an

opinion portion of the survey. Second, for those who want to know
where citizen participation mechanisms exist, two directory sections
which list groups of school districts reporting some activity and of
citizen organization are included.

Steinberg, L. S. <u>Social science theory and research on participation</u>
<u>and voluntary associations: A bibliographic essay.</u> Boston,
Massachusetts: Institute for Responsive Education, July 1977.
The purpose of this study is to increase understanding of: (1)
ways in which organizations have impact on local decision making,
(2) ways in which they work to increase the responsiveness of public
institutions, (3) ways in which they enhance the power of minorities
and of low-income residents.

Steinberg, L. S. <u>Some sturctural determinants of citizen participation</u>
<u>in educational policy making in suburbia: A case study.</u> Paper
presented at the AERA Convention, February 1971.
Political sociologists have recognized educational decision-
making as a strategic research site for the investigation of political
participation and community power. Research on urban school systems
has focussed on failure of urban systems to meet educational needs
of minority youth as a consequence of insulation and bureaucratization.
The findings of this research support the assumption that decentrali-
zation, through increased public participation, will achieve "quality
education" for minority children.

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Stenberg, C. W. Citizen and the administrative state: From parti-

cipation to power. Public Administration Review, May/June 1972,

No. 3.

In light of the presence of many myths and realities, it is

appropriate to examine the emergence and development of the concept

of citizen participation and to analyze some of the answers that the

literature of public administration and political science gives to

such questions as: (1) who are the citizens? (2) How do they get to

participate? (3) What forms does this involvement take? (4) What is

the purpose of citizen participation? and (5) What has been its impact?

Swanson, B. E. Decision making in the school desegregation-decentrali-

zation controversies. Final report. Bronxville, New York:

Center for Continuing Education and Community Studies, 1969.

(ED 032378)

This study concentrates on the significant changes in policies

and decisions as the New York City school system shifted from its

previous efforts to desegregate the schools to the current attempts

at decentralization. The major controversy in the city is now

focused on who shall govern the schools.

Takei, Y., & Kleiman, M. Participation and feelings of political

efficacy: An examination of the transference model. Comparative

Education Review, October 1976, 20, 381-399.

Talmage, H., & Ornstein, A. C. School superintendents' attitudes toward

community participation. Education Research Quarterly, Summer

1976, 1, 37-45.

Usdan, M. D. Citizen participation: Learning from New York city's mistakes. Urban Review, September 1969, 4, 9-12.

Van Til, J., & Van Til, S. Citizen participation in social policy: The end of the cycle? Social Problems, Winter 1970, 17, 313-323.

Vairo, P. D. School autonomy and participation for the urban poor. Negro Education Review, April 1971, 22, 123-125.

Verba, S., Nie, N. H., & Kim, J. Modes of democratic participation: A cross-national comparison. Beverly Hills, California: Sage, 1971.

Verba, S., & Nie, N. H. Participation in America: Political democracy and social equality. New York: Harper & Row, 1972.

Wenk, E. A. Schools and community--model for participatory problem-solving. Criminal Justice Bulletin, 1975, 2(4), 303-314.

Wiles, D. K. Community participation demands and local school response in the urban environment. Education and Urban Society, August 1974, 6, 451-468.

Willigen, J. Van et al. Parents and schools: Participation. School and Community, November 1972, 59, 21+.

Wirt, F. M., & Mann, D. Policy decision-making in education: Introduction to calculation and control. Policy Study Journal, 1975, 4(2), 202-203.

Zelman, S. An evaluation of citizen participation in an urban school. Paper presented at the American Educational Research Association, Chicago, Illinois, April 18, 1974.

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Parents, educational administrators and politicians are all interested in whether or not the citizen participation policy has proven effective. This paper develops a conceptual framework for discussing the effectiveness of the citizen participation policy and then tests empirically the conceptual framework on a neighborhood school level.

Zimmerman, H. M. The community and the schools: Who are the decision

makers? National Association of Secondary School Principals

Bulletin, May 1969, 53, 169-175.

The meanings of 'community,' 'decision' or 'decision-maker,'
'control,' 'involvement,' and 'anticipation' are clarified.
Attention is given to specify the "community decision-makers"
debate in terms of such fashionable new words--decentralization,
control, involvement, participation. After discussing the questions
concerned with the accountability of public education to the public
and the consequences of new sets of intergroup relations, it empha-
sizes that "A large-scale effort must be made to bring to parents
and citizens in general the understanding necessary to fulfill their
roles so they may be partners in the task of decision-making."

Conflict Resolution

Auerbach, A. Confrontation and administrative response. Public
    Administration Review, November 1969, 29, 639-646.

Azzarelli, J. J. et al. (Eds.). Struggle for power in education.
    New York: Center for Applied Research in Education, 1966.

    This book reviews the full range of teacher-school board relation-
ships beginning with the historical and sociological background.
The future is examined in the context of State politics and the.
resolution of teacher-board conflict through bargaining and a total
examination of the negotiation process. An analysis of the power
structure in the teacher groups and school board relationship is
provided. The material covers affiliates of both the NEA and AFT.

Beck, E. M., & Betz, M. Comparative analysis of organizational
    conflict in schools. Sociology of Education, Winter 1975, 48,
    59-74. (Bibliography)

Beck, E. M. Conflict change and stability: A reciprocal interaction
    in schools. Social Forces, June 1974, 52, 517-531. (Bibliography)

Bennis, W. Changing organizations. New York: McGraw-Hill, Inc., 1966.

    This book emphasizes the structure of an institution which will
be most able to manage external change and conflict. Although ap-
proached from the business management point of view, strategies are
applicable to schools. In addition, behavioral science analysis
is applied to the strategies, methods, and issues of planning and
controlling change.

Bernstein, A. A. The education of urban populations. New York:

    Random House, 1967. (Bibliography)

    This publication provides background reading to broaden under-

standing of current urban problems which result in conflict with the

school.

Bourgeois, A. D. Community control and urban conflict. Theory into

    Practice, October 1969, 8, 243-246.

Boyd, W. L. Community status and conflict in suburban school politics.

    A paper presented at the annual meeting of the American Education

    Research Association, Chicago, Illinois, April 1972.

Carter, B. Pickets, parents, and power. New York: Citation Press, 1971.

Chester, M. A. School crisis and change. In R. L. Hart & J. C.

    Saylor (Eds.), Student unrest: Threat or promise? Washington,

    D.C.: Association for Supervision and Curriculum Development,

    NEA, 1970, pp. 100-121.

    In this two-part paper, the author consistently argues for the

utilization of school crises as opportunities for the improvement of

education, and presents short-term and long-range approaches to re-

sponding creatively to crises. As an educational consultant, he

analyses ▇▇▇▇ns for crises in schools and criticized dysfunctional

responses of school administrators who have been at least partially

responsible for many of the crises. Positive responses in the midst

of crisis are suggested for school administrators to understand "what

is going on," to avoid responding merely to rhetoric with rhetoric,

to implement quickly some kinds of cross-status problem solving activities, and to institute a variety of grievance handling systems, and various forms of negotiations. In addition, with long-range perspectives, the political and instructional structure changes are emphasized in the school.

In a word, school crisis is viewed as the need and potentiality for educational change. This positive view of the school situation would help school administrators shape the new developments into meaningful problems and experiences for the youth in the schools.

Coleman, J. S. Community conflict. Glencoe, Illinois: The Free Press, 1957.

Although the focus is on community conflict in general, the application to school situations is obvious. The checklists of events and incidents which lead to dispute are of value. The overview of factors affecting the course of a controversy can be of help to the school administrator both as a means of preventing conflict and of predicting the course of conflict if it should occur.

Colosi, T. R. Examination into the use of games in problem resolution training. A paper delivered to the International Conference on Trends in Industrial and Labor Relations, Tel Aviv, Israel, January 1972.

The community at the bargaining table. A report on the community's role in collective bargaining in the schools. Boston, Massachusetts: Institute for Responsive Education, January 1975. ED 101 453.

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Constance, C. L. Faculty bargaining. <u>College and University</u>, 1976,
        <u>51</u>(2), 272-274.

Dahl, R. A. <u>Pluralist democracy in the United States: Conflict and</u>
        <u>consensus</u>. Chicago, Illinois: Rand McNally and Company, 1967.

        Dahl explores the problem of power, conflict and consensus in
the American system of government. He gives an historical analysis
of how and why a pluralist form of democracy was created and how
American political institutions evolved and contributed to a plural-
ist democracy and how they facilitate minimization of conflict and
maximization of consensus. Finally he analyzes how a pluralist
democracy reacts to change and conflict and discusses various strate-
gies by which political activists might gain and exercise influence
within a pluralist democracy.

Davies, D. The people want a seat at the bargaining table. <u>Compact</u>,
        February 1975, <u>9</u>(1), 5-6. EJ 11246.

DeCecco, J. P., & Richards, A. K. <u>Growing pains: Uses of school</u>
        <u>conflict</u>. New York: Aberdeen Press, 1974.

        This is a "how-to" book about conflict. It tells you how to
use conflict, not how to avoid or suppress it. It shows you how to
help students and school adults resolve their clashes--and how to
create better schools and ultimately a more democratic society.

Deutsch, M. <u>The resolution of conflict</u>. New Haven, Connecticut:
        Yale University Press, 1973.

Deutsch, M. Conflicts: Productive and destructive. <u>Journal of</u>
        <u>Social Issues</u>, January 1969, <u>25</u>, 7-41.

Edelman, M. Escalation and utilization of political conflict. American Behavioral Scientist, November 1969, 13, 231-246.

Eggleston, J. Decision making on the school curriculum: A conflict model. Working Group 9, World Congress of Sociology, Bulgaria, 1970.

Filley, A. C. Interpersonal conflict resolution. Glenview, Illinois: Scott, Foresman and Company, 1975.

Firester, L., & Firester, J. Wanted: Rx for the equitable management of parent-school conflict. Elementary School Journal, February 1970, 70, 239-243; Same, cond. Educational Digest, April 1970, 35, 5-7.

Firestone, W. A. Ideology and conflict in parent-run free schools. Sociology of Education, April 1976, 49, 169-175.

Fisher, W. Conflict, permanency, change and education. Journal of Thought, 1977, 12(2), 161-162.

Franklin, D., & Ward, M. H. Constructive protest. Elementary School Guidance and Counseling, May 1971, 5, 313-315.

Goldwor, D., & Johnston, J. A. 6 Questions--Controversy and conflict in education. Australian Journal of Education, 1976, 20(3), 336-337.

Gorton, R. A. Conflict, controversy, and crisis in school administration and supervision: Issues, cases, and concepts for the 70's. Dubuque, Iowa: William C. Brown, 1972.

Greiner, J. C. Cooperation--or--conflict. Community Education Journal, September-October 1974, 4(5), 14-16, 62. EJ 102612.

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Grove, D. J. et al. 'Political socialization and political ideology as sources of educational discontent.' Social Science Quarterly, September 1974, 55, 411-424.

Guskin, J. T. Making conflict collaborative. A paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1974.

