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The Ideal Characteristics of Foxfire Type Projects as Perceived by Teacher Advisors

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THE IDEAL CHARACTERISTICS OF FOXFIRE-TYPE PROJECTS AS PERCEIVED BY TEACHER-ADVISORS

by

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These are the people really responsible for this; I just happened to put it all down in paper.

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CHAPTER I

THE PROBLEM

Eliot Wigginton, after six weeks of classroom teaching at the Rabun-Gap Nacoochee School in rural north Georgia, was frustrated because he found that his students were not interested in the courses he was prepared to teach. He had graduated from Cornell University in May 1966 with a master's degree and had come to Rabun-Gap to instruct mountain children in English and geography. He realized, fortunately, that if his students were bored it was he who had bored them. He believed that it might be better for him to seek another career (Wigginton, 1972).

> I surveyed the wreckage. My lecturn (that's a protective device a teacher cowers behind while giving a lecture nobody's listening to) was scorched from the time Tommy Green tried to set it on fire with his lighter--during class. . . .Every desk was decorated with graffiti. (pp. 9-10)

He decided, after much thought, to ask students how they would like to start a magazine. Along with class poetry, poems and articles submitted by others, the magazine would focus on the community. Wigginton had heard some of his friends talk about local customs and traditions and was surprised when his students knew nothing about them. They would investigate those things and report back to class.

The magazine was named Foxfire, and the first issue appeared in March 1967. In the introduction, Wigginton (1967) gave no indication that he knew what was to follow:

> The birth of a new magazine. Nothing to get excited about. It happens everyday. A gets the idea, B spends hours thinking about a name. C. writes letters and hits the road seeking material. D. begs for money. E finds a printer and a price. F finds an artist or two. G finds typists. (p. 3)

By 1970, as the quality of the magazine improved, it began to attract national attention. Wigginton was able to interest several governmental funding agencies in Foxfire, which had become more and more oriented toward local traditions and the folk culture of the Appalachian Mountains in its coverage. Anchor-Doubleday Book Company published The Foxfire Book in 1972, an anthology of the Foxfire magazine.

Encouraged by the interest of the Institutional Development and Economic Affairs Service, Incorporated (IDEAS), a nonprofit educational corporation devoted to the spread of innovative learning concepts, Wigginton began to think of Foxfire as an idea which might spread beyond Rabun-Gap. In response to the tremendous volume of questions pouring into the Foxfire office about the project and how such a project could be started at scores of locations, IDEAS wrote a Ford Foundation grant and received $196,000 to extend the Foxfire idea to other locations.

A series of workshops was held in Rabun-Gap using the money the Ford Foundation provided. Calling the new field of study "Cultural Journalism," the original project listed by IDEAS in February 1973 numbered eight magazines

including Foxfire. All the projects were composed of student staffs publishing information about the study of traditions, the the lore of their communities. By August of that year, there were 12 Foxfire-type projects. Two years later, in the summer of 1975, 34 projects from Maine to Alaska had published magazines. By March 1977, there were 100 student-produced magazines (Nungessor, 1977, pp. 8-20).

Anchor-Doubleday published a book based on work included in Salt, of Kennebunkport, Maine, in 1977. In 1978, Bittersweet Country, a collection of articles from Bittersweet, a Missouri magazine, was released. Wigginton also edited a collection of interviews with elderly people for the Reading is Fundamental Program sponsored by the Smithsonian Institution. Drawn from a variety of sources, the latter collection was designed as a c-ntribution to the Bicentennial and was published in the fall of 1976. It was called I Wish I Could Give My Son a Wild Raccoon and was also published by Anchor-Doubleday. Foxfire 2 was published in 1973, Foxfire 3, in 1975 and Foxfire 4, in 1977.

Wigginton (1972) did not set out to create a major curriculum reform movement: he was interested in teaching English more effectively.

> Is the subject, English, ignored in the process? Hardly. In fact, the opposite is true. English, in its simplest definition, is communication--reaching out and touching people with words, sounds and visual images. In their work with photography (which must tell the story with as much impact and clarity as the words), text (which must be gramatically correct except in the use of pure dialect from tapes that they

> transcribe), lay-out, make-up, correspondence, art and cover design, to say nothing of related skills such as fund raising, typing, retailing, advertising, and speaking at conferences and public meetings--they learn more about English than from any other curriculum I could devise. (p. 13)

In the meantime, with royalties earned from book sales, students in Rabun-Gap purchased 50 acres of land for a headquarters and archive. Projects began to produce records, make furniture, film television shows and to publish feature-length books independent of Anchor-Doubleday. Memories of a Mountain Short Line: The Story of the Tallulah Falls Railroad (1976) was edited by Kay Carver and Myra Queen, two former students of the Rabun-Gap Nacoochee School who had served as Foxfire staff members (Wigginton, 1977, pp. 8-12).

Foxfire, as its empire grew, became interested in other things. The Wall Street Journal (July 2, 1975) reported that Wigginton was investing substantial capital in Rabun County banks so that the banks "would be able to make more loans" to local people. He believed that eventually local banks would begin to place Foxfire members on boards of directors. At least one local bank president was against the idea. Wigginton's motives in such an investment scheme were to make sure that local property owners, many of whom were descended from the area's original settlers, would be able to stay on their land and resist the pressure to sell.

This pressure was brought about by the rise in property taxes generated by summer vacation homes and ski resorts in the county.

The rate at which Foxfire-type projects expanded led to the creation of IDEAS' branch office in Denver, Colorado, and in California. They were designed to oversee workshops and teacher conferences and to administer grants. By the end of 1975, the work of the field offices led to the founding of Foxfire-type projects in substantial numbers in Colorado, Alaska, Hawaii, and California. By late 1977, however, IDEAS was satisfied that it had contributed about all it could to the Foxfire Concept of Education and began to concentrate on the development and initiation of other sorts of projects (Nungessor, 1977, pp. 8-10; Sitton, 1978a, pp. 58-78).

Wigginton and two Foxfire-type project teacher-advisors, Pam Woods and Lincoln King, met and decided that it would be in the best interest of the different projects to start a newsletter at Rabun-Gap to assist the project advisors and to serve as a clearinghouse for information related to the continuance of the Foxfire Concept of Education. Now named Hands On, the newsletter is sent to over 100 projects in the United States and overseas (Sitton, 1978a, p. 70; Reynolds, 1978, pp. 3-4).

Foxfire, the quarterly magazine, has come a long way from its founding as a project for students to use as a means to discover their Appalachian heritage in north

Georgia. It now embraces a fully defined learning concept with its own philosophy and methodology, and it has numerous adherents. Tens of thousands of dollars are generated each year by the replications as they produce magazines dealing with the study of the locality in which they are produced (Sitton, 1978a, pp. 159-166; 58-70; 99-101).

Significance of the Study

The Foxfire Concept of Education in the United States is big business. The teacher-advisors spend many hours after school working with their projects. Teachers and students, often with little understanding of the nature of the Foxfire Concept of Education or of the high cost in time and dollars, attempt to replicate the original north Georgia magazine. Older, more established projects change teacher-advisors, have problems with administrators and school boards or fall victim to inflation (Sitton, 1978a, pp. 159-166; 58-70; 99-101).

These factors point out the need for a study of the background of teacher-advisors. Additional factors which should be included are the beliefs of teacher-advisors about the ideal situation for initiating and operating a Foxfire-type project, teacher-student relationships within the projects, project-school relationships, project-community relationships, finances, content of the journals and research procedures of the projects and the beliefs of teacher-advisors about the characteristics of the Foxfire-type

Concept of Education. This information could be helpful to teacher-advisors who are currently working in the field as well as to administrators and to others who anticipate initiating a Foxfire-type project. This study could provide a basic understanding of the needs and goals of the Foxfire-type project as well as of the backgrounds of the teacher-advisors.

Statement of the Problem

Thad Sitton, a student of the Foxfire Concept of Education (1978a), found that there were great differences in the various Foxfire-type projects he studied in the fall of 1977. His report on the status of the Foxfire-type projects assessed demographic information, teacher-student relationships, project-school relationships, project-community relationships, and project finances. He also probed the content of the journals and the research procedures of the projects. Sitton's (1978a) work did not assess the backgrounds of the teacher-advisors nor the beliefs and attitudes of the teacher-advisors about the characteristics of the Foxfire Concept of Education. The review of the literature did not indicate that the Foxfire-type projects had been examined for an assessment of the teacher-advisors or how the projects should ideally be organized and operated.

Purpose of the Study

The purposes of the study were: (a) to survey the

backgrounds of selected teacher-advisors of Foxfire-type projects, (b) to compare the findings of this current study with the findings of Sitton's (1978a) study, and (c) to analyze the beliefs of the teacher-advisors about the ideal characteristics of the Foxfire Concept of Education.

Research Questions

The following questions were answered in this study:

1. What is the background of the teacher-advisors?
2. What do teacher-advisors believe to be an ideal situation for initiating or operating a Foxfire-type project?
3. What do teacher-advisors believe to be the ideal teacher-student relationship within the project?
4. What do teacher-advisors believe to be the ideal project-school relationship?
5. What do teacher-advisors believe to be the ideal project-community relationship?
6. What do teacher-advisors believe to be the best method(s) of funding a Foxfire-type project?
7. What do teacher-advisors believe to be the best description for the research procedures and content of the journals of the Foxfire-type projects?
8. What do teacher-advisors believe about the characteristics of the Foxfire Concept of Education?

Procedures

Initially, the literature on the Foxfire Concept of Education was reviewed. A questionnaire was developed and mailed to the teacher-advisors of the various Foxfire-type

projects who participated in Sitton's (1978a) study. The questionnaire consisted of 65 forced-answer items dealing with the background(s) of the teacher-advisors and their beliefs concerning the ideal situation for initiating and operating a Foxfire-type project, student-teacher relationships within the project, project community relationships, the best method(s) for funding a Foxfire-type project, the ideal research procedures for the Foxfire-type project, the content of the journal produced by the Foxfire-type project, and the beliefs of the teacher-advisors about the characteristics of the Foxfire Concept of Education. Three narrative items were included to supplement the questionnaire. After the questionnaires were returned, the results were tabulated and an analysis was made and reported in the current study.

Limitations of the Study

This study was limited to only the respondents of Sitton's (1978a) questionnaire; the current study was a follow-up to Sitton's (1978a) study of the status of the Foxfire-type projects. No attempt was made to survey parents of students, administrators, or students because the problem delineated by the research questions did not lend itself to a comparison of answers by the groups mentioned.

Definition of Terms

In order to clarify pertinent terms, the following definitions are presented:

Foxfire. Foxfire is a magazine or book using folklore, oral history, and local history as vehicles to create a sense of worth and value within the students who produce them. Foxfire was published by students at the Rabun-Gap Nacoochee School in Rabun-Gap, Georgia, and is now published by students at the Rabun-Gap School at Clayton, Georgia, sponsored by the Foxfire Fund, Incorporated.

Foxfire-type project(s). Foxfire-type projects are more than 150 replications of the original Foxfire magazine organized along lines similar to the original Foxfire magazine and have more or less similar purposes as the original. These projects make up a communications network administered by the Foxfire Fund, Incorporated.

Foxfire Concept of Education. The FCE is a style of teaching and learning designed to help develop a student's sense of worth, community, and heritage while teaching basic academic, vocational, and social skills.

Teacher-advisor. A teacher-advisor is the adult responsible to superiors in the local educational agency or non-profit educational corporation for the workings of a Foxfire-type project.

Experience. An experience is something personally discovered, sustained, or lived.

Process. A process is an interaction of generalized events which produces a desired effect (Golins and Walsh, 1976), p. 2).

Folklore. Folklore is the unrecorded traditions of a people including the form and content and the communicative

style between people or groups. The study of folklore, then, is the study of these traditions and their transmission (Brunvard, 1978, p. 1).

Oral history. Oral history is information about a historical event which exists in an oral tradition or is remembered by a person or a group of people.

Local studies. Local studies is the study of a body of documents, artifacts, relics, or lore pertaining to a particular locality which may or may not be unique.

Program. A program is "a distillation of the process. It exists as a specific set of activities or sequences or events, for a specific population, which is limited in space and time" (Golins and Walsh, 1976, pp. 1-2).

Cultural journalism. Cultural journalism is a common generic label applied to Foxfire-type projects or the title of a course of studies which describes what is taught and learned in a class that uses a variation of the Foxfire Concept of Education.

Organization of the Study

This study is divided into five chapters.

Chapter I includes the introduction, the background for the study, the significance of the study, the purpose of the study, research questions, the limitations of the study, the definition of terms, and the organization of the study.

A review of the literature pertaining to the Foxfire Concept of Education is presented in Chapter II.

The design of the study is described in Chapter III.

Chapter IV presents an analysis of the data collected.

Chapter V presents the conclusions, the recommendations for further study, and the utilization of the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the literature describes the views of authorities of the Foxfire Concept of Education as well as specific research. There is a growing body of narrative reports and narrative interpretations about the Foxfire Concept of Education. A review of this literature should help to clarify the present study.

Eliot Wigginton received a master's degree from Cornell University and began teaching at the Rabun-Gap Nacoochee School in Rabun-Gap, Georgia. Wigginton had spent his youth in Athens, where his father was a professor at the University of Georgia. During the summers, his family lived in Rabun-Gap. Wigginton was familiar with the area and knew a number of people who lived there. The Rabun-Gap Nacoochee School is a private school administered by the Presbyterian Church. It has about 250 students enrolled; and, until 1977, it had an unusual arrangement with the Rabun County Schools. Because there was no high school at the north end of the county, the Rabun-Gap Nacoochee School provided a secondary education for Rabun County Children. In return for this service, the public school system funded several positions at the private school (Nungessor, 1977, p. 4).

Wigginton began teaching at the Rabun-Gap Nacoochee School in 1966. He wished to embark his students on a "Great Books" program, but he was frustrated when his efforts met with devastating failure. Rather than give up teaching, he approached the problem by announcing to his students that they would begin a magazine. The students elected to name the magazine Foxfire after a little plant that glows in the dark. The first issue was published in March 1967 (Sitton, 1978a, pp. 11-13; Wigginton, 1972, pp. 1-10).

The first issue of the magazine resembled the "literary" magazines of many high schools. Several short stories written by students at the Rabun-Gap School, students at the Rabun-Gap High School, and students at other schools were published. There was also an extensive poetry section. Several accomplished writers contributed to the first issue. The first section of the magazine contained articles and stories about a bank robbery in 1936, moonshining, some superstitions, home remedies, and a hog hunt, and two oral interviews with resident in the community. Wigginton felt that the initial effort of his students did not have much impact beyond Rabun County, Georgia (Wigginton, 1972, pp. 1-10; Wigginton, 1967, p. 3).

Gradually Wigginton became conscious that Foxfire was not merely another student literary magazine. He saw that his students benefited in general ways from working on the publication. Writing in Media and Methods, Wigginton

(1969) said he saw the frustrations resulting from a depressing lack of money and the problems related to the scheduling of students to give them time to work on the project could not stop Foxfire. Students gained self-confidence with each new issue of the magazine. Though the magazine had focused on creative writing, local lore, and poetry, Wigginton (1969) began to see that the real strength of the magazine's appeal was in the field of local lore. The magazine promoted real communication, the purpose of English.

> English, far from being obscure, is in reality the most basic kind of communication. In its simplest definition, it is merely reaching out and touching people with words and ideas and being touched by them. (pp. 38-39)

Wigginton attempted to promote the project for several years. Foxfire became a non-profit educational corporation in 1969. This move allowed Foxfire to apply for and to receive grant monies. An initial grant from the National Endowment of the Humanities enabled the project to purchase equipment and to hire a paid employee. In 1970, Wigginton met with Brian Beun, president of the Institutional Development and Economic Affairs Service, Incorporated (IDEAS), an organization which assisted worthwhile educational innovations to become better known. Wigginton became an associate of IDEAS. Within a year, a Ford Foundation grant totaling nearly $200,000 was written by IDEAS to extend Foxfire beyond the Georgia mountains (Sitton, 1978a, pp. 15-17).

At the same time, an employee of Doubleday, who had known Wigginton during his college years, made an arrangement whereby Wigginton's students would compile an anthology of the Foxfire magazine to be published by Doubleday (Nungessor, 1977, p. 13). The anthology, called The Foxfire Book, was published in 1972. In the introduction, Wigginton (1972) wrote that he had begun to see, as a result of his experiences with the magazine, that what his students were doing had implications beyond Rabun-Gap and north Georgia.

