A STUDY TO DETERMINE THE OPINIONS OF THE PEOPLE IN THE AREA SERVED BY LINCOLN PUBLIC SCHOOL RELATIVE TO ITS EDUCATIONAL PROGRAM, ITS SCHOOL-STAFF PERSONNEL, ITS LEADERS AND THEIR RELATIONSHIP TO THE SCHOOL 1954-55

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M.R.B.
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CHAPTER I

INTRODUCTION

Rationale.—Today with the increasing trend toward consolidation of our schools, it becomes imperative that we take a look at the relationships that actually exist between the school and community or the people of the area served by the school over against what authorities generally agree are necessary relationships for a good school.

It is believed that the school in most communities does not hold the position accorded it by many educators. Many studies have been made giving the school the task of coordinating the activities of the community. In his study of the school, Fite writes:

The school should be the center of everything in the community except the religious activities, and it should be a very vital, contributing factor to these.

Public school buildings should be opened every weekday in the year for at least twelve hours. It should be a place where children may both play and study; where they may learn to work with their hands as well as study books; where people may continue their education throughout life; where business women may enjoy exercises after the day's grind; where parents may learn their task of supplementing education in their own homes; where citizens may discuss the vital problems of the day; where the housewife may learn to do her work more efficiently.1

One, who is to study the school and its community must answer the question, What is a Community?, in a way which is consistent with the best sociological and educational theory, before he can profitably embark upon a discussion of school-community relations or the community-school.

The dynamic nature of contemporary society demands a careful and critical examination of the nature of the community. We need to ask ourselves:

1D. Harley Fite, "Making the School a Community Center," Education, XXV (February, 1940), 362-63.
Do persons who are advocates of the community school conceive of the community as being solely the local unit from which the school draws its pupil personnel or do they conceive of the community as being social units—the local social unit, the state, national, and world social units? Do they conceive of the community as being merely a geographically delineated area inhabited by people or do they conceive of the community as being a geographically delineated area inhabited by people who are related in a particular way to each other so as to constitute a cohesive group?

Social cooperation among groups lead directly to the establishment of certain units in which people live under common laws and follow common customs. MacIver points out: "A community is a social unity whose members recognize as common a sufficiency of interests to allow of the interaction of common life." 1

The data collected by Community Service reveal further that:

Chiefly, it is the spirit of the people that makes a community. We universally need, what some old communities had, understanding, good will, brotherhood. We equally need, what was often lacking, a free spirit, with no barriers to inquiry, with craving to know, to pioneer. 2

The following assumptions regarding the nature of a community school underlie this study:

1. A community school should educate youth by and for participation in the full range of basic life activities.

2. A community school should seek increasingly to democratize life in school and outside.

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3. A community school should seek actively to cooperate with other social agencies and groups in improving community life.

4. A community school should seek to operate continuously as an important unit in the family of agencies serving the common purpose of improving community living.

5. A community school can be developed only where and when there is full respect for human personality, where judgments are valued and sought, and the highest gains are those which bring better relations between all persons.

If we are to realize these goals, the people of the community must be aware of the vital role they play in the dynamic concept of community life.

Statement of the Problem.— The problem involved in this study was to determine the opinions of the people in the area served by Lincoln Public School relative to its educational program, its school-staff personnel, its leaders and their relationship to the school.

Purposes of the Study.— The purposes of the study were:

1. To obtain the opinions of the subjects relative to the educational program, principal and teachers of the Lincoln School

2. To determine the relationship of subjects to Lincoln Public School

3. To determine the extent of community existence

4. To determine leaders and their characteristics as identified by one hundred ninety-nine patrons and parents

5. To obtain opinions of leaders relative to the educational program, principal and teachers of the Lincoln Public School

6. To compare opinions of patrons, parents and leaders relative to the educational program, principal and teachers of Lincoln Public
School

7. To determine characteristics of leaders as identified by selected leaders

**Definition of Terms.**— For the purpose of clarity certain terms used in this study have been defined:

**Opinions** are judgments held as true arrived at to some degree of intellectual processes, though not necessarily based on evidence sufficient for proof.

**Educational Program** refers to all activities of the school.

**Group** refers to two or more people between whom there is an established pattern of psychological interaction.

**Community** is a geographical land area, inhabited by people who have common interests and constitute a cohesive group.

**Locus of Study.**— The study was conducted in School District #6, Fairforest, South Carolina during the year 1954-55. The school involved in this study was Lincoln Public School. It is governed by the school board of District #6, a strip of territory extending from a point about two miles south of Inman, South Carolina to the Union County line. A large portion of the district is bounded by Fairforest Creek on the north and Tiger River on the south. The northern portion of the district is more thickly populated than the southern portion. This is largely due to the number of industries in this section, also this northern portion borders on the suburban area of the city of Spartanburg. The northern portion is

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2 Ibid., p. 123.
The Consolidation Act of 1950 required that each school must have an enrollment of 250 pupils in the last four grades. In order to meet this requirement, the original 14 districts were consolidated into one district.

The Lincoln Public School has an enrollment of more than 800 students with 420 in the high school department. The school plant is modern, about 3 years old. The rooms are painted pastel colors and have fluorescent lighting and seats designed for the pupils in each grade. It has a well equipped library, cafeteria and a beautiful, spacious gymnatorium. The teachers have a modern and well furnished lounge. The principal has a private office with an outer office for a secretary. The clinic is located in the building so as to serve the needs of the entire student body.

There are 22 classrooms in the plant with separate rooms for home economics and the library. In the gymnatorium there are dressing rooms, store rooms, and shower rooms for the boys and girls.

There are 23 members of the faculty, 5 men and 18 women. All of them are college graduates, one member holds a master's degree and the others are working towards a master's degree.

Method of Research.—— The Descriptive-Survey Method of Research, utilizing the special techniques of the opinionnaire and the interview schedule, was used to gather data necessary for this study.

Procedural Steps.—— The study proceeded as follows:

1. The related literature for this study was reviewed, summarized,
and presented.

2. The school officials were consulted to obtain permission and cooperation. The nature of the study was explained in detail and permission was granted to conduct the study.

3. The selection of subjects used in this study was made in the following manner. A list of names and addresses of patrons and parents was obtained from the teachers at Lincoln Public School. This list of names was compiled into a master list containing 528 names of patrons and parents.

4. In order to obtain the data used in this study, the writer, with the aid and assistance of competent advisors of the School of Education, Atlanta University, devised an opinionnaire to be submitted to the patrons and parents. The opinionnaire contained 26 questions designed to get opinions of these subjects regarding the educational program, principal and teachers of the Lincoln Public School and to have them identify and give characteristics of persons considered to be leaders in the community.

5. The opinionnaire was distributed on November 3, 1954 to 528 patrons and parents; 401 or approximately 75 per cent of the opinionnaires were returned.

6. The data received were tabulated and presented in the thesis.

7. Thirty-seven persons were identified by 199 patrons and parents as leaders. Leaders identified by less than three persons were not used in the study. Five were identified by less than three persons, thus leaving 32 leaders to be studied.

8. The writer submitted the same opinionnaire to the thirty-two
leaders identified by patrons and parents; the thirty-two leaders or 100 per cent returned the opinionnaires.

9. The thirty-two leaders were interviewed to gain further insight into the opinions noted on the opinionnaire.

10. These data were tabulated to determine the opinions of the thirty-two leaders relative to the educational program, principal and teachers, and the school-community leaders - as seen by this selected group.

11. The opinions expressed by the thirty-two leaders were compared with the opinions expressed by the UOL patrons and parents relative to the educational program, the principal, the teachers and the school-community leaders.

12. Findings were summarized, conclusions and implications were drawn, and recommendations made.
Prefatory Statement.—This chapter is a presentation of a review of literature related to the problem involved in this study. The literature has been presented under the following captions:

1. Opinions Relative to Educational Program
2. Relationship of Citizens to Schools
3. Community as a Foundation for the School
4. Role of School-Community Leaders

Opinions Relative to Educational Program.—The school is one of the oldest, and probably the most cherished, of public institutions. Since the school belongs to the people and is supported by them, it is inevitable that its welfare and progress should be determined largely by how the people regard it. It is the fundamental right of citizens to know what their school is trying to accomplish and express their opinions concerning the success of it. Community attitudes towards the place and function of the public school in the educational process range widely.

Yeager in his findings writes:

Several groups of individuals may be classified with educational attitudes as follows: 1) community groups who deny the right of public schools to educate any children in the public school, believing that such education should be wholly a parochial or parental concern; 2) those who believe that the public school should be confined to the offerings of an elementary program, based upon a short term and minimum support; 3) those who believe in a traditionally academic pattern of elementary and secondary education, largely dominated by college entrance requirements, and only mildly, if at all vocational; 4) those who believe in a forward-looking program of academically and vocationally useful education, based upon a strong elementary program, well organized, varied and well supported; and 5) those who believe in a progressively child-centered school and program, in which the whole educational process is built around this one centrally dominant
School leaders may or may not be aware that attitudes and opinions of this nature exist. Studies to determine the precise opinions of citizens have been and should be made. In the language of Menge and Faunce:

Teachers and administrators cannot safely assume that the attitudes of citizens are either favorable or unfavorable until they actually find out what most people think about their schools. Casual impressions gained from a few parents and other citizens are not enough either to confirm or to refute claims made about the "Attitude of the community" toward a given issue. School board members, administrators, and teachers need to look at all suggestions and criticisms against the background of what the people in the community want the educational program to be. The way to find out for sure what people want most in their schools is to ask them - all of them.2

The citizen should be able to participate in the policy making concerning the type and development of schools. The success of good relations impinges upon this fact. Blankenship reports:

It is important that the board and its staff keep in touch with the people and keep them informed about what is happening in the individual schools and in the school system. However, the board cannot abdicate its legal responsibility or permit any of its prerogatives to be taken over by other persons.

The board should have a policy of encouraging citizen cooperation in the study of problems as a basis for developing the school system.3

The school is of and for the people. If it is to be successful, the people themselves will make it so. In his discussion of "The School as a Social Institution," Moehlman emphasizes this fact when he writes that:

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1 William A. Yeager, School-Community Relations (New York, 1951), pp. 72-73.
Since the community school operates upon the concensus of public opinion, its manner and possibility of growth depends upon the extent to which this supporting public opinion can be changed. The school operates to satisfy the needs of the state and of the community, in which makes it essential that the institution first understand the community and its needs.\(^1\)

The program of the school will function efficiently as long as it has the good wishes and feeling of the community. Ruth Colwell points out that:

Good relationship, wherever they exist, are not a matter of mechanics but of attitudes and understanding; not necessitating the expenditure of more time and effort, but calling for different use of time and effort.

Perhaps at the head of the list of positive attitudes should go the recognition that homes and schools have a partnership; a joint responsibility for training children, a sharing of common problems. No partnership can thrive without complete confidence and understanding an openminded exchange of ideas and information, a mutual respect of each for the responsibilities, problems, and opinions of the other.\(^2\)

The points of view as expressed by many writers seem to substantiate the belief that the opinions of citizens determine largely the progress of school. It is apparent that the polling of opinions of citizens is highly feasible. Hedlund is of the same opinion when he states that:

Schools in America belong to the people, and on many occasions it would be highly advantageous for boards of education and superintendents of schools to know precisely what the people in their communities think with various educational issues. Scientific polling, therefore, can help the educator by making articulate the wishes of his community and thus reducing the lag that always exists between a society and its institutions.\(^3\)

\(^1\) Arthur B. Moehlman, School Administration (New York, 1948), p. 23.


Relationship of Citizens to Schools.— The interest of citizens in schools arise from a feeling of ownership and participation in the school's program. Menge and Faunce studies reveal that:

No matter how insignificant or uninformed some people feel, they have a job to do in planning and evaluating the program of their own school. As free channels are opened up for out participation in planning, we become increasingly courageous and skillful in making our contribution. We become constantly more valuable members of the group by our experience as participators. The first step on the road to a better plan, or a better school program, is the opening of channels of communication so that all persons can have a real chance to take a part.  

The school's population is made up of children who are members of a community. The school is not set apart from the community it serves but is a part of it. Monroe makes the following observation on public relations:

Public relations in connection with public schools began with the first school; no public school ever operated in a social vacuum, apart from the society it served. In every school and community thousands of opportunities arise affecting public relation in some degree. Even the most casual contacts tend to influence the public, either favorably or unfavorably. Every school activity and every contact between members of the school personnel and the children and adults of the community has dynamic potentialities for public relations.  

