

CRITICAL FACTORS IN SCHOOL-COMMUNITY RELATIONS
ASSOCIATED WITH VOTING BEHAVIOR ON BUDGET BY-LAWS

by

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS (EDUCATION)
in the Faculty of Education

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DAVID THOMAS WATKINS 1972

SIMON FRASER UNIVERSITY

September, 1972

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ABSTRACT

The purpose of this research was to investigate the relationship between the disposition of budget by-laws and selected aspects of school-community relations in school districts passing budget by-laws in 1972 in the Province of British Columbia.

This study conceptualized the school as a social system and described school-community relations in terms of the relative ability of a school system to process inputs and the acceptance of the outputs by the community. This theoretical model suggested that outputs affect inputs through the operation of a feedback loop. Satisfaction expressed by the community over the outputs will serve as a means of inducing further input support.

Twenty school districts in British Columbia publishing budget by-laws in 1972 were examined. These by-laws advised the voters of the school district's intention to exceed the ceiling on spending for operating costs. If the voters objected to this by-law, they could challenge it by petitioning the school district to put the by-law to a vote (Challenged District). In the seven Challenged Districts where votes were held, one by-law was passed and six were defeated. In the remaining thirteen school districts, no petitions for a vote on their by-laws were received (Unchallenged Districts).

An assessment of the school-community relations in these twenty school districts was made and compared with the disposition of their budget by-laws. Unchallenged Districts were found to have significantly better school-community relations than Challenged Districts. Specifically, Unchallenged Districts were found to have a significantly higher ratio of Helping Factors to Hurting Factors than did Challenged Districts. Also, Unchallenged Districts were found to be more

quiescent, with more factors judged not to affect the relationship between the schools and their communities.

Challenged Districts and Unchallenged Districts disagreed on the effect of a group of factors referred to as Critical Factors. These factors were seen to delineate the difference between these two groups of districts. Unchallenged Districts had associated with them a comparatively large number of Critical Factors helping school-community relations and a relatively large number of Critical Factors not affecting school-community relations. Challenged Districts had a comparatively large number of Critical Factors hurting school-community relations, fewer Critical Factors helping and very few Critical Factors not affecting school-community relations.

The conceptual model on which this investigation was based appears to be substantiated by these results. Better school-community relations would appear to contribute substantially toward better financial support for schools.

ACKNOWLEDGEMENTS

The writer wishes to express his thanks to the supervisor of this thesis, Dr. N. Robinson, for his invaluable assistance and advice at every stage of the study. Thanks are also extended to Dr. A. Elliott for his advice and encouragement.

Appreciation is extended to the school district officials, teachers and members of the public who participated in this study.

Thanks are extended to Mrs. J. Lythgoe, Mr. E. Watt, Mr. I. MacDonald, Mr. G. Beard, Mr. T. E. Watkins and the staff of the British Columbia School Trustees Association for their assistance in collecting data.

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

This study was an attempt to investigate the relationship between the disposition of budget overages and selected aspects of school-community relations in school districts passing budget by-laws in 1972 in the Province of British Columbia.

An emerging trend appearing in the policies of provincial governments in recent years has been a shift from elected officials to the voters for the responsibility of determining the level of financial support the schools in their district will receive. Pressured by increasing competition for the tax dollar by other government agencies, demands for increased educational services, and an apparent increasing disenchantment by the public with the public school system, governments have sought for politically acceptable means of limiting increases in educational spending (3). Shifting the responsibility to the school district's voters for a direct decision on the level of educational spending subscribes to the democratic values of society; it also takes advantage of the increasing tendency of voters to defeat such proposals, and thereby accomplish the purpose of limiting educational spending (6).

A significant result of this pragmatic policy has been the assumption by voters of a critical role in the management of their school district. No longer are the voters just recipients of such taxes as the school district may impose--now they have assumed a decision-making role.

This study examined the behavior of voters in this decision-making role and attempted to identify factors which may be associated with certain modes of voting behavior. In doing so, it examined the relationship between the voters in twenty communities and their schools. It attempted to define this relationship and delineate those factors which had the greatest positive and the greatest negative influence on the

communities' voting behaviors.

II. THE IMPORTANCE OF THIS STUDY

A shift in responsibility for fiscal decision-making from elected officials to voters suggests that senior school district officials must become increasingly concerned with securing adequate financial resources for their school districts from their voters. However, the specific topic of voter behavior in school financial elections as well as the more general topic of school-community relations has received little attention from researchers in school administration (1, p. 262). Most organizational studies of schools neglect the influence of the community which the school serves; similarly, studies of communities and schools usually fail to delineate the precise nature of the interaction between them (4, p. viii).

This study was an attempt to explain the reaction of voters to certain financial expenditures proposed by the boards of school trustees in twenty school districts in the Province of British Columbia. It was conducted in the anticipation that the results would provide some additional insights into the nature of the relationship between schools and their communities and the effects these relationships may have on owner-electors' reaction to budget overages. Trustees and senior school district officials could then be in a better position to understand their relations with their community, to improve these relations and to increase financial support by owner electors for education.

III. STATEMENT OF THE PROBLEM

The central problem of this study was an investigation of the relationship between selected aspects of school-community relations and the disposition of budget by-laws in twenty British Columbia school districts.

More specifically, among those school districts which passed budget by-laws, did those districts with better school-community relations receive more financial support than those districts with poorer school-community relations? Further, if such an association appeared to exist, which specific factors of school-community relations had the greatest positive effect and which had the greatest negative effect?

IV. OVERVIEW OF THE REPORT

In the first chapter, the problem is stated and arguments are advanced to suggest the significance of the study. Chapter II is devoted to an analysis of the problem, establishing a theoretical framework from which the investigation is being conducted, and defining the terms, basic assumptions, limitations and delimitations. Chapter III describes the investigation and the research methodology. Chapter IV deals with the results, analysis and discussion of the data. Chapter V is concerned with the summary, conclusions and implications of the study.

REFERENCES FOR CHAPTER I

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- (2) Getzels, Jacob W., James M. Lipham, Roald F. Campbell, Educational Administration As A Social Process, Harper and Row, New York, 1968.
- (3) Gallup, George, "Second Annual Survey of the Public's Attitude Toward The Public Schools" cited in Phi Delta Kappan, October, 1970, p. 107.
- (4) Iannaccone, Laurence, and Frank W. Lutz, Politics, Power, and Policy: The Governing of Local School Districts, Charles E. Merrill, Columbus, Ohio, 1970.
- (5) Public Schools Act, Province of British Columbia, A. Sutton, Printer to the Queen's Most Excellent Majesty, Sections 24 to 34, inclusive.
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CHAPTER II

ANALYSIS OF THE PROBLEM

I. SCHOOLS AND THEIR COMMUNITIES: TOWARD A SYSTEMS APPROACH

Carlson has said that the structure and behavior of organizations are constrained and facilitated by forces in the environment of an organization. This environment is composed of many factors, some of which are obvious such as financial ties and recruitment dependencies, and others which are less obvious such as prestige (1, p.262). In the paper cited above, Carlson focuses on a single factor in the environment of the school organization, the nature of the relationship between the organization and its clients, and proposes ways this factor influences the structure of the school and the behavior of its members (1, p. 264).

This paper is of further interest than the attention drawn to the importance of the interaction between the school and the community. Carlson describes the school as a type of social organization which handles its clients and relates to its environment in characteristic ways. He describes the school as "domesticated" with no client control over admission. This implies that this type of organization is not compelled to attend to the ordinary and usual needs of an organization such as competition for clients. The school as an organization is virtually guaranteed an existence. Although in a sense it may have to compete for funds, the funds are not tied to the quality of its service (1, p. 266). The "domesticated" nature of the school as an organization has considerable influence on the way it relates to its social environment, the community it serves.

Kimbrough and Nunnery have focused on another factor in the environment of the school organization, the power structure of the community. They attack the notion that education and political activity must be separate

and distinct functions of modern society, and reject the conception of an, "insulated version of school administration" (8, p. 3).

Practice of this concept results in a very conservative, sterile system....The school system should be characterized by a high degree of openness. It should find ways for potent interaction and communication with its suprasystem, the community. (8, p. 3)

Kimbrough and Nunnery stress the critical role played by informed groups and informal interaction in influencing community decision makers who operate in the association-institution offices. Their thesis is that an understanding and use of the political environment can be advantageous to school systems. "If educators provide effective political influence, most citizens will support quality schools" (8, p.5).

Iannaccone too supports the notion that appropriate political attitudes by educators are beneficial to education. He says though that unfortunately...

The preferred politics of pedagogues is the politics of the priest-craft protected by its putative mastery of the mysteries of educational expertise, supported by the public's emotional response to sacred values and proceeding within the privileged sanctity of its private preserves.....

The preferred politics of pedagogies tends to strengthen the boundaries of its social systems, resulting in a narrow base of support and to perpetuate itself and its internal power elite despite the needs of society. (6, p. 19)

Iannacone, like Kimbrough and Nunnery, emphasises the importance of understanding and using the political mechanisms in society to the benefit of education. His approach to the topic though is more clearly a systems one.

The general systems approach offers a useful framework for thought and a set of concepts for understanding the politics of education. (6, p. 12)

Gross has delineated four contributions made by a social systems approach to educational administration (5, p. 275 - 287). He too stresses the point that a school system does not exist in a vacuum; its existence and functioning depend in large measure on its outside

world, its external environment. The first implication of this is that changes in the larger social system of the community affect the composition of the student body in a school system and therefore the school may have to modify its curriculum as a result of a changing social system. A second contribution of social system theory is the recognition of the power structure of the community.

School systems absorb a large portion of the local tax dollar and the influence of formal and informal power agents in the community on budgetary decisions is a basic influence on the quality of the staff and the program of a school system (5, p. 279).

A third contribution of a systems approach to the relationship between schools and their communities is the analysis of the basic link between the community and the schools, the school board. Gross claims that,

....a crucial, but frequently neglected variable influencing the operation of the school is the behavior of the small group of laymen who are its official policymakers (5, p. 279).

A fourth sociological contribution emerges from the analysis of inter-role conflicts to which educational personnel are exposed as a consequence of their occupancy of positions in schools and in other social systems.

In summary, a systems approach appears to provide an appropriate means to investigate relationships between schools and their communities. Carlson, Kimbrough and Nunnery, Iannacone and Gross have demonstrated the conceptual applicability of systems theory to the topic of school-community relations and each has examined the effect of a single factor or cluster of factors on the relationship between schools and their communities.

II. A SYSTEMS MODEL FOR THE ANALYSIS OF SCHOOL-COMMUNITY RELATIONS

A system can be defined simply as a, "complex of elements in mutual dependence" (6, p. 12). A clearly defined boundary distinguishes

a system from its environment; through this boundary the system receives inputs to process and return to the environment (7, p. 8).

Systems are depicted as being open or closed. An open system is open to its environment, a closed system is not. Exchanges take place between an open system and its environment consisting of inputs and outputs viewed from the system's frame of reference. A closed system is characterized by an unchanging balance in the relationship among its elements (6, p. 12). Virtually all systems are open then, although there are relative degrees of openness.

Griffiths has provided a useful summarization of system theory applied to educational administration.