> Looking beyond Rabun-Gap and Foxfire, I can't get over the idea that similar projects could be duplicated successfully in many other areas of the country, and to the genuine benefit of almost everyone involved.
>
> Daily our grandparents are moving out of our lives, taking with them, irreparably, the kind of information contained in this book. They are taking it, not because they want to, but because they think we don't care. And it isn't happening just in Appalachia. I think, for example, of numerous Indian reservations, Black cultures near the Southern coasts, Ozark Mountain communities, and a hundred others. (p. 12)

However, Wigginton (1972) described something else in that introduction beyond the importance of preserving a cultural heritage.

> The contents of this book need little introduction; they stand on their own as helpful instructions and enjoyable reading. But what is not immediately apparent is that the material here was collected and put together almost entirely by high school students. And that makes the book a little special--for me, at least, since they were kids I was supposed to be teaching. (p. 9)

For Wigginton, the idea that a student's sense of worth and value could be enhanced by studying his/her local community and then having that study published and received favorably by an enormous reading public was at the heart of the Foxfire Book and the quarterly magazine that spawned it. He went on to say that he thought Foxfire was only a "tiny part" of a solution to student boredom. But the idea of the introduction was plain; here was a classroom project which worked and had implications beyond its community.

The idea expressed by Reun and IDEAS--that Foxfire might be a replicable educational concept--was explored by Peggy Thompson in the July 1972 issue of American Education. Thompson chronicled the first steps of the first two Foxfire-type projects: Hoyekiya of South Dakota and Fourth Street i of New York, New York. Thompson's article, "In the Footsteps of Foxfire," described the primary importance of the process which students went through to produce the publication. That process involved most all forms of communicating with people. First, contacts had to be interviewed and photographed. Then the interviews had to be transcribed and edited as the photographs were being developed. Finally, the entire story had to be fitted into a magazine that had to be sold to a public far beyond the confines of the magazine's environment. For the publications to be successful, the ideas had to

be communicated to a reading public. Out of all this, students obtained a sense of their own past and a strong sense of their place in the community (Thompson, 1972, pp. 4-10).

In 1973, Foxfire 2 was published, continuing the series of anthologies from the quarterly magazine. In his introduction to the book, Wigginton sought to explain more fully what the project and the books were really about.

> See, this isn't really a "How to Survive in the Woods" manual, although it does show how one specific group of people in one specific time and place did survive. I just want to explain that to some of you who may be irritated because we haven't shown you how to vent your outhouse yet. See, mostly this book is about people and about the great adventure life can be when lived intensely. And about the fact that instead of celebrating with our kids the infinite variety and ingenuity of nature and man, we are still allowing them to be drowned in the Franco-Prussian Wars. (p. 10)

In that introduction, Wigginton (1973) probed the experiences of one of his students, Carlton Young, in the project darkroom.

> And he was trying to figure out how to do it and burning up all this printing paper and coming closer to getting it just right and talking to himself explaining what was wrong like there were seventy-eight people watching. And Suzy had been listening to the struggle, laughing, when--Bam--out he came with a dripping wet print and a "There how does that grab you!" and it was beautiful and we used it on the cover that had that article in it (and in the book). And Suzy and I were both laughing and then Carlton cracked up, too. And we slapped him on the back and he punched us and we laughed some more. (p. 9)

The student, because of his experience, came away from a difficult situation ready for another challenge. This was the equation that made the entire Foxfire Concept of Education more than a student journalism project. It was this equation that made it a replicable process (Wigginton, 1975b, p. 15).

In 1973, IDEAS began the publication of Exchange, an irregularly published instructional magazine designed to assist with Foxfire-type projects. As a feature of the magazine, Exchange also published reviews of Foxfire and other Foxfire-type projects. Information was also published concerning the copyright procedures, mailing regulations, and journalistic skill development. Special features devoted to archiving and camera were printed. Gradually as the Foxfire-type projects grew in number, Exchange began to focus more and more on reporting their progress. IDEAS ran 10 issues of Exchange (Sitton, 1978a, pp. 64, 65, 70).

Not all the publicity and notices about Foxfire and the growing number of replications were positive. Richard Dorson, noted folklorist and cultural scholar, attacked Foxfire in the November 1973 issue of the North Carolina Folklore Journal. Dorson reported that he took exception to the granting of a Ford Foundation Stipend of $196,000 to Foxfire and "an outfit called IDEAS (Institutional Development and Ecnomic Affiars Service) to extend the Foxfire Concept." He wrote that Foxfire was not folklore and should not be mistaken as such. Dorson wondered

if the students at Rabun-Gap had any idea that the customs and traditions they reported had any meaning beyond their narrow Appalachian region. In spite of Dorson's hostility, he ended the article on a positive note.

> Foxfire stands at the crossroads; properly channeled, the Foxfire Concept can lead into valuable fieldwork and interpretations of local cultures; misguided, it drifts into the sands of fakelore. (pp. 157-159)

Wigginton promptly responded by writing that he had no formal training in folklore and that he was simply interested in helping his students survive high school. Wigginton said he was aware of part of the problem regarding the relationship between folklore and Foxfire. Moreover, he had, as part of the administration of the Ford Foundation Grant, been in touch with Sandy Ives, of the Northeast Folklore Archive. Ives had been in Rabun-Gap; he had conducted workshops in folklore methodology for Foxfire students and for students and staff members of the newly formed Foxfire-type projects. Wigginton (1974a) stated the real emphasis of Foxfire:

> But if, in the end, the project does not measure up to the academic criteria laid down by the gods of folklore, that's just too damn bad. My primary concern is, has always been, and will remain not with whether or not some Beta Club students will go on to college knowing exactly how the professional discipline of folklore works, but whether or not my high school kids will make it through high school at all, and what stance they will eventually take toward the dying, exploited communities they live in.
>
> And I would challenge some of those Ph.D. folklorists to get out here in the mud and get their diplomas dirty and pitch in where they can really

> do some good instead of sniping at little folks from the safety of their certificate-lined walls. (p. 39)

Dorson (1974) responded in three paragraphs following Wigginton's article. Dorson saw that Wigginton cared about his criticisms and suggested that pre-doctoral students in folklore be made available using Foxfire money (1) to "explain to teachers the genres of folklore and folk history," (2) to help develop folklore libraries, (3) to assist in the development of folklore archives, and (4) to "assist in the editing of the Foxfire books so they can educate, not mislead, the public." He suggested that the Foxfire Concept of Education be applied to the inner city as well as to the back country (pp. 39-40).

Wigginton (1974b) responded that he cared about Dorson's criticisms and that the project at Rabun-Gap and its replications had been working to fulfill Dorson's four points. "We may not satisfy him completely, but we're certainly not sitting around ignoring him." Wigginton then said he hoped some of those pre-doctoral folklore students might be induced to become teachers in schools where Foxfire-type projects were functioning (pp. 40-41).

Edward D. (Sandy) Ives, a student of folklore and folklife, had been on the Foxfire Advisory Board for some time. In 1974, the Northeast Archives of Folklore and Oral History published A Manual for Fieldworkers written by Ives, with Foxfire-type projects in mind. This was a basic guide to the collecting and methodology of oral history

and folklore. Ives acknowledged his debt to "Wig and the gang at Foxfire" in the same paragraph in which he hailed Dorson as the "youngest of the grand old men." The manual was distributed by IDEAS and was widely used by Foxfire-type projects resulting in a uniform collecting methodology and the establishment of procedures for the development of archives (Ives, 1974, pp. 7-8).

Wigginton then wrote the basic philosophy of the Foxfire Concept of Education, Moments (1975b). In the introduction to Foxfire 2, Wigginton (1973) had stressed that the success of the project and what differentiated it from just another school publication was the emphasis on democratic and egalitarian practices (i.e., mutual respect) existing between the student and the teacher. A traditional approach to curriculum had to be discarded. Moments: The Foxfire Experience guided teachers in their understanding of this principle. The process of learning from the ordeal of putting a magazine together was more important than the end product. Teachers, in this more informal learning situation, became advisors, and learning became self-initiated. Moments described the general training of students in the process of magazine production and gave an indication of the ideal that the Foxfire-type projects should strive to attain. The book was Wigginton's "personal statement as a teacher."

> It is more than I have been able to do with every one of my kids, but it is a goal I constantly aspire to. It is what I would

> like Foxfire to look like in the best of all possible worlds. It is the underlying philosophy--the engine that drives our project. (p. 4)

Wigginton divided his working philosophy into several levels, complete with guides so that a student might understand exactly where he stood in the attainment of a particular goal. Level I was labeled "Gaining Skills and Confidence." It included a checklist for technical and intellectual mastery of the meaning of Foxfire. This would enable the student to participate in the production of the magazine and in the flowing formation of the philosophy behind the project.

Level II was entitled "Growing, Reinforcing, Checking Bases." The goals were the same, but the student was encouraged to participate in further aspects of project work. The student was expected to look beyond his/her own needs to the needs of others.

Level III was called "Beyond Self," and the student was expected to make a genuine contribution to the well-being of younger students, his/her peers, the school and its community. Students, Wigginton wrote, should be able to visit contacts not necessarily for more interview material; they should assist them if they needed help. They should begin actively to teach skills to younger students, to give speeches to organizations interested in the project, and to recognize and react to injustices around them. More keenly, they should become aware that they do matter and that they have a certain amount of force and power to act as change agents in a positive way.

The last level, neither graded nor observed by the teacher, is "Independence"(Wigginton, 1975b, p. 93).

> One frustrating part of the phase is that if he's truly reached it, then half of the things he does that prove he's there are things we never see him do and never hear about. They may be as insignificant as unconsciously bending over to pick up a gum wrapper on his way across the lawn to lunch, or as important as devoting his free time to some humane endeavor of which we know nothing. The key is that he's not doing it for a grade or for the praise, but because the doing of it has become a part of his personality and his direction and his sensitivity to the world around him. (p. 93)

At the same time, Pam Wood, the teacher-advisor of Salt, of Kennebunkport, Maine, authored the whimsically titled "handbook" for the Cultural Journalism movement, You and Aunt Arie (1975). It was named for the most famous of the Foxfire contacts. Wood described Foxfire-type projects as focusing "on things outside of school. They are not a rehash of encyclopedias or reference books or histories that have already been written" (p. 4). Wigginton described Wood's book as a "roadmap" (p. vii), and said that it was intended to be a practical guide to the organization and implementation of a Foxfire-type project. Chapters cover every journalistic subject from interviewing to business techniques with a concluding admonition that "you're something more." Wood wrote, "You and your magazine are a search, partly looking for the mystery and meaning of your own familiar world" (Wood, 1975, pp. iii; 219).

Foxfire 3 was published in 1975. Wigginton's (1975a) introduction chronicled success and its attendant dangers.

A coffee company wanted to have the staff of Foxfire find some mountain people to use in its commercials. Only after the students were sure that the company would live up to its end of the bargain did they agree. A film company invaded Rabun-Gap with a plan to do a dramatization of Foxfire. Wigginton saw Foxfire threatened by the outside world and his introduction announced a withdrawal. Success had been a mixed blessing. Foxfire was beseiged with visitors, with offers for possible assistance, and with pleas for help in starting up new Foxfire-type projects. Though the coffee company was able to make the commercials, the film company was finally turned down by Wigginton's students. The students were aware of this new process of success at work. Success was "bright with opportunity, but it's also jammed up with problems--a lot like walking around town with a rattlesnake in your front pocket" (pp. 10-19).

Foxfire had, however, attracted a serious following of writers and reviewers. Ron Gager (1976) examined the Foxfire Concept of Education and two other replicable projects: Outward Bound and the Apprenticeshop of Bath, Maine. He found that there were certain underpinning commonalities among them which might be explored in a holistic experiential learning center designed for Tannehill State Park in Alabama (Gager, 1976, pp. 7-24).

Daniel Mack (1976), writing in the Harvard Educational Review, saw that Foxfire "is a lesson in the humane

use of media." Reviewing Wood (1975), Wigginton (1975b), and the three Foxfire books, Mack said that they were a "neat package" and an example to the teaching profession (Mack, 1976, pp. 477-480).

Jan Harold Brunvard (1976), a folklorist, wrote that The Foxfire Book and Foxfire 2 were "without scholarly annotation or discussion." However, he found the field-work "diligent" and the books "beautifully illustrated." He went on to say that "unfortunately the Foxfire concept of folklore, which has won generous grant support, relies on the old stereotypes of backwoods rustics whose last shreds of tradition must be rescued before they vanish," thus echoing Dorson (1973) (Brunvand, 1976, p. 78).

In his Oral History as a Teaching Approach, John A. Neunschwander (1976) found that Foxfire, with other publications, had "made the past come alive for millions of readers." Calling Foxfire the most successful oral history teaching technique, Neuenschwander lamented that "the use of oral history in teaching has yet to become widespread." He was not interested in the educational concept behind Foxfire but in the use of methodology of oral history to promote historical scholarship in secondary schools (Neuenschwander, 1976, pp. 7-9).

Wigginton (1976) edited I Wish I Could Give My Son a Wild Raccoon, a collection of interviews done by students from a variety of locations in the United States with elderly

persons in celebration of the Bicentennial. It was designed to be "A forum where men and women from every culture can come together to express, through their grandchildren, their hopes and fears for us as a nation, and their dreams for us as a world." The book was released by Anchor-Doubleday in cooperation with the Smithsonian Institution's Reading is a Fundamental Program (Wigginton, 1976, pp. 11-14).

The present writer (1977) authored a teaching guide for educators in the Bibb County Public School System, Teaching With Sparrow Hawk. The student staff of the Foxfire-type project at Centreville, Alabama, sought to involve classes from other schools and areas in the county in the process of publishing a magazine about the region. The guide explained how Sparrow Hawk was organized and implemented (England, 1977, pp. 20-246).

Pamela Wood edited The Salt Book (1977), the first of the Foxfire-type project anthologies published by Anchor-Doubleday. Salt was among the first of the Foxfire-type projects and was the first of a host of magazines produced in New England. In the introduction, Wood stated that she believed the chief advantage of projects like Salt was in the tie they gave students to their local heritage and traditions. Wood said she believed that the strength of Salt--and the other Foxfire-type projects--was that, through working with the journals, young people were linked to their elders (Wood, 1977, pp. ix-xii).

George Mehaffey and Thad Sitton (1977) discussed "Oral History: A Strategy That Works" in the May 1977 issue of Social Education. "Oral history is the recollections and reminiscences of living people about their past," they declared, and they described how it might be used in the classroom to supplement more traditional forms of instruction. An advantage of oral history was that it involved students in the process of history. Real excitement could be generated among students for learning activities, and oral history could be "real." The authors criticized the "New Social Studies" as being sterile and lacking in reality. "The promise of oral history is that it can involve students in real processes of discovery, in search of real goals, and so combine process and product in a real experience" (pp. 378-381).

Foxfire 4 was released in 1977. Wigginton wrote his introduction to sum up his feelings about the independence of the Foxfire Concept of Education with other valuable educational experiences.

> Cut off, like so many old people we have met, we shrivel and become dust. Cut off, like so many high school students we have met in classrooms around this nation, we atrophy. (p. 12)

In keeping with the tone of the introduction, Wigginton invited Dorson to write the "Afterword" to Foxfire 4. Dorson attempted to explain folklore and its relation to the Foxfire Concept of Education.

> Folklore in the scholarly sense usually signifies oral cultural traditions, as opposed to formally learned knowledge. The distinction can be made between a herbal remedy known in the family and a doctor's prescription, or between an oral tale or song that varies with each teller or singer and a fixed literary piece. (Dorson in Wigginton, 1977, p. 483)

Once the concepts of folklore "are grasped, the Foxfire student can follow an exciting trail that will lead him to similar legends, beliefs and practices in other parts of the country and in other countries."

> One of the great thrills awaiting the collector of folklore and human experiences is recognizing that the story he has been told happened right there, is attached to many other places. (p. 484)

Dorson then listed a bibliography of materials on folklore. (pp. 485-486)

Exchange, by the fall of 1977, had ceased publication. The Foxfire Fund, Incorporated, began the publication of a newsletter first simply called the Nameless Newsletter (named Hands On in the fall of 1978). The newsletter was designed not only to pick up where Exchange left off but to serve as a more responsive instrument to pass information along to the various Foxfire-type projects. Murray Durst (1977), Vice President of IDEAS, wrote:

> This first issue of the Foxfire newsletter represents a constructive evolution of the work done by the Foxfire Fund and IDEAS together over the past seven years. During those years, we have seen the Foxfire "family" grow from a tiny handful of pioneering projects to something over around one hundred ongoing cultural journalism programs. Along the way, IDEAS published Exchange in order to keep the growing number of projects aware of one another and to pass along the lessons of experience drawn from each.

> Now the time has come for a change which recognizes that the "family" has grown. The Foxfire newsletter will take over some of what Exchange has tried to do. (p. 5)

Durst continued his article by saying that Exchange would continue to be published. (p. 5) However, more than 18 months later, no further issues of Exchange had been released.