Considerable interest has been shown during the last two or three decades in the educational values possible in a cooperative relationship between the home and school. Much work will need to be done to accomplish these educational values on the part of the school and the community. In a study of School-Community Relations Baldwin considers:

First, it is assumed that in the establishment of effective home-school cooperation, educators will have to go the "second mile" in most instances, since the parents' experience with the

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1 J. Wilmer Menge and Roland C. Faunce, op. cit., pp. 29-30.
school as a child and as an adult has taught him that his interests and suggestions are looked on as unwarranted interference. Only through a slow process of education or a dramatic but sincere gesture can he be helped to overcome attitudes of submission to, or rebellion against school authority.¹

If these attitudes are to be changed and effective relationships result someone must put forth some effort. Harry E. Benz states:

Anyone who is in the position of needing the cooperation of others in getting work done needs to give attention to ways of securing that co-operation. It is important to know the values people have - what makes a difference to them.²

This idea is further advanced by Moffitt in the following statement:

We must establish a partnership with the public. Each teacher must ask himself, "Do I value and cultivate the friendship of parents, visit the home, make clear to parents that good citizenship is more important than academic marks?" "Am I a friend and counselor to parents?" Each administrator should ask himself, "Do I help in making the school a center of community activity, help with community projects, welcome public participation in improving the instructional program?" "Am I a friend and counselor to the community?"³

Community as a Foundation for the School. — The community problems can be successfully solved if the background and structure of community life is understood. What, after all, is a community? If one can give an answer which is consistent with the best sociological and educational theory, he may arrive at a valid conclusion. In a sociological approach, Cook writes:

To the man on the street, community means a place, the place where he lives. Reference is not to his house or street.

³Frederick J. Moffitt, "Why Do We Fail in Public Relations," Education Digest, XV, 4 (December, 1949), 43.
but to his town, city, or section of a city. By tone of
voice, as well as by words, community has a reality for him,
a vivid place imagery.  

The community has values and interests that are welded together so
as to give its members a feeling of oneness. This view is expressed by
Yeager as follows:

Communities are formed when varying interests of families
and individuals merge for purposes of protection, preservation
of culture, sharing of basic institutions, and participation in
religious, educational, business, political, social, and other
common activities. Throughout the community there exists a
certain characterizing homogeneity and what might be designated
as community spirit.

The community is not only formed because of homogeneity of interests,
but it occupies a specific piece of land. These physical aspects play
a large part in determining the way of life and opinions. Olsen in his
writings express this point of view.

Every community has a physical setting, a base on the land. The size,
topography, and natural features of the place it
occupies may influence markedly the life of the community. This
fact it most familiar to us through its extreme cases, but it
is equally true of the more numerous communities we are likely
to consider as "typical" or "average."

An understanding of the local community contributes directly to an
understanding of the nation and the world. Concreteness in meaning is
developed in large part by a thorough knowledge of communities. This
opinion is advanced by Quillen and Hanna as follows:

The community is often referred to as a place: a particular
geographic area organized under a local government. Again it

1 Lloyd Allen Cook and Elaine Forsyth Cook, A Sociological Approach
2 William A. Yeager, op. cit., p. 23.
is referred to in terms of its function as a trade or
manufacturing center, as a college town or a residential
suburb. A community is also identified by its spirit and character
as a "progressive community" a "Ghost town" or a "sleepy hollow." Communities are all of these and more; they are geographic areas,
governmental activities, and places where groups of people
associate in the satisfaction of their needs and their efforts to
improve their ways of living.1

Role of School-Community Leaders.— Since the community is a composite of various elements, it is inevitable that we give especial attention to
leaders in the community. We must know the qualities and characteristics assigned to those possessing leadership. The study of leaders by Bogardus
tend to reveal that:

A leader is a person who exerts special influence over
a number of people. Everyone exercises special influence
over at least a few other persons, but we cannot say that such activity is leadership. There must be both special influence
and numbers of people involved.

Leadership is personality in action under group conditions.
It includes dominant personality traits of one person and recep-
tive personality traits of many persons. It is interaction
between specific traits of one person and other traits of the
many, in such a way that the course of the many is changed by
the one.2

A person who possesses certain qualities does not of itself make one
a leader. Smith, Stanley and Shores recognizes this when writing:

The common notion is that leadership consists of certain qualifications inherent in some individuals and that an
individual who possesses these qualities is a leader. In any
situation he will be able to command the confidence and respect
of his fellows and to induce them to follow his policies and to
accept his plans and decisions. Nowadays leadership is not
conceived as a set of qualities, traits, or abilities inherent

1 James Quillen and Lavone A. Hanna, Education for Social Compe-
in the individual and marking him as a leader.

Trecker substantiates the same idea in writing:

Groups influence the way people learn. In fact all of us learn better in them. We learn faster, we remember more of what we have learned, and we solve problems better in groups than we do when we work alone. People get their attitudes, beliefs and feeling in large part from the groups in which they participate. If we know the group to which people belong we can predict some of their behavior.

Groups always influence the choice we make when we are in "either/or situation and alternatives present themselves." Since the choices we make are fundamental to our beliefs, it is vital to us to know that in a real sense we are what our groups have made us.2

The people who make up a community are divided into many categories because of occupation, religious views, social standing, and political ideas. The community leader has the job of helping these people accept a common goal. In his study of "Operational Beliefs of Selected Leaders," Kimbrough found this evident when he reported:

It appears that many community-school group differences are due, in large part, to diversity in the basic assumptions upon which the actions taken by participants are predicated. People act in accordance with point of view or related set of principles to which they ascribe great value. Men think quite differently and develop diverse attitudes toward the same thing even when a tangible object may be considered.

The school leader works with community-school groups as he endeavors to help them reach commonly accepted educational goals. He is vitally concerned with the problems of working with such groups toward decisions on some program of action by which goals might be realized. Group procedures are important determinants of success or failure of the school program.3

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3 Ralph J. Kimbrough, "The Operational Beliefs of Selected Leaders in A Selected County" (Tennessee, 1953), p. 9 (mimeographed).
Leadership to community people must have some real meaning. This activity should be ever present if a good foundation is to be laid for the school. Tead writes that: "Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable."

The studies of leadership tend to point out that much about leadership is confusing because no adequate discrimination between leader role and member role has been made. The need for this distinction is suggested by Benne and Sheats in the following statement:

No sharp distinction can be made between leadership and membership functions, between leader and member roles. Groups may operate with various degrees of diffusion of leadership "function among group members or a concentration of such functions of one member or a few members.

Leadership is to be conceived "in terms of functions to be performed within a group and helping that group to grow, and to work productively."2

The literature points out the importance of attitudes of people in a community; their relationship to the school and how these vital concepts are reflected in group life. The leader then becomes a necessary part of any group and their actions. Busch sets forth a potent theory in the following statement:

Since group work is concerned with human actions, aiming to direct or redirect human behavior, it becomes essential to group leaders to study the nature of the people with whom they are to deal.3

The success of the community as a group depends upon the strength and function of its leader. Sanderson sets forth in his discussion of community leadership the need for people to cooperate toward some goal which they come to find desirable.4

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organization that among the more important functions of the leader in the group are the following:

(a) He is the group planner. He really leads only in so far as he is always just a little ahead of the group in seeing its needs and in planning ways of meeting them.

(b) He is the group spokesman. If the group is to have relations with other groups, someone must be able to state the group opinion.

(c) He is the group harmonizer. Every group is bound together by certain interests which tend to create conflict between the varying of these interests.

(d) He is the group educator. Successful group action cannot occur without a wholehearted belief in its desirability by a goodly majority of the group, and to achieve this may require a considerable period of time.

(e) He is a symbol of the group ideals. He must, therefore, be loyal to these ideals in word and deed. This involves a primary loyalty to the interests of the group of which he is the leader.

He further writes:

The leader is successful in so far as he is able to magnify the common interests of the group so that each member inhibits his differences upon other subjects in allegiance to the accepted policies and activities of the group.¹

The school administrator must realize that he too has a role to play in the successful development of the school's program. Hill points out:

The trend in school administration today is moving away from the school leader who feels he must carry the school and all its problems on his own shoulders.

The school administrator who really enjoys reasonable peace of mind today really believes that the schools belongs to the public, and he acts accordingly.²

Good leadership in a community does not require the dominance of one over the others, but rather it is the democratic spirit that makes one a good leader. In the language of Morgan:

¹ Dwight Sanderson and Robert A. Polson, Rural Community Organization (New York, 1939), pp. 363-64.
² Arthur H. Rice, "Do You Say "Leadership"?, Nation's Schools, LIX, 2 (February, 1952), 79.
Common observation indicates that a group of average type, without any leadership or with inadequate leadership, degenerates into a destructive or petty-tyrannical group, with stronger members as the tyrants. In many communities long experience of living together, and the carry-over of wise leadership from the past, have resulted in mutual respect and good manners which prevent this petty tyranny. In some communities good leadership in the family and good community leadership have made such an impression that the work of the community gets done with very little evidence of personal dominance.

Any small community in which a few persons will thoroughly master the art of democratic leadership may be making a very great contribution to that community and to the country.1

Emphasizing the same point Bienenstok writes:

The important function of democratic leadership is to promote conditions under which individuals can grow to intellectual and emotional maturity, and can learn to think and act together. Thus, how one leads, where one leads, and what one's motive is for desiring leadership are of the greatest importance. The ultimate criterion of democratic leadership is what happens to people in the course of this relationship - whether they are led or driven, whether they are encouraged to express their needs and aspirations or forced to follow blindly the commands of authority, whether they gain in independence and moral perception, or are simply manipulated into accepting prefabricated solutions supplied from above.2

The leader puts forth his best efforts in helping the group decide upon the right choice. Bryson emphasizes this in his writings as stated below:

In the life of every person there comes the chance crisis which calls for the right word at the right time, to determine that he takes the right path rather than the wrong one. The choice of paths that we take is what makes the substance of a great civilization, and the leader at hand, the friend, is the mechanism we have for helping us to make that determination.3

Related Studies.— A careful search of the literature revealed no study identical to the study of opinions as incorporated in this study. However, other sociological studies have reported group interests in affecting community decisions. Such studies are, of course, related and form a basis for the identification of the problem in this study.

Lippett and others have made numerous studies of leadership. Some of these studies have comprised a comparison of laissez-faire, authoritarian, and democratic induced social climates. It was recognized in such studies that leaders may operate in relation to differing beliefs.

In a study conducted by Wilson, it was recognized that leaders are influential as determinants of opinions conceived by community members. His study of leadership dealt with twenty-two people whom the residents in the county had consistently stated were important leaders in the county. In order to determine objectively who the leaders were and assess their relative influence, criteria were formulated and stated in Wilson's study as follows:

Criterion I. To what extent did the position held by the individual with reference to (a) informal and (b) organized groups of people indicate the possession of power?

Criterion II. To what extent did the action taken by the individual with reference to selected major civic issues indicate the possession and

---

exercise of power?

Criterion III. To what extent did selected "informed" residents of the county ascribe power to the individual?

Using the original list of leaders, Wilson made a purposive sample of informed residents in the county, including the leaders themselves, to gather data in relation to the above criteria. This information was amassed through personal interviews with the people in the purposive sample. An intensive interview was conducted with each leader.

A study, conducted by Kimbrough, using the same techniques for indentification of leaders, concluded that the preparation program for school leaders must encourage the adherence to a fundamental pattern of operational beliefs which connotes social direction. It further pointed out that the critical tasks of the educational leader are to lead in providing for the cooperative development of educational policies. Other tasks center around the administration of policy, working with individual leaders, becoming a community leader and providing for the continuous determination of operational beliefs.

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1 Ralph B. Kimbrough, "The Operational Beliefs of Selected Leaders in a Selected County." Unpublished Ph. D. dissertation, University of Tennessee, 1953.
CHAPTER III
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Prefatory Statement.—The purpose of this chapter is to present, analyze and interpret the data necessary for the realization of the purposes of this study. These data will be presented in accordance with the purposes stated below:

1. To obtain the opinions of subjects relative to the educational program of Lincoln Public School
2. To determine the relationship of subjects to Lincoln Public School
3. To determine the extent of community existence
4. To determine leaders and their characteristics as identified by patrons and parents
5. To obtain opinions of leaders relative to the educational program of Lincoln Public School
6. To compare opinions of patrons, parents and leaders relative to the educational program of Lincoln Public School
7. To determine characteristics of leaders as identified by leaders selected by patrons and parents

Opinions of Patrons and Parents.—Data regarding opinions of patrons and parents relative to the educational program of Lincoln Public School were gathered by means of the opinionnaire, a copy of which is included in the appendices.

Thirteen items in the opinionnaire were designed to reveal the opinions of patrons and parents regarding the educational program of the Lincoln Public School. These items were: 1, 2, 6, 8, 11, 12, 21, 13, 22, 23, 24, 25, and 26.

Thirteen items dealt with opinions of patrons and parents about the
principal and teachers of the Lincoln Public School. These items were: 3, 4, 5, 7, 9, 10, 14, 15, 16, 17, 18, 19, and 20.

Data regarding the opinions of patrons and parents relative to the educational program of the Lincoln Public School are shown in Table 1.

An analysis of these data reveal that patrons and parents, responded to the questions in the manner stated below. Responses to item 1, "Do you like all of the subjects the children are taking in this school?" reveal that there were 388 affirmative responses giving a percentage of 96.76, and thus indicating that the patrons and parents are in favor of the subjects being taught in the Lincoln Public School.