- (1) Open systems exchange energy and information with their environments; i.e., they have inputs and outputs.
- (2) Open systems tend to maintain themselves in steady states. A steady state is characterized by a constant ratio being maintained among the components of the system....
- (3) Open systems are self-regulating.
- (4) Open systems maintain their steady states, in part, through the dynamic interplay of subsystems operating as functional processes. This means that the various parts of the system function without persistent conflicts that can neither be resolved nor regulated.
- (5) Open systems display equifinality; i.e., identical results can be obtained from different initial conditions.
- (6) Open systems can maintain their steady states through feedback processes.
- (7) Open systems display progressive segregation. This occurs when an open system divides into a hierarchical order of subordinate systems which gain a certain independence of each other (4, p. 116-117).

Katz and Kahn conceptualize the application of system theory to educational administration in a similar manner with a more thorough delineation of the effects of output (7, p. 17).

It is the output which activates the system since the output is converted into further energetic input. This conversion occurs in a transaction between the organization and the environment. An illustration of this would be an automobile manufacturing firm which sells its products to customers and uses the money obtained to purchase raw materials, pay salaries and thereby produce more automobiles. In business organizations, outputs are normally converted into money, furnishing new energy for the input.

Although a school system does not depend on a cycle of buying and selling to maintain itself, it does maintain a constant commerce with its environment. There is a continuous inflow through the permeable boundaries of the system (7, p. 17).

Easton designates the effects that are transmitted across the boundaries of a system toward some other system as the outputs of the first system and the inputs of the second system. A transaction or an exchange is viewed as a linkage between them in the form of an input-output relationship. Inputs to a system are conceptualized as consisting of two categories, demands and supports.

The outputs from a system are the consequences flowing from the behavior of the members of the system (2, p. 26). Outputs flow out to alter in some way the nature of the environment and to affect the nature of subsequent inputs.

The significance of outputs is not only that they help to influence events in the broader society of which the system is a part; in doing so, they help to determine each subsequent round of inputs that finds its way into the political system. This is the feedback loop (2, p. 28).

Easton has conceptualized the interaction between a social system and its environment in terms of the following model.

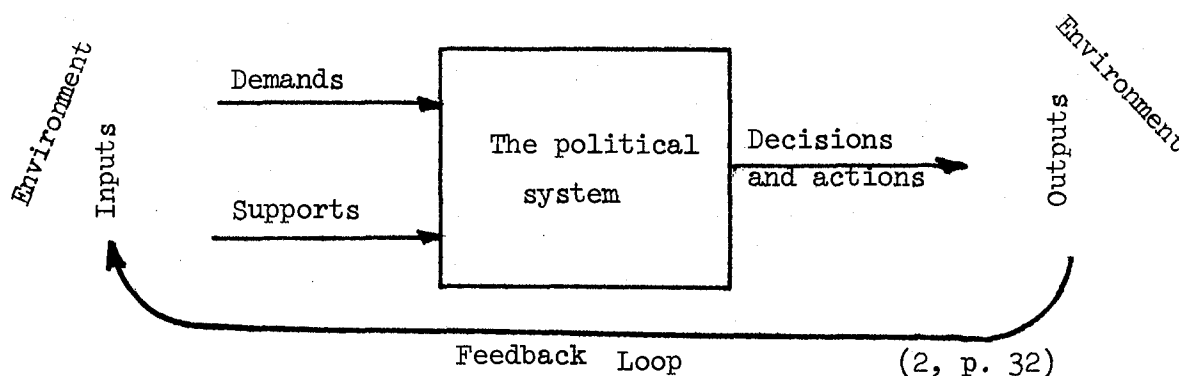


Figure 1.

A Simplified Model of a Political System

The school system as a social system is analytically separated from

its environment or suprasystem. However, it is exposed to influences from its suprasystem and from it there flows a constant stream of events and influences which in addition to its own feedback loop shape the conditions under which the members of the school system may act (2, p. 18).

The concept that outputs through a feedback loop influence inputs appears to be substantiated in a study by James. He reports that when a citizen is asked to vote on a school operating levy or on a bond issue, he is faced with a value choice. The decision is often based not merely on whether the community can afford the money, but on whether the school is seen as fulfilling community values (3, p. 389).

Easton describes the effect of output success and output failure on inputs as follows:

The success or failure of outputs in winning the supportive response of members will depend upon the extent to which the outputs--viewed as the net effect of perceived outputs and experienced outcomes from unperceived outputs--are able to meet the current demands of the members or anticipate and abort possible future demands by preventing grievances from arising. Satisfaction derived from outputs that have met present or anticipated demands will serve as a major means for inducing input of specific support. Feedback stimuli will consequently have a decisive effect on the succeeding inputs of demands as well as on the input of support; in this way both of these inputs become closely intertwined (2, p. 403).

A partial assessment of school-community relations can be made, it follows, by assessing the extent the outputs are accepted by the environment of the school system. A more complete assessment can be derived by assessing as well the effectiveness with which the school system is processing the inputs.

If school-community relations are defined as a continuum extending from "good" to "bad", then "good" school-community relations are characterized by inputs which can be processed effectively by the school system and outputs which are acceptable to the community. "Bad" school-community relations are characterized by an inability of the system to process inputs effectively and a lack of acceptance of the outputs by members of the system's environment.

This study hypothesized that members of the school system and members of the community placed in positions close to the permeable skin of the school system could function as sensors and assess the effect of various specific factors moving into the system as inputs and out of the system as outputs. Individuals located within the school system occupying positions close to the community are called Education Sensors. Individuals located within the community occupying positions close to the school system are called Community Sensors. The location of these Sensors is shown in Figure 2, below. Education Sensors are indicated by the symbol "o"; Community Sensors are indicated by the symbol "x".

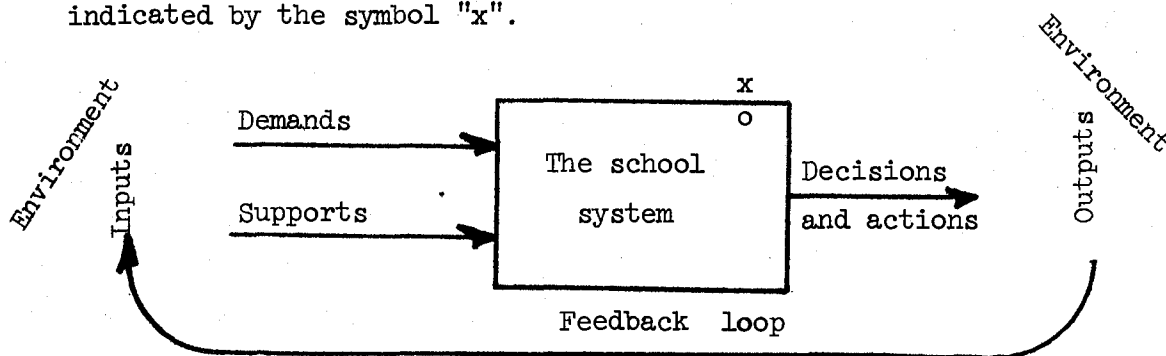


Figure 2.

A Conceptualization of the Interaction
Between a School System and its Environment;
A Modification of a Model by David Easton (2, p. 32)

Since the model in Figure 2 above and the accompanying conceptualization stress the effect of output on the quality of input, a relationship should be evident between an assessment of school-community relations and the relative degree of financial support provided a school system by the owner-electors of a school district.

This study examined the effect of 152 factors seen to affect school-community relations. It asked ten Education Sensors and ten Community Sensors in each of the twenty school districts studied to assess whether each of the factors was affecting school-community relations and if it was helping or hurting school-community relations. From the responses an assessment of relations was

made, and this was compared to the disposition of budget by-laws proposed by the boards of school trustees in each of the districts in the sample.

III. AN ENVIRONMENT CONSTRAINT---

THE B. C. EDUCATIONAL FINANCE FORMULA

A conceptual framework for investigating school-community relations now established, some attention must be given to an important segment of the school system's environment, the method of financing schools. Educational finance, to use Carlson's terminology, is an environmental constraint of the school system that is of major significance.

The British Columbia educational finance formula in 1972 provided a Basic Education Program for each district in the Province. The cost of the Basic Education Program for each school district was met through local taxation and provincial grants, with those districts having limited taxable resources receiving larger provincial grants than those districts with more extensive taxable resources (10, p. 1).

This formula permitted a school district to make expenditures above the level of the Basic Education Program and this cost was borne entirely by a local tax levy. However, this expenditure could not exceed eight per cent or ten per cent (whichever was applicable, depending upon the size of the district's budget) of the Basic Education Program, without referral to the district's owner-electors. If a district wished to spend more than its ceiling of eight or ten per cent of its Basic Education Program, it was required to pass a by-law imposing a tax levy to finance the overage. This levy became legal if it was unchallenged within thirty days by five per cent or by one hundred of the district's eligible voters, whichever is the lesser. If the levy was challenged, the by-law went to a referendum and required a sixty per cent majority to pass.

For the 1972 budget year, school districts could be placed into three categories with respect to their response to this formula (Table I). The first category consists of those fourteen

TABLE I

CATEGORIES OF 1972 SCHOOL DISTRICT BUDGETS
IN BRITISH COLUMBIA

Category of District	Name of District	
(I) Unchallenged Districts with Budget Overages	School District 4 (Windermere)	
	School District 24 (Kamloops)	
	School District 29 (Lillooet)	
	School District 46 (Sechelt)	
	School District 47 (Powell River)	
	School District 48 (Howe Sound)	
	School District 49 (Ocean Falls)	
	School District 50 (Queen Charlotte)	
	School District 52 (Prince Rupert)	
	School District 64 (Gulf Islands)	
(II) Challenged Districts with Budget Overages	School District 66 (Lake Cowichan)	
	School District 80 (Kitimat)	
	School District 81 (Fort Nelson)	
	School District 84 (Vancouver Island West)	
	(a) By-law defeated	School District 3 (Kimberley)
		School District 39 (Vancouver)
		School District 44 (North Vancouver)
		School District 45 (West Vancouver)
(b) By-law passed	School District 61 (Greater Victoria)	
	School District 67 (Ladysmith)	
(III) Districts With Budgets Within the Finance Formula Limitation	School District 72 (Campbell River)	
	School District 85 (Vancouver Island North)	
	School District 1 (Ferne)	
	School District 2 (Cranbrook)	
	School District 7 (Nelson)	
	School District 9 (Castlegar)	
	School District 10 (Arrow Lakes)	
	School District 11 (Trail)	
	School District 12 (Grand Forks)	
	School District 13 (Kettle Valley)	
School District 14 (S. Okanagan)		
School District 15 (Penticton)		
School District 16 (Keremeos)		

TABLE I (Continued)

SCHOOL DISTRICTS IN BRITISH COLUMBIA

PUBLISHING A BUDGET BY-LAW IN 1972

Category of District	Name of District
	School District 17 (Princeton)
	School District 18 (Golden)
	School District 19 (Revelstoke)
	School District 21 (Armstrong)
	School District 22 (Vernon)
	School District 23 (Kelowna)
	School District 26 (Birch Island)
	School District 27 (Williams Lake)
	School District 28 (Quesnel)
	School District 30 (South Cariboo)
	School District 31 (Merritt)
	School District 32 (Hope)
	School District 33 (Chilliwack)
	School District 34 (Abbotsford)
	School District 35 (Langley)
	School District 36 (Surrey)
	School District 37 (Delta)
	School District 38 (Richmond)
(III) Districts With Budgets	School District 40 (New Westminster)
Within the Finance	School District 41 (Burnaby)
Formula Limitation	School District 42 (Maple Ridge)
	School District 43 (Coquitlam)
	School District 54 (Smithers)
	School District 55 (Burns Lake)
	School District 56 (Vanderhoof)
	School District 57 (Prince George)
	School District 59 (Peace River South)
	School District 60 (Peace River North)
	School District 62 (Sooke)
	School District 63 (Saanich)
	School District 65 (Cowichan)
	School District 68 (Nanaimo)
	School District 69 (Qualicum)
	School District 70 (Alberni)
	School District 71 (Courtenay)
	School District 75 (Mission)
	School District 76 (Agassiz)
	School District 77 (Summerland)
	School District 82 (Chilcotin)
	School District 83 (Portage Mountain)
	School District 86 (Creston)
	School District 87 (Stikine)*
	School District 88 (Skeena-Cassiar)
	School District 89 (Shuswap)

*School District 87 (Stikine) exceeded limitation by permission of the Lieutenant-Governor-in-Council

school districts which published by-laws declaring budget overages which were not challenged by the owner-electors and subsequently implemented by the boards of school trustees. The second category consists of those school districts which published by-laws which were challenged by petition and a referendum held. Districts in this second category were then either successful or unsuccessful at the polls. In 1972, one school district was successful and seven were unsuccessful. The third category consists of the fifty-five school districts passing budgets within the limitation of the formula.

