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THE EXTENT TO WHICH LINCOLN, NEBRASKA, PUBLIC SCHOOL
SECONDARY TEACHERS ENTER INTO COMMUNITY ACTIVITIES AND THE
EFFECT IT HAS UPON THEIR CLASSROOM TECHNIQUES

by

John Howard Bruce, Jr., B.S.

SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
in the
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of the
UNIVERSITY OF OMAHA

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J. H. B.

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CHAPTER I

THE PROBLEM AND ITS SCOPE

The Problem

The main purpose of this study was to determine the effect that the participation of the secondary teacher in the Lincoln, Nebraska, public schools in community activities and organizations has upon his classroom teaching. This involved three major problems: 1) to determine the extent to which the classroom teacher enters into community activities and organizations; 2) to establish a basis for the evaluation of the work of the classroom teacher in relationship to community activity; and 3) to evaluate the work of the community-minded teacher relative to the established criteria and to draw conclusions therefrom.

Need for the Study

A survey of the educational literature dealing with the success of the teacher's classroom methods reveals some criticism concerning the lack of teacher familiarity with the real-life situation. The implication suggested is that the teacher, although well versed in subject matter, does not "practice what he preaches." More precisely, criticism of this type could be directed against the teacher who attempts to emphasize community participation in the classroom but does not participate himself. The problem is one which should concern administrators and educators in systems where civic participation could be brought about to its fullest

degree--if it was first established that its utility was advantageous to the fulfillment of the work in the classroom.

Delimitations

This problem was limited to the secondary level of the Lincoln, Nebraska, Public schools. It is not to be presumed from this limitation that civic participation is not encouraged on the elementary level nor that elementary teachers do not participate in community activities. At the present time the methods used by elementary and secondary teachers are quite dissimilar and, therefore, the inclusion of the elementary grades would have necessitated an independent study different in approach but parallel in objective to the one contained in this thesis.

This problem was further limited to a compilation of the community activities entered into by Lincoln, Nebraska, Public school secondary teachers during the period from 1949 to 1951. Because of the very nature of the problem in regard to an evaluation of the teacher's classroom methods it was necessary to select a recent period of time to establish the amount of civic participation of the persons concerned.

No attempt was made to explain why teachers do or do not participate in community activities and organizations. The reasons are undoubtedly varied and personally justified. However, an explanation of these reasons would have no enlightening effect upon the conclusions resulting from this study.

Definitions

"Community participation," "civic participation," "participation

in community organizations and activities" and "civic mindedness" are used synonymously in this study. As used, they refer to taking an active part in the activities and organizations which are an essential part of the educational, recreational, and cultural aspects of community life.

"Teachers" as used here is limited to the teachers on the level of the Lincoln, Nebraska, school system.

"Criteria for evaluation" as used in this study refers to the questions established for the study selected after a perusal of educational literature from this particular field of evaluation and critically examined by experienced persons in the field of education.

CHAPTER II

PREVIOUS STUDY

In 1918 the Commission on the Reorganization of Secondary Education prepared a set of objectives which have become well known to professional educators. Briefly stated, these seven objectives, usually defined as the "cardinal principles of education," are as follows:

1. Health
2. Command of the fundamental processes
3. Worthy home membership
4. Vocational efficiency
5. Civic participation
6. Worthy use of leisure time
7. Ethical character

The fifth objective of the cardinal principles has long been recognized by educators as one of the basic objectives of education. We can assume, then, that one of the fundamental objectives of education is the development of good citizenship practices by the pupil.

The question which occasionally confronts the teacher is how best to teach civic participation in the classroom. Perusal of educational literature indicates that active participation by the teacher in civic activities is a desirable step toward the more successful teaching of civic participation to pupils. M. E. Troyer (1) says in the article entitled "How can teaching efficiency be approached?": "Often a teacher's influence over his pupils is

1. M. E. Troyer, "How Can Teaching Efficiency be Approached," American Educational Research, Official Report (1948), pp. 204-7

determined by his standing in the community in which he works.... To succeed, a teacher must recognize his obligations to the community as well as to his pupils. The teacher who feels that his work is confined to the classroom may be able to impart knowledge skillfully, but he is unable to build up in his pupils wholesome, emotionalized attitudes which, after all, is the major aim in education." A. S. Barr (2) states that teaching "pertains to that group of school activities meant to stimulate growth. It should include the teacher 5) as a member of the community: local, state, national, and international." The "Check list for Teachers" (3) included: "With respect to the Community, do I: 1) Study and attempt to understand the community with reference to its peoples, history, resources, agencies, opportunities, standards and limitations? 2) Belong to social and civic organizations?.....5) Promote better school and community relations by informing the people about educational progress and needs, and refraining from destructive criticism?" More recently, The Committee on the Evaluation of Teaching Services in the Lincoln Public Schools (4) completed a program of Evaluation for its school system. In Part IV, titled "Essential Responsibilities and Obligations of Teachers Toward the Community," the committee suggested that the successful teacher should "know the community ---- its occupational, cultural, recreational and educational facilities, 5) Utilize all community resources and

2. A. S. Barr, "Evaluation and Prediction of Teaching Efficiency," Journal of Educational Research, Vol. 40 (May, 1947) pp. 717-20.
3. Anon., "Check List for Teachers," School Executive, Vol. 67 (June 1948) p. 27.
4. Evaluation Program, Part IV, Lincoln, Nebraska, Public Schools, 1951.

community personnel. 6) Recognize community problems and initiate plans to help in their solution." The committee stated further that teachers should "strive to assist community members to realize that teachers are a part of the community" and in relationship to good community relations that the teacher should "participate in community affairs" and "demonstrate good citizenship and good conduct at all times." The general conclusion which we may draw from the foregoing statements seems to indicate that good citizenship practices and community participation are necessary experiences if the teacher is to achieve success in the teaching of civic participation.

CHAPTER III

METHOD OF SOLUTION

Determining the Extent of Participation

As previously reported in Chapter I, this study involved three major problems --- the first of which was to determine the extent to which the classroom teacher enters into community activities and organizations. As this study was limited to the secondary teachers of the Lincoln, Nebraska, public schools it was necessary to survey those teachers pertaining to their membership in local civic organizations.

In September, 1951, a committee of Lincoln teachers led by the Superintendent in that system, was formed to develop a more equitable method of assigning committee work and activity sponsorships to teachers. They facilitated the progress of their committee by sending to all teachers in that system a questionnaire encouraging them to list the Professional and Civic Organizations of which they were members during the previous year.

Each questionnaire asked for the name, school, and position of the person to be included in the survey --- and each teacher in the system took part. The two major requests contained in the questionnaire were: 1) "Names of Committees on Which You are Serving" and 2) "Membership in Civic Organizations."

The questionnaires were sent out by the authority of the Superintendent's office and were distributed to the teachers by

the principals of their schools. The return of the questionnaires was made via the school mail. The Membership Committee kept the questionnaires on file for reference while attempting to equitably assign committee work and sponsorships to teachers in the Lincoln public schools.

Because the second part of the questionnaire was so applicable to the intent of this study a request for the use of the file was made of the Superintendent. His willing approval of the request made possible full access to the file of questionnaires of the Membership Committee.

Consistent with the delimitations of the study, only the questionnaires returned by teachers in the Lincoln junior and senior high schools were tabulated. One list was compiled of the civic organizations of which the teachers were members. A separate compilation listed the teachers relative to the number of civic organizations to which each teacher belonged.