Responses to item 2, "Do you think that this school places too much emphasis upon grades which pupils make?" revealed that there were 372 negative responses giving a percentage of 92.77 and an indication that most of the people favored the present emphasis on grades which pupils make.

Item 6, "Is this school providing the kind of preparation that you want for your children?" There were 188 affirmative responses denoting a percentage of 96.76, an indication that most of the people are satisfied with the preparation the children are receiving.

Item 8, "Do you feel that children cannot learn unless they use textbooks?" There were 172 affirmative responses with a percentage of 42.39, an indication that a little less than one half of the people feel children cannot learn without the aid of textbooks. There were 239 negative responses with a percentage of 57.11, an indication that a little more than half of the people feel that children can learn without the aid of textbooks. The responses to this question revealed the sharpest division of opinions relative to the educational program of Lincoln Public School.
<table>
<thead>
<tr>
<th>NUMBER AND DESCRIPTION OF ITEMS</th>
<th>NUMBER OF RESPONSES</th>
<th>PERCENTAGE OF RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. Do you like all of the subjects the children are taking in this school?</td>
<td>388</td>
<td>13</td>
</tr>
<tr>
<td>2. Do you think that this school places too much emphasis upon grades which pupils make?</td>
<td>29</td>
<td>372</td>
</tr>
<tr>
<td>6. Is this school providing the kind of preparation that you want for your children?</td>
<td>388</td>
<td>13</td>
</tr>
<tr>
<td>8. Do you feel that children cannot learn unless they use textbooks?</td>
<td>172</td>
<td>229</td>
</tr>
<tr>
<td>11. Do your children find school dull and uninteresting?</td>
<td>231</td>
<td>170</td>
</tr>
<tr>
<td>12. Do you attend the football games sponsored by this school?</td>
<td>101</td>
<td>300</td>
</tr>
<tr>
<td>13. Do you attend the basketball games sponsored by this school?</td>
<td>385</td>
<td>16</td>
</tr>
<tr>
<td>21. Do you feel that physical education should be taught in this school?</td>
<td>355</td>
<td>46</td>
</tr>
<tr>
<td>22. Do your children eat in the school cafeteria?</td>
<td>291</td>
<td>110</td>
</tr>
<tr>
<td>23. Do you think that the consolidation of the small schools in your community into a large school was a good thing for the community?</td>
<td>391</td>
<td>10</td>
</tr>
<tr>
<td>24. Do you think that the Lincoln Public School should have a Parent-Teacher Association?</td>
<td>401</td>
<td>0</td>
</tr>
<tr>
<td>25. Did you have a Parent-Teacher Association in the schools when the small schools were located in your community?</td>
<td>100</td>
<td>301</td>
</tr>
<tr>
<td>26. Did you hold an office in the Parent-Teacher Association when the small schools were located in your community?</td>
<td>20</td>
<td>381</td>
</tr>
</tbody>
</table>
Responses to item 11, "Do your children find school dull and uninteresting?" revealed that there were 388 negative responses with a percentage of 92.49, and an indication that the majority of the children did not find school dull and uninteresting.

Responses to item 12, "Do you attend the football games sponsored by this school?" showed that there were 101 affirmative responses with a percentage of 25.19, an indication that a small number of the people attend the football games sponsored by the Lincoln Public School.

Responses to item 13, "Do you attend the basketball games sponsored by this school?" showed that there were 385 affirmative responses yielding a percentage of 96.01. Thus, indicating that a majority of the people attend the basketball games sponsored by the Lincoln Public School. This large percentage might also be an indication of the amount of interest shown in the basketball games.

Responses to item 21, "Do you feel that physical education should be taught in this school?" revealed that there were 355 affirmative responses with a percentage of 88.53, and an indication that most of the people feel that physical education should be taught in the Lincoln Public School.

An analysis of the responses to item 22, "Do your children eat in the school cafeteria?" revealed that there were 291 affirmative responses yielding a percentage of 72.57, and thus indicating that a little less than three-fourths of the children eat in the school cafeteria.

Responses to item 23, "Do you think that the consolidation of the small schools in your community into a large school was a good thing for the community?" showed that there were 391 affirmative responses with a percentage of 97.51, and thus indicating that most of the people think that the
consolidation of the small schools in their community was a good thing for
the community.

Responses to item 24, "Do you think that Lincoln Public School should
have a Parent-Teacher Association?" revealed that there were 401 affirmative
responses yielding a percentage of 100, and an indication that all of the
people think that the Lincoln Public School should have a Parent-Teacher
Association.

Item 25, "Did you have a Parent-Teacher Association in the schools when
the small schools were located in your community?" There were 100 affirma-
tive responses with a percentage of 24.94 and an indication that only a small
number of people had a Parent-Teacher Association when the small schools were
located in their communities. The response to item 24 has a relationship
to the overwhelming percentage of persons who stated, in response to item 23,
that Lincoln Public School should have a Parent-Teacher Association. One
might raise the question, Does this inconsistency indicate that the people
know what is good, what is desirable, and simply do not do it? Or are they
aware of the inconsistency?

Responses to item 26, "Did you hold an office in the Parent-Teacher
Association when the small schools were located in your community? revealed
that there were 20 affirmative responses with a percentage of 5, and an
indication that a small number of people held offices in the Parent-Teacher
Association when the small schools were located in their community.

In summarizing the analysis of these responses, on the basis of the
opinions expressed, it may be stated that; a favorable attitude existed
towards the educational program of the Lincoln Public School, there was a
sharp division in the opinions of the people about the use of textbooks.
The relatively high percentages of positive responses, such as, 92.77, 96.76, 92.49, 74.31, 96.01, 88.53, 72.57, 97.51, 100, 95, and 74.06, indicated that most of the people favored the present educational program of Lincoln Public School.

Data regarding the opinions of patrons and parents about the principal and teachers of the Lincoln Public School are shown in Table 2.

An analysis of these data revealed that 401 patrons and parents responded to the questions about the principal and teachers of the Lincoln Public School in the manner stated below.

Responses to item 3, "Do you think that all of the teachers are "up to date" in their ideas and actions?" showed that there were 380 affirmative responses giving a percentage of 94.76, and thus indicating that the majority of the people feel that the teachers are "up to date" in their ideas and actions.

The responses to item 4, "Do you feel that the teachers make their assignments definite and clear for your children?" revealed a total of 368 affirmative responses. This resulted in a percentage of 91.77, indicating that most of the people feel that the teachers make their assignments definite and clear for their children.

Responses to item 5, "Do you find that some of the teachers in this school are very hard to get acquainted with?" revealed a negative response of 341, denoting a percentage of 85.04. Thus, indicating that a majority of the people did not find the teachers in the Lincoln Public School very hard to get acquainted with.

Responses to item 7, "Do you find that some of the teachers feel that they are better than your children?" showed that there were 351 negative
<table>
<thead>
<tr>
<th>NUMBER AND DESCRIPTION OF ITEMS</th>
<th>NUMBER OF RESPONSES</th>
<th>PERCENTAGE OF RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Do you think that all of the teachers are &quot;up to date&quot; in their ideas and actions?</td>
<td>380 21</td>
<td>94.76 5.24</td>
</tr>
<tr>
<td>4. Do you feel that the teachers make their assignments definite and clear for your children?</td>
<td>368 33</td>
<td>91.77 8.23</td>
</tr>
<tr>
<td>5. Do you find that some of the teachers in this school are very hard to get acquainted with?</td>
<td>60 341</td>
<td>14.96 85.04</td>
</tr>
<tr>
<td>7. Do you find that some of the teachers feel that they are better than your children?</td>
<td>50 351</td>
<td>12.46 87.54</td>
</tr>
<tr>
<td>9. Do your children feel that the teachers talk above their understanding?</td>
<td>73 328</td>
<td>18.20 81.80</td>
</tr>
<tr>
<td>10. Do your children feel that most of their teachers are orderly and systematic in the way they conduct their classes?</td>
<td>333 68</td>
<td>83.04 16.96</td>
</tr>
<tr>
<td>14. Do you feel that some of the teachers in this school are narrow-minded?</td>
<td>74 327</td>
<td>18.46 81.54</td>
</tr>
<tr>
<td>15. Do you find that the teachers in this school are cheerful and pleasant to meet?</td>
<td>366 35</td>
<td>91.27 8.73</td>
</tr>
<tr>
<td>16. Do you think that the teachers in this school lack patience when dealing with your children?</td>
<td>21 380</td>
<td>5.24 94.76</td>
</tr>
<tr>
<td>17. Do you think that the disciplinary cases are handled fairly in this school?</td>
<td>328 73</td>
<td>83.29 16.71</td>
</tr>
<tr>
<td>18. Do some of the teachers produce a feeling of fear in your children?</td>
<td>33 368</td>
<td>8.23 91.77</td>
</tr>
<tr>
<td>19. Do you find that the teachers are honest and straightforward in their dealing with you?</td>
<td>385 16</td>
<td>96.01 3.99</td>
</tr>
<tr>
<td>20. Do you think that the principal of this school is too strict with your children?</td>
<td>21 380</td>
<td>5.24 94.76</td>
</tr>
</tbody>
</table>
responses, yielding a percentage of 87.54, and an indication that most of the people did not find that some of the teachers feel that they are better than their children.

The percentages of responses to items 7 and 8 might also be an indication that a feeling of good relationship existed between the teachers and the people of the community.

Responses to item 9, "Do your children feel that the teachers talk above their understanding?" revealed that there were 328 negative responses, yielding a percentage of 81.80, and indicating that most of the people did not feel that the teachers talk above the understanding of their children.

Responses to item 10, "Do your children feel that most of their teachers are orderly and systematic in the way they conduct their classes?" revealed that there were 333 affirmative responses to the question, yielding a percentage of 83.04. Thus, indicating that a majority of the people feel that most of the teachers are orderly and systematic in the way they conducted their classes.

Responses to item 14, "Do you feel that some of the teachers in this school are narrow-minded?" revealed that there were 327 negative responses, giving a percentage of 81.54 and indicating that the majority of the people do not feel that the teachers of the Lincoln Public School are narrow-minded.

Responses to item 15, "Do you find that the teachers in this school are cheerful and pleasant to meet?" revealed that there were 366 affirmative responses, yielding a percentage of 91.27. Thus, indicating that most of the people find the teachers of the Lincoln Public School cheerful and pleasant to meet.

Responses to item 16, "Do you think that the teachers in this school lack
patience when dealing with your children?" revealed that there were 380 negative responses, giving a percentage of 94.76, and an indication that the majority of the people did not think that the teachers lack patience when dealing with their children.

Responses to 17, "Do you think that the disciplinary cases are handled fairly in this school?" revealed an affirmative response of 328 yielding a percentage of 83.29; thus, indicating that most of the people think that the disciplinary cases are handled fairly. This response might lead one to believe that disciplinary cases handled by both principal and teachers are handled fairly.

Responses to item 18, "Do some of the teachers produce a feeling of fear in your children?" revealed a negative response of 368, giving a percentage of 91.77, thus, indicating that the majority of the people do not feel that the teachers produce a feeling of fear in their children.

Responses to item 19, "Do you find that the teachers are honest and straight-forward in their dealing with you?" revealed that there were 385 affirmative responses, yielding a percentage of 96.01, and an indication that the majority of the people considered the teachers straight-forward in their dealing with them. This large percentage might also be an indication that the teachers are held in high esteem by the people of the community.

A summary of the analysis of the data revealed that it is the opinion of most of the people that the teachers are "up to date," make their assignments definite and clear, are easy to get acquainted with, conducted their classes in an orderly and systematic way, are considered pleasant and cheerful to meet, showed patience when dealing with their children, and
straight-forward and honest when dealing with the people of the community.

These data seem to warrant a two-fold interpretation. It could mean that there is a basis for good relationship between the school and the people of the community. First, the majority of the people have expressed favorable opinions toward the school. Second, that the majority with a percentage of 5.24 to 18.46 expressed a consistent negative opinion about the principal and the teachers. Even though the percentage of people expressing a negative opinion is relatively small, it is too large to dismiss without any consideration, when attempting to develop a good school program.

Characteristics of thirty-two Leaders as identified by One-Hundred Ninety-Nine Patrons and Parents.— The opinionnaire was designed so as to have the patrons and parents of the school-community of Lincoln Public School identify and give characteristics of persons considered as leaders in the community. One section of the opinionnaire contained eight items which were designed to identify leaders and their characteristics. Six items of this section were designed to indicate the reason for selection. There were 37 leaders identified by 199 of the 401 subjects.

The data received were amassed and tabulated in terms of the number of times identified. Those persons identified by less than three people were not considered on the list of identified leaders. Five of the thirty-seven leaders were identified by less than three people, thus, leaving thirty-two leaders to be studied.

These thirty-two identified leaders were then sent the same opinionnaire to determine the opinions they held relative to the educational program, principal and teachers of the Lincoln Public School. These responses were tabulated, percentages computed and are shown later in the body of the
thesis. The thirty-two selected leaders were interviewed by the writer to gain further insight into the opinions noted on the opinionnaire. A sample account of two interviews appear in the appendices of the thesis.