A major characteristic of this formula was the shift of responsibility for approving the spending of budget overages from elected officials to the taxpayers of the school district. These owner-electors had direct control to permit or deny the spending of excess sums. In this way, the educational finance formula served as an important environmental constraint on a school system's operation.

IV. DEFINITION OF TERMS

Budget By-Law

Each school district in British Columbia in 1972 had a budget ceiling of 108% or 110% of its Basic Education Program. The ceiling was 108% of the Basic Education Program if district's operating budget was in excess of \$3,000,000; if it was less than \$3,000,000 the ceiling was 110% of the Basic Education Program. If a provisional budget exceeded the ceiling, a board of school trustees had to publish a budget by-law stating the amount the provisional budget was in excess of the ceiling. This by-law had to be published on or before the first day of February in one issue of a newspaper circulating in the school district. It became law unless before the first day of March not less than one hundred owner electors or five per cent of the owner electors whichever was the lesser, petitioned the board of school trustees for submission of the by-law for the assent of the owner-electors. If such a petition was received, the by-law became law

if 60% of the owner-electors voted in favour (a 50% majority was required if 60% of the eligible owner-electors voted in the referendum) (9).

Budget Overage

The amount of money in a school district's provisional budget in excess of 110% or 108%, whichever applies, of the school district's Basic Education Program (9).

Operating Expenses

All expenses incurred by a board of school trustees for administering, managing, supervising and operating the school facilities and auxiliary services of a school district (9).

Operating Referendum

A submission to the owner-electors of a school district for direct decision the question of authorizing the board of school trustees to include in their annual budget a specified amount of money for operating expenses in excess of a ceiling of 108% or 110% whichever is applicable (9).

Owner-Elector

An owner of real property registered to vote in a school district financial election, or an owner of real property who can satisfy a City Clerk or in a rural area a secretary-treasurer that he is entitled to vote as if his name were entered upon the list of electors as an owner-electors (9).

Challenged District

A school district which had published a budget by-law containing notification of the district's intent to exceed its budget ceiling of 108% or 110%, whichever applies, of the cost of the Basic Education Program and had subsequently received a petition from one hundred owner-electors or one-twentieth in number, whichever is the lesser, challenging the budget by-law to a vote (9, Section 197).

Unchallenged District

A school district which had published a budget by-law containing

notification of its intent to exceed its budget ceiling of 108% or 110%, whichever was applicable, of the cost of the Basic Education Program, and having received no petition before the first day of March to put the by-law to a vote, adopted the by-law.

School System

A school system is viewed by this study as a social system, separated from its environment. Personnel within the system include the pupils, trustees, administrators, teachers and all other employees of the school board. The school system is viewed as receiving inputs from its environment in the form of supports and demands. It processes these inputs and returns them to the environment in the form of outputs.

School-Community Relations

For the purposes of this study, school-community relations are defined as an assessment of the ability of the system to receive and process inputs and the acceptance of the outputs by the system's environment, the community.

Sensor

An individual participating in this study conceptualized as occupying a position near the "skin" of the school system who can assess the effect of inputs and outputs as they pass through the system's permeable boundary.

Education Sensor

An elected or employed member of the school system occupying a position close to the skin of the system near its environment. He is conceptualized as able to assess the ability of the school system to process inputs and the acceptance of the outputs of the system by the community.

Community Sensor

An individual identified through a reputational technique as being familiar with the interaction of the schools and his community. He is conceptualized as occupying a position in the system's environment or community near the skin of the school system and able to assess the ability of the school system to process inputs and the acceptance of the outputs of the system by the community. Any employee of the school district or elected member of the school board is excluded from membership in this group.

Helping Factor

A factor the Education Sensors and the Community Sensors significantly agree is affecting and is helping school-community relations in a particular school district or a particular group of districts.

Hurting Factor

A factor the Education Sensors and the Community Sensors significantly agree is hurting school-community relations in a particular school district or a particular group of districts.

No Effect Factor

A factor the Education Sensors and the Community Sensors significantly agree does not affect school-community relations in a particular school district or a particular group of districts.

Helping/Hurting Ratio Score

For a particular school district or group of districts, the number of factors the Sensors significantly agree are helping school-community relations divided by the number of factors the Sensors significantly agree are hurting school-community relations, giving the number of Helping Factors per Hurting Factor. For example, if school district "X" has ten Helping Factors and two Hurting Factors, it has a Helping/Hurting Ratio Score of five.

Common Factors

Those factors which the Challenged Districts and the Unchallenged Districts significantly agree as to their effect on school-community relations.

Common Helping Factors

Those factors which the Challenged Districts and the Unchallenged Districts significantly agree are helping school-community relations.

Common Hurting Factors

Those factors which the Challenged Districts and the Unchallenged Districts significantly agree are hurting school-community relations.

Common No Effect Factors

Those factors which the Challenged Districts and the Unchallenged Districts significantly agree have no effect on school-community relations.

Critical Factors

Those factors on which the Challenged Districts and the Unchallenged Districts disagree as to their effect on school-community relations. There is agreement within each group of districts, but disagreement between these two groups of districts on the effects of these factors.

Critical Helping Factors

A Critical Factor seen by either the Challenged Districts or the Unchallenged Districts as helping school-community relations.

Critical Hurting Factors

A Critical Factor seen by either the Challenged Districts or the Unchallenged Districts as hurting school-community relations.

Critical No Effect Factors

A Critical Factor seen by either the Challenged Districts or the

Unchallenged Districts as having no effect on school-community relations.

School District

A school district is a geographic area of land, created or constituted as a school district under the provisions of the Public Schools Act of the Province of British Columbia (9).

District Superintendent of Schools

The District Superintendent of Schools is appointed by the provincial government of British Columbia. He has the following duties: enforcing the Public Schools Act, advising school boards, assigning teachers, transferring teachers, advising and instructing teachers, visiting schools, reporting on schools, inspecting teachers, supervising district officers and other such duties as may be assigned by the Superintendent of Education (9).

Secretary-Treasurer

Appointed by the school board, the secretary-treasurer of a school district has the following duties: supervising all accounting and administrative procedures; keeping a record of procedures of the board, and performing such other duties as the board may prescribe in relation to its corporate affairs (9).

School Board Trustee

An owner-elect of a school district, elected according to the provisions of the Public Schools Act, who shall as a member of the school district's board of school trustees, determine local policy in conformity with the Public Schools Act for the effective and efficient operation of the schools (9).

Secondary School

A public school in which accomodation and tuition are provided exclusively or mainly for pupils enrolled in grades VIII to XII, inclusive.

Community

For the purposes of this study, a community is defined as the residents of a school district.

V. LIMITATIONS, DELIMITATIONS, ASSUMPTIONS

Limitations

The major limitation of this study was that the assessments of school-community relations were based upon Sensors' reactions to a limited number of factors (152) with little evidence to indicate that these are a representative sample of the most important factors influencing school-community relations in British Columbia.

The second limitation of this study was the generalized assessment of the effect of each factor by the Sensors. The Sensor was asked with respect to each factor, whether it "does affect" or has "no effect" on how the schools and the community are getting along. If the Sensor indicates the factor "does effect" he was asked to indicate whether it "helps" or "hurts" school-community relations. This response format permitted only a gross form of assessment of school-community relations by the Sensor. It did not permit him to indicate, for example, relative degrees of strength of the factors; nor did it permit the Sensor to indicate that some factors may be both "helping" and "hurting" simultaneously.

Delimitations

The major delimitation was that only British Columbia school districts with budget overages were included in the study.

Assumptions

- (1) The instrument used was assumed to have a degree of validity

and reliability suitable for the present study.

(2) It was assumed that Education and Community Sensors participating in the study did so with an appropriate motivation and the required knowledge to complete the questionnaire.

(3) It was assumed that the assessment of school-community relations derived from the responses of the Sensors provided an adequate measure of the state of school-community relations in each school district.

(4) It was assumed that the assumptions underlying the statistics used in the treatment of the data were met.

VI. THE RESEARCH QUESTIONS

Among those school districts which passed budget by-laws, did those districts with better school-community relations receive more financial support than those with poorer school-community relations? Further, if such an association appeared to exist, which specific factors of school-community relations had the greatest positive effect and which had the greatest negative effect? These are the research questions this study was directed at.

In examining these questions, the study investigated the following specific questions:

- (1) What is the state of school-community relations:
 - (a) within each school district with a budget overage?
 - (b) within all school districts with budget overages?
 - (c) within all Challenged Districts combined?
 - (d) within all Unchallenged Districts combined?
- (2) Within each of the categories of districts given above (1a to 1d):
 - (a) which of the identified factors affect school-community relations?

- (b) which of the identified factors have no effect on school-community relations?
 - (c) which of the factors identified as having an effect are helping school-community relations?
 - (d) which of the factors identified as having an effect are hurting school-community relations?
- (3) Which factors are associated with Challenged Districts and which are associated with Unchallenged Districts?
- (4) Is there any relationship between the assessment of school-community relations and whether or not the budget overage for each district was challenged and defeated?

VII. REFERENCES FOR CHAPTER II

- (1) Carlson, Richard, "Environment Constraints and Organizational Consequences: The Public School and Its Clients," in Daniel E. Griffiths ed., Behavioral Science and Educational Administration, Sixty-Third Yearbook, National Society for the Study of Education, University of Chicago, Chicago, 1964.
- (2) Easton, David, A Systems Analysis of Political Life, John Wiley and Sons, New York, 1965.
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- (4) Griffiths, Daniel E., "The Nature and Meaning of Theory," in Daniel E. Griffiths, ed., Behavioral Science and Educational Administration, Sixty-Third Annual Yearbook, National Society for the Study of Education, University of Chicago Press, Chicago, 1964.
- (5) Gross, Neal, "Some Contributions of Sociology to the Field of Education," in Harvard Educational Review, Fall, 1959, Vol. 29.
- (6) Iannaccone, Laurence, Politics in Education, The Center for Applied Research in Education Inc., New York, 1967.
- (7) Katz, Daniel and Robert L. Kahn, The Social Psychology of Organizations, John Wiley, New York, 1966.
- (8) Nunnery, Michael Y., Ralph B. Kimbrough, Politics, Power, Polls and School Elections, McCutchan Publishing, Berkley California, 1971.
- (9) Public Schools Act, Province of British Columbia, Canada, A. Sutton, Printer to the Queen's Most Excellent Majesty, Sections 24 to 34 incl., as amended to 1972.
- (10) Robinson, Norman, "Voter Control of School District Expenditures" in The Canadian Administrator, Volume XI, No. 1m October, 1971.