It is time to re-evaluate the myths of the nineteenth century and the structures they created. Guskin feels that we need to utilize new power relationships to creatively build a pluralistic system. We need to recognize that conflict can lead to collaboration if respect is present and that collaboration which ignores conflict will not, in the long run, be productive.

Handling complaints from citizens. The Municipality, May 1975.

Harris, J. E. An investigation of teachers' perceptions of the principal's leadership role and parental attitudes in respect to school-community conflict. Unpublished doctoral dissertation, George Washington University, Washington, D.C., 1973.

Harris, K. W. School critics? Be thankful. Clearing House, October 1975, 49(2), 83. EJ 130484.

Hazlett, J. S. NEA and NCA involvement in a school controversy. Chicago School Review, February 1970, 78, 201-227. (Bibliography)

Hazlett, J. S. Some thoughts on educational conflict. Administrators Notebook, 1968. (University of Chicago)

High school student unrest: How to anticipate protest, channel activism, and protest student rights (Education USA Special Report). Washington, D.C.: National School Public Relations

Association, 1969.

This is an overview of current issues being raised by students.
Included are some districts' plans for dealing with specific problems
and some sample district policies for dealing with student-caused
confrontations.

Horowitz, I. L. Consensus, conflict and cooperation: A sociological
    inventory. Social Forces, 1962, 41, 177-188.

How to choose between strategies of conflict and collaboration. (From
    N. T. L. Training Manual). National Training Laboratory, Bethel,
    Maine.

This article examines the factors that should influence choice
between strategies of conflict and collaboration, or competition and
cooperation in various social situations. Social situations are
distinguished by two types--distributive and integrative. Also,
two alternate modes of behavior as associated with two different
social situations are identified.

Jones, P. G. Should the public join you and your teachers at the
    bargaining table? American School Board Journal, September,
    1975, 162, 27-31.

Kepner, C. H., & Tregoe, B. B. The rational manager. New York:
    McGraw-Hill, 1965.

A highly readable book that highlights the need to understand
problems and their causes. While written for the business world,
the approaches and techniques for problem specifications, decision-

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making, and problem avoidance are highly relevant for school related
problems. There are many "tips" and "forms" provided for each of
the main processes.

Kimbrough, R. B., & Nunnery, M. Y. The political system and negotia-
tions in public education. Planning and Changing, October, 1970, 1.

Konrad, A. B. Social status and conflict management in local school
districts. Unpublished doctoral dissertation, Stanford University,
Stanford, California, 1966.

Leddy, J. H. Public participation in negotiations. National Associ-
ation of Secondary School Principals Bulletin, September 1975,
59(392), 3-7.

Lipham, J. M., Greg, R. T., & Rossmiller, R. A. The school board as
an agency for resolving conflict. Madison, Wisconsin: University
of Wisconsin, 1967. LCC# LB2831.L5.

Mayer, M. The teachers strike: New York 1968. New York: Harper,
& Row, 1968.

This is a very analytic description of the forces and underlying
causes of the New York City teachers strike of 1968, and a very
astute assessment of the individuals and groups who influenced the
strike and its eventual settlement.

Mazareas, P. Community control and collective bargaining: A third
force emerges. Administrator's Notebook. (University of Chicago)
As the scope of collective bargaining is expanding, it is in-
creasingly becoming a complex problem for school administrators.

The author reviews the impact of collective bargaining on school policy and identifies the appearance of multilateral bargaining as a function of the decentralization movement, and parent group demands for participation in collective negotiations.

Minar, D. W. The community basis of conflict in school system politics. American Sociological Review, 1966, 31(6), 825-835.

Analysis of voting data based on referenda and elections in suburban school districts reveals substantial relationship among participation, tendency toward negative voting, and certain social characteristics. Further data suggest that districts in which electoral conflict is low are also districts in which the superintendent has a greater decisional latitude. Thus, the key factor in the shaping of a community political system is the availability of resources of conflict-management skills. This study examines some of these factors and their implications.

Nussel, E. Conflict in school community relations. Paper presented at the annual meeting of the American Research Association, Los Angeles, California, February 1966. ED 027 621.

Nussel, E. J. A functional analysis of school-community conflict. Unpublished doctoral dissertation, Wayne State University, 1964.

Patcher, M. Models of cooperation and conflict: A critical review. Journal of Conflict Resolution, Spring 1970, 14, 389-407.

Piele, P. K. Conflict management in education. (ERIC/CEM Research Review, R & D Perspectives) Center for Advanced Study of Educational Administration, Oregon University, Eugene, Oregon, Fall 1971. ED 58650.

Conflict has become a pervasive element within the school
environment, as well as in the larger community. This review focuses
on conflict management--ways to understand and deal with the differing
opinions, needs, and ideas that are part of the present-day school.
The documents reviewed discuss such issues as the conflicting percep-
tions of administrators and teachers, school boards and their opera-
tional procedures in relation to community resources, and interracial
conflict in inner-city schools.

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160(2), 30-32. EJ 62774.

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National Institute of Education, Department of Health, Education,

and Welfare, 1975.

In the past, the federal government has spent over a billion
dollars on research and development on the country's pressing educa-
tional problems, and billions more on categorical aid to schools and
districts. Yet, the problems remain, and the repeated research
funding that innovations produce "no significant differences" has
caused such frustration that some have begun to despair of the schools'
potential improvement. This paper takes other ways of looking
at the problems and gives three approaches to improve problem-
solving in schools.

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Winter 1972, 62(1), 20-22.

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about it. National Association of Secondary School Principals
Bulletin, May 1977, 61, 8-15.

Sebring, R. H. Alleviating conflict in teacher-administrator inter-
group relations. Administrators Notebook, 1976-1977, 25(5).

Role conflict is not new to organizational life. However,
Robert Sebring fears that current approaches to conflict resolution
in educational organizations may cause all issues to be dumped into
formal collective bargaining to the exclusion of other mediums. He
describes a workshop format for conflict resolution at the building
level.

Shaheen, T. Rejoice in conflict. School Board Policies. November
1971.

Confrontation in schools is nothing new. Pressure groups,
especially white affluent ones, have long been active in the schools.
The emergence of minority groups, of students, of teachers has un-
leashed a series of new pressure groups which threaten the affluent
ones, the authoritarian administrator, the socially-elite, the
economically-advantaged. Dr. Shaheen looks at some real incidents
of confrontation and conflict which have made schools and communities
better.

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Shields, J. J., Jr. The crises in education is outside the classroom. Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

Stelzer, L. Institutionalizing conflict response: The case of schoolboards. Social Science Quarterly, September 1974, 55, 380-393.

St. John, W. D. Dealing with angry adults. Todays Education, November 1975, 64, 82.

Teacher militancy and organizational conflict. Gainesville, Florida: University of Florida, March 1971. (U.S. Office of Education, No. 8-0254)

Thomas, D. Needed confrontation in the school community. Theory into Practice, February 1972, 11, 50-56.

Underwood, K. Underwood stresses preventive measures. Wisconsin School News. November 1975.

Underwood believes that no district is immune from educational problems. During a crises situation, rational discussions, comprehensive media coverage and open meetings where all sides can vent their feelings do not serve to reduce tensions immediately. That is why Underwood stresses four important preventative measures.

Unruh, A. Learning the art of confrontation. Peabody Journal of Education, January 1969, 46, 235-237.

Walker, H. M. The superintendent's use of cooption in handling internal interest and pressure groups: Its effects and consequences. Educational Administration Quarterly, Winter 1968, 4(1).

This paper illustrates how the school superintendent may use cooption to cope with the pressures upon the school system, sometimes as a final resort after trying the usual methods of arbitration, negotiation, and compromise. Cooption is examined as a means whereby the organization can adapt to its environment, often defensively.

Weeres, J. B. School-community conflict in a large urban school system. Administrator's Notebook, May 1971, 19(9).

Wenger, R. J. A study of the relationship between institutional conflict and a working consensus of values. Unpublished doctoral dissertation, University of California-Los Angeles, 1972.

When school and community clash: New York City's Corlears Book section. American Education, August 1972, 8, back cover. (Illustration)

Whipp, L. T. Conflicting claims: Parental expectations and professional expertise. Elementary English, February 1972, 49, 171-178.

Williams, R. The reduction of intergroup tensions. New York: The Social Science Research Council, 1947.

This book defines intergroup tensions and the context in which they occur. A listing of actions is given as well as a summary of research evaluating the outcome of various strategies to reduce intergroup tensions. Chapter III presents a comprehensive review of propositions classified by origins and prevalence of hostility, types of hostility and conflict; factors in the incidence of hostility and conflict, reactions of minority groups, and approaches for the

reduction or control of hostility or conflict. A chapter is also

included on research techniques for assessing intergroup tensions.

Wynecroff, L., & Powell, C. Focus: Seven Steps to community involve-

ment in educational problem solving. Midland, Michigan: Pendell

Publishing Co., 1975. ED 104022.

SPECIFIC PUBLICS

School Boards

Bacon, A. W. School boards and community politics. Local Govern-

    ment Studies-New Series, 1977, 3(1), 2-16.

Bagin, D. PR for school board members. A guide for members of

    boards of education and school administrators to improve and

    strengthen school information programs. AASA Executive Hand-

    book Series, 1976, 8. (ERIC/CEM State-of-the Knowledge Series,

    No. 33, ED 127656)

Bartels, R. L. A handbook of model school board policies for

    effective community education programs. Council Bluffs, Iowa:

    Halverson Center for Education, September 1973.

    To date, the bulk of research on school board policy develop-

ment has concentrated on answering questions such as: Why is there

a need for written school board policy? How should the school

board be developed? What should be the content of the policy state-

ment? Many studies have dealt with these topics, but none of them

have centered on the idea of developing school board policies to

support or encourage the implementation of effective community

education programs. The set of model school board policies presented

in this publication should be of value to those districts desiring

to update, revise, or develop their school board policies.

Bridges, M., & Hallinan, M. Elected versus appointed boards: Argu-

    ments and evidence. Educational Administration Quarterly,

    Autumn 1972, 8, 5-17. (Bibliography)

Cistone, P. J. (Ed.) The school boards and the political fact.

Toronto, Canada: Ontario for Studies in Education, 1972.

This is an 88 page monograph which came out of a symposium on

a conference on the Politics of Education, which was held in

Toronto, May 28-30, 1972. Chapter authors and their titles:

Chapter I — The Politics of Education: Some Main Themes and Issues

P. J. Cistone

Chapter II — Some Political Dimensions of Educational Governance

Walter Pitman

Chapter III — Puralist Politics and Educational Decision Making

Ian Housego

Chapter IV — Local - Provincial Relations of Education

Harry K. Fisher

Chapter V — Political Realities of Trustee Effectiveness

David K. Wiles, Thomas R. Williams

Chapter VI — The Roots of Teacher Militancy

Alfonsa DeSalinger, Keith Goldhammer

Chapter VII — Teacher Organizations and Teacher Power

Fran Lutz

Chapter VIII — Community Schools

Ernest Hodgson

Chapter IX — Challenges to Educational Policy Maker in the Decade

Ahead

Peter F. Bargan

Chapter X — Conference Summation and Synthesis

Laurence Iannaccohne

Cistone, P. J. Understanding school boards: Problems and perspectives. Lexington, Massachusetts: Lexington Books, 1975.