The accord between Dorson and Wigginton was traced in a series of articles in the North Carolina Journal of Folklore (1978), the magazine which originally (1973 and 1974) featured Dorson's attack and Wigginton's vigorous response. Dorson and Inna Gale Carpenter submitted that high school students were capable of serious research and Wigginton (pp. 14-17) agreed. Teachers, Wigginton wrote, should become familiar with the process of folklore and should recognize that folklore is not only valuable in teaching about the local community but that it has implications for world culture studies. Teachers, he said, should see folklore not as another academic area to be mastered but as another vehicle to broaden their students' education.

The journal articles and books about Foxfire and the concept of education developed by its adherents were largely expository in nature. They sought to explain the Rabun-Gap project or to extend its implications to a variety of settings. While such scholars as Dorson (1973 and 1974) and Brunvand (1976) might be critical of the efforts of the staff of Foxfire, other serious scholars were more receptive.

Mack (1976) saw the value of the Foxfire Concept of Education in its adaptability. Gager (1976) was able to link the Foxfire Concept of Education to other experiential learning projects. Nuenschwander (1976) saw the implications of Foxfire's relation to the methodology of teaching history more effectively through oral history studies. Wigginton (1975b) saw the use of oral history and folklore as vehicles to create a sense of worth and value within the individual student. During this period--from 1973 to late 1975--more than 100 working replicas of Foxfire were created. It was to these projects that Wood (1975) addressed You and Aunt Arie, a teaching guide. Though the present writer (1977) explained the benefits of the Foxfire Concept of Education for Bibb County, Alabama, and demonstrated the techniques for involving several schools in the publication of Sparrow Hawk, the local Foxfire-type project, no attempt was made to assess the effectiveness of the Foxfire Concept of Education as it related to the local project.

Two students of the Foxfire Concept of Education, David Nungessor and Thad Sitton, completed substantial studies of Foxfire and its working replicas. Nungessor (1977) was interested in the relationship of the Foxfire Concept of Education to the local Foxfire-type project he served as teacher-advisor, while Sitton (1978a) was interested in the opinions of teachers as advisors about the status of the Foxfire-type projects.

Nungessor, an advisor to Thistledown, an Ohio Foxfire-type project (1977), analyzed the Foxfire Concept of Education in relation to its local program. Nungessor, like Gager (1976), believed that the Foxfire Concept of Education is rooted in the same educational concepts as Outward Bound and the Apprenticeshops. Nungessor found that Thistledown attained certain goals associated with such experiential learning programs as Outward Bound and the Apprenticeshops. However, for the school system with limited monetary resources--money is essential for such exotic programs--a Foxfire-type project could provide the same benefits. At the same time, it could fit more easily into a traditional school program rather than projects involving environmental studies like Outward Bound or the construction of bulky items (e.g., traditional wooden boats) like the Apprenticeshop.

Nungessor's study was divided into three sections. The first part was a description of Wigginton's efforts to establish Foxfire at Rabun-Gap, Georgia. His history traced the original project from the card table at the back of Wigginton's classroom to the development of the empire based on the Foxfire Book and its sequels (pp. 4-20).

The next section of Nungessor's study assessed the Foxfire Concept of Education. He found, through a study of the literature, that there were certain characteristics which might describe the Foxfire Concept of Education.

1. It is based within traditional educational systems and serves as an adjunct to them.

2. It has the capability of being significant on a national scale by working through traditional systems.

3. It can be made accessible to nearly all students through the traditional systems and the public schools.

4. It is involved wholly with relevance and reality for the student; it makes schoolwork applicable to real life.

5. The process in which the students participate is more important than the product which they produce as a result.

6. It is extremely adaptable to any geographical or cultural locale.

7. It creates bridges: between school and community, between the student and older generations, between schoolwork and real life, and between past and present.

8. It provides marketable, practical skills for the student balanced with humanistic development.

9. It is widely accepted by the community because it is based there, is really about it and provides the practical skills for which most communities hold schools accountable.

10. It utilizes oral history and folklore as the tools to reach outside of the school bounds.

11. It places great emphasis on the cultural heritage of the learner himself and the need for him to find his place in that heritage.

12. It is directed at the students' welfare, not at the schools' reputation, achievement tests, grade lists, etc.

13. It provides students with the opportunity to produce all aspects of a professionally published, copyrighted magazine which is sold in the real world.

14. It provides the students with the opportunity to run and handle all aspects of a "very real business in a very real world."

15. The student learns a wide range of communication skills which center on English and journalism but which cut across many other subject areas as well.

16. It provides the student with opportunity to practice important decision making and to deal with the consequences of his decisions (pp. 49-50).

The third section of the study was a case study of a Foxfire-type project--Thistledown--which was described in detail. Nungessor discussed finances, class procedures, evaluation, equipment, and the project's organization and history. Thistledown was shown to meet the 16 criteria and was a successful adaptive replica of the original Foxfire magazine (Nungessor, 1977, passim).

Thad Sitton (1978a), coordinator of the Tri-County Oral History Project in Lockhart, Texas, surveyed the literature about Foxfire-type projects in terms of "general demographic information, project-school relationships, teacher-student relationships, project-community

relationships, and research and content" (p. 5). Sitton analyzed data from 35 Foxfire-type projects across the United States. He found that 15 (43%) of the projects were located in small towns while 14 (40%) of the projects were served by one teacher-advisor. Twenty-four (69%) of the advisors taught English or English and another subject. Twelve (34%) taught social studies or other subjects. Only six schools had less than 300 students. Twelve (34%) of the schools had between 400 and 700 students, and 13 (37%) of the schools had over 700 students. Most of the projects published biannually (13 projects, or 37%). Ten projects (29%) published quarterly, and eight projects (23%) published annually.

In the area of teacher-student relationships, Sitton found that almost all (34 or 97%) of the project advisors saw a more informal relationship between themselves and their students than existed in traditional classes. Foxfire-type project advisors said that work went on before school (10, or 29%), after school (30, or 86%) and even on weekends (25, or 71%). Thirty-one (89%) of the advisors responded that work was carried on during regular classroom hours. Thirty-two (91%) said that credit toward graduation was given. Twenty-two (63%) of the teacher-advisors said that their schools sponsored production of the project. Twelve (34%), however, said that the schools lent financial support. Much of this support was given only once. Equipment, facilities, supplies, and even

clerical workers on occasion were shared by the projects and the schools. Students could be released to work on project affairs from regular classes in 14 (40%) of the projects. However, 16 (46%) of the project teacher-advisors reported that release time for students to work on the local project was not possible or happened rarely. Administrators were found to be involved in the active work of the projects in only five (14%) of the projects.

In the area of project-community relations, Sitton found that 28 (80%) of the Foxfire-type projects had been involved in presenting programs explaining what they were doing. Thirty-one (89%) of the projects had been featured in one or more newspaper articles within the year. Twenty-three (80%) of the project advisors said that their archives were open to school use. Thirty-three (95%) of the projects surveyed had given the contacts for interviews a complimentary copy of the magazine in which they were featured. Thirty-one (89%) of the project advisors of the projects reported that their relationships with the communities were good.

Sitton found in the projects he surveyed that money was the predominant problem. Five (13%) of the journals had a circulation of more than 1,000. Twenty-eight (80%) circulated from 200 to 1,200 journals. Twenty (57%) of the projects reported that "more than half their income came from a single source." Four projects

(11%) had assistance from state agencies while seven (25%) used advertising as a means of income. Sixteen projects (63%) relied on sales for income.

Teacher-advisors gave a variety of answers about the content of the projects covered. Eighteen (51%) teacher-advisors believed the research efforts of their projects were described best by the term "oral history." One (3%) of the teacher-advisors thought "folklore" best described the research of the magazine. Six (17%) of the teacher-advisors said that "folklore and oral history" best descibed the research of their students.

> If the journals are examined for internal evidence regarding the student research procedures whereby article content was generated, it becomes quite clear that most articles in most journals were compiled as a result of student fieldwork in the local community--fieldwork heavily dependent upon the cassette recorder for the collection of basic material. This, in fact, is one clear denominator among the diversity of Foxfire-Concept journals, since all the journals examined show evidence of this student field research in "oral history," "folklore," "sociology," "anthropology," or whatever, but the underlying student research procedures seem quite similar. (p. 196)

Thirteen (37%) teacher-advisors thought the magazines of their students were "interdisciplinary" in nature. Ten (29%) of the teacher-advisors said that the content of the magazines dealt with English, while history placed second with seven (20%). "Clearly teachers were a long way from any kind of consensus about how the research and content of their projects should be labeled" (p. 109).

Sitton's findings indicated that the replications of Foxfire "were generally more internally diverse than the developed Foxfire." Furthermore, he found that "a few journals have specialized in content somewhat beyond the range of Foxfire" (p. 112). The journals were seen to be firmly oriented toward the past, focused on personalities, and stressed the publication of material that was considered to be "primary sources" (p. 114). The nature of the magazines was directed toward field work rather than analysis (pp. 115-116).

Writing in the Illinois Schools Journal, Sitton reviewed The Foxfire Book, Foxfire 2, and Foxfire 3. He explained the implications of the Foxfire Concept of Education on oral history (pp. 31-39).

> Involvement in a classroom oral history project can present students with a very different image of the past: history as the way people lived, the substance of their daily lives, how they got their living, had their fun and buried their dead. Oral history can bring a living social history into the classroom, and a social history of the community with which students lives are linked. The great events of the survey texts, often so far away and unreal, may not be reperceived through their local effects, the differences they made (or did not make) in the lives of local men and women. This is a participant's view of the past, a history in which the un-documented and have-not speak as loudly as the educated, the wealthy and the politically powerful. (p. 36)

Wigginton (1978a), writing in the Journal of Experiential Education, described the success the Foxfire Concept of Education has had in humanistic terms. Students must be allowed to stretch themselves intellectually and emotionally;

anything that a teacher can do, a student should be allowed to accomplish. If students were allowed success on an adult level, then they would become mature, sensitive leaders who could assist in moral change (pp. 30-33).

Sherrod Reynolds (1978), in Nameless Newsletter (now Hands On), urged Foxfire-type project teacher-advisors to become active in the Association for Experiential Education. She cited the organization's relationship to the Foxfire Concept of Education and the fact that the organization, with participation from the Foxfire-type projects, would "become truly more representative of all kinds of experiential learning" (p. 4).

One writer, Charles Perdue, chose to interpret Sitton's data and the work of Foxfire and its replications in negative terms (1979). Perdue wanted to know what had happened to Foxfire students. Had they been affected by work on the project? From the pages of Hands On, Perdue suggested that a study of Foxfire students and non-Foxfire students would be illuminating.

> The first few years of the Foxfire project must have been exciting, as well as frustrating, times as Wigginton and his students hammered out techniques for putting together, first a journal and then a book. To have this experience packaged and franchised by IDEAS, Inc. has to have been one of the major abuses of the Foxfire Concept, and, while it may have made things easier for some teachers, seems to miss the point of the learning experience.
>
> I am told there have been a total of one hundred forty-five spinoffs from the original Foxfire project. The magazines I have seen from these spin-off projects appear depressingly similar and I

> must assume this sameness is a by-product of the marketing process. In replicating the formula for success as it is handed down, deep and meaningful cultural differences are glossed over and what we wind up with is homogenization--if not of culture at least of the presentation of culture. (pp. 29-31)

Perdue's sentiments echoed those of Dorson (1973) and even those of Wigginton (1978a) in his call for further research and contemplation about the Foxfire Concept of Education.

Summary

The purpose of this chapter was to review the literature about the history of Foxfire and the Foxfire-type projects, the status of the Foxfire-type projects, and the rationale and values of the Foxfire Concept of Education. While most of the literature was narrative in nature, the presence of Sitton's (1978a) study, Nungessor's (1977) work, and the challenges of Perdue (1979) and Dorson (1973 and 1974) indicate that the body of literature about the Foxfire Concept of Education will continue to grow.

Nungessor (1977), Sitton (1978a), Thompson (1969), and Wigginton (1972 and 1975b) traced the history of Foxfire. The history of two of the first Foxfire-type projects was presented by Thompson (1969). Nungessor (1977) and Sitton (1978a) traced the history of the Foxfire-type projects. Nungessor (1977) described the growth and development of one Foxfire-type project.

Sitton (1978a) found that Foxfire-type projects were located for the most part in small towns or rural areas. He also found that relations between the Foxfire-type

projects and the schools were good--if guarded--and that communities supported the Foxfire-type projects in their work by providing a base of operations and by purchasing the magazines produced by the Foxfire-type projects. The main problem facing Foxfire-type projects was adequate funding. Furthermore, Foxfire-type projects tended to be interdisciplinary in nature both in research and in the content of the journals.

Wigginton (1973a) identified the Foxfire Concept of Education as a structured difficulty which confronted the student. Upon the completion of the difficulty, the student was immediately rewarded and was then ready to encounter another challenge. This process was expanded in Moments: The Foxfire Experience (Wigginton, 1975b), which focused on the values of the Foxfire Concept of Education. By participating in the work of a Foxfire-type project, it was hoped that a student would become a sensitive, independent personality. If teachers could assist students in recognizing progress, the students would grow into the sort of individuals who might have an impact on the world around them.

Gager (1976) identified the Foxfire Concept of Education as having the same values as programs like Outward Bound and the Apprenticeshops. Gager saw that the mastery of great difficulty builds character: it matters little whether that great difficulty was climbing mountains

(Outward Bound) or building boats using hand tools (Apprenticeshops) or publishing magazines. The process was the same. This was also Wigginton's thesis in Moments: The Foxfire Experience (1975b).

Nungessor (1977) clarified the values of adapting the Foxfire Concept of Education to other areas and schools. He saw the main value of the Foxfire-type project as being the best with which the Foxfire Concept of Education could be linked to a traditional curriculum. The Foxfire Concept of Education could promote a sense of worth and value within the individual student through the intense study of his/her heritage.

Moreover, the literature about Foxfire, the Foxfire Concept of Education, and the Foxfire-type projects was found to be continuously growing. There was no predetermined pattern into which the literature fit. Dorson (1973 and 1974) and Wigginton (1974a and 1974b) might quarrel in print over the value of the program and its national implications, but the literature indicated that the two could temper their views. Change within the movement was possible. Brunvard's (1976) assertions and Perdue's (1979) challenges may lead to a further clarification of methodology for Foxfire-type projects as the Foxfire Concept of Education is applied in new locations.

CHAPTER III

PROCEDURES AND METHODOLOGY

Selection of Participants

Thirty-five teacher-advisors of Foxfire-type projects were selected to participate in this study because either they or their predecessor(s) had participated in Sitton's (1978a) study.

Each of the teacher-advisors was in a unique situation united only by the fact that they worked with a Foxfire-type project. Sitton showed that the teacher-advisors face a great variety of problems not faced by teachers in a traditional classroom situation nor by their administrators (1978). Nungessor (1977) had elaborated on this point, detailing the added responsibilities of working with a Foxfire-type project. Wigginton (1975b) had hinted at this fact (pp. 5-9). Therefore, the teacher-advisors, having worked with a Foxfire-type project, would be able to assess what a Foxfire-type project should look like and how it should operate. It was also believed that the opinions of the teacher-advisors about the rationale for the Foxfire Concept of Education might be of use to those teachers and their administrators who might attempt to establish Foxfire-type projects.

Conducting the Investigation

In March 1979, a questionnaire designed to measure the opinions and backgrounds of the teacher-advisors was developed. A pilot test of the questionnaire was administered to 12 student teachers on April 5, 1979. The student teachers had attended several programs on folklore, oral history and local studies. They were, through the normal process of their seminar conducted by this writer, introduced to the Foxfire Concept of Education. The results of the pilot test convinced this writer that a design change was needed on the questionnaire. The questionnaire was then reviewed in detail by Dr. Brad Chissom, Dr. Ronnie Stanford, Dr. James Mosely, Dr. Reid Badger, and Dr. Adolph Crew. They suggested further changes.

All questionnaires were mailed April 26, 1979 (see Appendix A). The questionnaire was used rather than a personal interview because Sitton had used a questionnaire and a major purpose of this dissertation was to compare the findings of this study with those of Sitton (1978a). The questionnaire also required less time for participants to respond, and the possibility of interactive influence was negated.

Designing the Questionnaire

The major considerations of the questionnaire were (a) to focus on the backgrounds of the various teacher-advisors, (b) to focus on the beliefs of the various teacher-advisors about how a Foxfire-type project should be initiated

and operated, and (c) to analyze the teacher-advisors' beliefs about the characteristics of the Foxfire Concept of Education. The items on the questionnaire were developed in a series of conferences with the present writer's dissertation committee and in telephone interviews with Dr. Thad Sitton. The items on the questionnaire also reflect the review of the literature and the present writer's experience as a teacher-advisor with a Foxfire-type project.