CHAPTER III

RESEARCH METHODOLOGY

I. DATA REQUIRED

To investigate the problem, it was necessary to obtain some details of the budgets of school districts throughout the Province of British Columbia, voting results from districts where referenda were held and data describing the relationship between schools and their communities in Challenged Districts and Unchallenged Districts.

II. INSTRUMENTATION

An Inventory of Factors Affecting School-Community Relations

The instrument (An Inventory of Factors Affecting School-Community Relations) used to obtain an assessment of school-community relations was a slightly modified version of a questionnaire developed by Carter, Ruggels and Olson of Stanford University for use in "Project: CAST, The Structure and Process of School-Community Relations" (1). One of the purposes of the Stanford Study was to, "obtain a comprehensive picture of the factors which may enter into school-community relations and to obtain a picture of how these factors interact in the process of school community relations" (1, p.1).

The following briefly describes the development of the Stanford questionnaire.

..... we had to develop an exhaustive list of the factors in school-community relations that were at least potentially contributors to policy determination. With these collected we could then construct an inventory to which district leaders could respond with their perceptions of the relative impact of each factor Collecting the potential factors was itself a difficult task. We could expect different factors to emerge in

districts of varying characteristics. So we purposively sampled many different districts using these criteria for selection: geographic location, economic capability, degree of urbanization, type of school, and financial support pattern.

We sent trained interviewers to these districts to search out potential factors. Using the focused interview technique, they probed for factors seen by two or more informed observers in the district. Specific probes were used in 15 areas, set out from an examination of the literature.

The 15 areas probed were:

1. School-community relations: elections;
2. School-community relations: non-elections;
3. Mediating agencies: school board;
4. Mediating agencies: mass media;
5. Mediating agencies: volunteer organizations;
6. School characteristics: personnel;
7. School characteristics: students;
8. School characteristics: educational officials;
9. School characteristics: procedural;
10. School characteristics: administrative attributes;
11. Community characteristics;
12. Community voter characteristics;
13. School originated communications;
14. Community originated communications; and
15. Communications from mediating agencies.

The results of interviewing in 71 districts were some 162 factors seen as helping or hurting school-community relations in one or more districts.

Our summary analysis for all districts showed that the estimates for factor impact tended to be either positive or negative. A factor perceived to be a positive force in one district would also be seen as a positive force in other districts. Similarly, a factor seen to be a negative force in one district was rarely perceived to be a positive force in another district (1, p. 3 - 5).

Fifteen factors in the original 162 factor Stanford questionnaire were not applicable for use in British Columbia school districts and were omitted. Other local factors were added to give 152 factors in the questionnaire used in this study (see Appendix A).

III. POPULATION AND SAMPLE

The Population

The population included all teachers, trustees, school administrators and owner-electors in each school district in the Province of British Columbia with a budget overage as of March 1, 1972. A list of these districts is contained in Table I (supra, p. 13).

The Sample

Each school district listed in Table I (supra, p. 13) was asked to participate in this study (see Appendix B, Correspondence). School District 3 (Kimberley) and School District 4 (Windermere) declined. The remaining twenty districts agreed to participate. The sample of districts included in this study is, therefore, an accidental sample of the population.

IV. SELECTION OF SENSORS

This study attempted to assess the school-community relations in each of the districts included in the sample. It was theorized that this assessment would be provided by two groups of Sensors, Education Sensors and Community Sensors. The Education Sensors would be members of the school system, each representing a level of the system's organizational hierarchy and each occupying a position closely juxtaposed to the permeable skin of the system. The Community Sensors would be selected from the community side of the skin of the system. These individuals were selected on the basis of their reputation of knowing how the schools and the community were getting along, and were assumed therefore to be positioned close to the community side of the boundaries of the system.

Education Sensors were selected in the following manner. To obtain Sensors representing the major hierarchical levels of the district, a "selection within hierarchies" method was devised. The positions

identified for representation were: (1) district superintendent of schools; (2) secretary-treasurer; (3) school district trustee; (4) secondary school principal; (5) elementary school principal; (6) teacher.

The positions of district superintendent of schools and secretary-treasurer in each of the school districts studied were occupied by one incumbent. Therefore, no selection process was necessary to identify the Education Sensors to represent each of these two hierarchies.

The two school trustees from each district were selected as Sensors by the following procedure. The most recent list of B. C. school trustees by district was obtained from the B. C. School Trustees Association. Each trustee within each school district was given a number, the first trustee listed being assigned number one, the second number two, and so on. A table of random numbers was then used to identify the two trustees who were asked to act as Education Sensors.

The two secondary school principals were selected in a similar manner. The 1972 listing of schools and principals by school district prepared by the Department of Education was used. Each secondary school principal was assigned a number. The first principal was numbered one, the second numbered two, and so on. A table of random numbers was then used to select two principals who were asked to act as Education Sensors also. To select two elementary principals from each district studied, precisely the same procedure was used except that elementary principals only were considered for selection instead of secondary principals.

The teachers participating in this study as Education Sensors were selected by a similar procedure. A listing of all teachers according to school district was obtained from the B. C. Teachers' Federation. The teachers in each school district included in the study were numbered consecutively from one in the order in which they appeared in this list. A table of random numbers was then used to select two teachers to participate in this study.

Community Sensors were identified by a procedure which was a modification of a technique developed by Hunter and used in his study of Atlanta, Georgia. (2). In this study, Hunter identified the members of the community power structure through a four step procedure. First, persons at the centre of activities in the community were asked to provide lists of persons of wealth and prominence in the community. Secondly, a panel of knowledgeable persons selected from the lists those persons who, in their opinion, were the most influential, producing a final list the judges agreed were the most prominent leaders. The third step consisted of in-depth interviews being conducted with each of the prominent leaders. Finally, the researchers organized and interpreted the massive amount of data collected to provide a description of the power structure of the community.

Community Sensors were identified by using the first step and a modification of the second step described above. First, persons at the centre of school activities in the districts to be studied were asked to identify ten members of their community who were informed about school-community relations. The persons asked to do this identification were members of the same hierarchies used in the selection of Education Sensors. Specifically, the district superintendent of schools, the secretary-treasurer, and two different representatives of each of the four remaining hierarchies were each asked to identify ten members of the community who were informed about school-community relations in their school district. Secondly, each of these ten respondents was asked to judge his own selection of names by ranking each name in order of preference, assigning number one to the person who in his opinion, was best informed about school-community relations, and so on. The third step was the researcher assigning weighted scores of from one to ten to each name submitted, inversely to their rank. (A rank of one received a weight score of ten, a rank of two received a weighted score of nine, and so on.) When a community member was nominated more than once, he was given the sum of all weighted scores assigned to him. Finally, from a comparison of the weighted scores of all persons identified by the respondents, a list of the ten persons with the highest weighted scores was obtained. These ten

individuals were then asked to participate in this study as Community Sensors.

Using this procedure, 151 letters with Identification of Informed Community Observers forms (see Appendix B, Form VIII) were distributed, and 102 were subsequently completed and returned by the respondents. From this data, 200 Community Sensors were identified and asked to participate in the study. In addition, 200 Education Sensors were identified by the procedure **described above and asked** to participate. Four hundred questionnaires were distributed to Education Sensors and Community Sensors in the twenty school districts included in this study. Subsequently, an additional 229 questionnaires were mailed during follow-up procedures. **Returns were received from 326 Education and Community Sensors (81.5%).**

V. COLLECTION OF DATA

The identity of school districts with budget overages was obtained from the B. C. School Trustees Association and from correspondence with the school districts. Twenty-two districts were identified as having budget overages. The district superintendent of schools in each district was sent a letter describing this study and asking permission to conduct it within his particular district. **As indicated above, (p. 27)** twenty districts agreed to participate in the study; the two remaining were neighbouring districts under one district superintendent who did not wish his districts to be included.

The data for an assessment of school-community relations was obtained through the administration of a questionnaire to Education and Community Sensors in each school district studied. After approval to participate was obtained from the district superintendent of schools, letters were sent to the Education Sensors advising them that they had been selected to take part in this study and that they would receive a questionnaire within a few days. **Within one week, a questionnaire was** either mailed or delivered in person to the Sensor. The assistance of the Sensor was solicited and he was provided with a stamped return addressed envelope for mailing the questionnaire back. x

The process for identifying Community Sensors also began immediately after approval was obtained from the district superintendent of schools. After the Community Sensors were identified by the process described above, a letter followed by a questionnaire was either mailed or delivered to each Sensor.

Seven school districts included in this study held referenda between March 11 and March 29, 1972. Questionnaires were distributed to each of these voting districts prior to the election, with the exception of the Ladysmith School District. However, approximately 12% of the questionnaires were returned after the vote in their district was taken, perhaps contaminating the results to a certain degree. Data were not obtained from the Ladysmith School District prior to the vote on March 18th due to misinformation received by the researcher on the identity of districts holding operating referenda. He was not aware that this District was holding an operating referendum until he received correspondence from the District Superintendent of Schools for this District confirming their budget overage. Unfortunately, there was insufficient time then to collect the data prior to the date of the vote. To minimize the contamination of the voting results it was decided to obtain data from Ladysmith at the conclusion of the study.

Neither the correspondence to the Sensors nor the questionnaire made any reference to this study being associated in any way with the behavior of owner-electors in reacting to budget by-laws. There was nothing to indicate that this study was anything more than an attempt to obtain an assessment of school-community relations.

The voting results for each school district included in this study holding a referendum were obtained from the Returning Officers for these districts.

VI. DATA TREATMENT

The data obtained from the questionnaires required statistical

treatment. The responses from the questionnaires were tallied according to each factor for each school district individually and for all Challenged Districts combined and all Unchallenged Districts combined. A chi square test of significance was applied to each factor to determine initially whether there was significant agreement a factor was having an effect or was not having an effect. If the respondents agreed a factor was having an effect, a chi square test was applied to determine whether there was agreement that the factor was helping or hurting school-community relations.

VII. SUMMARY

This chapter has reviewed the research methodology employed in this study. The sample of school districts included is an accidental sample of the population of all B. C. school districts with budget overages in 1972. The sources and statistical treatment of the data were outlined.

V. REFERENCES FOR CHAPTER III

- (1) Carter, Richard F., Lee Ruggels and Richard Olson, The Structure and Process of School-Community Relations, Stanford University, 1966, Vol. III.
- (2) Hunter, Floyd, Community Power Structure, Chapel Hill, University of North Carolina Press, 1953.