Cistone, P. J. The socialization of school board members. *Educational Administration Quarterly*, Spring 1977, 13(2), 19-33.

For more than a decade, scholars and practitioners have tended to uncritically accept certain ideas about the structure and process of school board member socialization. The findings of this research study call into question these ideas.

Cronin, J. One school board's response to community demands. *Theory into Practice*, October 1969, 8, 263-265.

Eye, G. G. We, the people: Local board of education. *Journal of Educational Research*, May 1975, 68, 241-246.

Goldhammer, K. Community power structure in school board membership. *American School Board Journal*, March 1955, pp. 23-25.

Goldhammer, K. The school board. New York: The Center for Applied Research in Education, Inc., 1964.

Goldhammer's book is a useful introduction to the phenomena of school boards. His chapter titles are as follows:

Chapter I - The Historical and Legal Foundations of the American School Board

Chapter II - The School Board and Community Relations

Chapter III - School Board and Superintendent Relations

Chapter IV - School Board and the Social Structure of Schools

Chapter V - How School Boards Conduct Their Business: The Decision-Making Process

Chapter VI - The School Board Member

Chapter VII - The Future of the American School Board

. Goldhammer reviews empirical research which had been done prior
to the publishing date regarding the constructs which have just been
described. In particular he cites much of the research which he had
done for his dissertation, and others done particularly at Oregon,
Stanford, and Chicago. The important part of his book are the role
studies done after Gross' publication in 1955 on school board and
superintendent relations. Goldhammer's book is useful as a beginning
point and cites some of the interesting historical research.

Gross, N. Who runs our schools? New York: John Wiley & Sons, Inc.,

1958.

Gross' very famous book came out of the "School Executive
Studies" at Harvard which began in 1952. He did role studies of
superintendents and boards of education in Massachusetts and inter-
viewed 50% of all superintendents and board members in Massachusetts
during the time period of 1952 to 1955. Gross attempted to analyze
perceptions, feelings, and opinions and particularly the divergence
between the two--between school board members and superintendents.
Gross' book is an interesting piece of research today in that after
this research a great number of dissertations will attempt to do
essentially the same thing and validate his findings in the differ-
ences in opinion in administration between superintendents and
school board members.

Harris, A. E. School board expectations for the superintendent's

role in decision making (Unpublished Ed.D. dissertation,

University of Northern Colorado, 1970). <u>Dissertation Abstracts</u>

<u>International</u>, 1970, 31(5), 2044A.

Harris mailed his questionnaire to K-12 or 1-12 districts in

Colorado to superintendent and board members. The questionnaire

had 54 tasks with the answer column split from a superintendent

to board members. He found, regarding board superintendent expec-

tations: 1) boards expect superintendents to lead an instant

instructional program, staff relations, finance and budgeting

while the board will lead in public relations and school plan. He

found that older and more experienced board members will expect

superintendent dominance while younger and newer board members will

not want dominance.

Hurwitz, What works best. An elected or an appointed

school board? <u>American School Board Journal</u>, July 1972,

21-23. (EJ 059734)

Jennings, M. K., & Zelgler, H. Response styles and politics: The

case of school boards. Paper prepared for the AERA Annual

Meeting, Minneapolis, March 1970.

This paper treats one aspect of the school system governance

with concentration on the representative function of school boards.

All board members were interviewed in 52 boards through the county.

The 550 board members interviewed come from a potential total of

602, for a 91% response rate. Responsiveness is meant by "acting

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on the basis of expressed preferences by constituents, and it is divided into two dimensions: group responsiveness and individualized responsiveness. This responsiveness is analyzed in relation to sociopolitical complexity, district harmony, and the electoral process (appointed or elected boards).

Against the assumption that groups perform the function of mediating between the individual and his government and that response by elected officials will be to the demands of organized public, the research indicates that whether one mode is more desirable than another in a representational sense would be determined by the criteria for desirability and the territorial scope of school districts.

Johnson, R. H., Jr. & Hartman, W. The school board and public
relations, New York: Exposition Press, 1964.
Kelly, S. P. A continuing system for learning current public
attitudes toward schools will help school boards in decision
making and policy formulation. American School Board Journal,
May 1968, 155, 14-15.

Under the main topic of "Know Your Community," the writer emphasizes a counterflow of information and data from the community to the school board in addition to one-way communication program, so that the school board may make decisions and to formulate policy in accord with community expectations and needs. The educationally relevant community data should be accumulated on a

continuing and systematic basis through a "program of research-information collection."

Kerr, N. D. The school board as an agency of legitimation. The School in Society, New York: The Free Press, 1973.

Lahoda, G. Bringing the citizen's voice into board decisions. Education Canada, December 1971, 11(4), 69-77. (EJ 049797)

Leach, G. W., & Wood, V. S. Issues and implications for school board participation. Journal of Family Law, 1977, 15(2), 235-259.

Lipham, J. M., Gregg, R. T., & Rossmiller, R. A. The school board as an agency for resolving conflict (U.S.O.E. Contract OE 5-10-001). Madison, Wisconsin: University of Wisconsin. The authors and their graduate students conducted a three-year study of school boards, board members, and decision patterns using interview schedules, participant observation techniques. The study includes "tangential studies" which has useful notes on Ph.D. dissertations done on school boards at the U.W. during this time period on school boards, values, attitudes, etc. The major conclusion was that school boards did not act as a means through which conflict was resolved. However, they studied only the formal board meetings, not the executive sessions or the informal contacts which might have been the arena for conflict resolution.

Lutz, F. W. Power structure and the school board decision-making process. Educational Theory, January 1965, 15, 19-25.

The author attempts to identify the behavioral patterns characteristic of successive stages in the process of a shift in relative power from traditional power differential between board and teachers, to the decline of power differential, leading to the eventual elimination of power differential. The book presents a thorough analysis of board and union/associations interface during each of these three stages.

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    Jersey: New Jersey School Boards Association, 1967.

Reed, R. J. Community school board (bibliography). School Review,
    May 1973, 81, 357-364.

The school board meeting (An Education U.S.A. Management and
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This report gives all the basic information you might need to know about school board meetings and their regulations. It

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translate the external demands into inputs and suggests the use
of that methodology for future research.

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Stelzer, L. School board receptivity: A representation study.
Education and Urban Society, November 1972, 5(1), 69-90. (EJ 067488)

Taebel, D. A. Politics at school-board elections. Urban Educa-
tion, 1977, 12(2), 153-166.

Wiles, D. K., & Conley, H. School boards: their policy-making
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community that the board is representing.   Population diversity

was the particular aspect of a community's nature that was

selected to be investigated.   The specific objective was to

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Carison, J. & others. Parent consulting: Developing power bases

and helping people. Psychology in the Schools, July 1975,

12, 358-364.

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Chilman, C. S. Some angles on parent-teacher learning. Childhood

Education, December 1971, 119-125.

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sonal learning, the author develops a cluster of the parent-teacher

child triangles that has a shared core representing the interaction-

center. The whole is enclosed in a circle representing the community,

which so strongly affects the lives of children, parents and teachers

and thereby their ability and freedom to comunicate honestly with

each other: Through the triangles, parents and teachers can learn

a great deal from each other that will enhance their understanding

of the children. But this learning is not easy, since there are

blocks to communication including the intense feelings, ego involve-

ments, deeply held attitudes and values, past histories, and current

concerns that parents, teachers and children bring to the communica-

tion and behavior drams. The recognition of these complex factors

would help parents, teachers and children to communicate more
freely with each other, to talk with, listen to, and see each other
as human beings, each of whom has something to teach and something
to learn.

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 choice in American education. San Francisco: Institute for
 Contemporary Studies, 1977. LC 215 P35.

Conference time for teachers and parents. Arlington, Virginia:
 National School Public Relations Association, 19 , 36. LCC# 411-13377
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the decision-making and referral stage. Special sections on parent
defensiveness and parent involvement in planning and placing
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ways of avoiding adversary circumstances arising from difficult
problem situations.

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For a successful home-school program, the main consideration

is given toward developing parent leadership and educating and

communicating with parents. Parent leadership is assumed to be

nurtured through a Parent Advisory Council (PAC). Part I specifi-

cally describes the Council's concepts, organization and activities

in detail. For educating and communicating with parents Part II

illustrates: (1) publishing newsletters; (2) publishing handbooks;

(3) setting up an information center; (4) making a slide-tape;

(5) running programs for parents; and (6) getting publicity in

newpapers. The set-up, task and operation of the volunteer program

in the schools are presented in Part III. Finally, Part IV describes

some guidelines, projects and non-profit activities for fund-raising.

This manuscript provides useful information on the advisory

functions, education and communication functions, and volunteer-

coordination functions of a Parent Advisory Council for a practical

purpose.

National School Public Relations Association. Working with parents:

A guide for classroom teachers and other educators. Arlington,

Virginia. LCC# LB2846 N35.

The teacher who accepts a responsibility for school public relations as part of his daily schedule finds his job greatly enriched. Education is a shared responsibility, shared among the school, the teachers, and the parents. Each has a right to participate. Working with people can be a gift, a knack, or an art to be learned. That's what this book is all about.

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Acting on the proposition that the "quality of our schools must not depend on the economic or racial quirk of fate imposed upon the neighborhood in which a child's parents happen to live," this Urban League handbook provides guidelines for low-income parents to judge the quality of their children's schools.

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Through the brief history of education in America, says Mr. Roper, school people have fought parents through compulsion, consolidation, and centralization of power. He presents an anatomy of the sometimes covert but often overt antagonism.

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POLITICAL ASPECTS OF SCHOOL-COMMUNITY RELATIONS

Agger, R. G., & Marshall, G. Who will rule the schools?

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The author gives a historical perspective to changing roles and
power bases in American education. He carefully analyzes the most

recent past which gives perspective to current crises, which are
illustrated by specific case studies. The cases indicate the
source of conflict and the resolution of the problem. Topics
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State support of schools, decentralization, and consolidation.
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examples of groups influencing the school.

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atmosphere. This has contributed to the mythical dichotomy between

education and politics. Propagation of the myth has largely been

due to what Scher and Usdan refer to as "the historical misinterpreta-

tions which have clouded the vision of educators so that many are not

cognizant of the political behavior they exhibit, nor the political

behavior of their colleagues."

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cation; and, due to the narrow interpretation traditionally given

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Gittell, M. The politics of urban education. New York: Praeger, 1969.

Gittell, M., & Hevesi, A. G. The politics of urban education. New York: Frederick A. Praeger, 1969.

This publication provides background reading about urban power structures, especially as related to schools. School integration is taken as a political issue for analysis of the resulting political processes. Case studies are provided to further explore the variety

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of processes involved in educational decision-making. School systems
are evaluated and reviewed as political systems, with some suggestions
for needed structural changes to allow a broader base for political
participation.