A group of 16 items was used to assess the backgrounds of the teacher-advisors. A group of 46 items was used to assess the beliefs of the teacher-advisors as to how a Foxfire-type project should be initiated and operated and the characteristics of the Foxfire Concept of Education. Three narrative items allowed the respondents (a) to explain why a choice was made on the 46-item group, (b) to list the equipment needs of a beginning Foxfire-type project, and (c) to comment on the impact that working with the Foxfire-type project had on the personal and/or professional life of the teacher-advisor.

Administering the Questionnaire

During the spring of 1979, those teacher-advisors who had participated in Thad Sitton's (1978a) study were mailed a questionnaire. Of the 34 questionnaires mailed, 27 (79.4%) were returned. Subsequent investigation revealed that three of the Foxfire-type projects were not in operation and the teacher-advisors were not connected

with the public school system where the Foxfire-type projects had been located. Four teacher-advisors (11.7%) of the 34 surveyed did not respond by June 10, 1979. Therefore, 31 teacher-advisors of Foxfire-type projects were surveyed for this study, with 27 (87%) responding.

A cover letter (see Appendix A) and a stamped, self-addressed envelope were sent with the questionnaire. A slip was attached to each questionnaire requesting the name, address, project name, and other information of each respondent. Complete confidentiality was assured the respondents. The follow-up procedure included a letter (see Appendix B) and another copy of the questionnaire along with a stamped, self-addressed envelope mailed to each teacher-advisor surveyed who had not responded. This was done four weeks after the initial mailing. In addition, on May 15, teacher-advisors who had not responded were phoned. They were reminded about the questionnaire and told of its importance to the Foxfire movement. These steps were taken to insure a high percentage of responses.

The keen interest in the Foxfire Concept of Education on the part of those who had given so freely of their time and personal energies insured the successful acquisition of the data. Several respondents expressed their thanks for being included in the study.

Summary of the Data

The items on the questionnaire were reported in

simple numerical value (n) and a percentage value (%). Each value (100% = 27) was reported in a narrative form. Percentages were rounded off.

CHAPTER IV

FINDINGS AND INTERPRETATION

The purposes of the study were (a) to survey the backgrounds of selected teacher-advisors of Foxfire-type projects, (b) to analyze their evaluations of the Foxfire Concept of Education, and (c) to compare these data with the findings of Sitton's dissertation (1978a), which surveyed the status of Foxfire-type projects. This chapter reviewed the method of data collection and analyzed the results.

Collection of Data

During the spring of 1979, the teacher-advisors of those Foxfire-type projects who had been surveyed by Thad Sitton (1978a) were mailed a questionnaire. Thirty-one teacher-advisors of Foxfire-type projects were surveyed for this study. Twenty-seven (87%) responded.

Organization of the Data

The results of the questionnaire were organized around the purposes of the study. The questionnaire was divided into five sections. The first section dealt with the backgrounds of the teacher-advisors. The second section surveyed the attitudes and beliefs of teacher-advisors about

the Foxfire Concept of Education and the most successful format for operating a Foxfire-type project. The third section dealt with the number of students a Foxfire-type project should have and the number of times a year a magazine should be published. The fourth section surveyed the ideas of the teacher-advisors about the best methods of funding a Foxfire-type project. An optional narrative section allowed the teacher-advisors to expand on the answers to the second section, to list the equipment a Foxfire-type project would need to begin operating and to assess the impact of working with a Foxfire-type project on the teacher-advisors' personal and professional lives.

Analysis of the Questionnaire

Twenty-six (96%) of the teacher-advisors were white and one (4%) of the teacher-advisors was native American. Fourteen (52%) of the teacher-advisors were male and 13 (48%) were female. Eighteen (67%) of the teacher-advisors were married; nine (33%) of the teacher-advisors reported that they were not married. Twenty-six teacher-advisors listed their age. The average age was 39 years.

The undergraduate majors of the teacher-advisors varied greatly (see Table 1). However, only two (7%) of the teacher-advisors had not majored in either history, the social studies or a field of the humanities or language arts. Seven (26%) of the teacher advisors majored in either history, the social studies or social work, while

Table 1

Undergraduate Majors of Teacher-Advisors

Subject	Number	Percent of Total
English and Social Studies	1	4
History	4	15
Speech, English, Art	1	4
English, History, Latin	1	4
Art	1	4
Social Studies	1	4
Classics	1	4
English, Secondary Education, Bible	1	4
Physical Education and Health	1	4
Agriculture and Economics	1	4
Secondary Education and Social Studies	1	4
Physical Education	1	4
Painting	1	4
English and Home Economics	1	4
English	7	26
English and German	1	4
Social Work	1	4
Music and English	1	4

eight (30%) majored in English. Nine (33%) of the teacher-advisors double-majored.

Twenty (74%) of the teacher-advisors had obtained one or more graduate degrees (see Table 2). Four (15%) of the teacher-advisors were working on one or more graduate degrees, while four (15%) had not attempted any graduate work. Graduate majors (see Table 2) were as varied as the undergraduate majors. Of those teacher-advisors who had completed graduate degrees, only one (4%) had not majored in English, social studies, art or library science. One (4%) of the teacher-advisors enrolled in graduate work was majoring in science.

Postgraduate work had been completed by four (15%) of the teacher-advisors, and three (11%) were currently enrolled in graduate work.

Of those either enrolled in graduate programs or possessing graduate degrees (see Table 2), 22 (92%) of the 24 teacher-advisors who responded had majored in social studies, English or English education, reading, or history. At the postgraduate level (see Table 3), three teacher-advisors had completed work leading to advanced certification, and three were enrolled to work on advanced certification. Four (70%) of the teacher-advisors majored in social studies, folklore, English education or history.

Teacher-advisors were certified in many different areas. All teacher-advisors (see Table 4) were certified either in English, social studies or art.

Table 2

Graduate Majors of Teacher-advisors

Subject(s)	Number	Percent of Total
Completed Work		
Theology and English	1	4
English	3	11
History	4	15
English Education	1	4
Secondary Education (Social Studies)	5	19
Creative Writing and French	1	4
Physical Education	1	4
Painting and Art History	1	4
Library Science	1	4
Reading Education	1	4
Incomplete Work		
Science	1	4
English Education	2	7
Folklore	1	4

Table 3

Postgraduate Majors of Teacher-advisors

Subject(s)	Number	Percent of Total
Completed Work		
History	1	4
Physical Education	1	4
Educational Administration	1	4
Incomplete Work		
Education (Social Studies)	1	4
Communication	1	4
English Education	1	4

Table 4

Areas in Which Teacher-advisors Were Certified

Subject(s)	Number	Percent of Total
Social Studies and Physical Education	1	4
Art	2	7
History	1	4
Social Studies and Math	1	4
Counseling, English, Home Economics Speech, French, Social Studies	1	4
Social Studies and Science	1	4
English and Language Arts	1	4
English and History	1	4
English and Social Studies	1	4
Secondary Education and English	1	4
Speech, English and Art	1	4
English and German	1	4
Social Studies	2	7
Social Studies, Physical Education, English, Health	1	4
English, Speech, Journalism	1	4
English and French	1	4
English	2	7
Social Studies and Speech	1	4
English and Biology	1	4
History, English and French	1	4
English, Reading and Occupational Work Study	1	4

The last degrees obtained by the teacher-advisors were also reflective of the variations in the training that the teacher-advisors had received (see Table 5).

The teacher-advisors who responded had, for the most part, teaching loads which were quite heavy considering the demands of the Foxfire-type project (see Table 6).

Because of the variation in course titles, it was impossible to report accurately the courses taught by each teacher-advisor who responded to the question asking for a list of the subjects taught. Table 7 is an interpretation of the courses taught by the teacher-advisors.

Significantly, of the 21 teacher-advisors who responded to the question, 19 (90%) taught a course designed to produce the Foxfire-type project. Sitton (1978a) found that "special classes" were set aside for magazine production in only eight (23%) instances.

Ten (37%) of the teacher-advisors grew up in the community in which their Foxfire-type project was located. Ten (37%) of the teacher-advisors received undergraduate degrees from colleges of education. Fifteen (56%) of the teacher advisors were natives of the state in which their Foxfire-type project was located. Nineteen (90%) of the teacher-advisors were not currently enrolled in a college or university.

Nine (33%) of the teacher advisors responded to the optional narrative question, "What sort of impact has

Table 5

Last Academic Degree(s) Obtained by Teacher-advisors

Degree Title	Number	Percent of Total
Master of Arts and Master of Sacred Theology	1	4
Master of Arts	12	44
Bachelor of Arts	5	19
Master of Science	1	4
Bachelor of Education	1	4
Advanced Professional Degree	1	4
Master of Education	2	7
Master of Arts and Master of Fine Arts	1	4
Master of Fine Arts	1	4
Master of Arts in Education	1	4
Master of Library Science	1	4

Table 6

The Teaching Load of 27 Teacher-advisors of Foxfire-type Projects

Number of Subjects	Number of Teacher-advisors	Percent of Total
1	3	11
2	4	15
3	5	19
4	6	22
5	6	22
6	2	7
7	1	4

Number of Periods	Number of Teacher-advisors	Percent of Total
2	1	4
3	1	4
4	3	11
5	13	48
6	8	30
4 or 5	1	4

Table 7

Subjects Taught By Teacher-advisors

Subject(s) Taught	Number of Teacher-advisors	Percent of Total
Social Studies and and History	2	7
English	3	11
German, English, Cultural Journalism	1	4
English, Language Arts, History, Cultural Journalism	1	4
English, French, Cultural Journalism	1	4
English, Cultural Journalism	2	7
English, Reading, Cultural Journalism	1	4
Social Studies, Cultural Journalism	3	11
Library, Social Studies, Cultural Journalism	1	4
Social Studies, French, Cultural Journalism	1	4
History, Cultural Journalism	1	4
Math, Social Studies, Cultural Journalism	1	4
Journalism, Cultural Journalism Art History	1	4
Art, Cultural Journalism	1	4
Speech, English, Cultural Journalism	1	4
No Response	6	22

working with the local Foxfire-type project had on your personal and professional life?" In general, the teacher-advisors had positive experiences to relate about their work with the Foxfire Concept of Education.

One wrote that working with the Foxfire-type project was "exhilarating teaching." Another simply said that the experience was "busy, rewarding, meaningful." "The project has given me some of my best and worst educational experiences; both extremes contribute to growth," according to another.

> My life--my schedule--was full already. (Name of project) added more of those things that could not be done in twenty-four hours.
>
> Beyond such frustrations, I have found a sense of accomplishment in seeing something done which I felt strongly needed to be done. I love seeing students learn of their heritage and develop an appreciation for that which is not framed in the present. I love seeing students relate to and come to appreciate older people.

A teacher-advisor of one of the western projects was particularly positive about the experiences of working with the Foxfire-type project.

> (Name of project) has changed my professional life drastically. (I get the most interesting mail!) In some ways I'm a "respected" member of the community because of my work with (name of project); however, I've always been aware that one big goof could cause my professional ruination. The first year we started the magazine, I didn't have a personal life--I spent all my time at school fussing over the first issue. Things subsequently became easier, but each year has posed new problems, and I think the experience has caused me to become a fairly proficient problem-solver.

The teacher-advisor to one of the oldest Foxfire-type projects wrote that personal life for the teacher-advisor had become limited because of the time needed to work with the project.

> As to personal life--what is that? I have had no personal life since 1973 when we began this. Fortunately, my children were grown, but I could hardly find the time even to mow my lawn. As for my hobbies, vacations, visiting, reading, writing on my own, forget it. The only reason I'm able to write this response is that our summer issue just went to press and it is the end of the year. Incidentally, it is 3:30 P.M. Sunday afternoon now and when I finish this report, I have two manuscripts I must go over before our 5th hour tomorrow. Does this answer the question of the impact? It is absolutely all-consuming, <u>if</u> you want a quality process and product.

Teacher-advisors reported positive personal and professional experiences. However, it should be noted that one teacher-advisor realized that an error would be disastrous, the career would be compromised. Sitton (1978a) also found that teacher-advisors tended to be cautious in dealing with colleagues and administrators and were very much aware of the negative impact that a lack of project success could bring.

Comparison of the Data of This Study With the Data of Sitton's (1978a) Study

A major purpose of this study was to compare the findings of Sitton's (1978a) dissertation which dealt with the status of Foxfire-type projects with the attitudes and beliefs of those Foxfire-type project teacher-advisors surveyed by Sitton. Sitton organized his study around six

points from which he drew generalizations. Those six points were (1) demographic information, (2) teacher-student relationships within the projects, (3) project-school relationships, (4) project-community relationships, (5) project finances, and (6) the content of the journals and research procedures of the projects. His survey of the status of the Foxfire-type projects was reported in Chapter II.

To expand Sitton's first point, the current study included a section on the beliefs of teacher-advisors as to what constitutes an ideal situation for initiating or operating a Foxfire-type project. The expansion not only included demographic information, but it also questioned teacher-advisors about equipment needed to begin a Foxfire-type project, number of students and make-up of the student staff. Inferences were also drawn from other questions in other sections to complete the conclusions of the beliefs of the teacher-advisors about the ideal situation for initiating and operating a Foxfire-type project. This current study also assessed the attitudes and beliefs about what the relationship between the student and the teacher-advisor should be within the project, the relationship between the project and the school, the relationship between the project and the community, the best method of funding a Foxfire-type project and the best description for the journal content and research procedures of the Foxfire-type project.

The Ideal Situation in Which to Initiate or Operate a Foxfire-type Project

Table 8 describes the results of the forced-answer questionnaire which dealt with what teacher-advisors believed to be the ideal situation in which to initiate or operate a Foxfire-type project.

The average number of students the teacher-advisors believed a student staff should include was 15. The average number of students that teacher-advisors believed a Foxfire-type project could include was 26.

Only 19 (70%) of the 27 teacher-advisors who returned questionnaires responded to the question regarding the number of times a year a magazine should be published. One (5% of the 19) of the teacher-advisors believed that the magazine should be published four times a year. Two (11%) of the teacher-advisors believed that the magazine should be published three or four times a year. One (5%) of the teacher-advisors believed that the magazine should be published once a year. Sitton (1978a) found that 13 (37%) of the teacher-advisors surveyed said that projects with which they were associated published magazines twice a year, 10 (29%) of the projects published quarterly, and eight (23%) published annually (p. 82).

Ten (37%) of the teacher-advisors responded to the questions in the optional narrative section regarding the equipment needs of a new Foxfire-type project. Two (7%) of the teacher-advisors made extensive lists while eight

Table 8

What Teacher-advisors Believed to Be the Ideal Situation for Initiating and Operating a Foxfire-type Project

	Question	Answer						
		1 SA	2 A	3 N	4 D	5 SD	6 NA	Total
		%	%	%	%	%	%	
1.	Foxfire-type projects are more educationally adaptable to rural areas and/or small towns than to urban or suburban settings.	3 11	7 26	4 15	7 26	6 22	0 0	27
38.	Foxfire-type projects should be adaptable to any culture and geographic setting.	17 63	9 33	0 0	0 0	0 0	1 4	27
40.	A student staff should be representative of the cultural and ethnic make-up of the school's student body.	9 33	6 22	11 41	1 4	0 0	0 0	27
41.	A student staff should be representative of the academic achievement levels of the school's student body.	6 22	12 44	6 22	3 11	0 0	0 0	27
16.	Foxfire-type projects should constantly expand production.	2 7	3 11	15 56	6 22	1 4	0 0	27

(30%) agreed that all that was needed to initiate a Foxfire-type project was a camera, a tape recorder and film. One (4%) of the teacher-advisors expressed the equipment needs most eloquently.

> The primary equipment needed include a determined, driven teacher and students who really believe the teacher will kill them if they don't meet deadlines. Other things nice to have: at least one or two good cameras (I see incredibly bad photography in so many magazines), a few typewriters, and a tape recorder or two. Space is most necessary, as a staff like this needs room to roam and scream out their frustrations without falling over another class.

The idea that a Foxfire-type project should have some equipment was expressed by all respondents. One of the more extensive lists (see Appendix D) was the following: 135 mm camera, cases, 135 mm lens for personality photos, bulk film loader, enlarger and timer, three trays, knives, t squares, typewriter with a carbon ribbon, and a file cabinet.