The tabulation of the results of the questionnaires received through the co-operation of the Membership Committee completed the work of the first part of this study concerning the "extent to which Lincoln, Nebraska, teachers entered into community activities and organizations."

Development of the Criteria for Evaluation

The attempt to show the effect of community participation upon the classroom techniques of the teachers proved to be the most difficult aspect of the study. Professional educators readily admit that an objective evaluation of a teaching program is almost

impossible to obtain. A valid method of evaluation of educational techniques in relationship to community participation which meets general approval has not yet been developed. Therefore, it was necessary to provide some original criteria of evaluation to determine the effect community participation has upon the classroom techniques of the Lincoln secondary teacher.

In view of this approach it seemed advisable to isolate several factors and traits important to better teaching which might be improved or developed through active participation in community activities.

In preparation for this phase of the study, a perusal of educational literature in the field was indicated. It seemed desirable to make a list of those traits and factors which were considered important by professional educators.

Raymond Green published an excellent list of personal qualifications for teachers in the December, 1947, issue of the National Association of Secondary School Principals as follows:

"A. Personal Qualifications

1. Emotional Stability
 - a. even disposition
 - b. show mature control
 - c. open minded toward educational experiences
2. Personality
 - a. is he well groomed
 - b. does he dress in taste
 - c. is he pleasant
 - d. is his voice pleasing
 - e. does he speak well
 - f. has he a sense of humor
 - g. is he understanding of others
 - h. does he wear well
3. General Health and Vitality
 - a. is he energetic
 - b. does his bearing reflect life and energy

B. Relations with Others

1. Teacher-Pupil Relations

- a. do pupils admire and respect him
- b. do pupils work for him with a minimum of compulsion
- c. do pupils consult with him about their personal problems
- d. does he hold himself available to pupils
- e. do pupils respect his fairness

2. Parent-Teacher Relationships

- a. is he courteous and helpful in conference with parents
- b. do parents respect his judgment
- c. is he straightforward
- d. do parents commend him as an excellent influence on children

A check list for teachers was printed in the School Executive, June, 1948. It included:

"Check list for Teachers"

"A. With respect to the community, do I:

- 1. Study and attempt to understand the community with reference to its peoples, history, resources, agencies, opportunities, standards and limitations?
- 2. Belong to social and civic organizations?
- 3. Attend church in the community?
- 4. Visit homes of pupils and become acquainted with parents?
- 5. Promote better schools and community relations by informing the people about educational needs and progress, and refraining from destructive criticism?
- 6. Live in the community and participate in its activities?
- 7. Maintain the moral and social standards of my profession?
- 8. Make an effort to know some of the community with reference to its peoples and history?

B. With respect to my personal and professional development, do I:

- 1. Dress neatly and appropriately?
- 2. Belong to and participate in professional organizations?
- 3. Follow good mental health rules?

D. E. Beecher included in his book Evaluation of Teaching twelve traits of personality listed in order of effectiveness as suggested by a survey of 12,000 pupils:

"An analysis of the personality traits of the effective teacher"

1. Cooperative, democratic attitude
2. Kindliness and consideration for the pupil
3. Patience
4. Wide interests
5. Personal appearance and pleasing manner
6. Fairness and impartiality
7. Sense of humor
8. Good disposition and consistent behavior
9. Interest in pupil problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching subject matter

In the April, 1948 edition of School and Society, E. W. Goetch suggested a list of self-evaluation questions for an "in service check-up of Iowa State Teachers College graduates":

The Teacher as a Member of the Community.

1. In what community activities is the teacher now participating?
2. Is the teacher willing to assume responsibility?
3. Is the teacher generous in giving credit for the contributions of others?
4. Is the teacher willing to compromise?
5. Is the teacher professionally minded, objective and free from petty personal differences?
6. Do the townspeople like and respect the teacher?
7. Does the teacher find her recreational life in the community?
8. Does the teacher recognize and use the contributions of citizens and community groups in the school program?

Construction of the Criteria

An analysis of the suggestions and questions pertaining to improved classroom techniques indicated that there were three general areas involved. For the purpose of clarification the three areas were prescribed: 1) Personal Qualifications of the Teacher, 2) Parent's Relations with the Teacher and 3) the Teacher's Use of the Community.

In these three areas it was necessary to develop some evaluating criteria which would meet two qualifications: 1) a personal trait which could be developed or improved through inter-action with lay people on the community level and 2) a personal trait which would lend itself to evaluation by the teacher and/or some other person familiar enough with the work of the teacher to be able to take part in the process of evaluation.

The first area for consideration was that of the personal qualifications of the teacher. Four personality traits were found to be most consistent with the suggestions of contemporary educators and the two qualifications to be met for the development of the criteria:

- 1) Personal Qualifications of the Teacher
 - a. neatness
 - b. standards of attire
 - c. good naturedness
 - d. availability to pupils with problems

The second area for consideration was that of the relationship of the parents and the teacher. It seems logical to assume that the best way to know the parents is for the teacher to meet them in the community and conversely the best way for the parents to understand the teacher is through an association with the

teacher in and outside the classroom. Four questions were developed to inquire into the relationship between the parent and the teacher pertaining to:

- 2) Parents' relationship to the Teacher
 - a. extent of association
 - b. effect of the teacher as a part of the public relations program of the school
 - c. respect of the parent for the teacher
 - d. respect for the decisions of the teacher

The final area for analysis was that of the teacher's use of the community. The assumption here is quite clear. If community participation has any effect upon the classroom technique of the teacher it would be subjective to evaluation. Consistent with that assumption four questions were developed in that area.

- 3) Teacher's Use of the Community
 - a. teacher familiarity with the community
 - b. use of the community resources in the classroom
 - c. educational field trips
 - d. the teacher's references to the community

Selection of the Evaluator

Prior to the construction of the criteria for evaluation it was necessary to consider the person or persons who were to do the evaluating. In conformance with the philosophy of modern education concerning the desirability of self-evaluation, it seemed advisable to include the teacher in the evaluating process. However, personal analysis is subjective to individual conscious and unconscious prejudices and attitudes. Therefore, it was desirable that someone other than the teacher supplement the teacher's self-evaluation.

Administrative policy in the Lincoln public schools made it impossible to acquire the aid of school principals and supervisors in the evaluative program for this study. Recently, however, there has been some discussion concerning the practicality of using pupils in the evaluation of faculty members. The list of personality traits prepared by D. E. Beecher was the result of a survey of 12,000 pupils in elementary and secondary grades. Purdue University has experimented with faculty ratings prepared by students. It seems logical to assume that pupils who are subjected to the technique of their teachers day after day should be in a position to render an evaluation of some value.

The twelve criteria in the three areas of evaluation were then constructed for use in the self-evaluation by the teacher and the evaluation of the teacher by the pupil. To prevent the misinterpretation of the criteria as a result of confused wording by either the teacher or the pupil, two sets of criteria were developed--one for the teacher and one for the pupil--each set parallel in meaning, dissimilar in form.

The next step in the development of the criteria for the use as a device for evaluation was in regard to the response to be made by the person doing the evaluating. The very nature of the criteria made impossible a direct "yes" or "no" response. Each question indicated extremes with varying degrees of answer in between. A three point scale was selected upon the basis of clarity and preciseness in the tabulation of the returns. As the appended questionnaire illustrates the three possible responses provided for in

the evaluative criteria were:

More than most	Same as most	Less than most
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As indicated in the explanation on the questionnaire, the evaluation was to be made in terms of "other teachers that you know."