Goldhammer, K., & Pellegrin, R. J. Jackson County revisited; A case
study in the politics of public education. Eugene: University of
Oregon, Center for Advanced Study of Educational Administration, 1968.
This is a historical documentation of the political forces and
their interplay as exemplified in one school district.

Gregg, R. T. Political dimensions of educational administration. Teachers
College Record, 1965, 67, 118-128.

Grittner, K. F. Principals confront the political process. National
Association of Secondary School Principal's Bulletin, 1976, 60,
38-42. (Educational Digest, 1976, 41, 16-18)

Guthrie, J. W. Politics and education. The School Administrator, 1970,
5, 7-10.

Halperin, S. Politicians and educators: Two world views. Phi Delta
Kappan, 1974, 56, 189-190. (Compact, 1975, 9, 30-31, same.)

Hardy, C. A. Inquiry unit on political participation. Contemporary
Education, 1972, 44, 18-19.

Harman, G. Continuities and research gaps in the politics of education.
Social Science Quarterly, 1974, 55, 262-281.

Hawley, A. Contact Washington: An educator's directory. Washington,
D. C.: Washington Internships in Education, 1969.

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Hummell, E., & Spalding, V. How to get politics out of budget decisions.
College and University Business, 1972, 53, 30.

Hunter, D. L., & Hughes, J. F. Education and state. College and
University, 1976, 51(3), 375-377.

Iannaccone, L. Politics in education. New York: The Center for
Applied Research in Education, 1969.

This book analyzes the activity of individuals, groups, and
associations that seek to influence decision-making at the State and
local level. The author clearly shows that education and politics
cannot be separated. In the area of local political processes a
good review is made of the power structure when boards or superinten-
dents are changed, with resulting possible conflicts.

Iannaccone, L., & Cistone. The politics of education. Eugene, Oregon:
ERIC Clearinghouse on Educational Management, 1974.

It is the purpose of this monograph to provide an orientation
and to foster sensitivity to the field of politics of education as
it has formed during the past decade. The monograph attempts to review,
synthesize, and evaluate selected literature in the field, integrating
theoretical analysis and empirical evidence.

Iannaccone, L., & Lutz, F. W. Politics, power and policy: The

governing of local school districts. Columbus, Ohio: Charles

E. Merrill Publishing Company, 1970.

Jackson, K. O. The politics of school-community relations. Eugene,

Oregon: ERIC Clearinghouse on Educational Management, 1971.

(Research Analysis Series, No. 2)

Jackson's monograph is 22 pages long, has an interesting biblio-

graphy and comes from a research analysis series published through

ERIC. The monograph's purpose is to be a general review of some

of the recent literature from 1964 to 1970 dealing with the relations

between the school and the community, particularly the politics of

the community. Concerning research approaches and techniques, Jackson

says there are two main approaches in the study of school-community

relations. One is the detailed case study of one district or community;

the other is the comparative analysis of a number of districts or

communities usually representing different characteristics. For

example, urban, rural, suburban. Jackson says that given the recent

impetus to studying school-community relations given the divergent

methods, techniques, or academic backgrounds or biases of researchers

in the area, generalizations lack unanimity. Fortunately, they serve

as a function for future research. She maintains that there are three

primary generalizations that come from the literature on school-

community relations: (a) the main participants in the policy-making

process, (b) the influence these participants have on the process,

and (c) the effects of community in school settings on the process.

James, H. T. Politics and community decision making in education.

    Review of Educational Research, 1967, 37, 377-386.

Jennings, R. E. Politics of curriculum change. Peabody Journal of

    Education, 1972, 49, 295-299.

Karns, E. A. Politics: A vital force in education. Educational

    Leadership, 1970, 28(1).

Kerr, N. J. A community educational power structure. Unpublished

    doctoral dissertation, George Washington University, Washington,

    D.C., 1969.

Kimbrough, R. B. Political power and educational decision making.

    Chicago, Illinois: Rand McNally, 1964.

Kirst, M. W. (Ed.). The politics of education at the local, state

    and federal levels. Berkeley, California: McCutchan Publishing

    Corporation, 1970.

    The politics of education is a new and still largely "unchartered"

area of research concentration. Kirst states that educational problems

and issues call for "policy-science" modes of analysis and he thus

provides the reader with useful models and interpretations of them.

Kozol, J. Politics, rage and motivation in the free schools. Harvard

    Educational Review, 1972, 42, 414-422.

Loving, A. D. Political power, the school, and the culture.

    Educational Leadership, 1970, 28(1).

Lutz, F. W. The politics of education. Arlington, Virginia: American

    Association of School Administrators, 1970.

Against the myth in America that education and politics exist
separate from each other, the author argues for the politics of
education. The political aspects of education at the local, state,
and federal levels are increasing and pressing us to abandon the
traditional myth at all levels. It is criticized that the vast
majority of boards of education in the United States still operate
in consensual voting patterns providing no public evidence that any
portion of the board represents the pluralistic and fragmented opinions,
values, and needs. In particular, the political responses by the
schools are required toward the political issues and demonstrations
in education.

Mann, D. The politics of representation in educational administration.
    Education and Urban Society, 1974, 6(3), 297-313. (EJ 104 067)

Masoti, L. N. Education and politics in suburbia: The new trier
    experience. Cleveland, Ohio: Western Reserve University Press,
    1967.

McGivney, J. H. The state politics of education: Toward an emerging
    theory. Planning and Changing, 1977, 8(2).

McGivney, J. H., & Bowles, B. D. The political aspects of PPBS.
    Planning and Changing, 1972, 3, 3-12.

McGivney, J. M., & Moynihan, W. The politics of education: The
    vertical and horizontal dimensions of schools and communities.
    The paper argues against the position that the schools must
adjust their policies and programs to the demands of the community.

Since most community power scholars have placed a narrow, geographical

boundary around the concept of community, they failed to explain

the impact of policy inputs originating in areas exogenous to the

community. The authors put forth a reconceptualization of the school-

community interface that views the school and community not only as

interactive systems at the local level (horizontal) but also as

subsystems of extra-community macro systems (vertical). In this

light school systems can be active agents of change rather than

passive pawns of the community power structure. Based on the recon-

ceptualization of schools as a subsystem in the community and the

larger society, they developed four ideal types of school-community

relationships and the concept of "zone of tolerance."

Meehan, E. J. Educational policy analysis: The logic and the poli-

tics. Viewpoints, 1975, 51, 17-32.

Meranto, P. School politics in the metropolis. Columbus, Ohio:

arles E. Merrill Publishing Company, 1970.

During the 1960's American urban school districts became

"engulfed in an unprecedented political conflict." By focusing on

the impact of "metropolitanization" on suburban and city schools, this

book attempts to explain why such turmoil erupted. Much of the

analysis emphasizes the failure of city school districts to meet the

educational needs of its most recent and rapidly growing clientele--

black students.

Miles, W. R. Home-school-community relations as a political process:

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Four exploratory case studies of the implementation of individually
guided education (IGE) and home-school-community relations
(Technical Report No. 360). Madison, Wisconsin: Wisconsin
Research and Development Center, 1975.

Miskel, C., Meisner, R., & St. Clair, K. An investigation of the
politics of education using two theories of social organization
as a conceptual guide. Educational Administration Quarterly,
1971, 7, 64-78.

Mondale, W. F. Politics and the crisis in education. Illinois
Education, 1971, 60, 65-66.

Mosher, E., & Wagoner, J., Jr. (Eds.). The changing politics of
education; prospects for the 1980's. Berkeley, California:
McCutchan Publishing Corporation, 1978.

Moynihan, W. J. Milton school system: A study in politics of
education. Unpublished doctoral dissertation, Syracuse, New
York, Syracuse University, 1973.

Viewing the school as a subsystem of both the local community
and of systems in the larger society, influences upon local curricular
and instructional decision-making which originate both indigenous
and exogenous to the local community are examined. Five exploratory
questions are raised. The analytical framework developed in the
study would be applicable to exploring influential power over the
decision-making for instructional changes in other school districts.

Musgrove, R., & Locke, M. Power and politics in school systems.
Research in Education, 1975, 14, 77-79.

Nie, N. H., Power, B., Jr., & Prewitt, K. Social structure and political participation: Developmental relationships, Part I. American Political Science Review, 1969, 63, 361-378.

Nunnery, M. Y., & Kimbrough, R. B. Effective educational leadership is political: A position revisited. Planning and Changing, 1971, 2, 127-139.

O'Shea, D. The structuring of political processes in suburban school district government. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, Illinois, April 5, 1972.

Peterson, P. E. School politics Chicago style. Chicago, Illinois: The University of Chicago Press, 1976.

Politics and the teacher; symposium. Pennsylvania School Journal, 1974, 123, 9-30.

Ponder, G., & Moseley, P. Federal politics and education--Complexity and inconsistency. Educational Leadership, 1977, 34(4), 305-308.

Price, S. Pressure groups and the school administrator. Minnesota Journal of Education, 1967, 47, 16-18.

Pucinski, R. Role of the educator in the political arena. Business Education Forum, 1974, 28, 43-45.

Raubinger, F. M. Compact for education: A tale of educational politics. Educational Forum, 1972, 36, 441-450.

Robinsohn, S. B. Educational policy and the public. Comparative Education Review, 1972, 16, 448-461.

Rogers, D. 110 Livingston Street: Politics and bureaucracy in the

New York City Schools. New York: Random House, 1968.

This is a study of the political and social forces that have

affected the New York City School System as it has attempted to deal

with the desegregation issue (1963-1968). The first part of the

study examines the environmental factors which, as in any metropolitan

area, can lead to the failure of the school system to meet local

needs. The second half deals with the decision making process with

emphasis on interest group politics, the school system itself, and

city, State, and Federal agencies. It contains an excellent descrip-

tion of civil rights organizations.

Russell, T. G. Political dimensions of educational administration.

Teachers College Record, 1965, 67(2), 118-128.

Sandrow, S., & Apker, W. (Eds.). The politics of education. Bloom-

ington, Indiana: Phi Delta Kappa, Inc., 1975.

This volume makes a significant contribution to the understanding

of some of the problems created by the shifting centers of power and

responsibility as new social forces continue to keep administrative

relationships in a state of flux.

Saxe, R. Mayors and schools. Urban Education, 1969, 4(3), 243-251.

Scher, R. K., & Usdan, M. D. Politics and education: Definitions

and realities. Educational Horizons, 1970, 49, 8-14.

Scribner, J. D. The politics of educational reform: Analyses of

political demand. Urban Education, 1970, 4(4), 348-374.

The paper demonstrates how the political systems approach can be adapted to the analysis of school systems, and discusses some strengths and weaknesses associated with using this mode of analysis for explaining educational reform in local school systems. Despite some criticisms at political systems analysis in general, as a classification scheme the political-systems approach is recognized as a useful conceptual device for analyzing the political life of a school system as well as for describing the political realities of educational reform in the schools.

Scribner, J. D., & O'Shea, D. Political developments in urban school districts. National Society for the Study of Education Yearbook, 1974, 2, 380-408.

Seckinger, D. S. Politics and learned societies. School and Society, 1971, 99, 345-346.