Teacher-Student Relationships Within the Project

Sitton (1978a) found that teacher-student relationships within the scope of the project work were "more informal than relationships" within traditional classroom settings. The current study found that the majority of the teacher-advisors who responded to the questionnaire thought that this informality should be encouraged as part of the Foxfire-type project. Specifically, Sitton (1978a) found that nine (26%) of the teacher-advisors who responded to

his questionnaire thought that relationships with students were more informal while working with the Foxfire-type project than in traditional classroom settings. Twenty-five (71%) believed that the relationships between teacher-advisors and students were "considerably" more informal (p. 84). However, in only 15 (43%) instances did Sitton find that students met in the homes of teacher-advisors. Fifteen (43%) of those teacher-advisors who participated in Sitton's (1978a) study said that students used a more "informal mode of address" than normally while working with the project (p. 84). This current study found (see Table 9) that while 17 (63%) of the teacher-advisors believed that informality should be encouraged through working with the Foxfire-type project, teacher-advisors were reluctant to encourage students to meet with them in their homes and were not sure that students should use a "more informal mode of address."

One of the teacher-advisors responded to the question about the encouragement of students to meet with the teacher-advisor at home:

> It's fine to be on more familiar terms with the kids. It is one of the advantages of the project, but having the kids come to the home should be handled carefully so the teacher has some privacy and time away from the kids and work.

Project-school Relationships

Wigginton (1975b) wrote that it was most important for Foxfire to have good relations with the school in which the

Table 9

The Beliefs of Teacher-advisors as to the Ideal Teacher-Student Relationships Within a Foxfire-type Project

	Question	Answer						
		1 SA	2 A	3 N	4 D	5 SD	6 NA	Total
		%	%	%	%	%	%	
25.	Foxfire-type project teacher-advisors should encourage informality in their relationships with students	3 11	19 52	5 19	5 19	0 0	0 0	27
26.	Student staff members should be encouraged to meet with the teacher-advisor in his or her home.	1 4	3 11	16 59	7 26	0 0	0 0	27
28.	Student staff members should be encouraged to call the teacher-advisor by his or her first name rather than by a more formal mode of address.	1 4	3 11	16 59	7 26	0 0	0 0	27
32.	Students should plan their own productive work activities.	8 30	12 44	5 19	2 7	0 0	0 0	27
34.	Teacher-advisors should always go on interviews with students.	1 4	0 0	6 22	14 52	6 22	0 0	27

project was located. He said that the school furnished the students who staffed the magazine and made the work of Foxfire possible. Sitton (1978a) found that teacher-advisors of Foxfire-type projects said that the schools in which their projects were located gave their "essential goodwill" or, at the very least, tolerated the work of the projects. Teacher-advisors and school administrators had few guidelines for the operating of a Foxfire-type project. Table 10 describes the beliefs of the teacher-advisors who responded to this study about the ideal project-school relationship(s).

One teacher-advisor, writing of school sponsorship for the Foxfire-type project said, "The project, as an educational activity, should be fully a part of the school program. Any other system causes conflict between advisors and school administrators."

Another teacher-advisor, addressing the question of when the project should meet for work, said it best: "Meet when you can. Meet where you can. It does not matter where productive work goes on, what matters is that it goes on at all."

The question of incorporation caused concern for several teacher-advisors. One teacher-advisor, after several years of experience with an incorporated Foxfire-type project, questioned its value.

> Our experience with incorporation has as yet been no real blessing. Our main purpose was to get

Table 10

What Teacher-advisors Believed to Be the Ideal Project-school Relationship

Question	Answer						Total
	1 SA	2 A	3 N	4 D	5 SD	6 NA	
	%	%	%	%	%	%	
7. Project activities should go on (respond to each item, please)							
A. In the morning before school	0/0	2/7	4/15	5/19	9/33	7/26	27
B. After school	4/19	9/33	8/30	1/4	0/0	5/19	27
C. During regularly scheduled classes (English, history, etc.)	8/30	8/30	3/11	3/11	1/4	4/19	27
D. During homeroom periods	0/0	3/11	8/30	4/15	6/22	6/22	27
E. On weekends	2/7	5/19	1/4	3/11	2/7	14/52	27
F. During a regularly scheduled class provided for Foxfire-type project.	21/78	4/15	0/0	0/0	0/0	2/7	27

8.	Students should be given scholastic credit to be counted toward graduation for work on the Foxfire-type projects.	23/85	4/15	0/0	0/0	0/0	0/0	27
9.	The school in which a Foxfire-type project is located should officially sponsor it.	19/70	5/19	3/11	0/0	0/0	0/0	27
10.	The school administrators should work regularly with the Foxfire-type project.	10/37	11/41	5/19	0/0	0/0	1/4	27
11.	Teacher-advisors should be released at least partially from teaching responsibilities to devote more in-school time to working with the Foxfire-type project.	15/56	7/26	3/11	2/7	0/0	0/0	27
12.	The Foxfire-type project should be affiliated or sponsored through a school club.	3/11	0/0	13/48	5/19	0/0	0/0	27
13.	The school should allow the Foxfire-type project use of school equipment.	17/63	10/37	0/0	0/0	0/0	0/0	27

14.	The school should provide the Foxfire-type project clerical assistance if needed.	11/41	7/26	7/26	2/7	0/0	0/0	27
29.	Foxfire-type projects should be incorporated.	3/11	4/15	10/59	4/15	0/0	0/0	27
30.	Who or which group should have the final control of finances?							
	A. The teacher advisor	4/15	1/4	4/15	6/22	2/7	10/37	27
	B. The student staff	2/7	0/0	6/22	5/19	2/7	12/44	27
	C. The school board	0/0	1/4	2/7	3/11	9/33	12/44	27
	D. Local administrators	0/0	1/4	2/7	1/4	11/41	12/44	27
	E. The student staff and the teacher-advisor	13/48	7/26	1/4	2/7	1/4	3/11	27
31.	Who or which group should have the final editorial content of the magazine?							
	A. The teacher advisor	3/11	6/22	3/11	1/4	3/11	11/41	27
	B. The student staff	1/4	4/15	4/15	3/11	3/11	11/44	27

C. The school board	0/0	1/4	1/4	3/11	10/37	12/44	27
D. Local administrators	1/4	1/4	2/7	2/7	9/33	12/44	27
E. The student staff and the teacher-advisor	16/59	7/26	0/0	0/0	3/11	1/4	27
32. Foxfire-type projects should not be required to handle any money through the general fund of the school	5/19	8/30	8/30	6/22	0/0	0/0	27

> some grants, but we haven't gotten any. The incorporation has caused us legal and IRS problems and extra work. If the project is closely associated with the school and the administration and community are supportive, I think perhaps incorporation may cause more problems than it will solve. I really think incorporation is not always necessary nor advisable. We're all not going to be the empire Foxfire is--nor should we want to be!

Writing about the problem of finances and the content selection for the magazine, a teacher-advisor said that the project was designed to belong to the students. "It is their product, their magazine. The students should decide how the money is to be spent, and the contents of the magazine should be left to their management. The job of the advisor is to guide only. Administrators should be willing to help make all this easier for those students."

Project-community Relationships

Nungessor (1977) believed that Foxfire-type projects were accepted by the communities in which they were located because "bridges" were built between the school and the community and because the project was "about the community" (pp. 49-50). Wigginton (1975b) wrote that Foxfire's first consideration, after the welfare of the students involved, was the community (pp. 55-96). Sitton (1978a) found that dealing with the Foxfire-type project gave the local community a sense of involvement with the local school. Project-community relations were seen to be excellent.

Only five (14%) of the teacher-advisors of Foxfire-type projects Sitton surveyed reported affiliation with community organizations or clubs. However, teacher-advisors and/or student staff made presentations in 28 (80%) instances. Thirty-one (89%) of the projects had been subjects of one or more newspaper articles. Twenty-eight (80%) of the teacher-advisors reported that archives were open for community use. Thirty-three (95%) of the teacher-advisors said that persons whose interviews were published in their magazines received free copies (pp. 96-97).

The current study found that teacher-advisors believed that project-community ties should be strong (see Table 11).

Funding

Sitton (1978a) described funding as precarious. He found that Foxfire-type projects were plagued by high printing costs and low circulations. Money was the primary problem cited by teacher-advisors who participated in his study (pp. 99-101).

Table 12 compares the data reported by Sitton (1978a) with that found in this current study.

Research Procedures and Content of the Magazines

The problem of research procedures and content of the magazines never bothered Wigginton or IDEAS (Wigginton, 1975b, pp. 16-17). Sitton (1978a) described the research

Table 11

What Teacher-advisors of Foxfire-type Projects Believed to Be the Ideal Project-community Relationship

Question	Answer 1 SA %	2 A %	3 N %	4 D %	5 SD %	6 NA %	Total
17. Foxfire-type projects should affiliate with non-school community-based organizations.	5/19	7/26	10/37	5/19	0/0	0/0	27
18. The teacher-advisor and/or the student staff of a Foxfire-type project should give presentations before local community groups.	10/37	15/56	1/4	1/4	0/0	0/0	27
19. Local newspapers should be encouraged to cover the activities of Foxfire-type projects.	11/41	15/56	1/4	0/0	0/0	0/0	27
20. Persons from the local community should be encouraged to suggest stories or topics for the project to cover.	19/70	7/26	1/4	0/0	0/0	0/0	27
21. The archives of the Foxfire-type project should be available for the use of the local community.	16/60	7/20	4/15	0/0	0/0	0/0	27

22.	Persons interviewed for the magazine should receive free copies of the magazine in which their interview appears.	$\frac{19}{70}$	$\frac{4}{15}$	$\frac{3}{11}$	$\frac{1}{4}$	$\frac{0}{0}$	$\frac{0}{0}$	27

Table 12

A Comparison of the Methods of Funding Foxfire-type Projects with Methods Teacher-advisors Believed to Be the Best

Methods	Rankings	
	Sitton's Study	Current
Over-the-counter sales	1	2
Subscriptions	2	1
Grants	3	4
School aid	4	3
Donations	5	5
Advertising	6	7
State aid	7	6

procedures as "field work" and the content of the magazine as being oriented toward the past and toward personalization of community figures (pp. 102-104). The current study assessed what the teacher-advisors believed to be the best description of the research procedures and content of the magazines of the Foxfire-type projects (see Table 13).

Evaluation of the Foxfire Concept of Education

Another purpose of the current study was to assess the teacher-advisors' evaluation of the Foxfire Concept of Education. Nungessor (1977) listed the characteristics of the Foxfire Concept of Education drawn from the literature and from his experience as teacher-advisor to Thistledown. The current study drew selected characteristics from Nungessor's (1977) study, the literature and the personal experience of the writer. The questionnaire responses to the previous sections and from the additional section on the beliefs of teacher-advisors about the Foxfire Concept of Education (see Table 14) provided the assessment of the Foxfire Concept of Education.

Nungessor (1977) said that the Foxfire Concept of Education had the capacity to be "based within the traditional educational systems, and serves as an adjunct to them" (p. 49). Sitton (1978a) found that of the 79 projects operating in 1977, 49 (62%) were located in public schools (pp. 159-166).

Table 13

What Teacher-advisors Believed to Be the Best Description for the Research and Content of the Foxfire-type Projects

Question	Answers 1 SA	2 A	3 N	4 D	5 SD	6 NA	Total
	%	%	%	%	%	%	
23. It is important to describe the magazine and the group which produces it as a part of a specific adademic discipline.	9/33	4/15	7/26	5/19	1/4	1/4	27
24. Foxfire-type projects are best described as interdisciplinary in nature.	9/33	16/59	2/7	0/0	0/0	0/0	27
27. Foxfire-type projects should be concerned with events of the past most of the time.	0/0	7/26	4/15	15/56	1/4	0/0	27
33. The difference between the Foxfire-type projects and other school publications should be that Foxfire-type projects focus on events and personalities within the community rather than just the school.	11/41	14/52	1/4	0/0	1/4	0/0	27
36. Student staff members should have an understanding of the methodologies of folklore and/or oral history.	6/22	15/56	4/15	2/7	0/0	0/0	27

Table 14

What Teacher-advisors Believed About the Foxfire Concept of Education

Questions	Answers						Total
	1 SA	2 A	3 N	4 D	5 SD	6 NA	
	%	%	%	%	%	%	
2. Students and teacher-advisors should be familiar with the Foxfire Book, the other books in the series, Moments, and You and Aunt Arie.	11/41	11/41	3/11	1/4	1/4	0/0	27
3. Foxfire-type projects should subscribe to the national newsletter, Hands On.	9/33	11/41	6/22	0/0	1/4	0/0	27
4. Teacher-advisors of the Foxfire-type projects should communicate with one another.	9/33	15/56	3/11	0/0	0/0	0/0	27
5. Teacher-advisors and student staff members should make visits to other schools, community organizations and agencies to explain and promote the Foxfire Concept of Education and the local Foxfire-type project.	9/33	13/48	4/15	0/0	1/4	0/0	27

6. Student staff members of the various projects should be encouraged to communicate with one another.	$\frac{8}{30}$	$\frac{16}{59}$	$\frac{3}{11}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{0}{0}$	27
15. The Foxfire-type project should be self-sufficient.	$\frac{6}{22}$	$\frac{9}{33}$	$\frac{5}{19}$	$\frac{5}{19}$	$\frac{0}{0}$	$\frac{0}{0}$	27
35. Students should learn about their communities first and then the rest of the world.	$\frac{4}{15}$	$\frac{4}{15}$	$\frac{13}{48}$	$\frac{4}{15}$	$\frac{1}{4}$	$\frac{0}{0}$	27
39. Foxfire-type projects should emphasize the process in which the students participate more than the product.	$\frac{14}{52}$	$\frac{9}{33}$	$\frac{2}{7}$	$\frac{2}{7}$	$\frac{0}{0}$	$\frac{0}{0}$	27
42. Students other than those who regularly participate with the project should be allowed to contribute articles and photographs to the magazine.	$\frac{8}{40}$	$\frac{16}{59}$	$\frac{2}{7}$	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{1}{4}$	27

Nungessor (1977) said that the Foxfire Concept of Education "can be made accessible to nearly all students through the traditional systems in the public schools" (p. 49). Though the current study found that teacher-advisors believed the average size of a student staff should consist of at least 15 students and not more than 26 students, 24 (89%) of the teacher-advisors believed that students other than those who regularly participate with the project should be allowed to contribute articles and photographs to the magazine.

Nungessor (1977) believed that the Foxfire Concept of Education made "school work applicable to real life" (p. 49). Twenty-four (89%) of the teacher-advisors believed that the difference between the Foxfire-type projects and other school publications should be that Foxfire-type projects focus on events and personalities within the community rather than just the school (see Table 13). Teacher-advisors (see Table 12) believed that the most important methods of obtaining funds for the Foxfire-type projects were (1) through the sales of subscriptions to the magazine and (2) through over-the-counter sales. Sitton (1978a) found that 32 (91%) of the projects whose teacher-advisors he surveyed reported that the principal income came from over-the-counter sales, while 45 (69%) reported that the principal income came from the sales of subscriptions (p. 100). The current study found that 25 (93%) of the

teacher-advisors believed the teacher-advisor and the student staff should control editorial content of the magazine, and 20 (74%) of the teacher-advisors believed finances should be controlled by the teacher-advisor and the student staff (see Table 10). Twenty (74%) of the teacher-advisors who participated in this study believed it was not necessary for teacher-advisors to go with students on every interview, and 20 (74%) believed that students should plan their own productive work activities (see Table 9).

Nungessor (1977) said that "the process in which the students participate is more important than the product which they produce as a result (of the process)" (p. 49). Wigginton (1975b) stressed that the process in which the students participated was more important than the product. "A trap teachers involved in Foxfire projects can fall prey to is that of focusing on the end product so intensely that the process is forgotten" (p. 9). Thompson said--of Foxfire--that the "product itself is of secondary importance to the process the young people have gone through producing it" (p. 7). This current study found that 24 (89%) of the teacher-advisors who participated believed that Foxfire-type projects should emphasize the process in which the students participate more than the product (see Table 14).

Nungessor (1977) said that the Foxfire Concept of Education "was extremely adaptable to any geographical or cultural locale" (p. 49). Wigginton (1972) expressed

interest in seeing the idea of Foxfire move beyond the north Georgia mountains.