Number of Leaders Identified and Their Characteristics.— The data regarding the thirty-two leaders and their characteristics are shown in Table 3.

An Analysis of these data revealed that the age range for the thirty-two leaders was 32 to 67. The median age was 46 years. The thirty-two leaders had lived in the community for a total of 870 years with a median number of 27.6 years. The analysis revealed further, that six of the thirty-two leaders had lived in the community for a lifetime, that twenty-eight of the leaders were Baptist and held positions of trust and honor in their churches.

Four of the thirty-two leaders were pastors, which may indicate that the people felt that they were leaders other than just in the church. It may also indicate that there is a feeling of closeness to the Baptist churches located in this community.

The analysis of the data revealed that five of the leaders were identified by 10 persons. An indication that 10 people had been influenced at one time or another by these 10 people. One of the thirty-two leaders, K, was identified by 25 people. An indication that K wielded considerable influence in "his community."

The analysis revealed also, that twenty-one of the thirty-two leaders had children enrolled at Lincoln Public School. The number ranging from 1 to 5 children.

In summarizing the analysis of these data, it appears that on the basis of the opinions expressed, thirty-two people in the community were
TABLE 3
THIRTY-TWO LEADERS AND THEIR CHARACTERISTICS AS IDENTIFIED BY 199 PATRONS AND PARENTS

<table>
<thead>
<tr>
<th>Leaders Identified By Patrons and Citizens</th>
<th>Age</th>
<th>Number of Years in Community</th>
<th>Number of Years Known By Nominees</th>
<th>Religious Affiliation</th>
<th>Office Held in Church</th>
<th>Number of Times Identified</th>
<th>Number of Children Enrolled in Lincoln Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leader A</td>
<td>48</td>
<td>16</td>
<td>16</td>
<td>Baptist</td>
<td>Treasurer</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2. Leader B</td>
<td>60</td>
<td>30</td>
<td>5</td>
<td>House of God</td>
<td>None</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>3. Leader C</td>
<td>37</td>
<td>18</td>
<td>18</td>
<td>Baptist</td>
<td>Deacon</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4. Leader D</td>
<td>52</td>
<td>40</td>
<td>8</td>
<td>Methodist</td>
<td>Secretary</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>5. Leader E</td>
<td>67</td>
<td>65</td>
<td>15</td>
<td>Baptist</td>
<td>Deacon</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6. Leader F</td>
<td>45</td>
<td>10</td>
<td>8</td>
<td>Baptist</td>
<td>Deacon</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>7. Leader G</td>
<td>37</td>
<td>7</td>
<td>4</td>
<td>Baptist</td>
<td>Secretary</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>8. Leader H</td>
<td>45</td>
<td>30</td>
<td>7</td>
<td>Baptist</td>
<td>None</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>9. Leader I</td>
<td>65</td>
<td>40</td>
<td>15</td>
<td>Baptist</td>
<td>Deacon</td>
<td>5</td>
<td>None</td>
</tr>
<tr>
<td>10. Leader J</td>
<td>45</td>
<td>10</td>
<td>20</td>
<td>Baptist</td>
<td>Chorister</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>11. Leader K</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>Baptist</td>
<td>Deacon</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>12. Leader L</td>
<td>45</td>
<td>45</td>
<td>10</td>
<td>Baptist</td>
<td>None</td>
<td>5</td>
<td>None</td>
</tr>
<tr>
<td>13. Leader M</td>
<td>48</td>
<td>58</td>
<td>45</td>
<td>Baptist</td>
<td>Deacon</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>14. Leader N</td>
<td>46</td>
<td>6</td>
<td>20</td>
<td>Baptist</td>
<td>None</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>15. Leader O</td>
<td>55</td>
<td>35</td>
<td>10</td>
<td>Baptist</td>
<td>Deacon</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>16. Leader P</td>
<td>37</td>
<td>30</td>
<td>26</td>
<td>Baptist</td>
<td>Usher</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>17. Leader Q</td>
<td>40</td>
<td>25</td>
<td>5</td>
<td>Methodist</td>
<td>Pastor</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>18. Leader R</td>
<td>40</td>
<td>22</td>
<td>5</td>
<td>Baptist</td>
<td>Organist</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>19. Leader S</td>
<td>45</td>
<td>16</td>
<td>16</td>
<td>Baptist</td>
<td>None</td>
<td>10</td>
<td>None</td>
</tr>
<tr>
<td>20. Leader T</td>
<td>49</td>
<td>27</td>
<td>27</td>
<td>Baptist</td>
<td>Clerk</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>21. Leader U</td>
<td>46</td>
<td>25</td>
<td>15</td>
<td>Baptist</td>
<td>Asst. Pastor</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>22. Leader V</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>Baptist</td>
<td>Trustee</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>23. Leader W</td>
<td>46</td>
<td>30</td>
<td>30</td>
<td>Baptist</td>
<td>Deacon</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>24. Leader X</td>
<td>40</td>
<td>25</td>
<td>25</td>
<td>Baptist</td>
<td>Clerk</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>25. Leader Y</td>
<td>43</td>
<td>10</td>
<td>13</td>
<td>Baptist</td>
<td>Pastor</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>26. Leader Z</td>
<td>33</td>
<td>33</td>
<td>30</td>
<td>Methodist</td>
<td>Clerk</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>27. Leader AA</td>
<td>53</td>
<td>40</td>
<td>40</td>
<td>Baptist</td>
<td>Pastor</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>28. Leader BB</td>
<td>43</td>
<td>15</td>
<td>10</td>
<td>Baptist</td>
<td>None</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>29. Leader CC</td>
<td>40</td>
<td>9</td>
<td>10</td>
<td>Baptist</td>
<td>None</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>30. Leader DD</td>
<td>49</td>
<td>30</td>
<td>10</td>
<td>Baptist</td>
<td>Pres. Women's</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>31. Leader EE</td>
<td>32</td>
<td>32</td>
<td>24</td>
<td>Baptist</td>
<td>None</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>32. Leader FF</td>
<td>33</td>
<td>33</td>
<td>18</td>
<td>Baptist</td>
<td>Deacon</td>
<td>6</td>
<td>None</td>
</tr>
</tbody>
</table>
considered to be leaders. The median age for the thirty-two leaders was forty-six and that they had lived in the community for an average number of 27.6 years. The leaders in this community were predominantly Baptist and held offices of pastors, deacons and clerks in their churches.

Of the thirty-two leaders, the analysis of the data showed Leaker K to be perhaps the most influential person in the "community" and five others had influence over at least ten other people.

These data seem to warrant the interpretation that these thirty-two people are influential in the formation of opinions expressed by at least 199 people of the community. It may be significant that 202 respondents or 50 per cent of the respondents did not list anyone as a leader even though they filled the other portion of the opinionnaire and returned them.

Reasons for Selection.—An analysis of the data received relative to reasons for selection, revealed that these thirty-two leaders were selected for a diversity of reasons. The reasons for selection of each leader were relatively the same. A list of the unduplicated verbatim statements of the 199 respondents relative to reasons for selecting the leaders will be found in the appendices. These reasons have been compiled into concise statements for presentation in the manner that follows:

1. Leaders were chosen for qualities of leadership shown in the past, honesty and trustworthiness
2. Leaders were chosen for attributes of truthfulness, reliability, aptness and patience
3. Leaders were chosen because of interest shown in community activities and work done to make community grow.
4. Leaders were chosen for the ability to chart a straight course towards a common goal

5. Leaders were chosen for Christian attitudes and work accomplished in church

6. Leaders were chosen because they possessed a fair degree of education

An analysis of data received showed that people of the community visited in the homes of the leaders and borrowed small articles from them. This might also be an indication that a feeling of closeness existed between the leaders and the people of the community. It further indicates that these people had something in common that allowed them to visit in the leader's home. The analysis of data revealed that leaders identified held offices in local organizations and that the people were willing to vote for them for positions of leadership; thus indicating that these people and leaders had belonged or did belong to the same organization and some people were willing to follow their leadership.

In summarizing the analysis of the data relative to reasons for selection, it may be stated on the basis of the opinions expressed, that leaders were selected because of honesty, aptness, reliability, trustworthiness, ability to lead, patience, Christian attitudes, and willingness to work in a group. The leaders and people of the community possess interests that are common to both, and a feeling of oneness exists between some people of the community. Finally, the leaders seem to possess to some degree ideas when working with people of the community in a group as expressed by them in a cooperative spirit of voting and willingness to accept various persons as leaders.
There is no data in this thesis to support this idea, but it appears that the people tended to identify leaders of their neighborhoods rather than leaders of the community now designated as the community of the Lincoln Public School. This might also be an indication that there is no community of the Lincoln Public School. However, further study should be done in this area.

Opinions of Leaders.— Data regarding the opinions of thirty-two leaders relative to the educational program of Lincoln Public School are shown in Table 4.

An analysis of these data revealed that the thirty-two leaders responded to questions relative to the educational program of Lincoln Public School in the following manner.

Responses to item 1, "Do you like all the subjects the children are taking in this school?" revealed that there were 32 affirmative responses yielding a percentage of 100, and an indication that all 32 leaders like the subjects the children are taking at Lincoln Public School.

Responses to item 2, "Do you think this school places too much emphasis upon grades which pupils make?" showed that there were 25 negative responses giving a percentage of 78.50 and an indication that the majority of the leaders did not think that too much emphasis was placed upon the grades which pupils made.

Item 6 was, "Is this school providing the kind of preparation that you want for your children?" There were 25 affirmative responses to this question giving a percentage of 78.50, and thus, indicating that the majority of the leaders feel that Lincoln Public School is providing the kind of preparation they want for their children.

Item 8 asked, "Do you feel that children cannot learn unless they use
<table>
<thead>
<tr>
<th>NUMBER AND DESCRIPTION OF ITEMS</th>
<th>NUMBER OF RESPONSES</th>
<th>PERCENTAGE OF RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like all of the subjects the children are taking in this school?</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>2. Do you think that this school places too much emphasis upon grades which pupils make?</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>6. Is this school providing the kind of preparation that you want for your children?</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>8. Do you feel that children cannot learn unless they use textbooks?</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>11. Do your children find school dull and uninteresting?</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>12. Do you attend the football games sponsored by this school?</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>13. Do you attend the basketball games sponsored by this school?</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>21. Do you feel that physical education should be taught in this school?</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>22. Do your children eat in the school cafeteria?</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>23. Do you think that the consolidation of the small schools in your community into a large school was a good thing for the community?</td>
<td>31</td>
<td>1</td>
</tr>
<tr>
<td>24. Do you think that the Lincoln Public School should have a Parent-Teacher Association?</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>25. Did you have a Parent-Teacher Association in the schools when the small schools were located in your community?</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>26. Did you hold an office in the Parent-Teacher Association when the small schools were located in your community?</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>
textbooks?" There were 27 negative responses, yielding a percentage of 84.37 and thus giving an indication that most of the leaders feel children could learn without the aid of textbooks.

Responses to item 11, "Do your children find school dull and uninteresting?" revealed that there were 22 negative responses giving a percentage of 68.75, and indicating that the majority of the leaders did not believe that their children found the school dull and uninteresting.

Responses to item 12, "Do you attend the football games sponsored by this school?" revealed that there were 20 negative responses denoting a percentage of 62.50 and an indication that about two-thirds of the leaders do not attend the football games sponsored by the Lincoln Public School. This may also be an indication that they have very little interest in the football games.

Responses to item 13, "Do you attend the basketball games sponsored by this school?" revealed that there were 32 affirmative responses yielding a percentage of 100. This is an indication that all 32 leaders attended the basketball games sponsored by the Lincoln Public School. This may also be an indication of the great amount of interest shown in the basketball games.

Responses to item 21, "Do you feel that physical education should be taught in this school?" showed that there were 30 affirmative responses yielding a percentage of 75, and an indication that a majority of the 32 leaders thought that physical education should be taught in the Lincoln Public School.

Responses to item 22, "Do your children eat in the school cafeteria?" revealed that there were 29 affirmative responses resulting in a
percentage of 90.62, and indicating that most of the leaders' children ate in the school cafeteria.

Responses to item 23, "Do you think that the consolidation of the small schools in your community into a large school was a good thing for the community?" revealed that there were 31 affirmative responses yielding a percentage of 96.87; thus, indicating that almost all the leaders thought that the consolidation of the small schools into a large school was a good thing for the community.

Responses to item 24, "Do you think Lincoln Public School should have a Parent-Teacher Association?" revealed that there were 32 affirmative responses giving a percentage of 100, and an indication that the thirty-two leaders thought that the Lincoln Public School should have a Parent-Teacher Association.

Responses to item 25, "Did you have a Parent-Teacher Association in the schools when the small schools were located in your community?" revealed that there were 22 affirmative responses denoting a percentage of 68.75, and thus indicating that most of the leaders had a Parent-Teacher Association in the schools when the small schools were located in their community.