Shalala, D. E., & Kelly, J. A. Politics, the courts, and educational policy. Teachers College Record, 1973, 75, 223-237.

Shanker, A. Education and politics--emerging alliances. Educational Leadership, 1976, 34(2), 132-137.

Shriver, R. S. Politics of education. Adult Leadership, 1970, 19, 146-149.

Sizemore, B. A. Community power and education. Association for Supervision and Curriculum Development Yearbook, 1974, 109-135.

Smith, M. P. Elite theory and policy analysis: The politics of education in suburbia. Journal of Politics, 1974, 36, 1006-1032.

Spring, J. H. Politics of education and political-socialization.
Urban Affairs Quarterly, 1976, 12(2), 257-263.

Stoll, L. Teachers and balance of power in school politics. Education Urban, 1977, 9(2), 135-146.

Summerfield, H. L. The neighborhood-based politics of education.
Columbus, Ohio: Charles E. Merrill, 1971.

The notion that local educational decision systems are closed
is attacked as faulty. Decision elites are not impervious to public
opinion and demand. Conflict between elites and the general public
can be managed but not controlled in the educational political
system. It is public demand that initiates change or adherence to
the status quo.

Thomas, N. C. Education in national politics. New York: David
McKay Company, 1975.

This is a study in public policy making with a focus on a specific
policy area of education. Thomas narrowed his concentration to the
making of policies underlying programs administered by the U. S.
Office of Education covering the process of national educational
policy making, this study should be of interest and value to government officials, persons in the education community, and members of
the general public who are concerned with the present condition and
the future of American education.

Turner, H. E. Mobilizing political power for action. Educational
Leadership, 1970, 28, 40-43.

Recenently, there are many struggles for power within the educa-
tional power domain. It is assumed that when enough educators can
subscribe to a common goal, and thus join one solitary group, then
it will be possible to overlook less crucial problems deterring
cooperative action. The author proposed two basic approaches to
mobilizing political power for educational ends which would be useful
for the professional educators in attempting to enlarge their power
domain. For a specific action, however, technical procedures should
be developed and further empirical studies are needed for verifying
the approaches.

Vasconcellos, J. Let's do something about distrust between educators
and politicians. Compact, 1974, 8, 2-4.

Verba, S. Readings in citizen politics. Chicago, Illinois: Markham,
1969.

Vereker, C. Public benefits, private vices--impact of politics on
education. Oxford Review of Education, 1976, 2(1), 49-58.

Vidich, A. J., & Bensman, J. Small town in mass society. Princeton,
New Jersey: Princeton University Press, 1968.

Vitullo-Martin, T. W., & Vitullo-Martin, J. A. The politics of
alternative models to the public schools. Final report.
California University, Riverside, November 1, 1973. (ED 83737)

Wagner, E. J. Political action for social change. Child Welfare,
1973, 52, 344-349.

Wirt, F. M. Reassessment needs in study of politics in education.
Teachers College Record, 1977, 78(4), 401-412.

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Wirt, F. M., & Kirst, M. M. The political web of American schools.
    Boston, Massachusetts: Little, Brown and Company, 1972.

Wynne, E. The politics of school accountability. Berkeley, California:
    McCutchan Publishing Corporation, 1972.

Ziegler, H., Jennings, M. K., & Peak, G. W. The decision-making
    culture of American public education. Forthcoming in Political
    Science Annual, Bobbs-Merrill Publishers, Indianapolis, Indiana,
    1972.

It is contended that "only within the past decade has educational
policy making come to be widely recognized as a political process."
By fucusing upon the local school district as a policy level, the
paper indicates the way in which participants influence local educa-
tion politics. In particular, on the basis of the review of related
literature on power and exchange between the school board and the
superintendent, it is concluded that "the decisional culture of the
schools is, to generalize, insulated from the political process,
routinized, and dominated by the administration." But, the press for
change is directed toward a reallocation of power. Consequently,
research on educational polioy making receives serious consideration
from the political scientist as well as from educational administration
scholars. Furthermore, the paper emphasizes "to shift from efforts
at the probable consequences of re-allocation of powers, or decentral-
ization," in educational research.

This review paper provides insight into understanding the power
exchange between the school board and the superintendent at the
local school district level.

Zeigler, H., & Peak, W. Political functions of the educational system.

Sociology of Education, 1970, 43, 115-142.

Agger, R. E., & Goldstein, M. N. Who will rule the schools: A
cultural class crisis. Belmont, California: Wadsworth, 1971.

Aiken, M., & Mott, P. E. (Eds.). The structure of community power.
New York: Random House, 1970.

In a single volume this work brings the best of the knowledge
about community power structures together. Included are historical
perspectives, identification of critical factors in the employment
of power, relationships of formal and informal centers of power, and
comparative studies across diverse settings. Most immediately.
relevant for the administrator is the section dealing with methodo-
logical bases for identifying power centers in the community. Each
of the major schools of thought is identified and the means employed
are presented in some detail.

Ban, J. R. Community study; with feeling. National Association for
Secondary School Principals, 1977, 61, 51-56.

Bang, J. S. Social and social psychological correlates for community
action potential. Unpublished doctoral dissertation, University
of Wisconsin, Madison, 1972. (Bibliography)

Barraclough, T. Community control of schools. Educational Management
Review Series, 1973, No. 26. (ED 084621)

Billings, C. Community control of the school and the quest for power.
Phi Delta Kappan, 1972, 53, 277-278.

Bonjean, C. M. (Compiler). Community politics: A behavioral approach.
New York: Free Press, 1971. (Bibliography)

Boyd, W. L. Public, professionals, and educational policy making:
Who governs? Teachers College Record, 1976, 77(4), 539-577.

Bruss, L. R. Local control: An overview of conflicting voices.
Paper presented at the Annual Covention at the National School
Boards Association, Miami Beach, Florida, April 1975. (ED 105656)

Carver, F. D., & Crowe, D. O. An interdisciplinary framework for the
study of community power. Educational Administration Quarterly.

Recent literature on community power structure is marked by an

appeal for a research design which will "neutralize the bias of

methodological analysis" and the academic orientation of the investi-

gation, and produce equally valid results in any community setting.

It is the intent of the writers of this article to present such a

framework. Their purpose is to synthesize previously used concepts,

and methodologies, suggest additional variables, and indicate impli-

cations of the suggested framework for educators, researchers, and

scholars interested in the study of community power structure.

Clark, T. N. Power and community structure: Who governs, where and
when? The Sociological Quarterly, Summer 1967, 291-316.

Based on the differentiated conception of the community, this

paper is concerned with a series of three questions: Who governs?--

what is the nature of the community power structure; Where?--in what

kinds of communities; and When?--under what conditions. To answer

these questions, the paper develops a series of propositions relating

tendencies toward different types of power structure with crucial

community variables.

Conner, D. M. Understanding your community (Revised edition).

Ottawa, Canada: Development Press, 1969. (Bibliography)

A critique of the ruling elite model. In F. G. Castlés, D. J. Murray,

& D. C. Potter. (Eds.), Decisions, organizations and society.

Harmondsworth, England: Penguin Books, 1971.

Conway, J. A., Jennings, R. E., & Milstein, M. M. Understanding

communities. Englewood Cliffs, New Jersey: Prentice Hall, 1974.

The basic premise of the authors is that public opinion is impor-

tant to policy-makers, especially in a society steeped in a tradition

of democratic participation in decision-making. Publics do influence

policy, whether or not policy-makers request their input. It is

definitely better to have a feeling for the positions of individuals

and groups in the community regarding policy matters before a course

of action is decided upon than to make decisions and then be abruptly

and unhappily confronted by community dissatisfactions. The authors

believe that administrators will increasingly be called upon to dis-

play a firm understanding of their communities. The context of this

book is intended to provide them with the basic tools for developing

that understanding. The procedures discussed should be useful to

any public administrators, but they are specifically directed to the

needs of educational administrators.

Cronin, J. M. The control of urban schools. New York: The Free

Press, 1973.

Davies, D. The emerging third force in education. Inequality in

Education, 1973, 15, 5-12.

Dick, H. R. A method of ranking community influentials. _American Sociological Review_, 1960, _25_, 395-399.

Easthope, G. _Community, hierarchy and open education._ London, England: Routledge & Kegan Paul Ltd., 1975. (Chapter 3)

Estes, N. _Marshalling community leadership to support the public schools._ Bloomington, Indiana: Phi Delta Kappa Educational Foundation, Fastback Series, 1974, No. 35. (ED 88209)

Falkson, J. L., & Gramier, M. A. Neighborhood school politics and constituency organizations. _School Review_, 1972, _81_, 35-61.

Fantini, M., Gittell, M., & Magat, R. _Community control and the urban school._ (Introduction by K. B. Clark.) New York: Praeger, 1970.

A comprehensive study of the participation issue in urban public schools. Tracing the development of public education and the bureaucratization of school systems since the 1900's, the authors examine where and for whom the attempt to provide universal education failed. They offer a persuasive case for community control as a means of achieving the participation they consider to be an intrinsic part of the education process.

Fein, L. J. _The ecology of the public schools: An inquiry into community control._ New York: Pegasus, 1971.

The "best" relationship between communities and their schools has been a matter of concern in American educational theory and practice since public schools were created. Until recently, the

issue was debated primarily at the local level, with each of the thousands of school districts seeking its own truth. Now the issue has taken on a major national dimension, and has become far more visible than it traditionally has been. Fein states that there are very serious issues at stake in the debate over community control of the schools. This book seeks to state those issues in their most general context, and thereby, to insure that the debate will not be left solely to those who appear to have the most immediate interest in their solution.

Fitton, J. B., & Easthope, G. Community, hierarchy and open education. _Educational Research_, 1976, _18_(2), 157-158.

Foshay, A. W. Problem of community. _The Education Digest_, 1974, _40_, 50-53.

Frederickson, G. (Ed.). _Neighborhood control in the 1970's._ New York, New York: Chandler Publications, Intext Press, Inc., 1973.

Fifteen essays explore the practical and theoretical issues confronting both politicians and administrators as they attempt to meet citizen's demands for greater control over the institutions that affect their lives. The contributors analyze the implications of increased citizen participation and offer interesting insights on many topics.

Freeman, L. C., Fararo, T. J., Bloomberg, W., & Sunshine, M. H. Locating leaders in local communities: A comparison of some

alternative approaches. In W. D. Howley & F. M. Wirt (Eds.),

The search for community power. Englewood Cliffs, New Jersey:

Prentice Hall, 1968.

Gehlen, F. L. The political aspects of small town and rural schools.

New Mexico State University, University Park. ERIC Clearinghouse

on Rural Education and Small Schools. 1969. (ED 030502)

Schools are political in that they are creatures of the state

and are operated by tax monies. Political pressure is applied from

groups of local citizens and local chapters of national pressure

groups. Many argue that the real locus of power affecting schools

rests in the power structure of the community. The type of power

structure may be related to such factors as size of the community and

its past tradition of political involvement.

Graham, G. The public school in the American community. New York:

Harper and Row, 1963.