In an attempt to establish the validity and reliability of the preceding evaluative questions a copy of the finished questionnaire was presented for criticism to three professional educators trained and experienced in the field of teacher training. Dr. Royce Knapp of the University of Nebraska's Educational Department; Dr. R. L. Fredstrom, Assistant Superintendent of the Lincoln Public Schools; and William Bogar, Principal of Lincoln Senior High School of Lincoln, Nebraska, furnished excellent criticism and constructive comment toward the development and completion of the evaluative criteria.

In addition, a further attempt was made to minimize the possibility of mis-interpretation by the teachers who were to take part in the evaluative process. A group of Lincoln school teachers were selected at random to criticize the questions on a basis of comprehension and meaningfulness.

As has been previously stated, the object of the development of the criteria for evaluation was to determine the effect community participation has upon the classroom technique of the teacher. It was necessary, therefore, to have a standard by which to judge the effectiveness of those teachers who participated in community activities. To provide this standard of comparison, a control group

of teachers who stated in the Membership Committees' Questionnaire that they did not participate in community activities was established for evaluation by the same criteria previously described.

Organization of Control and Experimental Groups

The control group "A" was organized from among those teachers who participated in one or less activities. There were 104 teachers in this category (a total which greatly facilitated the task of equating the two groups). The experimental group "B" was selected from among those teachers who participated in four or more activities. The difference in levels of participation was not entirely arbitrary but was influenced by two factors: 1) a desire to have the two groups distinguished from each other by several levels of participation and 2) the necessity of having a sufficient number of teachers for selection during the equating of the two groups "A" and "B".

It was necessary to equate the groups by isolating several factors which would presumably add to the invalidation of the results. As was previously stated, the equating of the two groups was greatly aided by the large number of teachers available for selection for control group "A".

Four factors were chosen as bases for equating the two groups: 1) sex, 2) family obligations, 3) length of service in the Lincoln Public schools and 4) subject matter field.

The groups "A" and "B" were each organized with thirty teachers included in the evaluating process. Twelve teachers in each group were men and eighteen were women. The groups were further

equated to include ten men and eight women of marital status; seven of the men and five of the women in each group were parents with one or two children of school age. Each of the sixty teachers in the two groups had achieved status on tenure (after a three year probation period a teacher in the Lincoln public schools is a candidate for election to tenure by the Board of Education). The teachers in the two groups represented several subject matter fields. In each group there were ten teachers selected from the area of social studies; five representing language arts; five in the science field; five in the area of mathematics and five teachers of vocational classes.

It cannot be assumed that the equating of the groups was complete. Time, patience and practicality would not allow the isolation of other variables which undoubtedly influenced the results as illustrated in the tabulation. However, on the basis of number, sex, family obligations and representation of subject matter fields the two groups were similarly equated.

Although it would have been advantageous to the results of this study to have attempted an equation of the classes of pupils who were to take part in the process of evaluation, time and school organization were two factors which prevented such a plan. Each teacher in the two groups was instructed to select any fifteen of his pupils to take part in the evaluating process. It is presumed that each teacher selected his pupils subjectively which may have resulted in a weighted pupil evaluation.

Distribution of the Questionnaire

The questionnaires were distributed to the selected teachers

TABLE I

DESCRIPTION OF THE SAMPLE OF
LINCOLN, NEBRASKA, PUBLIC SCHOOL SECONDARY TEACHERS
IN CONTROL GROUP A AND EXPERIMENTAL GROUP B

	Group A	Group B
Male Teachers	12	12
Female Teachers	18	18
Married Males	10	10
Married Females	8	8
Male Parents (one or two children)	7	7
Female Parents (one or two children)	5	5
Teachers on Tenure	30	30
Social Studies Teachers	10	10
Language Arts Teachers	5	5
Science Teachers	5	5
Math Teachers	5	5
Industrial Arts Teachers	5	5

in the three senior high schools and five junior high schools by a representative of the faculty in each school. Instruction and explanation, in addition to that on the questionnaire, was delivered personally to the teachers taking part by the pre-informed faculty representative.

The identity of the teachers and pupils was kept anonymous in an effort to encourage objective answers on the part of the respondents. Nor were the teachers informed of the existence of the two groups. The questionnaires of the two groups were kept separate during the evaluative process and the tabulation of the returns with the aid of an obscure mark on the accompanying envelope made prior to the distribution.

The questionnaires were not returned personally nor were they returned by the representatives of the schools. An addressed, postage-paid envelope enabled each teacher to return his questionnaire and those of his pupils while keeping his identity separated from the results of the evaluation.

CHAPTER IV

THE EXTENT TO WHICH LINCOLN, NEBRASKA, PUBLIC SCHOOL

SECONDARY TEACHERS ENTER INTO

COMMUNITY ACTIVITIES AND ORGANIZATIONS

Extent of Membership

A tabulation of the returns of the Membership Committee questionnaire sent to the teachers of the Lincoln, Nebraska, public schools shows that the amount of participation in civic organization by individual teachers varied from "no participation" to "participation" in nine different activities. Table I shows that seventy teachers stated they participated in no civic organizations and at the other extreme only one person indicated that he belonged to as many as nine civic organizations. These two extreme groups totaled seventy-one persons or 32.8 per cent of the teachers who participated in the survey. The other 67.2 per cent of the teachers participated in from one to eight, inclusive, civic activities.

An analytical examination of the figures in Table I shows that 104 teachers (almost half of the teachers surveyed) participated in one activity or less and that 166 teachers, or 79.04 per cent of the teachers involved in the survey, participated in three activities or less. Consequently, only 20.00 per cent of the teachers who were surveyed stated that they participated in four or more civic organizations.

Of the 210 teachers who took part in the survey 142, or 67.6 per cent, were women and 68, or 32.4 per cent, were men. In comparing

the proportion of men and women who took part in the survey to the proportion of men and women on the various levels of participation it is pertinent to note that there is no great variance. The proportion of women at the different levels of participation varies from 78.6 per cent to 55.9 per cent with the exception of the level of participation in six organizations. An analysis of the part of the table illustrating the totals of the men shows, of course, the same proportionate range.

Classification of Civic Organizations

The type of organizations was varied and some difficulty was encountered while attempting some form of classification. The six topic categories used for classification were: 1) Civic, 2) Fraternal, 3) Honorary, 4) Professional (other than an educational association), 5) Religious, and 6) Social.

Many of the organizations listed multiple objectives; consequently, the classification of the organizations under the six topic headings did not entirely alleviate the problem of overlapping. Some of the organizations included among their objectives several of the ideas expressed singularly in the headings. For example: the Lincoln Business and Professional Women's Club is sponsored by a religious group. It lists among its objectives the betterment of the community, moral and spiritual growth, and in addition represents a medium of social and recreational experience for its members. However, as its name would indicate its membership is limited to professional women and it was classified upon that basis. Thus, the categorizing of the various organizations which were listed by

TABLE II

NUMBER AND PROPORTION OF LINCOLN, NEBRASKA,
PUBLIC SCHOOL SECONDARY TEACHERS WHO PARTICIPATED
IN COMMUNITY ACTIVITIES 1949-51

No. of Organiza.	Men	Per cent of Men	Women	Per cent of Women	Total Men and Women
9	1	100.0	0	0	1
8	0	0	1	100.	1
7	1	33.3	2	66.6	3
6	1	10.	9	90.	10
5	3	33.3	6	66.6	9
4	7	35.0	13	65.0	20
3	6	21.4	22	78.6	28
2	10	29.4	24	70.6	34
1	15	44.1	19	55.9	34
0	24	29.1	46	70.9	70
Total	68		142		210

the teachers did not prevent overlapping; yet in each instance the primary function of the organization was considered as the basis for its classification.