Responses to item 26, "Did you hold an office in the Parent-Teacher Association when the small schools were located in your community?" revealed that there were 20 negative responses giving a percentage of 62.50, and indicating that a large percentage of the thirty-two leaders did not hold an office in the Parent-Teacher Association and that their leadership, if any, was not manifested to a large degree in the Parent-Teacher Association.
A summary of the analysis of the responses of the thirty-two leaders revealed that they liked all of the subjects the children were taking, that they did not feel too much emphasis was placed on the grades which the pupils make, that the school was providing the kind of preparation they wanted for their children, that they felt that children could learn without textbooks, that their children did not find school dull and uninteresting, that most of the leaders did not attend the football games, that all of the leaders attended the basketball games, that they felt that physical education should be taught in Lincoln Public School, that their children ate in the school cafeteria, that they thought that consolidation was a good thing for the community, that they thought that Lincoln Public School should have a Parent-Teacher Association, that a small number had a Parent-Teacher Association when the small schools were located in their communities and a small number of leaders held offices in the Parent-Teacher Association.

Data regarding the opinions of the thirty-two leaders about the principal and the teachers of Lincoln Public School are shown in Table 5.

An analysis of these data revealed that the thirty-two leaders responded to questions about the principal and the teachers of the Lincoln Public School in the following manner.

Responses to item 2, "Do you think that all of the teachers are "up to date" in their ideas and actions?" showed that there were 27 affirmative responses yielding a percentage of 84.37. Thus indicating that most of the leaders feel that all of the teachers are "up to date" in their ideas and actions.

Responses to item 4, "Do you feel that most of the teachers make their
<table>
<thead>
<tr>
<th>NUMBER AND DESCRIPTION OF ITEMS</th>
<th>NUMBER OF RESPONSES</th>
<th>PERCENTAGE OF RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Do you think that all of the teachers are &quot;up to date&quot; in their ideas and actions?</td>
<td>27 5</td>
<td>84.37 15.63</td>
</tr>
<tr>
<td>4. Do you feel that the teachers make their assignments definite and clear for your children?</td>
<td>17 15</td>
<td>53.13 46.87</td>
</tr>
<tr>
<td>5. Do you find that some of the teachers in this school are very hard to get acquainted with?</td>
<td>16 16</td>
<td>50.00 50.00</td>
</tr>
<tr>
<td>7. Do you find that some of the teachers feel that they are better than your children?</td>
<td>6 26</td>
<td>18.75 81.25</td>
</tr>
<tr>
<td>9. Do your children feel that the teachers talk above their understanding?</td>
<td>10 22</td>
<td>31.25 68.75</td>
</tr>
<tr>
<td>10. Do your children feel that most of their teachers are orderly and systematic in the way they conduct their classes?</td>
<td>31 1</td>
<td>96.88 3.12</td>
</tr>
<tr>
<td>14. Do you feel that some of the teachers in this school are narrow-minded?</td>
<td>10 22</td>
<td>31.25 68.75</td>
</tr>
<tr>
<td>15. Do you find that the teachers in this school are cheerful and pleasant to meet?</td>
<td>27 5</td>
<td>84.37 15.63</td>
</tr>
<tr>
<td>16. Do you think that the teachers in this school lack patience when dealing with your children?</td>
<td>0 32</td>
<td>- - 100</td>
</tr>
<tr>
<td>17. Do you think that the disciplinary cases are handled fairly in this school?</td>
<td>27 5</td>
<td>84.37 15.63</td>
</tr>
<tr>
<td>18. Do some of the teachers produce a feeling of fear in your children?</td>
<td>7 25</td>
<td>21.50 78.50</td>
</tr>
<tr>
<td>19. Do you find that the teachers are honest and straight-forward in their dealing with you?</td>
<td>29 3</td>
<td>90.62 9.38</td>
</tr>
<tr>
<td>20. Do you think that the principal of this school is too strict with your children?</td>
<td>1 31</td>
<td>3.12 96.88</td>
</tr>
</tbody>
</table>
assignments definite and clear for your children?" revealed that there were 17 affirmative responses resulting in a percentage of 53.13, and an indication that more than half of the thirty-two leaders feel that most of the teachers make their assignments definite and clear.

Responses to item 5, "Do you find that some of the teachers in this school are very hard to get acquainted with? yielded 16 affirmative responses and 16 negative responses, giving a percentage of 50 each. An indication that half of the leaders find some of the teachers in the Lincoln Public School hard to get acquainted with and half of the 32 leaders did not. The responses to items 4 and 5 showed the sharpest division of opinions among the thirty-two leaders.

Responses to item 7, "Do you find that some of the teachers feel that they are better than your children?" revealed that there were 26 negative responses with a percentage of 81.25, and indicating that a majority of the thirty-two leaders did not find that the teachers feel that they are better than the children. Although, the response to item 5 showed that half of the leaders found some of the teachers hard to get acquainted with, the majority of the leaders did not believe the teachers felt they were better than the children.

Item 9, "Do you find some of the teachers talk above the understanding of your children?" There were 22 negative responses to this question yielding a percentage of 68.75, and indicating that most of the leaders did not find that the teachers talk above the understanding of their children.

Item 10, asked: "Do your children feel that most of the teachers are orderly and systematic in the way they conduct their classes?" There were 31 affirmative responses to item 10, giving a percentage of 96.88, and an indication that most of the leaders children feel that most of the
teachers are orderly and systematic in the way they conduct their classes.

This unusually large percentage might also indicate a relationship between the lack of uniformity of opinions as expressed in responses to item 4. There was a distinct division in the opinions that related to the assignments made to the children and a complete consensus of opinions that the teachers were orderly and systematic in the way they conducted their classes.

Item 14, "Do you feel that some of the teachers in this school are narrow-minded?" There were 22 negative responses to this question, yielding a percentage of 68.75, and an indication that most of the leaders do not feel that the teachers in Lincoln Public School are narrow-minded.

Responses to item 15, "Do you find all the teachers in this school cheerful and pleasant to meet?" revealed that there were 27 affirmative responses with a percentage of 84.73, and indicating that most of the thirty-two leaders find the teachers in Lincoln Public School cheerful and pleasant to meet. This may indicate some inconsistency in the opinions expressed by these leaders. In response to item 5, half of the thirty-two leaders found that some of the teachers were very hard to get acquainted with but the responses to item 15, showed that they found all of the teachers cheerful and pleasant to meet.

Responses to item 16, "Do you think that the disciplinary cases are handled fairly in this school?" revealed that there were 27 affirmative responses giving a percentage of 84.37, and thus, indicating that most of the thirty-two leaders think that the disciplinary cases are handled fairly.

Responses to item 17, "Do you think that the teachers lack patience
when dealing with your children?" revealed that there were 32 negative responses, giving a percentage of 100, and an indication that the thirty-two leaders did not think that the teachers lack patience when dealing with their children. This overwhelming response serves to indicate that the leaders respect the decision and judgment shown in handling disciplinary cases.

Responses to item 10, "Do some of the teachers produce a feeling of fear in your children?" revealed that there were 25 negative responses, giving a percentage of 78.50, and indicating that most of the thirty-two leaders did not feel that some of the teachers produce a feeling of fear in their children.

Responses to item 19, "Do you find that the teachers are honest and straight-forward in their dealing with you?" yielded 29 affirmative responses with a percentage of 90.62, and an indication that most of the thirty-two leaders find that the teachers are honest and straight-forward in their dealing with them.

In summarizing the analysis of the data of the responses of the thirty-two leaders, and using their opinions as the basis for interpretation, it appears that, the thirty-two leaders expressed a favorable attitude or opinion toward the principal and teachers of the Lincoln Public School. There was a sharp division among the opinions of the leaders that some of the teachers were very hard to get acquainted with and that some of the teachers did not make their assignments definite and clear for the children.

These data seem to warrant a further interpretation in that there were consistently negative responses given to the questions about the
principal and the teachers by some of the leaders. One may not overlook these opinions when seeking ways of developing better relations between the school and the community.

Comparison of Opinions of Patrons and Parents with Opinions of Selected Leaders.— Comparative data regarding the opinions of patrons and parents, and selected leaders are shown in Table 6.

An analysis of the responses of patrons and parents, and selected leaders revealed that these people responded in the following manner.

Responses to item 1, "Do you like all of the subjects the children are taking in this school?" revealed that 96.76 per cent of the patrons and parents like all of the subjects the children are taking at Lincoln Public School. The 100 per cent affirmative responses of the leaders indicate that all of the leaders like all of the subjects the children are taking at Lincoln Public School.

Responses to item 2, "Do you think that this school places too much emphasis upon grades which pupils make?" revealed that 92.49 per cent of the patrons and parents did not think that the school places too much emphasis on grades which the pupils make, and 78.50 per cent of the leaders did not think that the school places too much emphasis on grades which the pupils make. These percentages indicate that most of the patrons and parents, and leaders like the present emphasis placed on grades which the pupils make.

Responses to item 6, "Is this school providing the kind of preparation that you want for your children?" revealed that 96.76 per cent of the patrons and parents think that the school is providing the kind of preparation that they want for their children, and 78.50 per cent of the leaders think that the school is providing the kind of preparation that
TABLE 6
COMPARATIVE DATA ON THE PERCENTAGE OF AFFIRMATIVE AND NEGATIVE RESPONSES GIVEN BY 401 PATRONS AND PARENTS AND 32 LEADERS RELATIVE TO THE EDUCATIONAL PROGRAM OF LINCOLN PUBLIC SCHOOL

<table>
<thead>
<tr>
<th>NUMBER AND DESCRIPTION OF ITEMS</th>
<th>PERCENTAGE OF AFFIRMATIVE RESPONSES</th>
<th>PERCENTAGE OF NEGATIVE RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Patrons and Parents</td>
<td>Leaders</td>
</tr>
<tr>
<td>1. Do you like all of the subjects the children are taking in this school?</td>
<td>96.76</td>
<td>100</td>
</tr>
<tr>
<td>2. Do you think that this school places too much emphasis upon grades which pupils make?</td>
<td>7.23</td>
<td>21.50</td>
</tr>
<tr>
<td>6. Is this school providing the kind of preparation that you want for your children?</td>
<td>96.76</td>
<td>78.50</td>
</tr>
<tr>
<td>8. Do you feel that children cannot learn unless they use textbooks?</td>
<td>42.89</td>
<td>15.63</td>
</tr>
<tr>
<td>11. Do your children find school dull and uninteresting?</td>
<td>7.73</td>
<td>31.25</td>
</tr>
<tr>
<td>12. Do you attend the football games sponsored by this school?</td>
<td>25.19</td>
<td>37.50</td>
</tr>
<tr>
<td>13. Do you attend the basketball games sponsored by this school?</td>
<td>96.01</td>
<td>100</td>
</tr>
<tr>
<td>21. Do you feel that physical education should be taught in this school?</td>
<td>88.53</td>
<td>93.75</td>
</tr>
<tr>
<td>22. Do your children eat in the school cafeteria?</td>
<td>72.57</td>
<td>90.62</td>
</tr>
<tr>
<td>23. Do you think that the consolidation of the small schools in your community into a large school was a good thing for the community?</td>
<td>97.51</td>
<td>96.87</td>
</tr>
<tr>
<td>24. Do you think that the Lincoln Public School should have a Parent-Teacher Association</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>25. Did you have a Parent-Teacher Association in the schools when the small schools were located in your community?</td>
<td>24.94</td>
<td>68.75</td>
</tr>
<tr>
<td>26. Did you hold an office in the Parent-Teacher Association when the small schools were located in your community?</td>
<td>5.00</td>
<td>37.50</td>
</tr>
</tbody>
</table>
they want for their children. These percentages indicate that most of the patrons and parents, and leaders favor the kind of preparation the children are receiving at Lincoln Public School.

Responses to item 8, "Do you feel that children cannot learn unless they use textbooks?" showed that a sharp division of opinions exist among the patrons and parents. Of the total percentages, 42.89 per cent of the patrons and parents feel that children cannot learn unless they use the textbooks and 57.11 per cent feel that children can learn without textbooks. The responses of the leaders indicate that 84.37 per cent of the thirty-two leaders feel that children can learn without textbooks. Thus, indicating that about one half of the patrons and parents feel that children cannot learn without textbooks, and the majority of the leaders feel that children can learn without textbooks.

Responses to item 8, "Do your children find school dull and uninteresting?" revealed that 92.49 per cent of the patrons and parents feel that their children did not find school dull and uninteresting. The opinions expressed by leaders show that 68.75 per cent of the leaders believed that their children did not find school dull and uninteresting. These percentages indicate that most of the patrons and parents, and leaders believed that their children did not find school dull and uninteresting.

Responses to item 12, "Do you attend the football games sponsored by this school?" showed that 25.19 per cent of the patrons and parents attended the football games sponsored by Lincoln Public School, and 37.50 per cent of the leaders attended the football games sponsored by Lincoln Public School. The opinions expressed by both groups indicate that a small percentage of the patrons and parents, and leaders attended the
Responses to item 13, "Do you attend the basketball games sponsored by this school?" showed that 96.01 per cent of the patrons and parents attended the basketball games and all of the thirty-two leaders attended the basketball games sponsored by the Lincoln Public School. The responses to item 12, and 13 indicate that more people attended the basketball games than the football games. The responses seem to indicate that more interest is shown in the basketball game than the football game.