CHAPTER IV

RESULTS, ANALYSIS, AND DISCUSSION OF THE DATA

I. INTRODUCTION

This study was an attempt to obtain an assessment of school-community relations in those districts in British Columbia passing budget by-laws in 1972, and to determine whether any association appeared to exist between this assessment and the disposition of the budget by-laws. The model by Easton, (Figure 2, p. 11) modified to include Education and Community Sensors, suggests that school districts with better school-community relations would likely have their budget by-laws more favourably disposed of than those districts with poorer school-community relations.

School community relations were conceptualized as a process of interaction between the school and the community. This study hypothesised that members of the school system and selected members of the community close to the skin of the school system could act as Sensors and assess the effect of various factors moving into the school system as inputs and out of the school system as outputs. It was further hypothesised that the sum of these estimates would provide a gross but useful assessment of school-community relations.

To obtain this gross assessment of school-community relations for each school district and for Challenged and Unchallenged Districts combined, the number of Helping Factors significantly agreed upon by the combined Education and Community Sensors were compared with the Hurting Factors in ratio form.

The assessments of school-community relations for Challenged

Districts were then compared with the assessments for Unchallenged Districts.

The thirteen Unchallenged Districts studied were permitted to spend their budget overage, by virtue of provincial legislation. Of the seven school districts which had their budget overages challenged to a vote, the owner-electors denied the overages in six districts and approved an overage in one district. All Unchallenged Districts then spent above the provincial ceiling for school district spending; all Challenged Districts, except one, spent at or below this ceiling.

II. ANALYSIS OF THE DATA

A chi square test of significance was applied to the tallied responses from the Education and Community Sensors. This test determined whether there was significant agreement on whether each factor was having an effect on school-community relations and if it was having an effect, whether it was helping or hurting. The chi square analysis regarded the expected frequency as one-half of "N". This was compared with the actual frequency to determine whether the responses constituted a significant difference. A difference below the .05 level of probability was required to reject the null hypothesis.

This analysis of the data yielded a list of factors for which there was significant agreement in individual districts, in all Unchallenged Districts combined and in all Challenged Districts combined.

A gross assessment of school-community relations was obtained by comparing the number of factors helping school-community relations with the number of factors hurting school-community relations. This comparison is given in a ratio form and is referred to as the

Helping/Hurting Ratio Score. For example, School District "A" has forty-one factors identified as Helping Factors and sixteen factors identified as Hurting Factors. The Helping/Hurting Ratio Score for this district is $41/16 = 2.6$ factors. This means that School District "A" has 2.6 factors helping school-community relations for each factor hurting. Helping/Hurting Ratio Scores were calculated for each individual district, for all Challenged Districts combined and all Unchallenged Districts combined.

Differences in scores for school-community relations between Challenged and Unchallenged Districts were tested by applying a t-test for independent samples to the mean scores for the number of No Effect Factors, the number of Helping Factors, the number of Hurting Factors, and the Helping/Hurting Ratio Scores for the Challenged Districts and for the Unchallenged Districts.

III. AN ASSESSMENT OF SCHOOL-COMMUNITY RELATIONS

Table II gives the number of No Effect Factors, Helping Factors, and Hurting Factors the combined Education Sensors and Community Sensors significantly agreed upon. This is accompanied by the Helping/Hurting Ratio Score which serves as a gross indicator of the school-community relations in each district and in the two groupings of districts given in the table.

The second column gives the number of factors the combined Sensors agreed have No Effect on school-community relations. The mean score for Challenged Districts calculated separately is 4.71 factors; for Unchallenged Districts calculated separately, the mean is 9.0 factors. These means are significantly different, using a t-test for testing the significance of the difference between means for two independent samples (Table III). Unchallenged school districts, in other words, had significantly fewer factors affecting their school-community relations than did Challenged Districts.

TABLE II

A SUMMARY OF NO EFFECT FACTORS, HELPING FACTORS, HURTING FACTORS
AND HELPING/HURTING RATIO SCORES FOR CHALLENGED DISTRICTS AND
UNCHALLENGED DISTRICTS CALCULATED DISTRICT BY DISTRICT

School District	No Effect Factors	Helping Factors	Hurting Factors	Helping/Hurting Ratio Score
Challenged Districts:				
School District "A"	6	41	16	2.56
School District "B"	5	38	7	5.43
School District "C"	1	28	10	2.80
School District "D"	6	33	13	2.54
School District "E"	7	25	6	4.16
School District "F"	2	24	16	1.50
School District "G"	6	23	5	4.60
Mean Scores:	4.71	30.29	10.42	3.37
Unchallenged Districts:				
School District "H"	3	44	9	4.89
School District "I"	7	30	2	15.00
School District "J"	14	23	1	23.00
School District "K"	8	16	2	8.00
School District "L"	2	54	0	54.00

TABLE II (Continued)
 A SUMMARY OF NO EFFECT FACTORS, HELPING FACTORS, HURTING FACTORS,
 AND HELPING/HURTING RATIO SCORES FOR CHALLENGED DISTRICTS AND
 UNCHALLENGED DISTRICTS CALCULATED DISTRICT BY DISTRICT

School District	No Effect Factors	Helping Factors	Hurting Factors	Helping/Hurting Ratio Score
Unchallenged Districts:				
School District "M"	16	9	1	9.00
School District "N"	4	15	0	15.00
School District "O"	8	27	5	5.40
School District "P"	22	20	5	4.00
School District "Q"	4	27	12	2.25
School District "R"	4	18	1	18.00
School District "S"	13	18	4	4.50
School District "T"	12	36	0	36.00
Mean Scores:	9.00	25.92	3.23	15.32

TABLE III

A COMPARISON OF MEANS BETWEEN CHALLENGED DISTRICTS AND UNCHALLENGED DISTRICTS ON NO EFFECT FACTORS, HELPING FACTORS, HURTING FACTORS AND HELPING/HURTING RATIO SCORES

(Challenged Districts = 7; Unchallenged Districts = 13)

District Group	Mean	t
No Effect Factors		
Challenged Districts	4.71	1.86*
Unchallenged Districts	9.00	
Helping Factors		
Challenged Districts	30.29	.86
Unchallenged Districts	25.92	
Hurting Factors		
Challenged Districts	10.42	4.00***
Unchallenged Districts	3.23	
Helping/Hurting Ratio Score		
Challenged Districts	3.37	2.10*
Unchallenged Districts	15.32	

* Significant at the .05 level (one tail).

*** Significant at the .001 level (one tail).

The third vertical column in Table II gives the number of factors the combined Sensors agreed affect and help school-community relations. The mean score for Unchallenged Districts is 25.92 factors; the mean score for Challenged Districts is 30.29 factors. As indicated in Table III, there is no significant difference between these two means. This similarity in the numbers of Helping Factors between Challenged and Unchallenged Districts is reflected also in Table IV with scores of 66 and 70 for Challenged Districts combined and Unchallenged Districts combined, respectively.

The fourth vertical column of Table II gives the number of factors the combined Sensors agreed affect and hurt school-community relations. The mean scores for Challenged and Unchallenged Districts are 10.42 and 3.23 respectively. As indicated in Table III these means differ significantly indicating that Unchallenged Districts had significantly fewer factors hurting their school-community relations than did the Challenged Districts.

The fifth column of Table II gives the Helping/Hurting Ratio Scores for each school district and the mean within each group of districts. This score should indicate the relative ability of a school system to effectively process inputs and the relative acceptance of the outputs by the school system's environment in comparison with the factors the school system failed to process and gain acceptance for. Poor school-community relations should be reflected then by the Sensors indicating a relatively large number of Hurting Factors and a fewer number of Helping Factors with a resulting low Helping/Hurting Ratio Score. Good school-community relations should be reflected conversely by a relatively higher Helping/Hurting Ratio Score.

The mean Helping/Hurting Ratio Score for Challenged Districts calculated separately is 3.37; for Unchallenged Districts is 15.32. As indicated in Table III these means differ significantly, indicating

TABLE IV

A SUMMARY OF NO EFFECT FACTORS, HELPING FACTORS, HURTING FACTORS
 AND HELPING/HURTING RATIO SCORES FOR CHALLENGED DISTRICTS COMBINED
 AND UNCHALLENGED DISTRICTS COMBINED

School District	No Effect Factors	Helping Factors	Hurting Factors	Helping/ Hurting Ratio Score
All Challenged Districts	15	66	27	2.44
All Unchallenged Districts	27	70	17	4.11

a significantly higher score for school-community relations for Unchallenged Districts than for Challenged Districts.

IV. ANALYSIS OF COMMON FACTORS

The analysis of the data comparing Challenged Districts combined and Unchallenged Districts combined showed agreement between these two groups on the effect or lack of effect of eighty-one factors. These factors are referred to as Common Factors.

Table V lists the factors the Challenged and Unchallenged Districts agreed had no effect on school-community relations. These are referred to as Common No Effect Factors.

Table VI gives those factors the Challenged and Unchallenged Districts agreed are hurting school-community relations. These are referred to as Common Hurting Factors.

Table VII gives those factors the Challenged and Unchallenged Districts agreed are helping school-community relations. These are referred to as Common Helping Factors.

V. ANALYSIS OF CRITICAL FACTORS

The analysis of the data from all Challenged Districts combined and all Unchallenged Districts combined showed disagreement on the effect of thirty-seven factors. These factors are referred to as Critical Factors since they delineate the differences in school-community relations between Challenged and Unchallenged Districts. These differences are summarized in Table VIII.

TABLE V

COMMON NO EFFECT FACTORS

Factor Number in Questionnaire	Factor
10.	Degree that workers commute outside the district.
11.	Political parties in the district.
28.	Parochial schools.
45.	Hiring of the teaching staff.
47.	Salaries paid to the non-teaching staff.
52.	Promotional policy for teachers.
70.	Relations between the District Superintendent of Schools and the Secretary-Treasurer.
90.	The District Superintendent's professional qualifications.
92.	The District Superintendent's personal career goal.
102.	Chamber of Commerce.
104.	Religious groups in the school district.
106.	Labour unions in the school district.

TABLE VI

COMMON HURTING FACTORS

Factor Number in Questionnaire	Factor
33.	Students quitting before graduation.
39.	Teacher participation in trustee election campaigns.
44.	Salaries paid to teachers.
54.	Turnover of teachers.
57.	Cutbacks in spending on schools.
58.	Method of financing education.
85.	Acts of vandalism against school property.
98.	Student behavior going to and coming from school.
109.	Individual local critics of schools.
111.	The degree of financial autonomy permitted to the school district by the Provincial Government.
113.	Citizen attitude toward taxes.
145.	Participation by teachers in protests against provincial policies.
146.	Raises in teachers' salaries.
147.	Amount of money spent on education.

TABLE VII

COMMON HELPING FACTORS

Factor Number in Questionnaire	Factor
4.	Student clubs in schools.
9.	Information to parents about school activities.
13.	Student pride in schools.
14.	Elementary school curriculum.
17.	Program for retarded children.
18.	Teaching methods.
19.	Guidance and counselling services.
20.	Health services.
22.	Secondary school curriculum.
24.	Promotion policies.
25.	Student athletics.
26.	Student participation in extra curricular activities.
29.	Parent-teacher conferences.
30.	Student achievement.
31.	Success of students upon leaving school.
32.	School use of community resources.
34.	Quality of teaching staff.
35.	Quality of maintenance staff.
36.	Teacher morale in the district.
37.	Loyalty of teachers to principals.
40.	Teacher participation in school district policy making.
48.	Quality of the school district central office staff.
51.	Teacher behavior out of school.
63.	Teachers' concern for safety of children.
72.	Public attendance at school board meetings.
73.	Relations between the school board and the public.
75.	Educational values of the school board members.
76.	School board reaction to proposed changes from the public.