In this sociological study of the school and its setting, the

author carefully develops the sociological backgrounds that have

led to current influences and pressures on American schools. In

addition to this background, he thoroughly examines both formal and

informal groups from national to local level as they relate to public

schools. The book gives insights on how these groups operate and why.

Gustofson, T. J. Variables which affect the success of educational

pressure groups. Paper presented at the Annual Meeting of the

American Educational Research Association, Minneapolis, Minnesota,

March 1970.

This study is attempted to determine what characteristics are common to pressure groups which effectively influence educational policy. From the reviewed literature eight variables are identified by (1) the critical situation in the community, (2) the quality of leadership of the pressure group; (3) the prestige of the group; (4) the economic control, (5) the channels of communication; (6) the shared goals and attitudes; (7) the group solidarity; and (8) the strategy the group would implement to achieve its objectives. By operational-izing these variables, a questionnaire-interview schedule was developed and fifty-six pressure group leaders and forty-two educational person-nel were interviewed.

This study provides insights into understanding certain variable characteristics of effective educational pressure groups.

Hatton, B. Community control in retrospect: A review of strategies for community participation in education. Paper presented at the Conference on Community Participation in Education, Madison, Wisconsin, December 1974.

The current challenge to traditional forms of urban school gov-ernment has been caused both by inadequacies of structure and perfor-mance in the schools and by broader social and political trends outside of the schools. For many concerned about the problems of urban education, decentralization of school systems has seemed a necessary step. Even recent variations on the call for decentrali-zation have included calls for "community control," "empowerment

of the poor," "community participation". Educational planners and
urban policy analysts seem to be concentrating on re-organizational
approaches in the formulation of public policy to address what is
termed the "urban crisis."

Hawley, W. D., & Wirt, F. M. (Eds.). The search for community
power. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Hegeman, E. (Comp.) Anthropology and community action (1st ed.).
Garden City, New York: Anchor Books, 1974.

Hellerman, W. How big is your community? National Association of
Secondary School Principals, January 1974, 58, 32-37.

Hill, W. B. Community power structure and the operation of a selected
school system. Unpublished doctoral dissertation, University
of Massachusetts, Boston, 1972.

Hollander, E. P. Leaders, groups, and influence. New York: Oxford
University Press, 1964.

Hughes, L. W. Know your "power" structure. American School Board
Journal, 1967, 154, 33-35.

Hunter, F. Community power structure, a study of decision makers.
Garden City, New York: Doubleday, 1963.

The basic assumption underlying the reputational methodology used
by Hunter is that reputations for influence are an index of the
distribution of the influence. Hunter assigns the community "power
structure" to those individuals most often named by selected respon-
dents from a given list.

Iannaconne, L., & Lutz, F. W. Power, politics and policy: The governing of local school districts. Columbus, Ohio: C. E. Merrill Publishers, 1970.

Kohl, H. Community control? Failed or undermined? Phi Delta Kappan, February 1976, 57, 370+.

Lane, W. R. Community power structures in education--a review of the research and some implications for educational administration. Unpublished doctoral dissertation, University of Iowa, Iowa City, 1967.

Community power and influence will always be present as major factors in the administration of schools. The myth that schools are outside or should be kept out of politics is practically abandoned. The increased emphasis upon an inter-disciplinary approach to the preparation of school administrators reflects the growing realization that the superintendent must deal with a myriad of political and social forces operating within this community.

Little study has been done on the relationship between national power structures, state power structures and education at a local level. We also lack studies which give us insight into the rapidly evolving power and influence of the voice of minorities. Yet schools are in the middle of all of this.

Lapinsky, A. A. An analysis of the power structure and decision making process at the community school level within a school district. Unpublished doctoral dissertation, Syracuse University, Syracuse, New York, 1973.

Levin, H. M. (Ed.). Community control of schools. Washington, D.C.:

    Brookings Institution, 1970.

.The Brookings Institution sponsored a Conference on the Community

School in December, 1968. For the Conference, experts drawn from a

variety of disciplines and experiences prepared ten papers, which

became the basis for a two-day discussion of the objectives, policies,

and mechanics of community control of-big-city schools by some thirty

participants. This volume presents the papers, together with an

introduction and a summary of the conference discussion by Henry M.

Levin.

Longstreth, J. W. Knowing who's who in 'power structure' can pay

    dividends. American School Board Journal, August 1966, 1, 10-11.

Realizing the value of listening to the influential leaders in

the community, study was made of the materials collected in two power

structure research surveys, conducted at the University of Florida.

It reports "Who are the persons to whom the educator should pay

special attention when attempting to gain insight into the power

structure of his school district." Representatives from 15 groups

were asked to name the persons he felt were the leaders of his own

community. Even though there are considerable variations among the

groups, the findings of this study would be beneficial to the pro-

fessional educator in discovering the community influentials by

seeking information from any of the persons whose occupations are

listed near the top of the efficiency ranking. The measurement of

the efficiency rank of each grouping would be useful to verify the

informants of the community power structures in further studies.

Maguire, J. W.   School principals and community power structure.

Intellect, Summer 1974, 102, 510-511.

Marsh, C.   Structure of community power and community decision making.

Adult Leadership, September 1964, 13, 71-72.

This article presents an eight-step process for social action.
It reviews the literature on community power based on both pyramid
and pluralistic models, and is a good review for community change
agents.

McCarty, D. J.   How community power structures influence administrative

tenure. American School Board Journal, 1964, 148, 11-13.

McClendon, E. J.   Is local control of education dead or dying.

Educational Digest, April 1977, 42, 22-23.

McDaniel, R. P.   Community influentials, power structures and special

interest groups and their influence on individual trustees in

a selected school district: A case study.   Unpublished doctoral

dissertation, University of Southern California, 1973.

McDaniel did a community power study in a rapidly changing
suburban community. He found that rapidly growing districts will
be split by old and new community members and that influentials are
generally not participants in school issues.

McNeely, R. Another look at community control. Crisis, May 1976,

83, 161-162+.

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McSwine, B. L. Need for community control of education. Black

    Scholar, December 1974, 6, 9-15; Reply with rejoinder, A. Stein,

    March 1975, 6, 43-47.

Meranto, P. Community power structures and the governance of schools.

    Urbana, Illinois: Department of Political Science, University

    of Illinois, and Institute of Government and Public Affairs.

    Interest in identifying a core of influential individuals who

control the making of governmental decisions has existed ever since

the institution of government emerged. Within the last decade or so

this interest has become a major area of systematic study for

numerous sociologists and political scientists who have focused on

analyzing the nature of community power structures in American cities.

Meranto presents an overview of the key issues in this area, summarizes

what social scientists think they have discovered about local power

structures, and suggests how these findings relate to the governance

of education.

Minar, D. W. (Ed.). The concept of community. Chicago, Illinois:

    Aldine Publishing Company, 1970.

    The concept of community is a complex, usually unanalyzed,

abstraction. It is often a source of confusion because it stands

for many things. This book is an attempt to explore some of the

literature that deals with the varieties and phases of community.

Multiunit schools and their communities. Elementary School Journal,

    November 1974, 74(2), 103-111.

Norton, S. M. Know your community in ten easy lessons. Clearing House, September 1968.

O'Brien, D. J. Neighborhood organization and interest group processes. Princeton, New Jersey: Princeton University Press, 1975.

This book gives a complete analysis of neighborhood organizations and why many efforts to uplift the poor, particularly blacks, have not met with great success. O'Brien's approach is to look at what has happened in the past from a theoretical perspective, demonstrating most convincingly how some very critical organizational concepts in community development have been taken too lightly or completely disregarded.

Ohare, D. Education and community. Social Studies, 1976, 5(1), 96-99.

Ornstein, A. C. Metropolitan schools: Administrative decentralization vs. community control. Metuchen, New Jersey: Scarecrow Press, 1974.

Pfautz, H. W. et al. Community control of schools. Washington, D.C.: Brookings Institution, 1970.

Perrucci, R., & Pilisuk, M. Leaders and ruling elites: The inter-organizational bases of community power. American Sociological Review, 1970, 35, 1040-1057.

Polsby, N. W. Community power and political theory. New Haven, Connecticut: Yale University Press, 1963.

Porter, D. O., & Porter, T. W. Searching for models of community influence in schools: A theoretical model and a study of

independent schools. Paper presented at the American Educational
Research Association Annual Meeting, New Orleans, Louisiana,
February 1973. (ED 85275)

Powers, R. C. Identifying the community power structure (Extension
Publication No. 19). Ames, Iowa: Iowa State University Coopera-
tive Extension Service.

Presthus, R. Men at the top: A study in community power. New York:
Oxford University Press, 1964.

Prewitt, K. The recruitment of political leaders: A study of citizen-
politicians. Indianapolis, Indiana: Bobbs-Merrill Company, 1970.

Provus, M. In search of community. Phi Delta Kappan, June 1973,
54, 10.

Riker, W. H. The study of local politics. New York: Random House,
1955.

Riker's particular objective is to provide undergraduate students
in the area of political science with field research methods to study
local politics. As such, he has much to say for the schoolman who
would try to discover the political status of his local community.
The author gives suggestions of questions to ask and develops a
series of interviewing approaches and tips.

Rogers, M. F. A theoretical approach to community power, influence
and decision making. Unpublished doctoral dissertation, Univer-
sity of Massachusetts, Boston, November 1971.

Rossetti, A. D. An analysis and comparison of decision making at the community level in a school district. Unpublished doctoral dissertation, Syracuse University.

Rossetti used Hunter's and Dahl's methods for community power analysis in three districts. He found that there were two categories of decision makers: 1) elite decision makers, elected officials and selected businessmen, and 2) a substructure of participants.

Shaw, P. C., & Tronzo, L. A. Community constraints on academic planning: Myths and realities. Paper presented at the Annual Conference of the Society for College and University Planning, Atlanta, Georgia, August 1972. (ED 067973)

Spiess, J. A. Community power study applications to educational administration and supervision. Toledo, Ohio: University of Ohio, Department of Education Administration and Supervision, 1971.

This report discusses theories about and studies on the relationship between school districts and community power structures. It offers practical techniques for decisionmakers to use in dealing with such power structures. Various participants and influentials in the community power structure are identified and discussed. Two major typologies are presented: (1) the sociology-based or reputational, and (2) the issue analysis. The author suggests that while most studies support the reputational point of view, educational administrators, by assigning greater emphasis to issue analysis, would fare better in dealing with power structures.

Steinberg, L. S. The revival of local control in suburbia. Paper

presented at American Educational Research Association Annual

Meeting, New Orleans, Louisiana, February 1973. (ED 077102)

Swan, M. D. Principals and teachers: Study your community. In

Selected articles for elementary principals. Washington, D.C.:

Department of Elementary Principals, NRA; 1968.

This paper criticizes that school teachers know almost nothing

about their community or about the most important forces that affect

their pupils. Many teachers have not been familiar with or interested

in local problems, particularly problems of the school district.

Thompson, P. V. Jr. A case study: Community influence upon curriculum.

Fort Lauderdale, Florida: Nova University, June 1974. (ED 095985)

Turner, H. Mobilizing political power for action. Educational

Leadership, October 1970, 28, 40-43.