Most of the organizations were appropriately located in the category entitled "Civic," and of the eighty-six organizations reported by the teachers forty-six were listed under the heading "Civic." The second most popular type of organization was the "professional" association. This group did not include those professional associations directly concerned with education such as the Lincoln Teacher's Association, Nebraska Educational Association, Parent-Teachers Association and other organizations with similar purposes. It did include those professional organizations which were directly concerned with the teacher's subject matter field or general professional groups. There were ten honorary organizations listed by the teachers in the survey. The great majority of the Honoraries were educational by nature but local and personal in their real objectives. A thin line divided the "Social" category from the rest of the groups. Each one of the organizations listed "social" had ambitious and rather noteworthy objectives but in each instance the name indicated a decided emphasis to be placed upon the social experience gained by the members. Seven "Fraternal" organizations were listed by the teachers. With the exception of one all of the "Fraternal" organizations mentioned were national or international in scope. Although the questionnaire did not specify that the teachers list their religious affiliation, many of the teachers reported that they belonged to activities sponsored by their churches. Among these were professional groups, social groups,

policy committees and others. When the teacher specifically stated on the questionnaire that the organization was religious in function (organist, choir member, Elder, Sunday school teacher) the activity was located under the heading "Religious" participation. If the teacher indicated that the activity was function of the church but an examination revealed it to be more closely associated with one of the other categories it was re-classified accordingly.

Table II illustrates that the greatest number of activities listed by the teachers was most appropriately listed under the heading "Civic Organizations." Of the total 86 activities listed by the teachers, forty-one were civic in function. Of those organizations, the most popular was the A. A. U. W. and the Y. W. C. A. --both organizations limited their membership to women only. The activity which seemed to have the most appeal for the men teachers was the American Legion.

The second most popular type of activity listed by the teachers was participation in church work. Seventy-seven teachers indicated that they took part in some type of church work. It seems reasonable to assume that if a specific question had been asked pertaining to religious affiliation that the total figure showing church membership would have been much greater.

Interest in professional organizations seemed to be quite high among the teachers who were interested in community organizations. Sixty teachers indicated that they belonged to some professional group and an analysis of returns also showed that sixteen different professional groups were listed. It seems pertinent to note that most of the organizations were not limited to members of a

certain profession but were general in membership and thus provided ample opportunity for teachers to associate with other members of the community.

The fraternal organizations were generally national or international in scope. However, their practical objectives are closely allied with the interests of the local community as a result of the membership. Here also is provided an excellent opportunity for the teacher to mingle with friends outside the field of education.

The honorary organizations listed by the teachers were primarily associated with the educational field. However, an investigation of the history of the organizations revealed that in most instances the association of the teacher with the activity began during undergraduate days or was the result of the close proximity to the State University. These organizations proposed objectives which were both national and local in scope and included interest in community betterment.

Membership in social organizations was limited as is indicated in Table II. The reason for the membership seems to indicate a preference for an organization which has some particular interest for the individual. Four of the social groups sponsored monthly dances. Another was for sportsmen only. Like the fraternal and honorary organizations, these groups were not founded directly to aid the community but by the very nature of their existence, they supplemented the recreational facilities of the community.

It is interesting to note that the teachers who participated in community activities in most instances were not attracted by organizations which were frequented by other teachers.

The seventy-seven teachers who participated in church-sponsored clubs represented sixteen or more churches. Most of the other eighty-six different organizations listed by the teachers were represented by ten or fewer teachers. The largest number of teachers in an organization was thirty-three members in the A. A. U. W.-- an organization limited to women who are university graduates.

TABLE III

PARTICIPATION IN COMMUNITY ORGANIZATIONS
LISTED BY
LINCOLN, NEBRASKA, PUBLIC SCHOOL SECONDARY TEACHERS
1949-51

<u>CIVIC ORGANIZATIONS</u>	<u>No. of Teachers</u>
A. A. U. W.	33
Adult Education Council	1
American Legion	11
American Red Cross	5
Better Films Council	1
Boy Scouts	3
Branch Library	1
Campfire Girls	2
Chamber of Commerce	13
Circlet Theater	1
Civic Study Club	1
Community Chest	5
Cornhusker Rose Society	2
Cooperative Club	3
Cub Scouts	1
Family Service Association	1
Folks Festival Committee	1
Four-H	1
Girl Scouts	3
Havelock's Business Men's Club	2
Industrial Safety Association	1
Kiwanis	3
Lancaster First Aid Instructor's Club	1
League of Women's Voters	4
Lincoln Library Association	1
Lincoln Safety Council	1
Lion's Club	6
Nebraska Association of Health	1
Physical Education and Recreation Organization	4
Parent-Teachers Association	9
Representative of Inter-civic Club Council	1
Safety Council	1
Salvation Army	1
Traffic Commission	1
University Graduate Club	1
University Place Business Men's Club	2
Urban League	7
Vet's Hospital Work	1
Women's Educational Club	9
Y. M. C. A.	1
Y. W. C. A.	18
Total	<u>165</u>

<u>FRATERNAL ORGANIZATIONS</u>	<u>No. of Teachers</u>
Daughters of the American Revolution	2
Masonic Lodge	13
Native Sons and Daughters	3
Order of the Eastern Star	18
P. E. O.	7
Scottish Rite	4
Weaver's Guild	1
Total	<u>48</u>
<u>HONORARY ORGANIZATIONS</u>	
Alpha Gamma Delta	1
Delta Kappa Gamma	13
Delta Omicron	2
Kappa Phi	1
Mortar Board Alumnae	3
"N" Club	6
Phi Beta Kappa	6
Phi Delta Kappa	3
Phi Lambda Theta	2
Sigma Alpha Iota	1
Total	<u>38</u>
<u>PROFESSIONAL ORGANIZATIONS</u>	
American Guild of Organists	1
Artists Guild	3
Axis Business and Professional Women's Club	12
Engineers Club	1
Lincoln Business and Professional Women's Club	8
Lincoln Central Labor Union	2
Lincoln Symphony Orchestra Association	5
Marine Corps League	1
Nebraska Art Association	2
Nebraska's National Guard	1
Nebraska School Master's Club	2
Nebraska State Nurses Association	1
Reserve Officer's Association	3
State Coaches Association	15
Veteran's of Foreign Wars	1
Wooden Spoon	2
Total	<u>60</u>
<u>RELIGIOUS ORGANIZATIONS</u>	
Active Church Membership and Participation Total	77
<u>SOCIAL ORGANIZATIONS</u>	
Altrusa	1
Bethany Adult Recreation	1
Century Guild	3
Consumer's Co-op Association	1
"81" Club	2
Havelock Garden Club	1
"71" Club	1
Sportsman's Club	4
Thursday Evening Club	7
Total	<u>21</u>

CHAPTER V

THE EFFECT COMMUNITY PARTICIPATION HAS UPON THE CLASSROOM TECHNIQUES OF THE SECONDARY TEACHER IN THE LINCOLN, NEBRASKA PUBLIC SCHOOLS

Tabulation of the Returns of the Questionnaire

The percentage of returns of the Evaluative questionnaire prepared specifically for the completion of this study was quite high. Of the sixty questionnaires distributed among the selected teachers twenty-five were returned by the members of Group "A" and twenty-six were returned by the teachers in Group "B". In addition, 567 "Pupil Evaluation" questionnaires were returned by the teachers. Although the total number of pupil questionnaires averaged less than twelve per teacher the actual number returned by each teacher was never less than fifteen. It is pertinent to note that of the fifty-one teachers who returned the questionnaires only forty-two also returned the questionnaires distributed for use by their pupils. Of the 622 pupil questionnaires, fifty-five were rejected from the final tabulation for lack of response or lack of an interpretive response.