> Looking beyond Rabun-Gap and Foxfire, I can't get over the feeling that similar projects could be duplicated successfully in many other areas of the country, and to the genuine benefit of almost everyone involved.
>
> Daily our grandparents are moving out of our lives, taking with them, irreparably, the kind of information contained in this book. They are taking it, not because they want to, but because they think we don't care. And it isn't just happening in Appalachia. I think, for example, of numerous Indian reservations, Black cultures near the southern coasts, Ozark mountain communities, and a hundred others. (p. 12)

Wigginton's examples of places where the Foxfire Concept of Education might be applied were all areas which were seen to be culturally and geographically isolated. Sitton (1978a) found that 29 (83%) of the teacher-advisors who participated in his study reported that the Foxfire-type projects with which they were associated were located in small towns (p. 81). Sitton proposed the reasons for this might be (1) that "the basic raw material from which these journals are made, survives in its most pronounced form within rural areas," and (2) that Foxfire-type project teacher-advisors may find it easier to initiate and operate projects because of "the relative flexibility of working arrangements that are possible within these small schools" (p. 83). This current study found (see Table 8) that 16 (59%) of the teacher-advisors who responded to the survey believed that Foxfire-type projects were not so educationally adaptable to urban and/or suburban areas

as to rural areas and small towns. Furthermore (see Table 18), 26 (96%) of the teacher-advisors believed that Foxfire-type projects should be adaptable to any cultural and geographic setting.

Nungessor (1977) said that the Foxfire Concept of Education "creates bridges: between school work and real life; and between past and present" (p. 50). Sitton found that relationships between the communities and the projects were excellent because communities were involved in the schools--some for the first time (1978a, p. 99). Only five (14%) of the teacher-advisors who participated in Sitton's (1978a) study reported affiliation with community organizations or clubs by their Foxfire-type projects. However, teacher-advisors and/or student staff made presentations in 28 (80%) instances. Thirty-one of the projects (89%), according to their teacher-advisors, reported that archives were open for community use. Thirty-three (95%) of the teacher-advisors said that persons whose interviews were published in the magazine got free copies (pp. 96-97). This current study found that teacher-advisors believed project community ties should be strong (see Table 11). Twenty-five (93%) of the teacher-advisors who participated in the current study believed that the teacher-advisor and/or student staff of a Foxfire-type project should give presentations before local community groups. Twenty-six (96%) of the teacher-advisors believed that local newspapers should be encouraged to cover the activities of the

Foxfire-type project. Twenty-six (96%) of the teacher-advisors believed that persons from the local community should be encouraged to suggest stories or topics for the project to cover. Twenty-three (85%) of the teacher-advisors believed that the archives of the Foxfire-type project should be available for the use of the local community. Twenty-three (85%) of the teacher-advisors who participated in this current study believed that persons interviewed for the magazine should receive free copies of the magazine in which their interview appeared.

The "bridge" which Nungessor (1977) said was created by Foxfire-type projects between "schoolwork and real life" (p. 50) was found by Sitton (1978a) to be a characteristic of the Foxfire-type projects he surveyed. Students were found to be involved with the planning, financing and administration of Foxfire-type projects. Students were able to take more responsibilities for their activities than was possible in traditional classroom situations (pp. 81-102). The current study found that 23 (85%) of the teacher-advisors who responded to the questionnaire believed that student staff and the teacher-advisor should have control of the editorial content of the magazine. Twenty of the teacher-advisors (74%) believed teacher-advisors and student staff members should have the final control of the projects' finances (see Table 10). Furthermore, 20 (74%) of the teacher-advisors believed it was not

necessary for them always to go on interviews with students (Table 10) and 20 (74%) of the teacher-advisors believed that students should plan their own productive work activities (see Table 10).

Finally, Nungessor (1977) said that "bridges" were created between the "past and present" (p. 50). Sitton (1978a) found that "the content of the Foxfire-concept publications is overwhelmingly past-oriented, and articles falling within the 'contemporary' category are very much in the minority" (p. 113). Sitton (1978a) found that only one (3%) of the 36 journals he examined "might be classified as present-oriented" (p. 113).

> This past orientation seems an all-persuasive characteristic of the Foxfire-concept periodicals; for some reason, and however else they chose to differ, most projects have not followed Wigginton's suggestion that they might just as well study the community in the present as in the past. (p. 114).

The current study (see Table 13), however, found that 16 (59%) of the teacher-advisors who participated in this study did not believe that Foxfire-type projects should be concerned with events of the past most of the time.

Nungessor also said that a characteristic of the Foxfire Concept of Education was that "it is widely accepted by the community because it is based there," and "is really about it" (1977, p. 50). Sitton (1978a) found that relationships between the projects and the communities in which they were located were excellent (p. 99). Twenty-eight (80%) of the teacher-advisors who participated in Sitton's

(1978a) study reported that Foxfire-type projects with which they were associated had made presentations to community-based groups. Thirty-one (89%) of the teacher-advisors reported that the archives of the local Foxfire-type project were open for community use, and 33 (95%) of the teacher-advisors said that persons whose interviews were published in the magazine got free copies (pp. 96-97). Table 11 of this current study revealed that teacher-advisors believed that project-community ties should be strong.

Nungessor (1977) said that the Foxfire Concept of Education "utilizes oral history and folklore as the tools to teach outside the school bounds" (p. 50). Sitton (1978a) said that only six (17%) of the teacher-advisors who participated in his study regarded the Foxfire-type projects with which they worked as "folklore and oral history," and 18 (51%) of the teacher-advisors described the research of the Foxfire-type projects with which they worked as being "oral history" (pp. 104-105). This current study (see Table 13) found that 21 (78%) of the teacher-advisors who participated believed that students should have an understanding of the methodologies of folklore and/or oral history. However, 25 (93%) of the teacher-advisors (Table 13) who responded to the questionnaire and participated with this current study believed that Foxfire-type projects are best described as interdisciplinary in nature.

Nungessor (1977) said that the Foxfire Concept of Education "places great emphasis on the cultural heritage of the learner himself and the need for him to find his place in that heritage." Sitton (1978a) said that Foxfire was not only interested in preserving the culture of the north Georgia mountains in the anthropological sense but in seeing that culture transmitted, passed on and utilized for practical purposes (p. 49). The current study found that 16 (59%) of the teacher-advisors did not believe that Foxfire-type projects should be concerned with events of the past most of the time (Table 13). Furthermore (see Table 14), five teacher-advisors (19%) did not believe students should learn about their own community first and then the rest of the world. Thirteen (48%) of the teacher-advisors who responded to the current study's questionnaire were neutral about this point, and eight (30%) teacher-advisors believed that students should learn about their own community first and then the rest of the world.

Nungessor (1977) believed that the Foxfire Concept of Education "provides students with the opportunity to produce all aspects of a professionally published, copyrighted magazine which is sold in the real world" (p. 50). Sitton (1978a) found that teacher-advisors who participated in his study shared a number of management decisions with the student staff. Twenty-six (74%) of the teacher-advisors said that teachers and students decided on the layout and design of the cover for each issue of the magazine.

Article selection was also decided by students and the teacher-advisors. Seventeen (49%) of the teacher-advisors believed the student staff and the teacher-advisors should have the final control of the editorial content of the magazine. Twenty (74%) of the teacher-advisors who participated in this current study believed that the student staff and the teacher-advisor should have final control of finances (see Table 10).

Nungessor (1977) said that through working with the Foxfire-type project "The student learns a wide range of communication skills which center on English and Journalism but which cut across many other subject areas as well." Sitton (1978a) found that 21 of the teacher-advisors (77.7%) who participated in his study believed that the best description of the research of the Foxfire-type project with which they worked was oral history (pp. 104-105). The current study provided ample evidence of this "interdisciplinary" nature of the Foxfire-type projects as adaptations of the Foxfire Concept of Education. Twenty-five (93%) of the teacher-advisors who participated in the current study believed that Foxfire-type projects are best described as interdisciplinary in nature (see Table 13). Also, the current study showed (Table 7) that of the 21 teacher-advisors who responded to the question regarding the subject they taught, nine (43%) taught either English and cultural journalism or conducted the Foxfire-type project through an English class. However, of the 21 teacher-advisors who

responded to the question regarding the subjects they taught, 12 (57%) taught another subject and cultural journalism or conducted the Foxfire-type project through a regular class. Eight (38%) of these teacher-advisors taught social studies and/or history and cultural journalism or conducted the Foxfire-type project through a special studies and/or history class.

Nungessor (1977) said that the Foxfire Concept of Education "provides the student with the opportunity to practice important decision-making and to deal with the consequences of his decisions" (p. 50). Steve Hunt, a student working with Thistledown--for which Nungessor served as a teacher-advisor--said, "The class lets me make my own decisions. It's not like the rest of school. . . ." (cited in Nungessor, 1977, p. 50). Wigginton (1975b) discussed the decision-making process by his students. A film company was interested in making a television special about a fictionalized version of a Foxfire-type project at Rabun-Gap, Georgia, and sought the cooperation of Wigginton and his students. The students decided that the name Foxfire could not appear in the film, and to Wigginton's dismay, the film company lost interest in the production. It was a student-made decision to close the Foxfire village to tourists, and though that decision has been unpopular, the decision has not changed (pp. 136-140). This current study (see Table 10) showed that teacher-advisors believed that

the decision-making process should be shared between students and teacher-advisors in the areas of editorial content of the magazine and of financial control of the project.

To clarify and refine Nungessor's 16-point classification of the Foxfire Concept of Education, a series of questions was developed which was not based on the points Sitton (1978a) studied. These questions asked the teacher-advisors to register opinions about various issues which were either discussed by Wigginton and Sitton, or which had been experienced by this writer during the period in which he was teacher-advisor to Sparrow-Hawk in Bibb County, Alabama. Table 14 lists the results of these items.

Two teacher-advisors addressed issues raised in this section through a response to the optional narrative section. One teacher-advisor believed that question 35 which dealt with student learning about their own community first was too broad a statement. "One can't answer it one way or the other. Students should learn both at the same time. To say they should learn of their own community first is as bad as never learning about it at all." In addressing the issue of the value of process over product, the same teacher-advisor stated that clarification was needed in this area.

> The process is what makes it educational, but the end product is the device which justifies and makes possible the many educational processes. Without the end product, it would still be play acting. Therefore, the product must have as strong an emphasis as the process, for if it

> isn't well done, worth the money, accurate, etc., then it will fail and the process cannot continue. One shouldn't sacrifice one for the other.

Another teacher-advisor was also concerned about the relationship between the process and the end product--the magazine.

> Ultimately, what counts is what the kids learn from their experiences--and the key word here is experiences. My job is to provide experiences from which the kids learn. Although I like to think we put out an impressive little magazine, what is really important is what the kids derive personally from the process of producing that magazine--choosing a topic, interviewing, proofreading and making corrections, designing layouts, operating a camera and developing and printing film, keeping circulation records, and selling the magazine.

Attrition of Foxfire-type Projects

Though Sitton (1978a) and this writer did not set out to study the attrition of Foxfire-type projects, the figures are available for this current study. Sitton (1978a) found that of the 38 teacher-advisors of the Foxfire-type projects he surveyed, three (8%) teacher-advisors responded that the projects with which they were associated were no longer in operation. This writer surveyed 34 projects which responded to Sitton's questionnaire. Of these 34, three projects were found to be no longer in operation (9%), and two teacher-advisors in the remaining 31 (7%) announced that their projects would not be in operation the following year. Sometime between 1976 and 1979, eight Foxfire-type projects (16%) of the original 50 Sitton surveyed will have ceased operation.

Summary

This chapter presented the findings and the interpretations of the study. A questionnaire was used for the collection of the data during the spring of 1979. The questionnaire was organized around the purposes of the study. The questionnaire revealed the background of the teacher-advisors of the Foxfire-type projects and the beliefs and attitudes of the teacher-advisors about (1) initiation and operation of a Foxfire-type project, (2) teacher-student relationships within the project, (3) project-school relationships, (4) project-community relationships, (5) methods of funding the Foxfire-type project, (6) the research procedures of the Foxfire-type project, and (7) the content of the journals published by the Foxfire-type project. Additionally, the questionnaire revealed the attitudes and values of the teacher-advisors about the Foxfire Concept of Education. This chapter concluded with a notation of the attrition rate of the Foxfire-type projects.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purposes of this study were: (a) to survey the backgrounds of selected teacher-advisors of Foxfire-type projects, (b) to compare the findings of this current study with the findings of Sitton's (1978a) study, and (c) to analyze the beliefs of the teacher-advisors about the characteristics of the Foxfire Concept of Education. This chapter provided the summary, conclusions, and recommendations.

The initial phase of this study consisted of a review of the literature about Foxfire, the Foxfire Concept of Education and the Foxfire-type projects. Based on the literature research, a questionnaire was designed to assess the background and attitudes and beliefs of teacher-advisors of Foxfire-type projects. The questionnaire consisted of five sections. It was pre-tested using social science and English student teachers, evaluated by this writer's dissertation committee and mailed to those teacher-advisors of Foxfire-type projects who participated in Sitton's (1978a) study. Of the 34 questionnaires, 27 were returned. Three of the Foxfire-type projects were no longer in operation. Therefore, the percentage of return was 87%.

The answers to the items on the questionnaire were coded and percentages for 27 were calculated and reported. Because the project teacher-advisors did not answer all questions, a category of "no answer" was added to the report of the results of the questionnaire.

Eight research questions were answered in this study:

(1) What is the background of the teacher-advisors?

(2) What do teacher-advisors believe is an ideal situation for initiating and operating a Foxfire-type project?

(3) What do teacher-advisors believe to be the ideal teacher-student relationship within a project?

(4) What do teacher-advisors believe to be the ideal project-school relationship?

(5) What do teacher-advisors believe to be the ideal project-community relationship?

(6) What do teacher-advisors believe to be the best method(s) of funding a Foxfire-type project?

(7) What do teacher-advisors believe to be the best description for the research procedures of the Foxfire-type project and the content of the journals of the Foxfire-type project?

(8) What do teacher-advisors believe about the educational rationale of the Foxfire Concept of Education?

Background of Teacher-advisors

The background of the teacher-advisors varied in the particular details. Twenty-six (96%) of the teacher-advisors were white; one (4%) was native American (Choctaw). There were 14 (57%) male and 13 (48%) female teacher-advisors. Twice as many teacher-advisors were married as were single. The average age of the teacher-advisors was 39. Seventeen (63%) of the teacher-advisors did not grow up in the county in which their Foxfire-type project was located. Fourteen (52%) of the teacher-advisors were natives of the state in which the Foxfire-type project they worked with was located.

All the teacher-advisors were college graduates. Only 10 (37%), however, had received undergraduate degrees through a college of education. Twenty-three (85%) of the teacher-advisors reported majoring in either the social sciences, history or a field of the humanities. Eighteen (72%) of the teacher-advisors had obtained graduate degrees. Graduate work was in such diverse areas as theology, physical education, folklore and library science. Seven (26%) of the teacher-advisors were enrolled or had completed work beyond the master's degree.

Twenty-three (85%) of the teacher-advisors were certified in either social studies or English. Two (7%) of the teacher-advisors were certified in art. Eighteen (67%) of the teacher-advisors were certified in more than one area.

Sixteen (59%) of the teacher-advisors taught four or more subjects. Eleven (41%) taught three subjects or less. Twenty-four teacher-advisors (89%) taught four, five or six periods; two (7%) of the teacher-advisors taught two or three periods; one (4%) of the teacher-advisors taught four or five periods.

Twenty-one (78% of the total, 100% of those responding to the question) of the teacher-advisors (see Table 7) reported that they taught either English, history, social studies or cultural journalism or its equivalent, and math, science or physical education. Of the 21 teacher-advisors who did respond, 19 (70% of the total, 90% of 21) indicated that they taught a course called cultural journalism or its equivalent.

In responding to the optional narrative section about the nature of the impact working with the Foxfire-type project had on personal and professional life, nine (33%) of the teacher-advisors were overwhelmingly positive. All wrote that the hours were long, the work difficult and sometimes tense, but the feelings of accomplishment and the rewarding relationships with students more than compensated for the time spent working with the Foxfire-type project. One teacher-advisor did realize, however, the precariousness of the position: "I've always been aware that one big goof could cause my professional ruination." Sitton (1978a) found that teacher-advisors tended to be cautious in dealing

with colleagues and administrators. They indicated they were very much aware of the negative impact that a lack of project success (or too much success) could bring.

Ideal Situation for Initiating and Operating a Foxfire-type Project

Teacher-advisors of Foxfire-type projects were divided (Table 8) as to whether Foxfire-type projects were more educationally adaptable to small towns and rural areas than to urban or suburban areas. Thirteen (48%) of the teacher-advisors did not agree that Foxfire-type projects are best suited to small towns or rural areas, while 10 (37%) of the teacher-advisors agreed with the statement. Sitton found that 29 (83%) of the teacher-advisors he surveyed said their projects were located in rural areas or in small towns (1978a, p. 81). He suggested that this factor might be related either to the fact that the material upon which the project thrives is located in rural America or the fact that the bureaucracy of smaller schools and school systems promotes the sort of atmosphere needed for Foxfire-type projects to begin working and survive (p. 83). However, 26 (96%) of the teacher-advisors participating in the current study believed that Foxfire-type projects should be adaptable to any cultural and geographic setting.