Responses to item 21, "Do you feel that physical education should be taught in this school?" revealed that 88.53 per cent of the patrons and parents and 93.75 per cent of the thirty-two leaders feel that physical education should be taught in the Lincoln Public School. This is an indication as shown by the opinions expressed that these people believe that physical education should be a part of the program of the Lincoln Public School.

Responses to item 22, "Do your children eat in the school cafeteria?" revealed that 72.57 per cent of the parents' children eat in the school cafeteria, and 90.62 per cent of the leaders' children eat in the school cafeteria. An indication that about three-fourths of the parents' children eat in the school cafeteria and most of the leaders' children eat in the school cafeteria.

Responses to item 23, "Do you think that the consolidation of the small schools in your community into a large one was a good thing for the community?" showed that 97.51 per cent of the patrons and parents think that consolidation was a good thing for the community, and 96.87 per cent of the thirty-two leaders think that consolidation was a good thing for the
community. This indicates a high degree of consensus of opinion among both groups that consolidation was a good thing for the community.

Responses to item 24, "Do you think that Lincoln Public School should have a Parent-Teacher Association?" showed that all of the patrons and parents, and leaders feel that Lincoln Public School should have a Parent-Teacher Association.

Responses to item 25, "Did you have a Parent-Teacher Association in the schools when the small schools were located in your community?" revealed that 24.95 per cent of the patrons and parents had a Parent-Teacher Association, and 68.75 per cent of the leaders had a Parent-Teacher Association when the small schools were located in their communities. This small percentage seems to indicate an inverse relationship between the large percentage of responses to item 24, that the Lincoln Public School should have a Parent-Teacher Association.

Responses to item 26, "Did you hold an office in the Parent-Teacher Association when the small schools were located in your community?" revealed that 5 per cent of the patrons and 37.50 per cent of the thirty-two leaders held offices in the Parent-Teacher Association when the small schools were located in their community. These percentages indicate that a small number of patrons and leaders held offices in the Parent-Teacher Association when the schools were located in their small communities or neighborhoods.

Comparative data regarding the opinions of patrons and parents, and leaders about the principal and the teachers of Lincoln Public School are shown in Table 7.

An analysis of these data revealed that the patrons and parents, and leaders responded in the following manner.
### TABLE 7

**COMPARATIVE DATA ON THE PERCENTAGE OF AFFIRMATIVE AND NEGATIVE RESPONSES GIVEN BY 401 PATRONS AND PARENTS AND 32 LEADERS RELATIVE TO THE PRINCIPAL AND TEACHERS OF LINCOLN PUBLIC SCHOOL**

<table>
<thead>
<tr>
<th>NUMBER AND DESCRIPTION OF ITEMS</th>
<th>PERCENTAGE OF AFFIRMATIVE RESPONSES</th>
<th>PERCENTAGE OF NEGATIVE RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Patrons and Parents</td>
<td>Leaders</td>
</tr>
<tr>
<td>3. Do you think that all of the teachers are &quot;up to date&quot; in their ideas and actions?</td>
<td>94.76</td>
<td>84.37</td>
</tr>
<tr>
<td>4. Do you feel that the teachers make their assignments definite and clear for your children?</td>
<td>91.77</td>
<td>53.13</td>
</tr>
<tr>
<td>5. Do you find that some of the teachers in this school are very hard to get acquainted with?</td>
<td>14.96</td>
<td>50.00</td>
</tr>
<tr>
<td>7. Do you find that some of the teachers feel that they are better than your children?</td>
<td>12.46</td>
<td>18.75</td>
</tr>
<tr>
<td>9. Do your children feel that the teachers talk above their understanding?</td>
<td>18.20</td>
<td>31.25</td>
</tr>
<tr>
<td>10. Do your children feel that most of their teachers are orderly and systematic in the way they conduct their classes?</td>
<td>83.04</td>
<td>96.88</td>
</tr>
<tr>
<td>14. Do you feel that some of the teachers in this school are narrow-minded?</td>
<td>18.46</td>
<td>31.25</td>
</tr>
<tr>
<td>15. Do you find that the teachers in this school are cheerful and pleasant to meet?</td>
<td>91.27</td>
<td>84.37</td>
</tr>
<tr>
<td>16. Do you think that the teachers in this school lack patience when dealing with your children?</td>
<td>5.24</td>
<td>- -</td>
</tr>
<tr>
<td>17. Do you think that the disciplinary cases are handled fairly in this school?</td>
<td>83.29</td>
<td>84.37</td>
</tr>
<tr>
<td>18. Do some of the teachers produce a feeling of fear in your children?</td>
<td>8.23</td>
<td>21.50</td>
</tr>
<tr>
<td>19. Do you find that the teachers are honest and straight-forward in their dealing with you?</td>
<td>96.01</td>
<td>90.62</td>
</tr>
<tr>
<td>20. Do you think that the principal of this school is too strict with your children?</td>
<td>5.24</td>
<td>3.12</td>
</tr>
</tbody>
</table>
Responses to item 3, "Do you think that all of the teachers are "up to date" in their ideas and actions?" showed that 94.76 per cent of the patrons and parents and 84.37 of the thirty-two leaders feel that the teachers are "up to date" in their ideas and actions; indicating that most of the patrons and parents, and leaders feel that the teachers are "up to date" in their ideas and actions.

Responses to item 4, "Do you feel that most of the teachers make their assignments definite and clear for your children?" revealed that 91.77 per cent of the patrons and parents feel that the teachers make their assignments definite and clear. The thirty-two leaders were divided in their opinions with a percentage of 53.13 who feel that teachers make their assignments definite and clear and 46.87 per cent who feel that the teachers did not make their assignments definite and clear. These percentages indicate that most of the patrons and parents feel that the teachers make their assignments definite and clear and about one half of the thirty-two leaders feel that the teachers make their assignments definite and clear.

Responses to item 5, "Do you find that some of the teachers are very hard to get acquainted with?" showed that 85.64 per cent of the patrons and parents did not find that some of the teachers are very hard to get acquainted with. The thirty-two leaders were again divided in their opinions with a percentage of 50 who feel that some of the teachers were very hard to get acquainted with. These percentages indicate that most of the patrons and parents and one half of the leaders did not find that some of the teachers are very hard to get acquainted with.

Responses to item 7, "Do you find that some of the teachers feel that they are better than your children?" showed that 87.54 per cent of the
patrons and parents and 61.25 per cent of the thirty-two leaders did not find that the teachers feel they are better than the children. These percentages indicate that both groups did not find that some of the teachers feel they are better than the children. Although some of the leaders found that some of the teachers were very hard to get acquainted with they still did not feel that the teachers felt they were better than their children.

Responses to item 9, "Do your children feel that the teachers talk above their understanding?" showed that 81.80 per cent of the parents' children did not feel that the teachers talk above their understanding. Of the total percentage of responses, 68.75 per cent of the thirty-two leaders believed that their children did not feel that the teachers talk above their understanding. These data indicate that most of the people feel that the teachers do not talk above the understanding of their children.

Responses to item 10, "Do your children feel that most of their teachers are orderly and systematic in the way they conduct their classes?" revealed that 83.04 per cent of the parents and 96.88 per cent of the thirty-two leaders were of the opinion that their children feel that most of their teachers are orderly and systematic in the way they conduct their classes. These percentages indicate that most of the patrons and parents are of the opinion that their children feel that most of their teachers are orderly and systematic in the way they conduct their classes.

Responses to item 14, "Do you feel that some of the teachers in this school are narrow-minded?" showed that 81.54 per cent of the patrons and parents and 68.75 per cent of the thirty-two leaders did not feel that
some of the teachers are narrow-minded. These percentages indicate that a majority of the two groups did not feel that some of the teachers in the Lincoln Public School are narrow-minded.

Responses to item 15, "Do you find that the teachers in this school are cheerful and pleasant to meet?" revealed that 91.27 per cent of the patrons and parents and 84.37 per cent of the thirty-two leaders find the teachers cheerful and pleasant to meet. These data indicate that most of the patrons and parents and leaders find the teachers cheerful and pleasant to meet. On the basis of the opinions expressed, it might be stated that a friendly relationship exist between the school staff personnel and the people of the community.

Responses to item 16, "Do you think that the teachers in this school lack patience when dealing with your children?" showed that 94.76 per cent of the parents and 100 per cent or all of the thirty-two leaders think that the teachers show patience when dealing with their children. These percentages indicate that almost all of the people feel that the teachers show patience when dealing with their children.

Responses to item 17, "Do you think that the disciplinary cases are handled fairly?" showed that 83.29 per cent of the patrons and parents and 84.37 per cent of the thirty-two leaders think that the disciplinary cases are handled fairly at Lincoln Public School. These data indicate a consensus of opinions among the patrons and parents, and leaders. These opinions might also indicate that the people of the community trust the decisions of the principal and the teachers in disciplinary cases.

Responses to item 18, "Do some of the teachers produce a feeling of fear in your children?" revealed that 91.77 per cent of the patrons and
parents and 78.50 per cent of the thirty-two leaders do not feel that some of the teachers produce a feeling of fear in their children. These data indicate that most of the patrons and parents do not feel that some of the teachers produce a feeling of fear in their children. It might also indicate that good relationship exist between the children and their teachers.

Responses to item 19, "Do you find that the teachers are honest and straight-forward in their dealing with you?" revealed that 96.01 per cent of the patrons and parents and 90.62 per cent of the thirty-two leaders find that the teachers are honest and straight-forward in dealing with them. These percentages indicate that most of the people find the teachers honest and straight-forward. It shows, too, that on the basis of the opinions expressed that the school has the foundation for developing better school-community relations.

Responses to item 20, "Do you think that the principal of this school is too strict with your children?" showed that 94.76 per cent of the patrons and parents and 96.88 per cent of the thirty-two leaders do not think that the principal of Lincoln Public School is too strict with the children. The opinions expressed indicate that all of the people do not think that the principal is too strict.

In summarizing the analysis of the opinions of the patrons and parents and the thirty-two leaders, one might conclude that, on the basis of the opinions expressed, these people have a favorable attitude towards the principal and teachers of the Lincoln Public School. These data showed a small percentage of consistently negative opinions expressed by both groups. Further study could be done to determine the reasons for these negative attitudes.
Characteristics of Five Leaders as Identified by the Selected Thirty-Two Leaders.—The data received from the thirty-two selected leaders reveal that they tended to name each other, and that only five persons were not selected by the one hundred and ninety-nine patrons and parents. The characteristics of the thirty-two leaders are shown in Table 3. The number and the characteristics of the five leaders identified by this selected group but who were not identified by the larger group of patrons and parents are shown in Table 8.

An analysis of these data revealed that the age range for the five leaders was 38 to 58 with a median age of 45.5. They had lived in the community for a total of 110 years with a median number of years of 22, and had been known by the nominees for a total of 120 years with a median number of 24 years. Three of these five leaders are Baptist and two are Methodist; two of them held offices in their churches.

These five leaders were identified one time each and only one of them had children enrolled at Lincoln Public School.

It is interesting to note that the five people omitted from the original list of selected leaders, are not the same five leaders identified by the thirty-two leaders. Further, by the standard set for the first group, that is, being named by three or more persons, they would not be considered as leaders.

An analysis of the data received relative to reasons for selection are given below in a verbatim account.

1. "I chose this person because she is loyal to her community and to her family. She is a good church worker and mother. She is honest and reliable. She is active in community projects."
### Table 3

**Characteristics of Five Leaders as Identified by the Selected Thirty-Two Leaders But Not Identified by the 199 Patrons and Parents**

<table>
<thead>
<tr>
<th>Leaders Identified By Thirty-Two Selected Leaders</th>
<th>Age</th>
<th>Number of Years in Community</th>
<th>Number of Years Known By Nominees</th>
<th>Religious Affiliations</th>
<th>Office Held in Church</th>
<th>Number of Times Identified</th>
<th>Children Enrolled at Lincoln Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leader AAA</td>
<td>52</td>
<td>5</td>
<td>5</td>
<td>Baptist</td>
<td>None</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>2. Leader BBB</td>
<td>46</td>
<td>40</td>
<td>40</td>
<td>Methodist</td>
<td>None</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>3. Leader CCC</td>
<td>58</td>
<td>35</td>
<td>35</td>
<td>Baptist</td>
<td>Pres. of Missionary Society</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>4. Leader DDD</td>
<td>38</td>
<td>20</td>
<td>20</td>
<td>Baptist</td>
<td>None</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Leader EEE</td>
<td>50</td>
<td>10</td>
<td>20</td>
<td>Methodist</td>
<td>Ward Leader</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>
2. "I chose this person because he is honest and reliable."
3. "I chose this person because she is active and qualified to hold an office."
4. "I chose this person because of her pleasing disposition and her work as a civic leader."
5. "I chose this person because he has been a leader in this community, he is honest and reliable."