A total response was tabulated for each of the four groups: 1) the personal evaluation for Group "A"; 2) the personal evaluation for Group "B"; 3) the evaluation of teachers in Group "A" by pupils and; 4) the pupil evaluation of teachers in Group "B". In the four groups the results were tabulated for each column represented in the questionnaire.

The total results of the Personal Evaluation, as shown in Table IV, indicates that the heaviest response was in the middle column, "Same as most." Teachers in group "A" used that column for 172 responses or 57.3 per cent of their total responses. The teachers in group "B" used the same column for 160 answers or for 51.2 per cent of their total responses. The column used less frequently by the teachers was represented in the questionnaire as "less than most." Group "A" teachers used that particular column for fifty-one responses or for 17 per cent of their total answers. Teachers in group "B" used the same column twenty-nine times or for 4.8 per cent of their total responses. The column labeled "more than most" was used for seventy-seven responses or 25.6 per cent of the total responses by control group "A" while the experimental group "B" used the same column for 123 responses or 38.4 per cent of their total response.

The results of the tabulation of the evaluative questionnaires prepared by the pupils indicated that the pupils checked the column titled "more than most" more than twice as often as they did the column at the other extreme, "less than most." That particular tendency on the part of the pupils was also the distinguishing factor between the results of the pupil's questionnaires and those of the teachers. Table V shows that the pupils evaluating the teachers in group "A" used the middle column of the questionnaire 1,708 times or for 55.2 per cent of their total responses while the pupils evaluating the teachers in group "B" used the same column for 53.2 per cent of their total answers or a total of 1,980 responses. The column titled "less than most" was used infrequently by both

groups of pupils. The results of the pupil evaluation questionnaire showed that 399 or 13.3 per cent of the pupils evaluating teachers in the control group checked that particular column; the pupils evaluating the experimental group of teachers used the same column for 411 checks or 11.2 per cent of their responses. The column represented by "More than most" was checked by pupils evaluating group "A" teachers 984 times or for 31.5 per cent of the total and the pupils evaluating the group "B" teachers checked the same column 1,324 times for 35.6 per cent of their total responses.

The Statistical Method

It is assumed that a general observation could be drawn from the results of a casual comparison of the four groups of questionnaires. However, such an observation would be subjected to the pre-determined opinion of the observer and would also depend upon his ability to interpret the results accurately. Furthermore, there would be no scientific evidence upon which to base conclusions. Therefore, it was necessary to enlist the aid of an accepted statistical method for the analysis of the data found in the tabulation of the responses reported in the questionnaires.

The statistical method selected as the most suitable for an analysis of the data in this study was the Chi-square test of significance:

$$x^2 = \frac{(o-e)^2}{e}$$

$$x^2 = \text{chi-square}$$

$$o = \text{the observed frequency}$$

$$e = \text{the corresponding expected frequency in terms of the hypothesis}$$

TABLE IV

TOTAL NUMBER OF RESPONSES TO EACH
CATEGORY OF THE QUESTIONNAIRE

Personal Evaluation

	More than most		Same as most		Less than most	
	A	B	A	B	A	B
Personal Qualifications						
a. "neatness and grooming"	8	9	13	14	4	3
b. "dress in taste"	6	7	14	16	5	3
c. "sense of humor"	11	11	12	13	2	2
d. "listening to pupils"	12	14	13	12	0	0
Parent Relations						
a. "association with parents"	4	10	15	13	6	3
b. "promotion of education"	5	10	16	14	3	2
c. "liked by townspeople"	4	10	17	15	4	1
d. "respect of parents"	5	10	17	15	3	1
Use of the Community						
a. "know the community"	10	15	11	10	4	1
b. "use the community"	3	10	15	10	7	6
c. "refer to community experiences"	7	9	13	16	5	1
d. "community field trips"	2	8	16	12	7	6
Total	77	123	172	160	51	29

TABLE V

TOTAL NUMBER OF RESPONSES TO EACH
CATEGORY OF THE QUESTIONNAIRE

Pupil Evaluation

	More than most		Same as most		Less than most	
	A	B	A	B	A	B
Personal Qualifications						
a. "neatness and grooming"	103	161	151	144	7	1
b. "dress in taste"	62	114	191	189	9	2
c. "sense of humor"	150	193	93	96	19	10
d. "listening to pupils"	72	81	120	158	62	66
Parent Relations						
a. "association with parents"	75	75	163	205	17	26
b. "promotion of education"	68	92	172	195	13	20
c. "liked by townspeople"	113	152	137	136	8	11
d. "respect of parents"	96	138	157	158	5	7
Use of the Community						
a. "know the community"	97	110	142	163	19	21
b. "use the community"	26	52	129	143	103	105
c. "refer to community experiences"	25	45	117	149	108	110
d. "community field trips"	97	121	136	144	29	32
Total	984	1324	1708	1980	399	411

Each question of the questionnaire was statistically analyzed twice using as samples the Personal Evaluations and the Pupil Evaluations of the control and experimental groups "A" and "B".

The assumption was made in the analysis of each question that both of the samples were drawn from a homogeneous population. The frequencies from each sample were combined to produce a new common estimate of the population and from it was measured the deviation of each sample. In the analysis of each question, if the resulting value of Chi-square did not reach the five per cent point, it was inferred that the two samples were drawn from the same population. However, if the resulting value of Chi-square exceeded the five per cent point the original hypothesis that the samples were drawn from a homogeneous population was rejected and it was assumed that the observed frequencies in the two samples were significantly different.

The degrees of freedom in the analysis of each question varied relative to the distribution of responses in the three columns provided for response. However, by nature of the organization of the questionnaire never did the degrees of freedom exceed two.

As indicated in Table VI the Chi-square value of significance at the five per-cent level with one degree of freedom was equal to 3.841. The value at the five per cent level, where "n" equaled two, was 5.991.

A Statistical Analysis of the Data

An analysis of the returns of the Personal Evaluation of the teachers selected for the control and experimental groups "A" and

"B" indicated, as shown in Tables VI and VII, only two significant results in reference to the criteria included in the questionnaire.