TABLE VII (Continued)

COMMON HELPING FACTORS

Factor Number in Questionnaire	Factor
77.	School board reaction to proposed changes from principals.
89.	The District Superintendent as an educational leader.
91.	The District Superintendent's personal characteristics.
93.	The District Superintendent's educational values.
99.	Discipline policy of schools.
115.	Citizen pride in schools.
116.	Citizen pride in the community.
117.	Citizen understanding of school needs.
118.	Citizen participation in school activities.
123.	Staff study groups or workshops on school problems.
124.	Mass media (newspapers, radio, T. V.) attitude toward local schools.
125.	Mass media coverage of school matters.
126.	Relations between mass media and schools.
128.	Mass Media role in school-community relations.
129.	Adult education programs.
130.	Student participation in local events.
131.	Community use of school facilities.
136.	School district information program to parents.
137.	School district use of mass media.
138.	School district use of personal contacts with public.
139.	School district use of public meetings.
140.	School district use of bulletins or reports to parents.
141.	Open house or back-to-school nights.
142.	School district use of letters and pamphlets in a capital referendum.
143.	School district use of speeches during a capital referendum.
148.	Teachers' dedication to their job.
150.	Quality of education in the district.

TABLE VIII

COMPARATIVE SUMMARY OF CRITICAL FACTORS

Factor	Challenged Districts			Unchallenged Districts		
	No Effect	Helps	Hurts	No Effect	Helps	Hurts
1		x				
6				x		
7						x
12			x		x	
15				x		
16				x		
21					x	
42				x		
46						x
56			x			
60		x				
61			x			
64			x			
65			x			
66			x			
68					x	
69					x	
71					x	
79					x	
82					x	
84				x		
87					x	
95		x				
96		x				
100					x	
107	x				x	
108			x	x		
110			x			
112			x			

TABLE VIII (CONTINUED)

COMPARATIVE SUMMARY OF CRITICAL FACTORS

Factor	Challenged Districts			Unchallenged Districts		
	No Effect	Helps	Hurts	No Effect	Helps	Hurts
114				x		
119			x			
120		x		x		
122				x		
127				x		
144			x			
149		x				x
152			x			
Totals	1	6	12	10	10	3

TABLE IX

CRITICAL FACTORS ASSOCIATED WITH CHALLENGED DISTRICTS

Factor	Effect	Factor Number in Questionnaire	Factor
		12	Teacher-pupil ratio
		56	Size of classes.
		61	Preparation of school district budget.
		64	Workload of teachers.
		65	Schools on shift.
		66	Property assessment procedures.
Critical Hurting Factors		108	Organized local critics of schools
		110	Provincial critics of education
		112	Turnout at elections for school trustees
		119	Conservative elements in the school district
		144	Teacher participation in operating referendum campaign
		152	Use of students by teachers and trustees in an operating referendum campaign
		1	The average educational level of the school district population
		60	School district planning for the location of new schools
Critical Helping Factors		95	The District Superintendent's reaction to proposed changes
		96	Relations between the District Superintendent and parents
		120	Citizen Committees on school affairs
		149	Attitudes expressed by the B. C. Teachers' Federation
Critical No Effect Factors		107	Agricultural organizations in the school district

TABLE X
CRITICAL FACTORS ASSOCIATED WITH UNCHALLENGED DISTRICTS

Factor Effect	Factor Number in Questionnaire	Factor
Critical No Effect Factors	6	Degree of urbanization
	15	Summer school program
	16	Program for gifted children
	42	School employees running for political office
	84	Distribution of occupations in the school district
	108	Organized local critics of schools
	114	Citizen attitude toward business outlook
	120	Citizen committees on school affairs
	122	Advisory committee to school board
	127	Mass media executives as community leaders
Critical Hurting Factors	7	Degree of geographic isolation
	46	Firing of the teaching staff
	149	Attitudes expressed by the B. C. Teachers' Federation
Critical Helping Factors	12	Teacher-pupil ratio
	21	Transportation services
	68	Relations between principals and school board
	71	Characteristics of school board members
	79	Level of wealth within the district
	82	Stability of wealth within the district
	87	Suitability of school programs for Indian children
	100	Large taxpaying industries in the school district
	107	Agricultural organizations in the school district

Table IX identifies the Critical Factors associated with Challenged Districts. Table X identifies the Critical Factors associated with Unchallenged Districts.

VI. VOTING RESULTS

Of the twenty school districts included in this study, the budget overages in seven were challenged by the owner-electors and operating referenda subsequently held during the month of March, 1972. The results of the operating referenda were compared with the Helping/Hurting Ratio Scores for those school districts. Although there was not a significant degree of correlation between these scores and the voting results, strong directionality was apparent. This directionality indicated that the school districts with a better assessment of school-community relations received a higher percentage of affirmative votes than did those with poorer school-community relations. The lack of significant agreement was due to the results of one deviant district. The removal from the calculations of this district resulted in a significant Pearson Product Moment Correlation ($r=.71$; $p<.05$)

Calculations of voting results and the Helping/Hurting Ratio Scores for voting districts have not been included in this report to protect the confidentiality of the scores of the participating districts.

VII. DISCUSSION

This study viewed the school system as a social system. It examined the interaction of school systems and their communities by assessing the acceptance of the outputs of the school systems and comparing

these assessments with the financial inputs.

Easton has hypothesised that outputs affect inputs through the operation of a feedback loop.

Satisfaction derived from outputs that have met present or anticipated demands will serve as a major means for inducing input of specific support. Feedback stimuli will consequently have a decisive effect on the succeeding inputs (1, p. 403).

This study was an examination of this hypothesis. It attempted to estimate communities' acceptance of their schools' outputs through an assessment of school-community relations and to determine whether any association appeared to exist between this assessment and the level of financial inputs provided the school system. The theoretical model suggests that communities which view their school systems to be effectively processing inputs and expressing satisfaction with the outputs will provide their schools with better financial inputs than school districts with poorer relations between their schools and their communities.

To examine this hypothesis, it was necessary to obtain an assessment of the net effect of the feedback loop. This net effect was referred to as the Helping/Hurting Ratio Score, and was compared with the disposition of budget overages to ascertain the degree of association that might exist between this assessment and the level of financial inputs. Table II gives the mean Helping/Hurting Ratio Scores for Unchallenged Districts and the mean for Challenged Districts (15.37 factors and 3.37 factors, respectively). These means differ significantly and conform to the expectations generated by the conceptual model described above.

Unchallenged Districts had significantly more factors seen to be not affecting school-community relations than did Challenged Districts (Table III, p. 39). Unchallenged Districts had a mean of 9.0 No Effect Factors; Challenged Districts had a mean of 4.71 No Effect Factors.

Although the implication of this difference is not immediately clear, these scores seem to indicate that Unchallenged Districts are more quiescent than Challenged Districts. Conflict, or lack of quiescence, between schools and their communities may have a very negative influence on the level of acceptance by the community of the outputs of a school system. More research on this aspect of school-community relations is clearly needed.

Table IV gives a summary of the number of No Effect Factors, Helping Factors, Hurting Factors and Helping/Hurting Ratio Scores for Challenged Districts combined and Unchallenged Districts combined. In this table, the scores for the Challenged Districts were obtained by combining the data from all Challenged Districts and treating the data as if it was from a single school district. The same procedure was applied to the Unchallenged Districts. The scores resulting from applying chi square tests to the tallies for each factor differ from the scores from the calculation of individual school districts given in Table II because the "N" in Table IV is larger. However, the ratios between the different factors remain similar. These results, then, conform to the expectations of the theoretical model in a similar manner to the scores from the school districts calculated individually, in Table II.

Having examined the association between an assessment of the net effect of the feedback loop and certain financial inputs, this chapter examined specific factors and their effect on the relations between schools and communities.

The first category of factors examined were those the Challenged Districts and the Unchallenged Districts agreed on their effect. These Common Factors are the common elements of the feedback loops of Challenged Districts and Unchallenged Districts.

The second category of factors examined were those factors the Challenged Districts and the Unchallenged Districts disagreed on their effect. These factors then delineate the difference in school-community relations between Challenged Districts and Unchallenged Districts. The distribution of Critical Factors according to their effect on school-community relations is given in Table XI.

According to the theoretical model used in this study, the feedback

TABLE XI
A COMPARISON OF CRITICAL FACTORS BETWEEN CHALLENGED DISTRICTS AND UNCHALLENGED DISTRICTS

District Group	Number of Critical No Effect	Number of Critical Helping Factors	Number of Critical Hurting Factors	Helping/ Hurting Ratio Score
Challenged Districts	1 (10%)	6 (37.5%)	12 (80%)	.50
Unchallenged Districts	10 (90%)	10 (62.5%)	3 (20%)	3.33
Totals	11 (100%)	16 (100%)	15 (100%)	

loop of Unchallenged Districts will typically have a net positive effect on the inputs relative to the effect of the feedback loop of Challenged Districts. Since the factors common to both have been removed from the Summary of Critical Factors (Table XI), the model would clearly suggest that the Critical Factors associated with Unchallenged Districts would be mostly Helping Factors and No Effect Factors. The model would also suggest that that the Critical Factors associated with Challenged Districts would be mostly Hurting Factors, with few No Effect Factors or Helping Factors.

In large measure, the actual distribution of Critical Factors conforms to this expectation (Table XI). Unchallenged Districts have associated with them 62.5% of the Critical Helping Factors, 90% of the Critical No Effect Factors and 20% of the Critical Hurting Factors. Conversely, Challenged Districts have associated with them 37.5% of the Critical Helping Factors, 10% of the Critical No Effect Factors and 80% of the Critical Hurting Factors.

The distribution of these Critical Factors (Table XI) occurs in a similar ratio to the distribution of all factors for Challenged and Unchallenged Districts calculated separately, (Table III), and in a similar ratio to the distribution of all factors for Challenged and Unchallenged Districts calculated together (Table IV). Each method of calculation conforms to the expectations generated by the theoretical model used in this study.

Several Critical Factors are of particular interest. Factor 12, "Teacher-pupil ratio" is seen by the Sensors as helping school-community relations in Unchallenged Districts and hurting school-community relations in Challenged Districts. Factors 68, 69, and 71 dealing with the behavior of the school board and its members is a cluster of factors helping in Unchallenged Districts, but absent from an association with Challenged Districts. Several factors referring to a strong tax base are viewed as helping

in Unchallenged Districts, but are absent from Challenged Districts. The participation by teachers and students in operating referenda campaigns is seen as hurting school-community relations in Challenged Districts.

In this study, one particular school district presented itself as a deviant case in several respects. This is a small school district in terms of pupil enrollment and population, distributed over a wide geographic area on the rugged west coast of British Columbia. A number of centres in this District are isolated from each other and from other major centres of the Province. Further, the relative number of owner-electors taking part in this election was very small in comparison to the other voting districts.

Although the budget by-law for this school district was challenged, it was subsequently approved by the owner-electors when more than sixty per cent voted in favour of it. The owner-electors in this district in other words, behaved in a somewhat contradictory manner with respect to their by-law. The data from this district were included with the other Challenged Districts in spite of its success at the polls for several reasons. Firstly, the by-law was challenged by the owner-electors. Secondly, had this district not been included in the group of Challenged Districts, it would have required a separate category, since it clearly did not belong with the Unchallenged Districts. However, placing this single district in a separate category did not seem appropriate in view of the relatively small number of voters participating in the referendum.