An analysis of the data relative to selection reveal that the selected thirty-two leaders visited in the homes of these five persons and borrowed small articles from them. These persons belonged or had belonged to the same organization and had voted for them to hold an office.

In summarizing the analysis of the data relative to reasons for selection, it may be stated on the basis of the opinions expressed, that leaders were selected because of qualities of loyalty, honesty, reliability, demonstrated abilities of leadership. The people had common interest that would allow others to visit in their homes and to borrow small articles from them. It may also be stated that respect for the ability of these five persons were evident, because they had been elected to offices by other people.

Comparison of Leaders' Characteristics.— An analysis of the data relative to characteristics of leaders reveal that the median age for leaders was 46. The median number of years lived in the community was 27.6 for the selected thirty-two leaders and 22 years for the five leaders identified by leaders. Both groups of leaders were predominantly Baptist and Methodists and held positions in their churches.

The analysis revealed that twenty-one of the thirty-two leaders had
children enrolled at Lincoln Public School, ranging from one to five. Of the five leaders identified by leaders, one had two children enrolled at Lincoln Public School.

Both groups of leaders were selected for qualities of leadership demonstrated in the past, honesty, reliability, trustworthiness, Christian attitudes, patience and aptness. Both groups possessed a common interest with the people of the community that allowed them to visit and borrow small articles from them.

An interpretation of these data indicate both groups of leaders possessed the same characteristics. One might raise the question, why were these five identified leaders not selected by the one hundred ninety-nine patrons and parents. The answer might be that among the many leaders identified most of them received a relatively small number of votes considering the four hundred one subjects who returned the opinionnaires.
CHAPTER IV

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Prefatory Statement.—Today with the increasing trend toward consolidation of our schools, it becomes imperative that we take a look at the relationships that actually exist between the school and community or the people of the area served by the school over against what authorities generally agree are necessary relationships for a good school.

It is believed that the school in most communities does not hold the position accorded it by many educators. Many studies have been made giving the school the task of coordinating the activities of the community. Certain studies reveal that the school should be the central factor in everything in the community except the religious activities, and should make a contribution to these.

One, who is to study the school and its community must answer the question, What is a community?, in a way which is consistent with the best sociological and educational theory, before he can profitably embark upon a discussion of school-community relations or the community-school.

The dynamic nature of contemporary society demands a careful and critical examination of the nature of the community. We need to ask ourselves: Do persons who are advocates of the community school conceive of the community as being solely the local unit from which the school draws its pupil personnel, or do they conceive of the community as being social units - the local social unit, the state, national and world social units? Do they conceive of the community as being merely a geographically delineated area inhabited by people or do they conceive of the community as being a geographically delineated area inhabited by people who are related
in a particular way to each other so as to constitute a cohesive group?

School cooperation among groups lead directly to the establishment of certain units in which people live under common laws and follow common customs. It is chiefly the spirit of the people that allow them to live together in social units.

If we are to realize the stated goals of the community school, the people of the community must be aware of the vital role they play in the dynamic concept of community life.

Statement of the Problem.— The problem involved in this study was to determine the opinions of the people in the area served by Lincoln Public School relative to its educational program, its school-staff personnel, its leaders and their relationship to the school.

Subjects and Type of Materials Involved.— The subjects involved in this study were 401 patrons and parents of the area served by Lincoln Public School.

An opinionnaire and an interview schedule were developed by the writer specifically for collecting the data for this study.

Purposes of the Study.— The purposes of the study were:

1. To obtain the opinions of subjects relative to the educational program, principal and teachers of the Lincoln Public School
2. To determine the relationship of subjects to Lincoln Public School
3. To determine the extent of community existence
4. To determine leaders and their characteristics as identified by one hundred ninety-nine patrons and parents
5. To obtain opinions of leaders relative to the educational program, principal and teachers of the Lincoln Public School
6. To compare opinions of parents and leaders relative to the educational program, principal and teachers of Lincoln Public School.

7. To determine characteristics of leaders as identified by selected leaders.

**Definition of Terms.**—For the purpose of clarity certain terms used in this study have been defined:

**Opinions** are judgments held as true arrived at to some degree of intellectual processes, though not necessarily based on evidence sufficient for proof.

**Educational Program** refers to all activities of the school.

**Group** refers to two or more people between whom there is an established pattern of a psychological interaction.

**Community** is a geographical land area inhabited by people who have common interests and constitute a cohesive group.

**Locus of Study.**—The study was conducted in School District #6, Fairforest, South Carolina during the school year 1954-55. This district's high school population is served by one consolidated high school—the Lincoln Public School.

**Method of Research.**—The Descriptive-Survey Method of Research, utilizing the special techniques of the opinionnaire and the interview schedule, was used to gather the data necessary for this study.

**Procedural Steps.**—The study proceeded as follows:

1. The related literature for this study was reviewed, summarized, and presented.

2. The school officials were consulted to obtain permission and cooperation. The nature of the study was explained in detail and
permission was granted to conduct the study.

3. The selection of subjects used in this study was made in the following manner. A list of names and addresses of patrons and parents was obtained from the teachers at Lincoln Public School. This list of names was tabulated and duplications deleted. The list of names was compiled into a master list containing 528 names of patrons and parents.

4. In order to obtain the data used in this study, the writer, with the aid and assistance of competent advisors of the School of Education, Atlanta University, devised an opinionnaire to be submitted to the patrons and parents. The opinionnaire contained 26 questions designed to get opinions of these regarding the educational program, principal and teachers of the Lincoln Public School and to have them identify and give characteristics of persons considered to be leaders in the community.

5. The opinionnaire was distributed on November 3, 1954 to 528 patrons and parents; 401 or approximately 75 per cent of the opinionnaires were returned.

6. The data received were tabulated and presented in the thesis.

7. Thirty-seven persons were identified by 199 patrons and parents as leaders. Leaders identified by less than three persons were not used in this study. Five were identified by less than three persons, thus leaving 32 leaders to be studied.

8. The writer submitted the same opinionnaire to the thirty-two leaders identified by patrons and parents; the thirty-two leaders or 100 per cent returned the opinionnaire.

9. The thirty-two leaders were interviewed to gain further insight
into opinions noted on the opinionnaire.

10. These data were tabulated to determine the opinions of the thirty-two leaders, relative to the educational program, principal, and teachers, and the school-community leaders — as seen by this selected group.

11. The opinions expressed by the 32 leaders were compared with the opinions expressed by the 401 patrons and parents relative to the educational program, the principal, the teachers and the school-community leaders.

12. Findings were summarized, conclusions and implications were drawn, and recommendations made.

Summary of Related Literature.— The literature pertinent to this study categorized under four captions: Opinions Relative to Educational Program, Relationship of Citizens to Schools, Community as a Foundation for the School, and Role of School-Community Leaders.

I. Opinions Relative to Educational Program — The literature pertinent to opinions in the educational program stress five major points:

1. That individuals in a community hold a wide range of attitudes with regard to the education of children.

2. That school board members, administrators and teachers should conduct studies to determine what the people in the community want the educational program to be.

3. That the school board and its staff should keep in touch with the people.

4. That the success of the school depends upon the attitudes and opinions of the people it serves.
5. There should be mutual respect for the opinions of the community and the school.

II. Relationship of Citizens to Schools - Certain studies emphasize the continued need for good relationship between the school and the people. These studies reveal that:

1. Each citizen should make a contribution to the development of good relationships between the school and the home.
2. Every contact with the public should afford an opportunity for fostering better relations.
3. The educator should go the "second mile" in helping citizens understand their relationship to the school.
4. Attention should be given to ways of securing better understanding between the people and the school.
5. We should establish a partnership between the school and the home.

III. Community as a Foundation for the School - Research on community studies reveal that:

1. The community is made up of groups of people doing things together.
2. Communities are formed only when people have common interests.
3. The place a community occupies influences the opinions and attitudes of the people.
4. A community is identified by its spirit.

IV. Role of School-Community Leaders - The literature related to the study of leaders point out that:

1. A leader exerts special influence over a number of people.
2. Leadership means striving towards a desirable goal and helping a group to grow.

3. The educator should study the nature of leaders with whom they are to deal.

4. Groups influence the attitudes and opinions developed by people.

5. The school leader works with the community school groups to help them obtain the desired educational goals.

6. The leader promotes conditions under which the members of the group can grow.

**Summary of Findings.**—A summary of the data relative to the educational program of Lincoln Public School revealed that patrons, parents and leaders responded to questions in the following manner.

Responses to item 3, "Do you think that all of the teachers are "up to date" in their ideas and actions?" yielded a percentage of 94.76 affirmative responses for patrons and parents and a percentage of 84.37 affirmative responses for the thirty-two leaders.

Responses to item 4, "Do you feel that the teachers make their assignments definite and clear for your children?" yielded a percentage of 91.77 affirmative responses for patrons and parents and a percentage of 53.13 affirmative responses for the thirty-two leaders.

Responses to item 5, "Do you find that some of the teachers in this school are very hard to get acquainted with?" yielded a percentage of 85.04 negative responses for patrons and parents and a percentage of 50 negative responses for the thirty-two selected leaders.

Responses to item 7, "Do you find that some of the teachers feel they are better than your children?" resulted in a percentage of 87.54 negative
responses for the thirty-two leaders.

Responses to item 9, "Do your children feel that the teachers talk above their understanding?" yielded a percentage of 81.80 negative responses for patrons and parents and a percentage of 68.75 negative responses for the thirty-two leaders.

Responses to item 10, "Do your children feel that most of their teachers are orderly and systematic in the way they conduct their classes?" yielded a percentage of 83.04 affirmative responses for patrons and parents and a percentage of 96.88 affirmative responses for the thirty-two leaders.

Responses to item 14, "Do you feel that some of the teachers in this school are narrow-minded?" yielded a percentage of 81.54 negative responses for patrons and parents and a percentage of 68.75 negative responses for the thirty-two leaders.

Responses to item 15, "Do you find that the teachers in this school are cheerful and pleasant to meet?" yielded a percentage of 91.27 affirmative responses for patrons and parents and 84.37 affirmative responses for the thirty-two leaders.

Responses to item 16, "Do you think that the teachers in this school lack patience when dealing with your children?" yielded a percentage of 94.76 negative responses for patrons and parents and a percentage of 100 negative responses for the thirty-two leaders.

Responses to item 17, "Do you think that the disciplinary cases are handled fairly in this school?" resulted in a percentage of 83.29 affirmative responses for the patrons and parents and a percentage of 84.37 affirmative responses for the thirty-two leaders.

Responses to item 18, "Do some of the teachers produce a feeling of fear
in your children?" resulted in a percentage of 91.77 negative responses for patrons and parents and a percentage of 78.50 negative responses for the thirty-two leaders.

Responses to item 19, "Do you find that the teachers are straight-forward and honest in their dealing with you?" yielded a percentage of 96.01 affirmative responses for patrons and parents, and a percentage of 90.62 affirmative responses for the thirty-two leaders.

Responses to item 20, "Do you think that the principal of this school is too strict with your children?" resulted in a percentage of 94.76 negative responses for patrons and parents and a percentage of 96.88 negative responses for the thirty-two leaders.

A summary of the analysis of the data relative to principal and teachers of the Lincoln Public School revealed that patrons, parents and leaders responded to questions in the following manner.

Responses to item 1, "Do you like all of the subjects the children are taking in this school?" yielded a percentage of 96.76 affirmative responses for patrons and parents and a percentage of 100 affirmative responses for the thirty-two leaders.

Responses to item 2, "Do you think that this school places too much emphasis upon grades which pupils make?" yielded a percentage of 92.77 responses for patrons and parents and a percentage of 78.50 responses for the thirty-two leaders.

Responses to item 6, "Is this school providing the kind of preparation you want for your children?" yielded a percentage of 96.76 affirmative responses for patrons and parents and a percentage of 78.50 affirmative responses for the thirty-two leaders.
Responses to item 8, "Do you feel that children cannot learn unless they use textbooks?" yielded a percentage of 57.11 negative responses for the patrons and parents and a percentage of 84.37 negative responses for the thirty-two leaders.

Responses to item 11, "Do your children find school dull and uninteresting?" yielded a percentage of 92.27 negative responses for patrons and parents and a percentage of 68.75 negative responses for the thirty-two leaders.

Responses to item 12, "Do you attend the football games sponsored by this school?" resulted in a percentage of 74.81 negative responses for patrons and parents and a percentage of 62.50 negative responses for the thirty-two leaders.

Responses to item 13, "Do you attend the basketball games sponsored by this school?" resulted in a percentage of 96.01 affirmative responses for patrons and parents and a percentage of 100 affirmative responses for the thirty-two leaders.

Responses to item 21, "Do you feel that physical education should be taught in this school?" yielded a percentage of 88.53 affirmative responses for patrons and parents and a percentage of 93.75 affirmative responses for the thirty-two leaders.