In the category "2. Parental and Patron Relations of the Teacher" the questions:

"a. Do you consider yourself conscious of your own personal neatness and grooming?"

and

"c. Do you find your sense of humor adaptable to meet everyday situations?"

and in category "3. Use of the Community resources by the Teacher" the questions:

"b. Do you feel that you recognize and use the contributions of citizens in the community?"

and

"d. Do you use community field trips as a method of introducing the pupils to community resources?"

were near significant at the 5 per cent level. It is possible that if a finer device of measurement had been employed and/or more favorable conditions existed that a more definite value might have resulted. However, the suggestion is only conjecture and in the interest of consistency it is necessary to accept the original hypothesis that there is no significant difference between the two groups.

The result of the statistical analysis of each question in the Personal Evaluation indicates that the hypothesis upon which each question was based should not be rejected. It must be assumed, therefore, that the population from which each of the samples was homogeneous and that there was no significant difference separating the two samples, groups "A" and "B" in reference to the twelve criteria listed in the Questionnaire.

A statistical analysis of the data provided from the tabulation of the results of the Pupil Evaluation questionnaire indicated two significant values. An analysis of the criteria "a":

"Do you consider your teacher to be neat and well-groomed in class?"

in the category "1. Personal Qualifications of the Teacher" resulted in a Chi-square value of 9.79--great enough to be considered highly significant on the one per cent level. Therefore, the original hypothesis upon which the question was based was rejected and it is assumed that the population from which the two samples were drawn was not homogeneous and that there is a significant difference between the two groups "A" and "B" in reference to this particular question.

In the same category criteria "b":

"Do you consider your teacher to dress well in comparison with other adults that you know?"

had a Chi-square value of 12.36 which was also highly significant at the one per cent level. Therefore, the original hypothesis is rejected and the assumption made that the population from which the two samples were drawn was not homogeneous.

The analysis of the other questions in the Pupil Evaluation did not result in any other significant Chi-square values. However, in the same category mentioned in the preceding paragraph, criteria "e":

"Do you think that your teacher has a good sense of humor?"

had a Chi-square value of 5.80. This was near significant but consistency in the scientific approach prevents the use of the value

for a rejection of the original hypothesis.

In category "3"---"The Teacher's Use of the Community"---
criteria "b":

"Does your teacher have people from the community visit
your classroom to relate information or take part in
the class discussions?"

was also near significant (and was significant on the six per cent level), but keeping within the confines of the definition of significance for this study it is necessary to accept the hypothesis that the two samples originated in a homogeneous population.

All other criteria listed for evaluation by the pupils demonstrated in their analysis that the resulting values are too small to be considered significant at the five per cent level.

TABLE VI

TESTING THE HYPOTHESIS THAT GROUPS A AND B
WERE DRAWN FROM A HOMOGENEOUS POPULATION*

Personal Evaluation

Evaluative Criteria as on the Questionnaire	χ^2 value	5% Limit $n = 1$
Personal Qualifications		
a. "neatness and grooming"	2.146	3.841
b. "dress in taste"	.053	3.841
c. "sense of humor"	.086	3.841
d. "listening to pupils"	.16	3.841
Parent Relations		
a. "association with parents"	3.22	3.841
b. "promotion of education"	2.08	3.841
c. "liked by townspeople"	3.22	3.841
d. "respect of parents"	2.08	3.841
Use of the Community		
a. "know the community"	1.62	3.841
b. "use the community"	4.81	5.991 **
c. "refer to community" experiences"	.24	3.841
d. "community field trips"	4.22	5.991 **

** = 2 degrees of freedom

* Calculations in Appendix B

TABLE VII

TESTING THE HYPOTHESIS THAT GROUPS A AND B
WERE DRAWN FROM A HOMOGENEOUS POPULATION *

Pupil Evaluation

Evaluative Criteria as on the Questionnaire	χ^2 value	5% Limit $n = 2$
Personal Qualifications		
a. "neatness and grooming"	9.79	3.841 **
b. "dress in taste"	12.36	3.841 **
c. "sense of humor"	5.80	5.991
d. "listening to pupils"	1.18	5.991
Parent Relations		
a. "association with parents"	2.21	5.991
b. "promotion of education"	1.30	5.991
c. "liked by townspeople"	3.18	5.991
d. "respect of parents"	4.25	5.991
Use of the Community		
a. "know the community"	.011	5.991
b. "use the community"	5.84	5.991
c. "refer to community experiences"	4.34	5.991
d. "community field trips"	.82	5.991

** = 1 degree of freedom

* Calculations in Appendix B

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

1. A survey of educational literature indicates that many educators consider it desirable for teachers to actively participate in community organizations and activities.

2. Teachers in the Lincoln, Nebraska, public secondary school belonged to a total of 86 different community organizations from 1949 to 1951.

3. Almost half of the teachers reported that they belonged to one or less community organizations.

4. Only twenty per cent of the teachers indicated that they belonged to as many as four community organizations.

5. There was no great variance observed between the proportion of men and the proportion of women teachers in reference to participation in community activities.

6. Organizations in which teachers claimed membership were generally classified into six categories:

1. Civic
2. Fraternal
3. Honorary
4. Professional
5. Religious
6. Social

7. The teachers who participated actively in community organizations showed the greatest preference for those with civic duty listed as their objective.

8. A statistical analysis of a pupil evaluation of a sample of secondary teachers in the Lincoln, Nebraska, public schools indicated that the pupils felt that the community active teachers were usually neater and better dressed than the teachers who did not participate in community organizations.

9. Other observations made by the pupil evaluation technique in reference to the teacher's personal qualifications; parental and patron relations and use of the community were not well enough defined to be substantiated by the statistical method employed.

10. The results of a personal evaluation by secondary teachers in the Lincoln, Nebraska, public schools showed no significant differences between teachers who participated in five or more community activities and those who participated in one or less.

11. The results of the personal evaluation and the pupil evaluation recorded consistently higher, although insignificant, scores for the sample group of teachers who participated in five or more community activities.

Conclusions

Educators, in general, agree that community participation is desirable for the teacher. However, the survey for this study indicated that active participation in community organizations is limited to a minority of teachers. The teachers who do participate in the community are more interested in civic organizations than any others.

Pupils feel that teachers who actively participate in five or more community organizations are "neater" and dress better than

teachers who are not active in community organizations.

There is some indication, but no statistical substantiation, that community active teachers feel that they are more conscious of their personal neatness; maintain a closer association with parents and patrons; are better known and liked by townspeople; and use community field trips more than the teachers less active in community organizations.

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APPENDIX A

Criteria for Personal Evaluation

The criteria for personal evaluation listed below have been selected as a check list for teachers. Each of these questions has been selected upon a basis of its desirability as a personal trait. Following each question is a scale offering three possible answers. After reading the question make a check in the column which you consider best furnishes an answer in terms of teachers as you know them.

	More than most	Same as most	Less than most
1. Personal Qualifications of the Teacher			
a. Do you consider yourself conscious of your own personal neatness and grooming?			
b. Do you consider yourself to "dress in taste"?			
c. Do you find your sense of humor adaptable to meet everyday situations ?			
d. Do you enjoy listening to and discussing the problems of individual pupils?			
2. Parental and Patron Relations of the Teacher			
a. Do you feel that you maintain a close association with parents and patrons?			
b. Do you have opportunities to promote better school and community relations by informing people about educational progress and needs?			
c. Do you feel that you are known and liked by townspeople?			
d. Do you feel that parents and patrons respect your judgment as a teacher?			
3. Use of the Community Resources by the Teacher			
a. Do you feel that you know the community with reference to its history and people?			
b. Do you feel that you recognize and use the contributions of citizens in the community?			
c. Do you refer to your own community experiences while in the classroom?			
d. Do you use community field trips as a method of introducing the pupils to community resources?			