In the Helping/Hurting Ratio Scores, this district ranked well above the mean for the group. In this respect, it conformed with the expectations generated by the Easton model. Its inclusion in the category of Challenged Districts tended to lessen the differences between Challenged and Unchallenged Districts, but did not prevent a significant difference being found between these two groups of school districts. Its inclusion with the Challenged Districts did not alter the identity of any of the Critical Factors or the Common Factors.

VIII. REFERENCES FOR CHAPTER IV

- (1) Easton, David, A Systems Analysis of Political Life, John Wiley and Sons, New York, 1965.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

I. SUMMARY

The Problem

This study was an investigation into the relationship between school-community relations and the disposition of budget by-laws in British Columbia in 1972. It sought to determine whether school districts with better school-community relations received better financial support from their communities than those with poorer school-community relations. Further, this study attempted to identify the specific factors of school-community relations with the greatest positive influence and those with the greatest negative influence.

Theoretical Bases for the Research

The school system is viewed as a social system, analytically separated from its environment or suprasystem. The system is exposed, however, to influences from its environment. These influences are modified, in part, by the system's own output; functioning as a feedback loop, outputs further shape the conditions under which the members of the school system may act.

This study hypothesised that selected members of the school system and the community could act as Sensors and assess the effect of various factors moving into the school system as inputs and into the community as outputs. Education Sensors and Community Sensors, as they were referred to, provided this assessment by judging in gross terms, the effect of a variety of selected factors. It was hypothesised further that the sum of these estimates would provide a useful assessment of school-community relations.

If this conceptualization was a viable one, it could be anticipated that a certain degree of association would exist between the assessment of school-community relations and the disposition of budget overages. School districts with better school-community relations would tend to receive greater financial support from the owner-electors of their communities than school districts with poorer school-community relations.

The Problem and Questions

This study sought to determine whether those districts which passed budget by-laws with an assessment of better school-community relations received more financial support than those districts with an assessment of poorer school-community relations.

Furthermore, if such an association appeared to exist, the study sought to determine which specific factors of school-community relations had the greatest positive influence and which had the greatest negative influence.

Methodology and Instrumentation

Twenty school districts in British Columbia publishing budget by-laws in 1972 agreed to participate in this study. In each school district studied, ten Education Sensors and ten Community Sensors were asked to estimate the effect of a variety of previously identified factors. A total of 326 Education and Community Sensors participated in this study by completing and returning an assessment questionnaire. The data from these responses was used to obtain assessments of school-community relations for each school district studied and for all Challenged Districts combined and all Unchallenged Districts combined.

The 152 factor questionnaire used was a modified version of a questionnaire developed by Carter, Ruggels and Olson of Stanford University for use in Project: CAST, The Structure and Process of School Community Relations (1).

The school districts studied divided themselves into two categories, Challenged and Unchallenged, depending upon the response of the owner-electors of each district to their budget by-law. Since the additional budgetary amount in the by-laws in Unchallenged Districts was implemented according to statute, and in Challenged Districts the additional budgetary amount was rejected, with one exception, the study compared these two groups of districts to see whether any significant differences in their school-community relations were apparent.

II. FINDINGS AND CONCLUSIONS

School districts publishing budget by-laws which were subsequently challenged by their owner-electors were found to have significantly poorer school-community relations than those school districts with unchallenged by-laws.

Unchallenged Districts (which had their proposed budget by-laws implemented) were viewed by the Education and Community Sensors as having more factors having no effect on school-community relations and fewer factors hurting school-community relations than did Challenged Districts. Of the seven school districts in this study which were challenged and held votes, the by-laws in six were defeated and their budget overages were not implemented. Challenged Districts were viewed by their Education and Community Sensors as having more factors hurting school-community relations and fewer factors having no effect than Unchallenged Districts.

A gross index of the state of school-community relations in each school district was developed. This was referred to as the Helping/Hurting Ratio Score and consisted of the number of factors the Sensors agreed were helping for each factor the Sensors agreed was hurting. Challenged Districts had a median Helping/Hurting Ratio Score of 3.37 factors; Unchallenged Districts had a median score of 15.32 factors.

The Challenged and Unchallenged Districts agreed on the effect of eighty-one factors. They disagreed, however, on the effect of thirty-seven factors which were referred to as the Critical Factors as they delineated the differences between Challenged and Unchallenged Districts.

A numerical summary of these Critical Factors also indicated a strong tendency for Unchallenged Districts to have few Critical Factors hurting

school-community relations relative to the number of Critical Factors helping school-community relations. Challenged Districts conversely had twice the number of Critical Factors hurting as helping. The numerical summary of Critical Factors also indicated a strong tendency for Unchallenged Districts to be more quiescent than Challenged Districts.

The Easton model of a political system which provided the basis of the conceptualization of this study appears to be substantiated by these results. Better school-community relations would appear to contribute substantially toward better local financial support for schools.

III. CONCLUDING STATEMENT

The successful completion of this research involved the participation of many people. The most significant contribution was made by the many individuals throughout the Province of British Columbia who completed and returned the lengthy and difficult questionnaire used in this study.

The findings of this study may in part repay these contributors for their efforts. If school trustees and senior district officials continue to recognize the importance of good school-community relations and consciously continue to improve them through appropriate and effective means, significant benefits may accrue to both the schools and their communities.

IV. REFERENCES FOR CHAPTER V

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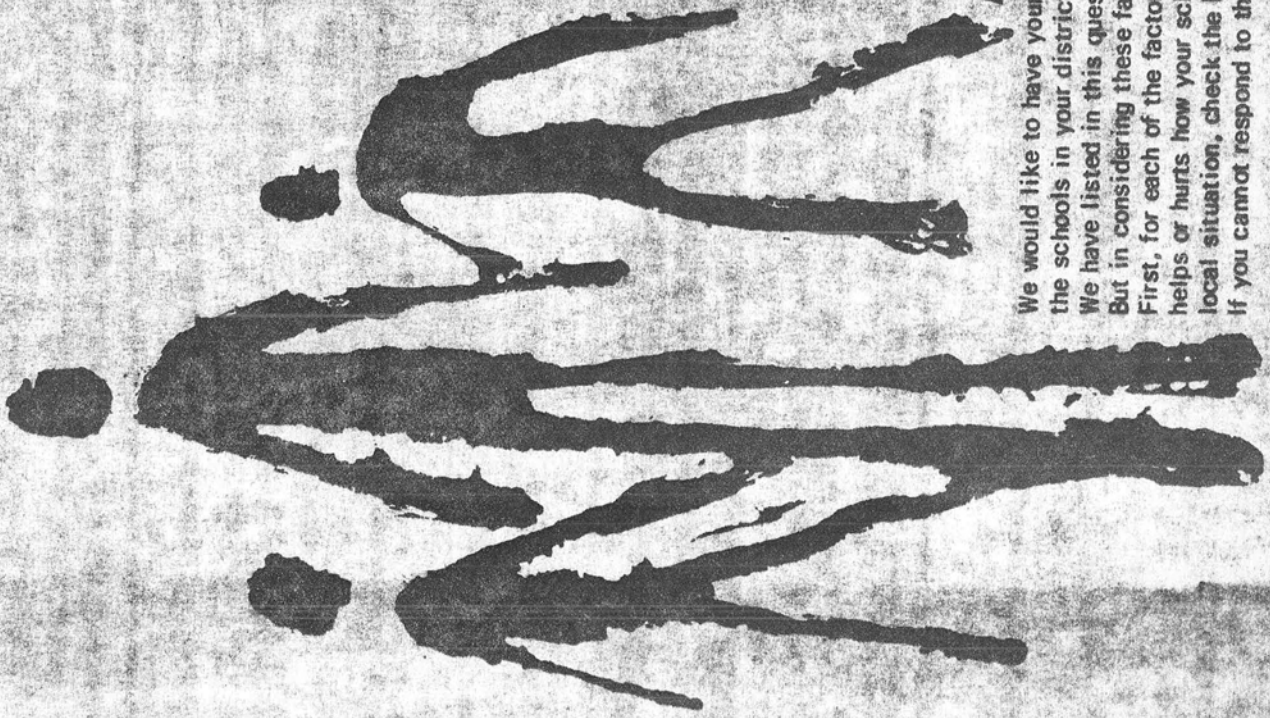
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A P P E N D I C E S

APPENDIX A
THE QUESTIONNAIRE

an investigation into the school community relations in a number of selected school districts



AN INVENTORY OF FACTORS AFFECTING SCHOOL-COMMUNITY RELATIONS

We would like to have your estimate of the factors which might be helping or hurting the relationship that exists between the schools in your district and your community.

We have listed in this questionnaire some factors which have been found important in some districts across the country. But in considering these factors, please apply them only to your schools in your school district.

First, for each of the factors, determine whether it is applicable to your district. If it is applicable, determine whether it helps or hurts how your schools and your community get along. If, as far as you know this factor has no effect upon your local situation, check the box under, "No Effect" and go on to the next.

If you cannot respond to the effect of a factor, leave the response columns for that factor blank and go on to the next one. Please turn to the next page for further instructions.

The examples below show you how to proceed

FACTORS	THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS		
	IN YOUR SCHOOL DISTRICT	If this factor does effect school-community relations, does it:	
	This factor has <i>no effect</i> on school-community relations	This factor <i>does effect</i> school-community relations	<i>HELP</i> school-community relations
1. Availability of school facilities for community use	✓		<i>HURT</i> school-community relations
2. Introduction of new teaching methods		✓	✓
3. Cutbacks in school spending		✓	✓

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

1. The average educational level of the school district population

2. Relations between communities within the school district

3. Relations between neighborhoods within the school district

4. Student clubs in schools

5. School welfare activity

6. Degree of urbanization in the district

7. Degree of geographic isolation

8. Location of the school district in the Province

9. Information to parents about school activities

10. Degree that workers commute outside the district

11. Political parties in the district

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

12. Teacher-pupil ratio

13. Student pride in schools

14. Elementary school curriculum

15. Summer school program

16. Program for gifted children

17. Program for retarded children

18. Teaching methods

19. Guidance and counselling services

20. Health services

21. Transportation services

22. Secondary school curriculum

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

FACTORS

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

23. Grading policies

24. Promotion policies

25. Student athletics

26. Student participation in extra curricular activities

27. Student newspaper

28. Parochial schools

29. Parent-teacher conferences

30. Student achievement

31. Success of students upon leaving school

32. School use of community resources

33. Students quitting before graduation

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

	IN YOUR SCHOOL DISTRICT			If this factor does effect school-community relations, does it:	
	This factor has <i>no effect</i> on school-community relations	This factor <i>does effect</i> school-community relations	<i>HELP</i> school-community relations	<i>HURT</i> school-community relations	
34. Quality of teaching staff					
35. Quality of maintenance staff					
36. Teacher morale in the district					
37. Loyalty of teachers to principals					
38. Relations between principals and teachers					
39. Teacher participation in trustee election campaigns					
40. Teacher participation in community affairs					
41. Teacher participation in school district policy making					
42. School employees running for political office					
43. Teacher participation in capital referendum campaign					
44. Salaries paid to teachers					