Vidich, A. J., & Benson, J. Small town in mass society. Princeton:

Princeton University Press, 1958.

Warren, D. I., & Warren, R. Different strokes for different neighbor-

hoods--A community leader's handbook. Psychology Today, June 1975.

This brief guide can help you diagnose your neighborhood and

select the best prescription for effective action. Warren has iden-

tified eight neighborhood characteristics that are pivotal for

organizational action and change. The characteristics are listed

in terms of eight questions to ask yourself about your own neighborhood.

The author has also identified seven strategies that are frequently

used by successful activists. These strategies are listed on a chart
and marked according to their probable effectiveness.

Warren, R. L. Studying your community. New York: Russell Sage
Foundation, 1955.

Though somewhat outdated, the book covers the various sectors
of community life (e.g., background, economic structure, government,
housing, and education.) It provides a useful guide to the ways
into the vast amount of information available within the local com-
munity. With a basic understanding of the community institutions
and their modes of operation described in this book, the reader is
in a better position for tracking down needed information. Chapter
18 carries through the basic steps involved in surveying citizens
but little detail is provided.

Wilcox, P. Changing conceptions of community. Educational Leadership,
May 1972, 29, 681-686. (Bibliography)

Zeigler, L. H. et al. How school control was wrested from the people.
Phi Delta Kappan, March 1977, 58, 534-539.

Zwiebach, B. Democratic theory and community control. Flushing,
New York: City University of New York, Institute for Community
Studies, March 1969. (ED 050205)

RESEARCH

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Anderson, P. S. How to conduct a solid community survey on a shoe-

string. American School Board Journal, 1973, 160(10), 24-20.

Babbie, E. R. The practices of social research. Belmont, Calif.:

Wadsworth Publishing, 1975.

Babbie, E. R. Survey research methods. Belmont, Calif.:

Wadsworth Publishing, 1973.

Backstrom, C. H., & Hursh, G. D. Survey research. Evanston, Ill.:

Northwestern University Press, 1963.

This book was written for political scientists and political

sociologists but applies equally well to community study by school

personnel. It is a practical primer on how to carry out a survey.

The authors take the reader, step by step, through the entire pro-

cess from drawing a sample, through question writing, to fieldwork,

and data processing. Many useful ideas are offered. This is a

highly recommended book for reinforced understandings of the survey.

Bowles, B. D., & Fruth, M. J. Research on home-school-community

relations for individualized schooling. Madison:

The University of Wisconsin, 1976. (Mimeographed)

Bowles, B. D. School administrator's interview handbook: Simforma-

tion 4. Madison: University of Wisconsin, 1978.

(CCL Document Service)

Brown, S. R. Significance of Q technique and its methodology for
political science. Paper presented at a meeting of the Midwest
Political Science Assn. Chicago, May 1974.

Carmel, C., & Kahn, R. Interviewing. The handbook of social
psychology (2nd ed., Vol. 2). Reading, Mass.: Addison-Wesley Publish-
ing Co., 1968.

Charters, W. W. Public relations. Encyclopedia of educational
research (3rd ed.). New York: Macmillan, 1960,

Costner, H. L. (Ed.). Sociological methodology 1971. San Francisco:
Jossey-Bass, Inc. Publishers, 1971.

The third volume in a series sponsored by the American Socio-
logical Association, this book presents perspectives on social
research methods with guidance on certain methodological problems.
Part One concentrates on data production; Part Two on measurement
errors in regression and path analysis; Part Three on certain process
models; and Part Four on measures of association and prediction
research. This is a highly complex work but could be valuable for
deeper understanding of the research tools of sociology.

Davis, J. A. Elementary survey analysis. Englewood Cliffs, N. J.:
Prentice-Hall, 1971.

This book is part of a series dealing with the methods of the
social sciences. The emphasis is restricted to those analytic tools
of a nonparametric nature (as Yule's Q and Gamma). The approach is

for a nonmathematical understanding with sufficient explanation so
that the technique can be applied.

Dexter, L. Elite and specialized interviewing. Evanston, Ill:
Northwestern University Press, 1970.

Educational leadership planning survey for the Manhatten public
schools III community survey. Topeka, Kansas: Kansas State
Department of Education, 1972b.

Emmert, P., & Brooks, W. (Eds.). Methods of research in communica-
tion. Boston, Mass.: Houghton Mifflin Co., 1970.

The chapters in this book differ in range and level of difficulty.
Many areas of research are discussed including the Q-sort technique,
content analysis, rating scales, nonverbal analysis, and interaction
analysis.

Ennis, R. On causality. Educational Researcher, 1973, 2(6).

Fox, D. J. The research process in education. New York: Holt,
Rinehart and Winston, Inc., 1969.

Gish, E. A study designed to determine the feasibility of adapting
a Gallup/Kettering model of surveying the public in local
school districts. Unpublished doctoral dissertation, University
of Virginia, 1972.

Glaser, B. G., Strauss, A. L. The discovery of grounded theory:
Strategies for qualitative research. Chicago, Ill.: The Aldine
Publishing Co., 1967.

This book is an interesting annotation and interpretation about how sociologists derive theory from data. The major strategy that they will emphasize for furthering the discovery of grounded theory is a general method of comparative analysis. Previous books on methods of social research have focused mainly on how to verify theories and over-emphasize current sociology on the verification of theory, and de-emphasize the prior step of discovering what concepts and hypotheses are relevant for the area that one wishes to research. It is a very important book in the development of the validity and reliability of case studies.

Good, C. V. Essentials of educational research. New York: Appleton-Century-Crofts, 1966.

Chapter V (pp. 190-281) entitled "Survey: Description, Analysis, Classification," offers many valuable ideas concerning the school-community survey. Included is historical development of the uses of the survey for educational analysis in local communities, contrasts, and comparisons between interviews and questionnaires, and a variety of techniques for discovering facts about the community. Contains a useful background chapter with a good biliography up to the mid-1960s.

Gorden, R. L. Interviewing: Strategy, techniques, and tactics. Homewood, Ill.: Dorsey, 1969.

The author has gathered together a wealth of information and techniques for this specialized area of gathering information. "The intent is to increase sensitivity to a broad spectrum of communication problems, to present a wide assortment of interviewing tools, and to introduce a frame of reference useful in bringing the tools to bear on these problems." This quotation from the Preface is not mere boast; it has been well achieved in this highly readable book. As a further bonus there is an excellent bibliography. Highly recommended.

Iannaccone, L. The field study in educational policy research. Address prepared for the University of Wisconsin-Madison Conference "Policy Research: Methods and Implications", 1974. (Mimeographed)

Jackson, J. S., III, & Shade, W. L. Citizen participation, democratic representation and survey research. Urban Affairs Quarterly, 1973, 9, 57-59.

Jensen, P. Public understanding of education as a field of study. Report of a conference co-sponsored by Project Public Information, Stanford University, 1967.

Karabel, J., & Halsey, A. H. (Eds.), Power and ideology in education. New York: Oxford University Press, 1977.

The field of educational research has in recent years advanced in many ways. Accompanying this progress is a "bewildering proliferation of writing," made very unmanageable by the failure of the educational research community to communicate effectively across national and disciplinary boundaries. Bringing together contrasting academic and personal backgrounds Karabel has tried to present the various

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theories and methods that have been characteristic of the last 10 to 15 years.

Kerlinger, F. N. Foundations of behavioral research (2nd ed.). New York: Holt, Rinehart & Winston, 1973.

An excellent overview of research and research techniques that have general application. The section dealing with techniques for ascertaining, attitudes, details, and approaches," may have value for community survey approaches. There is also a highly readable set of chapters dealing with analysis and analytic techniques.

Lecompte, M. D. The uneasy alliance of community action and research. School Review, 1970, 79, 125-32.

Levine, M. Scientific method and the adversary model. American Psychologist, 1974.

Lohnes, P. R., & Cooley, W. W. Introduction to statistical procedures: With computer exercises. New York: John Wiley, 1968.

For the staff person in the schools looking for a book that integrates elementary statistics with computer thinking, this is it. This is a highly recommended text for integrating the machine and the technique.

Lurtz, F. W., & Ramsey, M. A. The use of anthropological field methods. Educational Researcher, 1974, 3(10).

Lutz, F. W., & Iannaccone, L. Understanding educational organizations: A field study approach. Columbus, Ohio: Charles E. Merrill, 1969.

A book on research methodology focusing on system-environment relations. It presents approaches to the study of power in communities and attaches the approaches to methodological procedures. Particularly useful are: Chapter V on observation methods; Chapter VI on analyzing data; and Chapter VII which deals with the organization of findings.

Maskel, C., Meisner, R., & St. Clair, K. "An investigation of the politics of education using two theories of social organization as a conceptual guide." Educational Administration Quarterly. Columbus: Ohio UCEA, 1971.

This is an interesting piece of research formulating hypothesis and theories using some of the social psychological constructs as well as political theory constructs. Research is then done in three or four midwest states, 1968-1969, using statistical methods in field methodology.

Mendenhall, W., Ott, L., & Schraffer, R. L. Elementary survey sampling. Wadsworth Publishing Co.: California, 1971.

National School Public Relations Association. How to conduct low cost surveys: A profile of school survey and polling procedures. Arlington, Va.: Author, 1973.

The breakdown of the once effective informal communications channels have made surveys a vital tool in the hands of the school

administrator. Provides guidelines for making such surveys economical, accurate and practical.

National School Public Relations Association. Polling and survey research. Arlington, Va.: Author, 1973.

This publication declares that the same problems that keep information from flowing out of schools keep information from flowing in. Research is cited on the pros and cons of the interview vs. the questionnaire, various methods of constructing poll questions and analyzing data. Also describes model survey techniques. Prepared by the ERIC Clearinghouse on Educational Management.

National School Public Relations Association. Question Bank. (A list of tested questions used by school districts.) Arlington, Va.: Author, 1973.

Nie, N., Bent, D. H., & Hull, C. H. SPSS: Statistical package for the social sciences. New York: McGraw-Hill, 1975.

This is an essential manual for employing the computer with those statistical techniques that are frequently helpful in survey analysis. It is an excellent companion text for developing an understanding of the computer, reading and interpreting computer printouts, and understanding the arrangements and use of certain statistical programs. Highly recommended for those who have computer resources available.

Oppenheim, A. N. Questionnaire design and attitude measurement. New York: Basic Books, 1966.

The author uses the term "questionnaire" to fit both the interview and questionnaire formats. As such, there is much valuable information for the schoolman whether he is constructing an interview

schedule or a questionnaire. The book focuses upon design problems,

question working, ways of establishing attitudes, and ways of

quantifying the resultant information for analysis. At the end of each

chapter there is a useful bibliography that provides access to further

sources for the interested reader.

Ornstein, A. Research on decentralization. _Phi Delta Kappan_, 1973,
54(9), 610-614.

Parten, M. _Surveys, polls, and samples._ New York: Harper & Row,
1950.

A pioneering book in the field of survey research process.
Provides in-depth explorations of all facets of surveying from plan-
ning, to doing the fieldwork, to preparing the report of the findings.
Highly readable, it includes both advantages and disadvantages of
various procedures. A thorough bibliography of works related to
survey research up to 1950 is included.