Criteria for Evaluation of the Teacher by the Pupil

Here are some questions for you to answer about your teacher as compared with other teachers that you know. Check in the columns on the right the one which best describes your own answer.

	More than most	Same as most	Less than most
1. Personal Qualifications of the Teacher			
a. Do you consider your teacher to be neat and well-groomed in class?			
b. Do you consider your teacher to dress well in comparison with other adults that you know?			
c. Do you think that your teacher has a good sense of humor?			
d. Do you like to discuss your own problems with your teacher?			
2. Parent's Relations with the Teacher			
a. Do you feel that your teacher likes to contact and talk with the parents of your classmates?			
b. Do you feel that some of the things your teacher tells your parents or other adults inspires them to speak in a complimentary way about the school or education in general?			
c. Do you feel that your parents and other adults like and respect your teacher?			
d. Do you feel that your parents believe and respect what your teacher says about your progress in school?			
3. The Teacher's Use of the Community			
a. Does your teacher seem to know quite a lot about the community in which you live?			
b. Does your teacher have people from the community visit your classroom to relate information or take part in the class discussions?			
c. Does your teacher take your class on trips to visit places of interest in the community?			
d. Does your teacher ever refer to his or her own experiences in the community?			

APPENDIX B

Personal Evaluation

1. Personal Qualifications of the Teacher

- a. Do you consider yourself conscious of your own personal neatness and grooming?

	More than most	Same as most	Less than most	Total
Group A	8	17		25
Group B	9	17		26
Total	17	34		51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
8	8.33	- .33	.10	.01
17	16.66	.34	.11	.006
9	12.74	-3.74	13.98	1.09
17	13.27	3.73	13.91	1.04
51	51			2.146

Personal Evaluation

1. Personal Qualifications of the Teacher

b. Do you consider yourself to "dress in taste?"

	More than most	Same as most	Less than most	Total
Group A	6	19		25
Group B	7	19		26
Total	13	38		51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
6	6.37	- .37	.13	.02
19	18.62	.38	.13	.007
7	6.63	.37	.13	.02
19	19.38	- .38	.13	.006
51				.053

Personal Evaluation

1. Personal Qualifications of the Teacher

c. Do you find your sense of humor adaptable to meet everyday situations?

	More than most	Same as most	Less than most	Total
Group A	11	14		25
Group B	11	15		26
Total	22	29		51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
11	10.78	.22	.04	.003
14	14.80	-.80	.64	.04
11	11.21	-.21	.04	.003
15	14.21	.79	.62	.04
51				.086

Personal Evaluation

1. Personal Qualifications of the Teacher

- d. Do you enjoy listening to and discussing the problems of individual pupils?

	More than most	Same as most	Less than most	Total
Group A	12	13		25
Group B	14	12		26
Total	26	25		51

o	e	$o-e$	$(o-e)$	$\frac{(o-e)}{e}$
12	12.74	-.74	.54	.04
13	12.25	.75	.56	.04
14	13.25	.75	.56	.04
12	12.76	-.76	.57	.04
51	51			.16

Personal Evaluation

2. Parental and Patron Relations of the Teacher

- a. Do you feel that you maintain a close association with parents and patrons?

	More than most	Same as most	Less than most	Total
Group A	4	21		25
Group B	10	16		26
Total	14	37		51

o	e	o-e	(o-c)	$\frac{(o-e)}{e}$
4	6.86	-2.86	8.17	1.19
21	18.13	2.87	8.23	.45
10	7.13	2.87	8.23	1.15
16	18.88	-2.88	8.29	.43
51				3.22

Personal Evaluation

2. Parental and Patron Relations of the Teacher

- b. Do you have opportunities to promote better school and community relations by informing people about educational progress and needs?

	More than most	Same as most	Less than most	Total
Group A	5	20		25
Group B	10	16		26
Total	15	36		51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
5	7.35	-2.35	5.52	.75
20	17.64	2.36	5.56	.31
10	7.64	2.36	5.56	.72
16	18.37	-2.37	5.61	.30
51	51			2.08

Personal Evaluation

2. Parental and Patron Relations of the Teacher

c. Do you feel that you are known and liked by townspeople?

	More than most	Same as most	Less than most	Total
Group A	4	21		25
Group B	10	16		26
Total	14	37		51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
4	6.86	-2.86	8.17	1.19
21	18.13	2.87	8.23	.45
10	7.13	2.87	8.23	1.15
16	18.88	-2.88	8.29	.43
51	51			3.22

Personal Evaluation

2. Parental and Patron Relations of the Teacher

- d. Do you feel that parents and patrons respect your judgment as a teacher?

	More than most	Same as most	Less than most	Total
Group A	5	20		25
Group B	10	16		26
Total	15	36		51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
5	7.35	-2.35	5.52	.75
20	17.64	2.36	5.56	.31
10	7.64	2.36	5.56	.72
16	18.37	-2.37	5.61	.30
				2.08

Personal Evaluation

3. Use of the Community Resources by the Teacher

- a. Do you feel that you know the community with reference to its history and people?

	More than most	Same as most	Less than most	Total
Group A	10	15		25
Group B	15	11		26
Total	25	26		51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
10	12.25	-2.25	5.06	.41
15	12.74	2.26	5.10	.40
15	12.74	2.26	5.10	.40
11	13.27	-2.27	5.15	.41
				1.62

Personal Evaluation

3. Use of the Community Resources by the Teacher

- b. Do you feel that you recognize and use the contributions of citizens in the community?

	More than most	Same as most	Less than most	Total
Group A	3	15	7	25
Group B	10	10	6	26
Total	13	25	13	51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
3	- 6.37	3.37	11.35	1.78
15	12.25	2.75	7.56	.61
7	6.37	.63	.39	.06
10	6.62	3.38	11.42	1.72
10	-12.74	2.74	7.50	.58
6	- 6.65	.65	.42	.06

4.81

Personal Evaluation

3. Use of the Community Resources by the Teacher

c. Do you refer to your own community experiences while in the classroom?

	More than most	Same as most	Less than most	Total
Group A	7	18		25
Group B	9	17		26
Total	16	35		51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
7	7.84	-.84	.70	.08
18	17.15	.85	.72	.04
9	8.15	.85	.72	.08
17	17.86	-.86	.73	.04
				.24

Personal Evaluation

3. Use of the Community Resources by the Teacher

d. Do you use community field trips as a method of introducing the pupils to community resources?

	More than most	Same as most	Less than most	Total
Group A	2	16	7	25
Group B	8	12	6	26
Total	10	28	13	51

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
2	4.90	-2.90	8.41	1.71
16	13.72	2.28	5.19	.37
7	6.37	.63	.39	.06
8	5.09	2.91	8.46	1.66
12	14.27	-2.27	5.15	.36
6	6.65	-.65	.42	.06

4.22

Pupil Evaluation

1. Personal Qualifications of the Teacher

a. Do you consider your teacher to be neat
and well-groomed in class?