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

FACTORS	IN YOUR SCHOOL DISTRICT			If this factor does effect school-community relations, does it:	
	This factor has <i>no effect</i> on school-community relations	This factor <i>does effect</i> school-community relations	<i>HELP</i> school-community relations	<i>HURT</i> school-community relations	
45. Hiring of the teaching staff					
46. Firing of the teaching staff					
47. Salaries paid to the non-teaching staff					
48. Quality of the school district central office staff					
49. Supervision of teachers					
50. Relations between principals and non-teaching personnel					
51. Teacher behavior out of school					
52. Promotional policy for teachers					
53. Teaching assignments for teachers					
54. Turnover of teachers					
55. School district business procedures					

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

56. Size of classes

57. Cutbacks in spending on schools

58. Method of financing education

59. Attitude of provincial government toward education

60. School district planning for location of new schools

61. Preparation of the school district budget

62. District Superintendent of School's relations with principals

63. Teachers' concern for safety of children

64. Workload of teachers

65. Schools on shift

66. Property assessment procedure

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

67. Geographic size of school district

68. Relations between principals and school board

69. Relations between school trustees

70. Relations between the District Supt. of Schools and the Secretary-Treasurer

71. Characteristics of school board members

72. Public attendance at school board meetings

73. Relations between the school board and the public

74. Qualifications of school board members

75. Educational values of the school board members

76. School board reaction to proposed changes from the public

77. School board reaction to proposed changes from principals

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

78. School board procedures

79. Level of wealth within the school district

80. Distribution of wealth within the school district

81. Sources of wealth within the school district

82. Stability of wealth within the school district

83. Stability of population in the school district

84. Distribution of occupations in the school district

85. Acts of vandalism against school property

86. Average age of district residents

87. Suitability of school programs for Indian children

88. Size of district population

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

If this factor does effect school-community relations, does it:

IN YOUR SCHOOL DISTRICT

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

89. The District Superintendent as an educational leader

90. The District Superintendent's professional qualifications

91. The District Superintendent's personal characteristics

92. The District Superintendent's personal career goal

93. The District Superintendent's educational values

94. The District Superintendent's reaction to pressure

95. The District Superintendent's reaction to proposed changes

96. Relations between the District Superintendent and parents

97. The District Superintendent as a community leader

98. Student behavior going to and coming from school

99. Discipline policy of schools

FACTORS **THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS**

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

100. Large taxpaying industries in the school district

101. Industrial and business leaders in the school district

102. Chamber of Commerce

103. Civic and service clubs

104. Religious groups in the school district

105. Civic officials in the school district

106. Labor unions in the school district

107. Agricultural organizations in the school district

108. Organized local critics of schools

109. Individual local critics of schools

110. Provincial critics of education

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no effect* on school-community relations

This factor *does effect* school-community relations

HELP school-community relations

HURT school-community relations

111. The degree of financial autonomy permitted to the school district by the Provincial Gov't

112. Turnout at elections for school trustees

113. Citizen attitude toward taxes

114. Citizen attitude toward business outlook

115. Citizen pride in schools

116. Citizen pride in the community

117. Citizen understanding of school needs

118. Citizen participation in school activities

119. Conservative elements in the school district

120. Citizen committees on school affairs

121. Parent-Teacher Associations and parent clubs

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

FACTORS	THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS		
	IN YOUR SCHOOL DISTRICT	If this factor does effect school-community relations, does it:	
	This factor has <i>no effect</i> on school-community relations	This factor <i>does effect</i> school-community relations	<i>HELP</i> school-community relations
			<i>HURT</i> school-community relations
122. Advisory committee to the school board			
123. Staff study groups or workshops on school problems			
124. Mass media (newspapers, radio, T.V.) attitude toward local schools			
125. Mass media coverage of school matters			
126. Relations between local mass media and schools			
127. Mass media executives as community leaders			
128. Mass media role in school-community relations			
129. Adult education programs			
130. Student participation in local events			
131. Community use of school facilities			
132. Joint school and community programs			

FACTORS

THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS

IN YOUR SCHOOL DISTRICT

If this factor does effect school-community relations, does it:

This factor has *no* effect on school-community relations

This factor *does* effect school-community relations

HELP school-community relations
HURT school-community relations

133. Relations between schools and industry

134. Services by community agencies for schools

135. Relations between schools and civic institutions

136. School district information program to citizens

137. School district use of mass media

138. School district use of personal contacts with public

139. School district use of public meetings

140. School district use of bulletins or reports to citizens

141. Open house or back-to-school nights

142. School district use of letters and pamphlets in a capital referendum

143. School district use of speeches during a capital referendum campaign

FACTORS

**THE INFLUENCE OF THESE FACTORS ON SCHOOL-COMMUNITY RELATIONS
IN YOUR SCHOOL DISTRICT**

If this factor does effect school-community relations, does it:

This factor has *no* effect on school-community relations

This factor *does* effect school-community relations

HELP school-community relations

HURT school-community relations

144. Teacher participation in operating referendum campaign

145. Participation by teachers in protests against provincial policies

146. Raises in teachers' salaries

147. Amount of money spent on education

148. Teachers' dedication to their job

149. Attitudes expressed by the B.C. Teachers' Federation

150. Quality of education in the district

151. Attitudes expressed by the B.C. School Trustees Association

152. Use of students by teacher and trustees in an operating referendum campaign.

Thank you for your assistance. Please place this in the envelope provided for return mailing.

A summary of the results of this study will be forwarded to you prior to June 15, 1972.

APPENDIX B
CORRESPONDENCE



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION; 291-3395

Dear Sir:

I am writing to you to ask for your assistance in a study I am conducting of school-community relations in a number of B. C. school districts.

A major portion of the data for this study is being obtained through questionnaires, administered to ten school officials and to ten informed members of the community in each district selected for study. I am seeking your assistance in identifying ten members of the community in your school district who are familiar with the schools and their relations with the community.

On the enclosed sheet of paper, would you please list the names of those members of the community in your school district who are, in your opinion, best informed as to what is going on in the schools and how the community feels about what the schools are doing. Please feel free to include, for example, the names of parents who have been active in parent organizations in your school but do not include the names of School Trustees or any employee of the School Board. After listing the names, would you please rank each name in order of preference, assigning number one to the best informed person, and so on. If you can, it would be of great assistance if the mailing address for each person could be given beside his name. From this and other lists, the names of ten community observers will be selected and questionnaires mailed to them.

The intention of this study is to show an overall assessment of school-community relations. The data from the study will be used to form general comparisons and will not be used in any way that will reflect unfavourably on individuals, schools, districts or communities. The District Superintendent of Schools for your District is aware of the nature of this study and has given his approval for it to be conducted through several of the schools.

May I thank you in advance for your assistance.

Yours sincerely,

Enclosure
VIIb



David T. Watkins



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION; 291-3395

Dear

I am writing to you to ask for your assistance in a study of school-community relations. You have been identified as a person well-informed about school affairs and the attitude of the community to them.

Within the next few days, I will forward to you a questionnaire. This questionnaire lists a variety of factors which may be influencing school-community relations and asks you to identify those factors which may be operative in your district. The questionnaire normally takes about seven minutes to complete.

The purpose of this study is to assess the overall state of school-community relations in a number of school districts throughout the Province of B. C. The data received will be held in the strictest confidence and will be used to form general trends and comparisons. It will not be used in any way that will reflect unfavourably on individuals, schools, districts or communities. The B. C. School Trustees Association endorses this study and solicits your support.

Your participation in this study will be appreciated very much. After you have received the questionnaire, please complete it carefully and mail it back in the envelope provided.

May I thank you in advance for your assistance.

Yours sincerely,

David T. Watkins





SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION; 291-3395

Dear Sir:

I am conducting a study of school-community relations in a number of B. C. School Districts. I am writing to you to ask for your assistance in this study.

Within the next few days, I will forward to you a questionnaire. This questionnaire lists a variety of factors which may be influencing school-community relations and asks you to identify those factors which are operative in your district. This normally takes about seven minutes to complete.

The purpose of this study is to assess the overall state of school-community relations in a number of school districts throughout the Province. The data received will be held in the strictest confidence and will not be used in any way that may reflect unfavourably on individuals, schools, districts or communities. The District Superintendent of Schools for your District is aware of the nature of this study and has given his approval for it to be conducted through several of the schools.

You may assist this study by completing and mailing back the questionnaire promptly. A stamped, return addressed envelope will be included for your convenience.

May I thank you in advance for your assistance.

Yours sincerely,

David T. Watkins





SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION; 291-3395

Dear Sir:

This letter will introduce _____ who is assisting me in a study of school-community relations in a number of B. C. School Districts.

A major portion of the data for this study is being obtained through questionnaires, administered to ten school officials and to ten informed members of the community in each district selected for study. I am seeking your assistance in identifying ten members of the community in your school district who are familiar with the schools and their relations with the community.

On the enclosed sheet of paper, would you please list the names of those members of the community in your school district who are, in your opinion, best informed as to what is going on in the schools and how the community feels about what the schools are doing. Please feel free to include, for example, the names of parents who have been active in parent organizations in your school but do not include names of School Trustees, or any employee of the School Board. After listing the names, would you please rank each name in order of preference, assigning number one to the best informed person, and so on. If you can, it would be of great assistance if you could give the mailing address for each person named. From this and other lists, the names of ten community observers will be selected and questionnaires mailed to them.

The intention of this study is to show an overall assessment of school-community relations. The data from the study will be used to form general comparisons and will not be used in any way that will reflect unfavourably on individuals, schools, districts or communities. The District Superintendent of Schools for your District is aware of the nature of this study and has given his approval for it to be conducted through several of the schools.

May I thank you in advance for your assistance.

Enclosure
VIIa



Yours sincerely,

David T. Watkins



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION; 291-3395

Dear Sir/Madam:

I know you didn't ask for it and judging by your lack of response so far, you didn't want it. However, since you have it, won't you take a few moments now and fill it out, carefully?

If you do fill it out now, you will be able to bask in a warm glow of satisfaction, knowing that you have contributed to the cause of education in this Province. And I will be able to complete my study.

Yours sincerely,

David T. Watkins

P. S. "It" refers to the questionnaire I sent you concerning a study of school-community relations. In case you have lost "it", I have enclosed another.





SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION; 291-3395

Dear

Recently, I took the liberty of sending to you a questionnaire relating to a study of school-community relations I am conducting. Unfortunately, I have not received the completed questionnaire back from you.

Possibly your copy of the questionnaire has been lost or misplaced. If this is the case, please use the copy I have enclosed with this letter.

Since I am very anxious to complete the compilation of data for this study, will you kindly take a few moments now and fill in this questionnaire?

Your assistance will be appreciated very much. Thank you.

Yours sincerely,

David T. Watkins

Enclosure

X





SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION; 291-3395

Dear

Recently, I took the liberty of sending to you a letter requesting the names of a number of informed observers of school community relations in your district. Unfortunately, I have not received this information back from you.

Possibly your copy of this letter and the accompanying form have been misplaced or lost. If this is the case, please use the additional copies enclosed with this letter.

Since I am very anxious to complete the compilation of data for this study, will you kindly take a few moments now and fill in this form?

Your assistance will be appreciated very much. Thank you.

Yours sincerely,

David T. Watkins

Enclosure

VIIc