Fifteen (56%) of the teacher-advisors participating in the current study believed that a student staff should be representative of the cultural and ethnic make-up of

the student body of the school. Eighteen (67%) of the teacher-advisors participating in the current study believed that a student staff should be representative of the academic achievement levels of the student body of the school.

Teacher-advisors thought a student staff should include at least 15 students and, on the average, not more than 26. The current study found that 24 (89%) of the teacher-advisors believed that students other than those who regularly participate with the project should be allowed to contribute articles and photographs to the magazine.

Only 19 (70%) of the teacher-advisors who returned questionnaires responded to the question regarding the number of times a magazine should be published a year. Ten of those believed that the magazine should be published twice a year. Sitton (1978a) found that 13 (37%) of the teacher-advisors he surveyed said that projects with which they were associated published twice a year (p. 82).

The equipment needs most often mentioned by the teacher-advisors for a new Foxfire-type project included a camera, tape recorders, various darkroom equipment, and a typewriter which could be equipped with a carbon ribbon for photo-offset printing (see Appendix D).

Teacher-student Relationships Within the Project

Sitton (1978a) found teacher-student relationships within the project to be "more informal than relationships" within the traditional classroom settings. The current study found that (see Table 9) while 17 (63%) of the teacher-advisors believed that informality should be encouraged through working with the Foxfire-type project, teacher-advisors were reluctant to encourage students to meet with them in their homes and were not sure that students should use a "more informal mode of address."

Project-school Relationships

Sitton (1978a) found that teacher-advisors believed that their schools gave their "essential goodwill" or, at the very least, tolerated the work of the projects, but he also found that there were few guidelines for the operating of a Foxfire-type project (p. 92). Sitton (1978a) reported that 31 (89%) of the projects had a regularly scheduled class period set aside for work and that most of the work of the projects went on during regularly scheduled clases (p. 89). The current study (see Table 10) found that 25 (93%) of the teacher-advisors believed that a regularly scheduled class should be provided for the Foxfire-type project, and 16 (59%) of the teacher-advisors believed that project activities should be conducted during regularly scheduled academic classes such as English and history.

Furthermore, the current study found that 16 teacher-advisors out of 21 (76%) taught a regularly scheduled class designed to produce the magazine for a Foxfire-type project.

While this study found that teacher-advisors favored the scheduling of a class in which to work with the Foxfire-type project, one teacher-advisor responded that projects should meet for work any time and any place they could. "It does not matter where productive work goes on, what matters is that it goes on at all."

Sitton (1978a) reported that in 31 (91%) of the schools which housed Foxfire-type projects, students could receive academic credit. The current study found that all the teacher-advisors who participated favored the awarding of scholastic credit to count toward graduation from high school for work on the Foxfire-type project (see Table 10).

Sitton (1978a) reported that 22 (63%) of the schools sponsored the Foxfire-type project in some official capacity, while the current study found that 24 (89%) of the teacher-advisors believed that the school should sponsor the Foxfire-type project (see Table 10).

Sitton (1978a) reported that school administrators were actively involved in working with the Foxfire-type project in only five (14%) of the projects (p. 91). The current study (Table 10) found that 21 (78%) of the teacher-advisors who participated in this study believed that school administrators should work regularly with the Foxfire-type project.

Sitton (1978a) had difficulties in determining whether teacher-advisors had actually been released from class duties to work with the Foxfire-type project (p. 91). He found that 29 (83%) of the teacher-advisors he studied had not been given release time to work with the Foxfire-type project, while six (17%) of them indicated they had been given release time but that the release time was the actual class which produced the Foxfire-type project. The current study found that 22 (81%) of the teacher-advisors believed that release time from teaching responsibilities to devote more time to the Foxfire-type project was desirable (Table 10).

Sitton (1978a) found that schools were willing to share many facilities with Foxfire-type projects. However, only seven (20%) of the teacher-advisors reported that school clerical staff was available to assist the Foxfire-type project. Twenty-two (61%) of the teacher-advisors of the project reported that they could use cameras, and 21 (60%) reported that they could use school office equipment. The current study found that 19 (70%) of the teacher-advisors believed schools should provide clerical assistance, if needed, to assist the Foxfire-type project (see Table 10). All the teacher-advisors (Table 10) believed that Foxfire-type projects should be allowed the use of school equipment.

The question of incorporation has been a heated issue between some projects and schools. Incorporation was seen

by Sitton to be part of the struggle to control the Foxfire-type projects (1978a, p. 95). The current study showed that 16 (69%) of the teacher-advisors were neutral about the question of incorporation; seven (36%) believed that Foxfire-type projects should be incorporated; four (15%) disagreed.

Two questions are central to the idea of control; who or which group should have control of the editorial content of the magazine? In the current study, 20 (74%) of the teacher-advisors (Table 10) believed that the project finances should be controlled by the teacher-advisor and the student staff, while five (19%) believed that the teacher-advisor should control the finances of the Foxfire-type project. Also significant was the fact that many teacher-advisors left the options blank when answering the question.

The teacher-advisors who participated in the current study were less sure about the handling of money through a school's general account. Thirteen (48%) of the teacher-advisors who participated in this study believed that Foxfire-type projects should not be required to handle any money through the general fund of the school, but six (22%) disagreed and believed that Foxfire-type projects should be required to handle money through the general fund. Eight (30%) of the teacher-advisors were neutral.

Control of the editorial content of the magazine was another crucial point in the relationship between the

project and the school. Twenty-three (85%) of the teacher-advisors believed that editorial content of the magazine should be controlled by the teacher-advisor and student-staff. "It is their (the students') product," wrote one teacher-advisor. "The job of the advisor is to guide only. Administrators should be willing to help make all this easier for those students."

Seventeen (49%) of the teacher-advisors surveyed by Sitton (1978a) stated that financial decisions were handled most often by the "entire staff" (teacher-advisor and student staff). Sitton (1978a) also found that "article" selection was handled by teacher-advisors and students working together in 21 (62%) of the projects he studied (p. 85).

Project-community Relationships

Sitton (1978a) reported that the Foxfire-type project, by the very nature of its community-based fieldwork, gave the community a sense of involvement with the local school. The current study found that the teacher-advisors believed that project-community ties should be strong. Sitton (1978a) found that the Foxfire-type projects affiliated "infrequently" with organized community clubs (five or 14%). The current study found that 12 (44%) of the teacher-advisors believed that Foxfire-type projects should affiliate with nonschool community-based organizations.

Sitton (1978a) said that 28 (80%) of the Foxfire-type projects he researched had made presentations to

community-based organizations (p. 96). The current study found that 25 (93%) of the teacher-advisors believed that Foxfire-type projects should make presentations about the nature of the project to community-based groups.

Sitton (1978a) reported that 31 (89%) of the Foxfire-type projects in his study had been featured in local newspaper stories (p. 96). Twenty-six (96%) of the teacher-advisors who participated in the current study believed that local newspapers should be encouraged to cover the activities of the Foxfire-type projects.

According to Sitton (1978a) 31 of the Foxfire-type projects had community members suggest stories (p. 96). Twenty-six (96%) of the teacher-advisors participating in the current study believed that persons from the local community should be encouraged to suggest stories or topics for the project to cover.

Sitton (1978a) showed that 28 (80%) of the Foxfire-type projects made their archives available to community members for their use. The current study found that 23 (85%) of the teacher-advisors believed that the archives of the Foxfire-type project should be available for the use of the local community.

Sitton (1978a) found that 33 (95%) of the Foxfire-type projects gave copies of the magazine to persons whose stories or interviews appeared in them.

In the current study, 23 (85%) of the teacher-advisors believed that persons interviewed for the magazine should receive free copies of the magazine in which their interview appeared.

Funding

Sitton (1978a) described funding as precarious (pp. 99-101). Foxfire-type projects had high printing costs and low circulations, and they suffered from inflation. Table 12 compared the data Sitton found with the data found in this study. Few differences were found between what teacher-advisors reported to Sitton as the status of funding and what teacher-advisors reported to this study as to how funding should be accomplished. Teacher-advisors have been shown by this study (Table 10) to be in favor of retaining control of the Foxfire-type project organizations as much as possible. Consequently, teacher-advisors were shown to be less in favor of state aid than in donations from individuals. One teacher-advisor reported that "It is better to accept money from the school than from a foundation or the Federal government or state because the school is, really, a part of the community." Moreover, 15 (56%) of the teacher-advisors who participated in this current study indicated that they believed Foxfire-type projects should be self-sufficient (see Table 14).

Research Procedures and Content of the Magazine

Sitton said that the research procedures and content of the magazine produced by Foxfire-type projects and the magazines produced by Foxfire were the "least developed--or perhaps the least verbalized or articulated--element of the Foxfire patterns" (1978a, p. 102). Wigginton, according to Sitton, did not think that the research procedures and content of Foxfire were as important as other facets of the program. Wigginton (1973a) wrote that his main consideration was with "whether or not my high school kids will make it through school at all, and what stance they will eventually take toward the dying, exploited communities they live in" (p. 39). Too, local projects were not encouraged by the Institutional Development and Economic Affairs Service (IDEAS) to develop diversity while replicating the same process Wigginton used in working with the students at Rabun-Gap, Georgia (Sitton, 1978a, p. 103).

In regard to research procedures in Foxfire-type projects, Sitton concluded that "most teachers conceptualized their students' research endeavors as oral history, though there was a strong interdisciplinary current in the responses" (p. 105).

After consultation with Sitton, it was decided to structure this portion of the study around four ideas that Sitton (1978a) discussed in the body of his dissertation. How should research and content be described?

Should research and content be described at all? How do Foxfire-type projects differ from other school publications? Should student staff members know anything about specific research techniques common to those disciplines (oral history and folklore) which Sitton cited as being those most reported by the teacher-advisors who participated in this study?

Thirteen (48%) of the teacher-advisors who participated in the current study (Table 13) thought that the work with the magazine and the group which produced it should be described as belonging to a specific academic discipline--a history class, for instance. On the other hand, 25 (93%) of the teacher-advisors (Table 13) agreed that Foxfire-type projects are best described as interdisciplinary in nature. While the research and content procedures might be described as belonging to a specific discipline, the total work of the Foxfire-type project could be described as interdisciplinary.

Sitton (1978a) found that the "content of the Foxfire-concept publications is overwhelmingly past oriented, and articles falling within the 'contemporary' category are very much in the minority" (p. 113). Sixteen (59%) of the teacher-advisors who participated in this current study believed, however, that Foxfire-type projects should not be concerned with events of the past most of the time (Table 13).

Twenty-five (93%) of the teacher advisors of the Foxfire-type projects who participated in the current study believed that the difference between the Foxfire-type projects and other school publications should be that Foxfire-type projects focus on events and personalities within the community rather than just the school (Table 13).

Twenty-one (68%) of the teacher-advisors in the current study believed that student staff members should have an understanding of the methodologies of folklore and/or oral history (see Table 13).

Evaluation of the Foxfire Concept of Education

Another purpose of the current study was to analyze the teacher-advisors' evaluations of the characteristics of the Foxfire Concept of Education. David Nungessor, the former teacher-advisor to Thistledown, developed a list of characteristics of the Foxfire Concept of Education which he drew from the literature and from his experiences working with the Foxfire-type project of his school (1977, pp. 49-50). The current study tested selected findings of Nungessor (1977) with related findings in this study and in Sitton's dissertation.

The Foxfire Concept of Education "is based within traditional educational systems, and serves as an adjunct to them" according to Nungessor (1977, p. 49).

Of 79 projects operating in 1977, 49 (62%) were located in public schools (Sitton, 1978a, pp. 159-166).

Nungessor (1977) said that the Foxfire Concept of Education "can be made accessible to nearly all students through the traditional systems and the public schools" (p. 49). The current study, however, found that teacher-advisors believed the project should contain, on the average, no more than 26 students. Teacher-advisors did believe that students other than those who regularly participate with the project should be allowed to contribute articles and photographs to the magazine (see Table 14).

"The Foxfire Concept of Education is wholly involved with relevance and reality for the student; it makes school work applicable to real life," Nungessor said (1977, p. 9). Teacher-advisors in this study agreed that Foxfire-type projects should be "applicabe to real life" (p. 90). The majority (96%) of the teacher-advisors who participated in the current study agreed with this (see Table 8).

Nungessor (1977) said that "the process in which the students participate is more important than the product which they produce as a result (of the process)" (p. 49). This current study found that teacher-advisors believed that Foxfire-type projects should emphasize the process in which the students participate more than the product (Table 14).

The Foxfire Concept of Education "creates bridges: between school and community; between the student and older generations; between school work and real life; between past and present," according to Nungessor (1977, p. 50). The findings of the current study agreed with his statement (Tables 11, 10 and 13).

Nungessor (1977) stated that a characteristic of the Foxfire Concept of Education was that "it is widely accepted by the community because it is based there, is really about it, and provides the practical skills for which most communities hold schools accountable" (p. 50). The current study revealed that project-community ties should be strong (see Table 11).

Nungessor (1977) believed that the Foxfire Concept of Education "utilizes oral history and folklore as the tools to reach outside the school bounds" (p. 50). The findings of the current study (Table 13) agreed with this statement.

Nungessor (1977) believed that the Foxfire Concept of Education "places great emphasis on the cultural heritage of the learner himself and the need for him to find his place in that heritage" (p. 50). The findings of the current study indicated that teacher-advisors were not in full agreement with this point (Table 13 and Table 14). Sixteen (59%) of the teacher-advisors who participated in the current study did not believe that Foxfire-type projects should be concerned with events of the past most of the time.

Nungessor (1977) said that the Foxfire Concept of Education provides students with a "wide range of communication skills which center on English and journalism but which cut across many other subject areas as well" (p. 50). The findings of the current study showed that the teacher-advisors believed that the Foxfire-type project should be produced in a class which may or may not "center on English and journalism" (Tables 7 and 13).

The Foxfire Concept of Education "provides the student with the opportunity to practice decision-making and to deal with the consequences of his decisions" according to Nungessor (1977, p. 50). The current study (Table 10) showed that teacher-advisors believed the decision-making process should be shared between students and the teacher-advisors.

To further develop an assessment of what teacher-advisors believed about the Foxfire Concept of Education, additional questions were developed from the professional literature and from the experience of the writer during the period in which he was teacher-advisor with Sparrow Hawk, in Bibb County, Alabama (see Table 14).

Twenty-one (78%) of the teacher-advisors believed that students and teacher-advisors should be familiar with The Foxfire Book, the other books in the series, Moments, and You and Aunt Arie. Twenty (74%) of the teacher-advisors who participated in the current study thought that Foxfire-type projects should subscribe to Hands On, the national

newsletter. Twenty-four (89%) of the teacher-advisors believed that teacher-advisors of the different Foxfire-type projects should communicate with one another and that student staff members of different projects should be encouraged to communicate with one another. Twenty-two (81%) of the teacher-advisors who participated in the current study believed that teacher-advisors and student staff members should make visits to other schools, community organizations and agencies in order to explain and promote the Foxfire Concept of Education and the local Foxfire-type project. Fifteen (56%) of the teacher-advisors believed that the Foxfire-type project should be self-sufficient. Only seven (26%) of the teacher-advisors who participated in the current study thought that students should learn about their own community first and then the rest of the world, while 13 (48%) of the teacher-advisors were neutral and five (19%) disagreed. Twenty-four (89%) of the teacher-advisors of the Foxfire-type projects said that students other than those who regularly participate with the project should be allowed to contribute articles and photographs to the magazine.

Attrition of the Foxfire-type Projects

The current study found that, between 1976 and 1979, eight Foxfire-type projects (16% of the 50 Sitton originally surveyed) had either ceased operations or will do so at the end of the school year 1978-1979.

Conclusions

The conclusions presented were based on the findings of this study. The conclusions were organized into three sections: (1) the background of the teacher-advisors, (2) the comparison between the findings of Sitton's (1978a) study with those of this study, and (3) the characteristics for the Foxfire Concept of Education as seen by the teacher-advisors who participated in this study.

The Background of the Teacher-advisors

Twenty-six of the 27 Foxfire-type project teacher-advisors were white. Generally, they were married, were evenly divided between male and female, and were experienced teachers. Most were not from the local community, but half of the teacher-advisors were from the same state.

The teacher-advisors majored and were certified in many different areas. Undergraduate majors of teacher-advisors were primarily the arts, humanities or the social studies. Generally, the teacher-advisors continued their education at the graduate level.

The Comparison Between the Findings of This Study With Those of Sitton

Foxfire-type projects were generally located in rural areas or a small town, but teacher-advisors believed that the Foxfire Concept of Education was applicable to any cultural or geographic area.