	More than most	Same as most	Less than most	Total
Group A	103	158		261
Group B	161	145		306
Total	264	303		567

	o	e	o-e	$(o-e)^2$	$\frac{(o-e)^2}{e}$
	103	121.52	-18.52	342.99	2.82
	158	139.47	18.53	343.36	2.46
	161	142.47	18.53	343.36	2.41
	145	163.54	-18.54	343.73	2.10
Total	567	567.		9.79	$= x^2$

Pupil Evaluation

1. Personal Qualifications of the Teacher

- b. Do you consider your teacher to dress well in comparison with other adults that you know?

	More than most	Same as most	Less than most	Total
Group A	62	200		262
Group B	114	191		305
Total	176	391		567

o	e	o-e	$(o-e)^2$	$\frac{(o-e)^2}{e}$
62	81.32	-19.32	373.26	4.59
200	180.67	19.33	373.64	2.06
114	94.67	19.33	373.64	3.94
191	210.32	-19.32	373.26	1.77
Total 567			12.36 = χ^2	

Pupil Evaluation

1. Personal Qualifications of the Teacher

c. Do you think that your teacher has a good sense of humor?

	More than most	Same as most	Less than most	Total
Group A	150	93	19	262
Group B	193	96	10	299
Total	343	189	29	561

o	e	o-e	(o-e) ²	$\frac{(o-e)^2}{e}$
150	160.18	-10.18	103.63	.64
93	88.26	4.74	22.46	.25
19	13.54	5.46	29.81	2.20
193	182.81	10.19	103.83	.56
96	100.73	- 4.73	22.37	.22
10	15.48	- 5.48	30.03	1.93
Total 561	561.	$x^2 = 5.80$		

Pupil Evaluation

1. Personal Qualifications of the Teacher

d. Do you like to discuss your own problems with your teacher?

	More than most	Same as most	Less than most	Total
Group A	72	120	62	254
Group B	81	158	66	305
Total	153	278	128	559

o	e	$o-e$	$(o-e)^2$	$\frac{(o-e)^2}{e}$
72	69.52	2.48	6.15	.08
120	126.31	-6.31	39.81	.31
62	58.16	3.84	14.74	.25
81	83.47	-2.47	6.10	.07
158	151.68	6.32	39.94	.26
66	69.86	-3.86	14.89	.21
Total 559	559.	$\chi^2 = 1.18$		

Pupil Evaluation

2. Parent's Relations with the Teacher

- a. Do you feel that your teacher likes to contact and talk with the parents of your classmates?

	More than most	Same as most	Less than most	Total
Group A	75	163	17	255
Group B	75	205	26	306
Total	150	368	43	561

o	e	o-e	(o-e) ²	$\frac{(o-e)^2}{e}$
75	68.18	6.82	46.51	.68
163	167.27	-4.27	18.23	.10
17	19.54	-2.54	6.45	.33
75	81.81	-7.81	60.99	.74
205	200.72	4.28	18.31	.09
26	23.48	2.52	6.35	.27
Total 561	561.		$\chi^2 = 2.21$	

Pupil Evaluation

2. Parent's Relations with the Teacher

- b. Do you feel that some of the things your teacher tells your parents or other adults inspires them to speak in a complimentary way about the school or education in general?

	More than most	Same as most	Less than most	Total
Group A	68	172	13	253
Group B	92	195	20	307
Total	160	367	33	560

o	e	o-e	(o-e) ²	$\frac{(o-e)^2}{e}$
68	72.28	-4.28	18.31	.25
172	165.80	6.20	38.44	.23
13	14.90	-1.90	3.61	.24
92	87.71	4.29	18.40	.20
195	201.19	-6.19	38.31	.19
20	18.12	+1.88	3.53	.19
Total	560		$\chi^2 = 1.30$	

Pupil Evaluation

2. Parent's Relations with the Teacher

c. Do you feel that your parents and other adults like and respect your teacher?

	More than most	Same as most	Less than most	Total
Group A	113	137	8	258
Group B	152	136	11	299
Total	265	273	19	557

	o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
	113	122.74	-9.74	94.86	.77
	137	126.45	10.55	111.30	.88
	8	8.80	-.80	.64	.07
	152	142.25	9.75	95.06	.66
	136	146.54	-10.54	111.09	.75
	11	10.22	.78	.60	.05
Total	557	557	$\chi^2 = 3.18$		

Pupil Evaluation

2. Parent's Relations with the Teacher

- d. Do you feel that your parents believe and respect what your teacher says about your progress in school?

	More than most	Same as most	Less than most	Total
Group A	96	157	5	258
Group B	138	158	7	303
Total	234	315	12	561

o	e	o-e	(o-e) ²	$\frac{(o-e)^2}{e}$
96	107.61	-11.61	134.79	1.25
157	144.86	12.14	147.37	1.01
5	5.51	-.51	.26	.04
138	126.38	11.62	135.02	1.06
158	170.13	-12.13	147.13	.86
7	6.51	.49	.24	.03
Total 561	561	$\chi^2 = 4.25$		

Pupil Evaluation

3. The Teacher's Use of the Community

- a. Does your teacher seem to know quite a lot about the community in which you live?

	More than most	Same as most	Less than most	Total
Group A	97	142	19	250
Group B	110	163	21	294
Total	207	305	40	552

	o	e	o-e	$\frac{(o-e)^2}{e}$	
	97	96.75	.25	.06	.000
	142	142.55	-.55	.30	.002
	19	18.69	.31	.09	.004
	110	110.25	-.25	.06	.000
	163	162.44	.56	.31	.001
	21	21.32	-.32	.10	.004
Total	552	552		$\chi^2 =$.011

Pupil Evaluation

3. The Teacher's Use of the Community

- b. Does your teacher have people from the community visit your classroom to relate information or take part in the class discussions?

	More than most	Same as most	Less than most	Total
Group A	26	129	103	258
Group B	52	143	105	300
Total	78	272	208	558

	o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
	26	36.06	-10.06	101.20	2.80
	129	125.76	3.24	10.49	.08
	103	96.17	6.83	46.64	.48
	52	41.93	10.07	101.40	2.41
	143	146.23	-3.23	10.43	.07
	105	105.85	-.85	.72	.006
Total	558	558	$\chi^2 = 5.846$		

Pupil Evaluation

3. The Teacher's Use of the Community

- c. Does your teacher take your class on trips to visit places of interest in the community?

	More than most	Same as most	Less than most	Total
Group A	25	117	108	250
Group B	45	149	110	304
Total	70	266	218	554

	o	e	$o-e$	$(o-e)^2$	$\frac{(o-e)^2}{e}$
	25	31.58	-6.58	43.29	1.37
	117	120.03	-3.03	9.18	.07
	108	98.37	9.63	92.73	.94
	45	38.41	6.59	43.42	1.13
	149	145.96	3.04	9.24	.06
	110	119.65	-9.65	93.12	.77
Total	554	554	$\chi^2 = 4.34$		

Pupil Evaluation

3. The Teacher's Use of the Community

d. Does your teacher ever refer to his or her own experiences in the community?

	More than most	Same as most	Less than most	Total
Group A	97	136	29	262
Group B	121	144	32	297
Total	218	280	61	559

o	e	o-e	(o-e)	$\frac{(o-e)}{e}$
97	102.17	-5.17	26.72	.26
136	131.23	4.77	22.75	.17
29	28.59	.41	.16	.005
121	115.82	5.18	26.83	.23
144	148.76	-4.76	22.65	.15
32	32.43	-.43	.18	.005
Total 559	559	$\chi^2 = .82$		