Payne, S. I. _The art of asking questions._ Princeton, New Jersey:
Princeton University Press, 1951.

An excellent "do's and don'ts" book on question stating. As
the author notes in his preface, "The art of asking questions is not
likely ever to be reduced to easy formulas." All that he offers the
reader is his substantial observations as a researcher on the most
common problems encountered by those who write survey questions and
some practical ways to avoid pitfalls. The book probably presents
one of the most complete treatments of this topic available.

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Richardson, S. A., Dobrehnwend, B. S., and Klein, D. Interviewing.

New York: Basic Books, 1965.

An in-depth analysis of the interview process. Focus is on
interviewer-interviewee relationships, how they develop, constraints,
and construction of a "facilitating" environment. The authors cover
a wide range of interviewing situations, discussing the impacts of
content, personality, geographical locus, and the structure of the
interview instrument itself.

Riker, W. H. The study of local politics. New York: Random House,
1955.

Riker's particular objective is to provide undergraduate students
in the area of political science with field research methods to study
local politics. As such, he has much to say for the schoolman who
would try to discover the political status of his local community.
The author gives suggestions of questions to ask and develops a series
of interviewing approaches and tips.

Rosenberg, M. The logic of survey analysis. New York: Basic Books,
1968.

This book is devoted to that segment of the survey process that
is concerned with abstracting meaning from the data. The author
highlights the logic or reasoning behind the operations of analysis.
Since it deals specifically with surveys and survey analysis, it is
very appropriate for the schoolman. It is well written with good

examples and does <u>not</u> assume advanced knowledge of mathematics. This
is another book that is highly recommended for advancing the
knowledge-base and understandings of analysis.

Rossan, S., & Levine, N. Field Methods: A course for teaching non-
laboratory research methods. <u>Bulletin of British Psychology</u>,
1974, <u>27</u>.

The authors feel that a methods course such as Field Methods
forms an important learning experience for students in the development
of professional competence. A course such as this allows students to
become familiar with nonlaboratory research methods, to develop cer-
tain fundamental skills that are important in all research methodol-
ogies, and to explore various topics which relate to people living in
society.

Schuman, H., & Duncan, O. D. Questions about attitude survey questions.
<u>Sociological Methodology</u>, 1973-74.

Selltiz, C., Wrightsman, L. S., & Cook, S. W. Questionnaire construc-
tion and interview procedure. <u>Research Methods in Social Rela-
tions</u> (3rd ed.). New York: Holt, Rinehart, & Winston, 1976.

Early in planning research investigators will weigh the merits
of several techniques for collecting the desired data and decide
whether to use a questionnaire or some other method. Assuming that
the study director has decided to use a questionnaire, this appendix
presents the entire process of its construction divided into the

following six steps: deciding what information should be sought, deciding what type of questionnaire should be used, writing a first draft, re-examining and revising questions, pretesting, editing the questionnaire, and specifying procedures for its use.

Sieber, S. The integration of fieldwork and survey methods. A.J.C., 1973, 78.

Stephan, F. F., & McCarthy, P. J. Sampling opinions: An analysis of survey procedure. New York: John Wiley, 1962.

An excellent source book that systematically develops understandings of sampling. Part I deals with background material for conceptual understanding and application. Part II concentrates on analyses and empirical studies; and Part III is a synthesis, reviewing understandings and interpreting for application.

Survey Research Center. Interviewer's manual. Ann Arbor, Mich.: Institute for Social Research, 1969.

Constructed as a guide book for interviews in the Survey Research Center, the manual covers interviews and sampling "do's and don'ts." The contents of the manual reflect the extensive experiences of the Center. It can well be used by school district personnel to gain insights into the surveying and interviewing processes.

Webb, E. J., Campbell, D. T., Schwartz, R. D., & Sechrest, L. Unobstrusive measures: Nonreactive research in the social sciences. Skokie, Ill.: Rand McNally, 1966.

An excellent source for understanding the theory and application of those measures that do <u>not</u> involve a direct contact with respondents or subjects. As an example of an unobtrusive measure the number of broken windows in a school building may indicate a level of student alienation. The authors explore types of unobtrusive measures as well as the problems in interpreting such indicators.

Weick, K. Systematic observational methods. <u>Handbook of Social Psychology</u> (2nd ed.). Reading, Mass.: Addison-Wesley Publishing Co., 1968.

Bibliography of Bibliographies

Adam, R. Interest groups in American education. _Comparative Education_, June 1975, 11, 165-172. (Bibliography)

Allen, G. J. _Community psychology and the schools; a behaviorally oriented multilevel preventive approach._ Lawrence Erlbaum Associates, 1976. (pp. 193-205)

American education at the crossroads; which direction will it take? _Journal of Contemporary Issues_, June 1978, 1, 17-33, July 1978, 35-98. (Annotated)

Apple, M. W. et al. (Eds.). _Educational evaluation: Analysis and responsibility._ Berkeley, California: McCutchan Publishing Company, 1974. (includes bibliography)

Aquino, J. Community involvement in education and teacher education: A preview and bibliography. _Journal of Teacher Education_, Summer 1975; 26, 131-133.

Archer, D. Power in groups: Self-concept changes of powerful and powerless group members. _Journal of Applied Behavior Science_, April 1974, 10, 208-220. (Bibliography)

Asbury, C. A. Selected factors influencing over- and under-achievement in young school-age children. _Review of Educational Research_, Fall 1974, 44, 409-427. (Bibliographical article).

Bailey, S. K. Purposes of education. _Phi Delta Kappa_, 1976, 115-133. (Annotated)

Baldridge, J. V. et al. _Managing change in educational organizations;_

sociological perspectives, strategies, and case studies.
Berkeley, California: McCutchan Publishing Company, 1975.
(Bibliography)

Ballesteros, D. Community-based education: A program to improve
home school communication. California Journal of Educational
Research, November 1974, 25, 281-288. (Bibliography)

Barr, C. W. School in the urban comprehensive plan; a partial bib-
liography. Monticello, Illinois: The Council of Planning
Librarians, 1972.

Bartholomew, R. Physiological and psychological effect of the educa-
tional environments on human performance. Monticello, Illinois:
The Council of Planning Librarians, 1976. (Exchange bibliography
No. 1049)

Beach, R. G. Help in the school: Establishment of a paraprofessional
program. Philadelphia, Pennsylvania: Dorrance & Company, 1973.

Bibliographies in education, number 31: Community schools. Ottawa,
Ontario, Canada: Canada Teacher's Federation, December 1972.
(ED 90355)

Boocock, S. S. School as a social environment for learning: Social
organization and micro-social process in education. Sociology
of Education, Winter 1973, 46, 46-50.

Booher, D. E. Citizen participation in planning: Selected inter-
disciplinary bibliography. Monticello, Illinois: Council of
Planning Librarians, 1976. (Exchange bibliography No. 718)

Books you should have read this year, and still can. American School

Board Journal, December 1974, 161, 19-32+. (Annotated)

Bridge, R. G. Parent participation in school innovations. Teachers

College Record, February 1976, 77, 366-384. (Bibliography)

Brock, H. C. Parent volunteer programs in early childhood education;

a practical guide. Hamden, Connecticut: Shoe String Press,

Inc., 1976.

Bryson, J. M. Political models, the public interest, and planning

methods, strategies and roles: A bibliographic essay. Monticello,

Illinois: Council of Planning Librarians, 1977. (Exchange

bibliography no. 1290)

Budd, R. W., Thorp, R. K., & Donohew, L. Content analysis of com-

munications. New York and London: Crowell Collier and Macmillan,

1967.

There is an excellent annotated bibliography of over 300 works in

the field of content analysis included in this work. The purpose of

the book is to indicate ways that content analysis can be used or

applied. Many of its examples are drawn from the mass media although

a wider scope of application is implied. A good resource book for

basic understandings and techniques.

Cahill, R. S., & Hencley, S. P. (Eds.). The politics of education

in the local community. Danville, Illinois: Interstate Printers

and Publishers, 1964.

A detailed report of the findings, thoughts, and papers resulting

from an interdisciplinary conference which examined the dynamics of

politics in education, the focus is on community decision-making as
it relates to schools. The authors present a good theoretical model
for decision-making and provide research tools for analyzing the com-
munity decision-making process. Some examples are included, as
is an extensive bibliography.

Carr, D. S., & Chaffee, C. Readings for the principal in school-
community relations. (Prepared for the Illinois principals
association). Danville, Illinois: Interstate Printers and
Publishers, 1975.

Carter, B., & Dapper, G. School volunteers: What they do, how they
do it. New York, New York: Imprint of Scholastic Book Services,
Citation Press, 1972.

Clark, R. E. Constructing a taxonomy of media attributes for research
purposes. Audio-Visual Communication Review, Summer 1975, 23,
211-215.

Community organization--Community action--"Helping George do it."
The Library Counselor, Summer 1972, 27(3). (Annotated)

Community resources; symposium. Man/Society/Technology, December
1975, 35, 68-79.

Conrad, D. R. Education for transformation; implications in Lewis
Mumford's eco-humanism. Palm Springs, California: ETC Publi-
cations, 1976.

Conrad, R. W. Parent attitude change as a function of orientation
program participation. Journal of the National Association for
Women Deans, Administrators, and Counselors, Spring 1976, 39,
136-139. (Bibliography)

Conway, J. A. et al. Understanding communities. Englewood Cliffs,

New Jersey: Prentice-Hall, 1974. (Annotated)

Cooley, W. W., & Lohnes, P. R. Evaluation research in education.

New York, New York: Irvington Publishers, 1976.

Cordasco, F. Social reform and American education. Bulletin

Bibliography, April 1976, 33, 105-110. (Annotated bibliography

of selected references)

Corwin, R. G. & Wagenaar, T. C. Boundary interaction between service

organizations and their publics; a study of teacher-parent

relationships. Social Forces, December 1976, 55, 489-492.

Cunningham, G. Citizen participation: Antagonists or allies. Theory

Into Practice, October 1976, 15, 274-283. (Bibliography)

Davies, D., & Zerchykov, R. Citizen participation in education:

Annotated bibliography. Boston, Massachusetts: Institute for

Responsive Education, January 1978.

This resource book includes over 800 annotated references useful

to students, citizens, administrators and teachers--an excellent

source book!

Davies, D. Introduction: Citizen participation in educational de-

cision making. Journal of Education, August 1976, 158, 5-16.

(Bibliography)

Davis, F. K. Journey among mountains. Adamant, Vermont: Adamant

Press, 1974.

DeRoche, E. F., Evaluating school programs and personnel; a guide
for teachers and administrators. Shorewood, Wisconsin: Instruc-
tional Media Press, 1974. (Bibliography)

Derr, R. L. Taxonomy of social purposes of public schools; a hand-
book. New York, New York: McKay, 1973.

Drag, L. K. Bibliography on the process of change. In . M. Culver
& G. J. Hoban, Power to change: Issues for the innovative
educator (forward by S. G. Sava). New York: McGraw, 1973.

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