Student staff sizes of Foxfire-type projects were

small and teacher-advisors believed that they should be small; however, teacher-advisors did believe that students other than members of the student staff should be allowed to contribute articles and photographs to the magazines.

Project magazines were published infrequently, and teacher-advisors did not believe that publishing a magazine four times a year (thus replicating Foxfire's publishing schedule) was the major concern of their business.

The relationship between the projects and the schools was fairly good--if guarded. This study found that teacher-advisors believed schools should help Foxfire-type projects prosper. In this study, most teacher-advisors believed that administrators should regularly participate with the Foxfire-type project, and that schools should assist with financial aid, clerical assistance, and equipment. At the same time, teacher-advisors believed that Foxfire-type project money should not be handled through the school accounts. The respondents to this study seemed to want the best of both possible alternatives: freedom to move about in the school environment and immunity from that environment.

Project-community relationships were good and contributed to the well-being of the school and the Foxfire-type project. This study found that teacher-advisors of Foxfire-type projects believed that there were steps the Foxfire-type projects could take to keep the relationship

between the project and the community strong. Teacher-advisors believed projects should be promoted through presentation to local community organizations and newspaper articles.

Sitton's (1978a) study and the findings of this study differed in the area of finances (see Table 12). While Sitton (1978a) found that over-the-counter sales accounted for most of the revenue earned by Foxfire-type projects, teacher-advisors, according to the current study, believed that subscriptions should bring in the most money. The current study revealed that teacher-advisors believed Foxfire-type projects (Table 14) should be self-sufficient.

Sitton's (1978a) study and the findings of the current study agreed about the research procedures of the Foxfire-type projects and the content of the journals in one important area: teacher-advisors reported to Sitton that much of the work was interdisciplinary, and this study found that teacher-advisors believed that the research procedures and journal content of the Foxfire-type projects should be described as interdisciplinary in nature.

The Perceptions of Teacher-advisors Concerning the Foxfire Concept of Education

1. The Foxfire Concept of Education is adaptable to a wide variety of geographical and cultural locations, including urban and suburban areas.

2. The Foxfire Concept of Education should feature, through informal relationships between students and

teacher-advisors, a sharing of organizational decisions.

3. The Foxfire Concept of Education can provide the community with greater access to the schools and the educational system than can the traditional organizations.

4. The Foxfire Concept of Education emphasizes the process in which students engage. Without a quality product, however, the process would not be a significant educational experience.

5. The Foxfire Concept of Education can involve administrators more closely in the educational process than is possible in traditional settings.

6. The Foxfire Concept of Education can involve many people--students, community members, teachers and administrators--in a common process.

7. The Foxfire Concept of Education can involve students in the reporting of the cultural and social history of the community.

8. Students of all ability groups or classes and of all ethnic backgrounds should participate in projects utilizing the Foxfire Concept of Education.

Recommendations

Based on the knowledge and insights gained in completing this study, the following recommendations are made:

1. Follow-up studies to this study and to Sitton's (1978a) study should be undertaken, utilizing all the Foxfire-type projects now operating as a base for research.

2. There is little information about those projects based on the Foxfire Concept of Education using vehicles other than oral history, folklore, and magazine production to create a sense of worth and value within the individual learner. It is recommended that research be conducted on those projects to determine (a) the status of those projects and (b) the attitudes and beliefs of the teacher-advisors of those projects regarding characteristics of the Foxfire Concept of Education.

3. A study or studies should be undertaken to compare the attitudes and values of student staff members with those of teacher-advisors.

4. The Foxfire Fund, Incorporated, the various teacher-training institutions interested in experiential learning, and/or the various state departments of education should explore ways to train administrators in the Foxfire Concept of Education so that they might be more closely involved with local projects.

5. The data collected in this study showed that teacher-advisors believed student staffs should be small. Nungessor (1977) believed the Foxfire Concept of Education had the capacity to involve large numbers of students in the work of the local Foxfire-type project. The Foxfire Fund, Incorporated, the various teacher-training institutions, and/or the various state departments of education should explore ways to expand the numbers of students at individual schools in the work of the Foxfire-type projects.

6. The Foxfire Fund, Incorporated, in conjunction with teacher-training institutions, might sponsor regional workshops to further train teachers in the ideals of the Foxfire Concept of Education and in the organization and administration of the Foxfire-type project.

7. A study or studies should be conducted for the determination of reasons why Foxfire-type projects cease to operate and to give recommendations for dealing with this important issue.

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Original Letter, Control Instrument and Questionnaire

April 25, 1979

Dear Colleague:

The questionnaire which is enclosed with this letter is the second attempt to gather information about the Foxfire-type projects from across the United States. This is a follow-up study to one Thad Sitton conducted about eighteen months ago. Where Thad was interested in the actual status of the various Foxfire-type projects, this study deals with personal data about you and your peers who serve as teacher-advisors and with what you and your peers believe about the Foxfire Concept of Education. You were selected to participate in this study because either you or the teacher-advisor working with the project before you was gracious enough to respond to Thad's questionnaire.

It is very important for the study that you complete the questionnaire and return it to me (via stamped, self-addressed envelope) as quickly as possible. It is to be hoped that the data collected here will answer a few more questions about the Foxfire Concept of Education and give you a useful tool to help your project continue as well as to help other projects and their teacher-advisors who are just starting out.

If you desire a summary of the data to be collected, please check the space on the slip of paper under this letter. You will receive the results of this study sometime before August 1, 1979. In addition, Hands On and the Collaborative for Experiential Learning will receive the summary.

All information gathered about you and your ideas will be kept strictly confidential, of course.

I appreciate your time in working on the questionnaire and invite your questions and comments about this research.

Sincerely yours,

Bob England

Control Sheet
Confidential

NAME _____

ADDRESS _____

PROJECT NAME _____

How much does your current issue cost (including postage?)

_____

I would like a summary of the findings of this study _____

PLEASE RETURN THIS SHEET WITH YOUR QUESTIONNAIRE.

THANKS!

QUESTIONNAIRE

Teacher-advisor Personal Data

Instructions: Please fill in the blank or circle the appropriate response. This will be kept strictly confidential, of course.

1. Race: White Black Native American Other (Specify_____

2. Sex: Male Female

3. Marital Status: Married Not married

4. Age _____

5. My undergraduate major was _____.

6. My graduate major is/was _____. (If working toward post graduate certification, please fill in the blank and circle "is.")

7. My major at the post graduate level is was _____. (If working toward post graduate certification, please fill in the blank and circle "is.")

8. I am certified to teach _____.

9. My highest academic or professional degree is the _____.

10. I teach _____subjects a day (number of).

11. I teach _____periods a day (number of).

12. I teach the following subjects: (Please list them here).

Instructions: Please circle the correct response.

13. I grew up in the county, parish or borough in which our project is located. yes no

14. I received my undergraduate degree in education. yes no

15. I am a native of the state in which the project is located. yes no

16. I am currently enrolled in a school or university.
yes no

Analysis of a Foxfire-type Project

Instructions: Please circle the response which best describes your feelings. 1) = strongly agree. 2) = agree. 3)= neutral. 4) = disagree. 5) = strongly disagree.

1. Foxfire-type projects are more educationally adaptable to rural areas and/or small towns than to urban or suburban areas. 1 2 3 4 5

2. Students and teacher-advisors should be familiar with the Foxfire Book, the other books in the series, Moments, and You and Aunt Arie. 1 2 3 4 5

3. Foxfire-type projects should subscribe to the national newsletter, Hands On. 1 2 3 4 5

4. Teacher-advisors of the Foxfire-type projects should communicate with one another. 1 2 3 4 5

5. Teacher-advisors and student staff members should make visits to other schools, community organizations and agencies to explain and promote the Foxfire Concept of Education and the local Foxfire-type project. 1 2 3 4 5

6. Student staff members of the various projects should be encouraged to communicate with one another. 1 2 3 4 5

7. Project activities should go on (respond to each item, please):

   A. In the morning before school. 1 2 3 4 5
   B. After school. 1 2 3 4 5
   C. During regularly scheduled classes (English, history, etc.). 1 2 3 4 5
   D. During homeroom periods. 1 2 3 4 5
   E. On weekends. 1 2 3 4 5
   F. During a regularly scheduled class provided for the Foxfire-type project. 1 2 3 4 5

8. Students should be given scholastic credit to be counted towards graduation for work on Foxfire-type projects. 1 2 3 4 5

9. The school in which a Foxfire-type project is located should officially sponsor it. 1 2 3 4 5

10. The school administrators should work regularly with the Foxfire-type project. 1 2 3 4 5

11. Teacher-advisors should be released at least partially from teaching responsibilities to devote more in-school time to working with the Foxfire-type project. 1 2 3 4 5

12. The Foxfire-type project should be affiliated or sponsored through a school club. 1 2 3 4 5

13. The school should allow the Foxfire-type project use of school equipment. 1 2 3 4 5

14. The school should provide the Foxfire-type project clerical assistance if needed. 1 2 3 4 5

15. The Foxfire-type project should be self-sufficient. 1 2 3 4 5

16. Foxfire-type projects should constantly expand production. 1 2 3 4 5

17. Foxfire-type projects should affiliate with non-school community-based organizations. 1 2 3 4 5

18. The teacher-advisor and/or student staff of a Foxfire-type project should give presentations before local community groups. 1 2 3 4 5

19. Local newspapers should be encouraged to cover the activities of Foxfire-type projects. 1 2 3 4 5

20. Persons from the local community should be encouraged to suggest stories or topics for the project to cover. 1 2 3 4 5

21. The archives of Foxfire-type projects should be available for the use of the local community. 1 2 3 4 5

22. Persons interviewed for the magazine should receive free copies of the magazine in which their interview appears. 1 2 3 4 5

23. It is important to describe the magazine and the group which produces it as part of a specific academic discipline. 1 2 3 4 5

24. Foxfire-type projects are best described as interdisciplinary in nature. 1 2 3 4 5

25. Foxfire-type project teacher-advisors should encourage informality in their relationships with students. 1 2 3 4 5

26. Student staff members should be encouraged to meet with the teacher-advisor in his or her home. 1 2 3 4 5

27. Foxfire-type projects should be concerned with events of the past most of the time. 1 2 3 4 5

28. Student staff members should be encouraged to call the teacher-advisors by his or her first name rather than use a more formal mode of address. 1 2 3 4 5

29. Foxfire-type projects should be incorporated. 1 2 3 4 5

30. Who or which group should have the final control of finances?

A. The teacher advisor. 1 2 3 4 5
B. The student staff. 1 2 3 4 5
C. The school board. 1 2 3 4 5
D. Local administrator(s). 1 2 3 4 5
E. The student staff and the teacher-advisor. 1 2 3 4 5

31. Who or which group should have the final control of editorial content of the magazine?

A. The teacher-advisor. 1 2 3 4 5
B. The student staff. 1 2 3 4 5
C. The school board. 1 2 3 4 5
D. Local administrator(s). 1 2 3 4 5
E. The student staff and the teacher-advisor. 1 2 3 4 5

32. Students should plan their own productive work activities with the magazines. 1 2 3 4 5

33. The difference between the Foxfire-type projects and other school publications should be that Foxfire-type projects focus on events and personalities within the community rather than just the school. 1 2 3 4 5

34. Teacher-advisors should always go on interviews with students. 1 2 3 4 5

35. Students should learn about their own community first and then the rest of the world. 1 2 3 4 5

36. Student staff members should have an understanding of the methodologies of folklore and/or oral history. 1 2 3 4 5

37. Foxfire-type projects should not be required to handle any money through the general fund of the school. 1 2 3 4 5

38. Foxfire-type projects should be adaptable to any cultural and geographic setting. 1 2 3 4 5

39. Foxfire-type projects should emphasize the process in which the students participate more than the product. 1 2 3 4 5

40. A student staff should be representative of the cultural and ethnic make-up of the school's student body. 1 2 3 4 5

41. A student staff should be representative of academic achievement levels of the school's student body. 1 2 3 4 5

42. Students other than those who regularly participate with the project should be allowed to contribute articles and photographs to the magazine. 1 2 3 4 5

Instructions: Please fill in the blank.

1. A student staff should include at least _____ students.

2. A student staff should include no more than _____ students.

3. The magazine should be published _____ times a year.

Instructions: How should the Foxfire-type projects be funded? Place a "1" by the means of support that should be the most important, a "2" by the means of support that should be the next most important, and so on. If a potential means of support should play no part in project finances, leave it blank. Under the column labeled "percentage of support," write in the percent of support

which should be employed. If a potential means of support should play a part in project finances, leave it blank.

	ranked order	percentage of support
Over-the-counter sales		
Subscriptions		
Donations from individuals.....		
Grants (Federal, state, private)...		
Aid from school or school district.		
Aid from state educational agency..		
Advertising in the magazine.....		
Other--please specify_____.....		

Optional Narrative Section:

1. Take one or more of the questions in the analysis section and explain why you believe your answer to be true.

2. List the equipment needs a Foxfire-type project which is just getting started should have on hand.

3. What sort of impact has working with the local Foxfire-type project had on your personal and professional life?

FOXFIRE-TYPE PROJECTS PARTICIPATING IN THIS STUDY

Alabama

Good Morning Yesterday: A Salute to the Past
Thompson High School
Alabaster, Alabama 35007

Sparrow Hawk

Bibb County Junior and Senior High School
335 Walnut Street
Centreville, Alabama 35042

Alaska

Uutugtwa
Bristol Bay High School
Box 169
Naknek, Alaska 99633

Arizona

Niman
Catalina High School
3645 E. Pima Street
Tuscon, Arizona 85716

Saddlebag
Wickenburg High School
Box 1418
Wickenburg, Arizona 85358

Colorado

Montane
Basalt High School
P. O. Box 1035
Basalt, Colorado 81621

Ptarmigan
Montrose High School
600 South Townsend Avenue
Montrose, Colorado 81401

Three Wire Winter
Steamboat Springs High School
Box 664
Steamboat Springs, Colorado 80477

District of Columbia

Cityscape
Duke Ellington School of the Arts
35th and E Streets
Washington, D.C. 20007

North Carolina

Kin'lin
Hallsboro High School
Hallsboro, North Carolina 28442

Sea Chest
Cape Hatteras School
Buxton, North Carolina 27920

Ohio

Thistledown
8808 Watkins Road, S.W.
Watkins Memorial High School
Pataskala, Ohio 43062

Pennsylvania

Out of the Dark: Mining Folk
Nortern Cambria High School
Barnesboro, Pennsylvania 95714

Texas

Chinquapin
Douglas School
Box 38
Douglas, Texas 75943

Loblolly
Gary High School
Box 88
Gary, Texas 75641

Virginia

Snake Hill to Spring Branch
Groveton High School
6500 Quander Road
Alexandria, Virginia 22307

West Virginia

Hickory and Ladyslippers--Life and Letters of Clay County People
Clay County High School
Box 27
Clay, West Virginia 25014

Mountain Trace
Parkersburg High School
2101 Dudley Avenue
Parkersburg, West Virginia 26101

Georgia

*Cracklings
Valdosta High School
Valdosta, Georgia 31601

*Folk and Kinfolk
Harris County High School
P. O. Box 448
Hamilton, Georgia 31811

Hawaii

Laulima
Honoka'a High School
Box 237
Honoka'a, Hawaii 96727

Illinois

Streetlight
Metro High School
233 North Michigan
Chicago, Illinois 60601

Maryland

Skipjack
Cambridge-South Corchester High School
Cambridge, Maryland 21613

Mississippi

Nanih Waiya
Choctaw High School
Rt. 7 Box 72
Philadelphia, Mississippi 39850

Missouri

Bittersweet
Lebanon High School
777 Brice Street
Lebanon, Missouri 65536

New Hampshire

Fulcrum
Hanover High School
Hanover, New Hampshire 03755

New Jersey

Armada
Shore Regional High School
Highway #36
West Long Branch, New Jersey 07764

*Projects which will be terminated school year 1979-1980

APPENDIX E

BASIC EQUIPMENT NEEDED TO BEGIN A FOXFIRE-TYPE PROJECT

Two cassette recorders

Head phones for transcribing

Photography equipment:

- 135 mm single lens reflex camera and cases (one or two)
- 135 mm lens for personality photos

Darkroom equipment:

- enlarger and timer
- trays
- thermometer
- negative developing tank
- safelight
- enlarging easel
- print dryer
- print tongs

Layout equipment:

- scaleograph
- rulers, blue pencils, glue, scissors, craft knives, t squares
- some sort of layout table

Office equipment:

- 4-drawer file cabinet
- storage cabinet
- typewriter with carbon ribbon (IBM Selectric is best)