Responses to item 22, "Do your children eat in the school cafeteria?" yielded a percentage of 72.57 affirmative responses for patrons and parents and a percentage of 90.62 affirmative responses for the thirty-two leaders.

Responses to item 23, "Do you think that the consolidation of the small schools in your community into a large school was a good thing for the community?" yielded a percentage of 97.51 affirmative responses for patrons
and parents and a percentage of 96.87 affirmative responses for the thirty-two leaders.

Responses to item 24, "Do you think that Lincoln Public School should have a Parent-Teachers Association?" resulted in a percentage of 100 affirmative responses for patrons and parents and the thirty-two leaders.

Responses to item 25, "Did you have a Parent-Teacher Association when the small schools were located in your community?" yielded a percentage of 24.94 affirmative responses for patrons and parents and a percentage of 31.25 affirmative responses for the thirty-two leaders.

Responses to item 26, "Did you hold an office in the Parent-Teacher Association when the small schools were located in your community?" yielded a percentage of 500 affirmative responses for patrons and parents and 37.50 affirmative responses for the thirty-two leaders.

A summary of the analysis of the data relative to the selected thirty-two leaders and their characteristics revealed that the age range for the thirty-two leaders was 32 to 67 years. The median age was 46 years. The thirty-two leaders had lived in the community for a total of 870 years with a median number of 27.6 years for each. The analysis revealed further, that six of the thirty-two leaders had lived in the community for a lifetime, that twenty-eight of the leaders were Baptist and held positions as deacons; clerks, trustees, presidents of societies in their churches. Four of the thirty-two leaders were pastors. Five of the thirty-two leaders were identified by 10 persons and one of the leaders was identified by twenty-five people.

A summary of the analysis of the data relative to reasons for selection, revealed that these thirty-two leaders were selected for the reasons stated
below:

1. Leaders were chosen for qualities of leadership shown in the past, honesty and trustworthiness.

2. Leaders were chosen for attributes of truthfulness, reliability, aptness, and patience.

3. Leaders were chosen because of the interest shown in community activities and work done to make the community grow.

4. Leaders were chosen for the ability to chart a straight course towards a common goal.

5. Leaders were chosen for Christian attitudes and work accomplished in church.

6. Leaders were chosen because they possessed a fair degree of education.

Conclusions. Based on the findings shown in this study, and realizing that opinions were used, the writer makes the conclusions which follow:

1. The majority of the people hold favorable opinions toward the educational program of the school, the principal and teachers as evidenced by their satisfaction with subjects offered, present emphasis on grades, that teachers are pleasant and cheerful to meet, honest and straight-forward when dealing with them, and trust their judgments in disciplinary cases.

2. That most of the people have positive orientation to the school program, identify themselves with numerous individuals who are perceived to be school community leaders, but have limited participation in the school's program.
3. There is some evidence of community existence and much evidence of a high potential for community development in that the people selected persons as leaders on common criteria, that leaders tended to select the same leaders as those selected by the citizenry as a whole and used the same criteria for selection, that they had a common element that allowed them to visit in each other's homes, to borrow small articles from each other, they belonged to the same organizations, tended to vote for each other to hold offices in the same organization, and the high degree of consensus among parents, patrons, and leaders that the consolidation of the schools was a desirable thing.

4. Many persons were identified as leaders. No one of these leaders was selected by a majority of the people, thus indicating a lack of a strong leader who can demand the allegiance of all the people. These persons tended to be neighborhood leaders rather than community leaders. The leaders were perceived by the people as possessing common characteristics among which were: qualities of leadership, honesty, aptness, trustworthiness, reliability, and truthfulness.

The age of leaders ranged from 32 to 67 with the average leader being 46. Most of the leaders had lived in the community for long periods of time, an average of 23 years. Most of the leaders had been known to the people over a long period of time, an average of 24 years. All of the leaders were affiliated with some church either Methodist or Baptist, with one exception. An overwhelming majority of the leaders held some important church office. A majority of
the leaders have children enrolled in the Lincoln Public School.

5. The majority of the leaders hold favorable opinions toward the educational program, and the principal and teachers as evidenced by their satisfaction with the subjects offered, present emphasis of grades, that teachers are pleasant and cheerful to meet, honest and straight-forward when dealing with them, and trust their judgment in disciplinary cases.

6. The opinions expressed by patrons and parents regarding the educational program, the principal and teachers were similar to those expressed by the leaders, however, there were more divergence of opinions among leaders than among patrons and parents.

7. Leaders identified by the leaders were basically the same as those identified by patrons and parents. The five exceptions were identified for the same qualities and had the same characteristics as those selected both by the patrons and parents, and the leaders.

Implications—The interpretation of the findings of this research appears to focus attention upon the basic principles stated below:

1. The school personnel is not giving the leadership to its constituency which is necessary to secure a large degree of participation in the program of the school.

2. The principal and teachers are not taking advantage of the favorable attitudes that exist in the community to build a better school program.

3. The leaders seem more strongly oriented toward the old school districts and their neighborhood patterns, than to the new school district and its community pattern.
4. There is evidence that football as a part of the school's athletic program does not have the support of a large segment of the adult population.

Recommendations.— The following recommendations are made as a result of this study:

1. That the principal and teachers develop ways of giving leadership to the end of developing in the constituency a greater attachment to and participation in the program of the school.

2. That the principal, teachers and leaders determine the reasons for negative opinions expressed by some of the people toward the educational program, and the principal and teachers of the Lincoln Public School.

3. That other studies be made to determine the role which these Negro leaders play in making school policies.

4. That other studies be made to determine the acceptance of selected Negro leaders by Whites.

5. That other studies be made to determine the actual influence of Negro leaders on a total school area basis.
BIBLIOGRAPHY

Books


Articles


Moffitt, Frederick J. "Why Do We Fail in Public Relations," Education Digest, XV, No. 4 (December, 1949), 43.

Rice, Arthur H. "Do You Say 'Leadership?,'" Nation's School, LIX, No. 2 (February, 1952), 79.

Unpublished Material


Dear Patron,

Below and on the following pages you will find a list of questions concerning things about Lincoln Public School which may or may not be satisfactory to you. We should like to know what things about Lincoln Public School you like and what thing you dislike.

You are asked to indicate your answer to each question by drawing a circle around the word "Yes" or "No" before each question. There is no need to sign your name.

Yes  No  Do you like all of the subjects the children are taking in this school?

Yes  No  Do you think that this school places too much emphasis upon grades which pupils make?

Yes  No  Do you think that all of the teachers are "up to date" in their ideas and actions?

Yes  No  Do you feel that the teachers make their assignments definite and clear for your children?

Yes  No  Do you find that some of the teachers in this school are very hard to get acquainted with?

Yes  No  Is this school providing the kind of preparation that you want for your children?

Yes  No  Do you find that some of the teachers feel that they are better than your children?

Yes  No  Do you feel that children cannot learn unless they use textbooks?

Yes  No  Do your children feel that the teachers talk above their understanding?
Yes No  Do your children feel that most of their teachers are orderly and systematic in the way they conduct their classes?

Yes No  Do your children find school dull and uninteresting?

Yes No  Do you attend the football games sponsored by this school?

Yes No  Do you attend the basketball games sponsored by this school?

Yes No  Do you feel that some of the teachers in this school are narrow-minded?

Yes No  Do you find that the teachers in this school are cheerful and pleasant to meet?

Yes No  Do you think that the teachers in this school lack patience when dealing with your children?

Yes No  Do you think that the disciplinary cases are handled fairly in this school?

Yes No  Do some of the teachers produce a feeling of fear in your children?

Yes No  Do you find that the teachers are honest and straight-forward in their dealing with you?

Yes No  Do you think that the principal of this school is too strict with your children?

Yes No  Do you feel that physical education should be taught in this school?

Yes No  Do your children eat in the school cafeteria?

Yes No  Do you think that the consolidation of the small schools in your community into a large school was a good thing for the community?

Yes No  Do you think that the Lincoln Public School should have a Parent-Teachers Association?
Yes  No  Did you have a Parent-Teachers Association in the schools when the small schools were located in your community?

Yes  No  Did you hold an office in the Parent-Teacher Association when the small schools were located in your community?

On the space below please list any suggestions which you may have for the improvement of this school.
Below are a list of questions that we would appreciate your answering. Please try to answer all the questions. *It is not necessary to write your name.*

1. Write on the lines below the name of the person that you consider to be a leader in the community.

2. Write on the lines below why you have chosen this person as a leader.

3. Approximately how old is this person you have chosen as a leader?

4. Does this person have any children enrolled at Lincoln Public School?  
   Yes  No

5. Has this person ever held an office in any organization of which you were or are a member?  
   Yes  No

6. Would you vote for this person to hold an office in any organization of which you were or are a member?  
   Yes  No

7. Why would you vote for this person to hold an office in your organization?

8. How long have you known this person?
9. Have you ever borrowed anything from this person? Yes  No
10. Do you visit this person's home? Yes  No
11. To what church does this person belong?

12. What denomination is the church to which this person belong?
   Check one: (1) Methodist  (2) Baptist  (3) Other

13. Does this person hold an office in this church?

14. How long has this person lived in this community?
REASONS GIVEN FOR SELECTION OF LEADERS

1. Tries to help everybody
2. Honest, wholehearted, trustworthy
3. Honest, truthful, always looking for the right in anything that may come up
4. Christian, honest, capable and reliable, stands for the right thing, is always willing to help the community.
5. Knows how to handle business
6. Leader in his church, honest and good
7. Leader in his neighborhood
8. Always ready to help someone that is in need
9. Explains everything clearly
10. Settled minded, fair education
11. Makes good suggestions
12. Very nice person and honest
13. Christian woman
14. Very understanding
15. Nice to live by and get along with
16. Good mother, and good worker
17. Good church worker
18. He has served as an officer and he knows how to lead
19. Leads a singing class
20. Deacon of his church
21. Good man and honest
22. I have worked in different fields with him and find him to be a good leader
23. He is apt
24. High standing and good conduct
25. Good church worker
26. Lives a clean life
27. Believes in the right things
28. Quick thinking
29. Good at getting information helpful to community
30. I work with him and find him to be a good fellow
31. Loyal and can be trusted
32. Attends all church meetings and tries to do his part
33. Knows how to speak in a way that everybody can see and understand what he is talking about
34. Worthy of being a leader
35. Patient and loved by everybody who knows him
36. Taught my children and was very nice to them
37. Has experience in community work
38. Trustworthy and kind
39. Has experience in working with people
40. She is always conscious of the needs of people
41. She has a good education and uses it for the benefit of the people
42. She has always worked for the good of the people
43. He is a good principal and hard worker
44. She is a Christian and my idea of a leader should be Christian, because the blind cannot lead the blind
45. This man has those qualifications that I would like for a leader to have
46. Good leader in several community organizations
47. Because he is a pastor and he should be able to lead other than in church.

48. Because she is loyal to her community and family. She is a member of quite a few organizations, church and community.

49. Because she would make a good leader, not only for adults but children as well.

50. I feel that she is qualified.
Below is the list of questions used by the writer in the interview of the thirty-two leaders.

1. What does the Lincoln Public School mean to you?
2. Why are you interested in the Lincoln Public School?
3. Why do you think that the Lincoln Public School should have a Parent-Teacher Association?
4. Why did you favor consolidation of the small schools?
5. Did you favor the location of the Lincoln Public School?
6. Did you know about the school before the construction of the building?
7. Did you see the plans for the new building?
8. What are some of the evils in having a Parent-Teacher Association?
9. Do you think that the parents and patrons should have had something to say about the construction of the school?
10. What are some of the changes you would like to see made at Lincoln Public School?
Below are examples of interviews held with the thirty-two leaders which will serve to clarify type used.

What does the Lincoln Public School mean to you?
"The school means an elevation to me, to my community, it gives my people more opportunity to get a livelihood."

Why are you interested in the Lincoln Public School?
"I am interested in the school because an education means an uplift of standards and makes my job of preaching to them easier."

Why do you think that the Lincoln Public School should have a Parent-Teacher Association?
"I think the school should have a Parent-Teacher Association because teachers could do a better job if they knew the parents and could understand some of the problem that the parents themselves have."

Why did you favor consolidation of the small schools?
"I favored consolidation because good schools could not be built in every community and one good school would better meet the needs of the community."

Did you favor the location of the Lincoln Public School?
"Yes, I thought that Fairforest was an ideal place for the new school."

Did you know about the school before the construction of the building?
"Yes, I knew about the consolidation program."

Did you see the plans for the new building?
"No, I did not."

What are some of the evils in having a Parent-Teacher Association?
"If the president is weak sometimes the people want to take over the school."

Do you think that the parents and patrons should have had something
to say about the construction of the school?

"Well, No."

What are some of the changes you would like to see made at Lincoln Public School?

"I would like to see a school band, a baseball team and teachers visit in church at least once a year."

What does the school mean to you?

"It means my children are receiving good training."

Why are you interested in the school?

"Because it is doing a good job."

Why do you think that the Lincoln Public School should have a Parent-Teacher Association?

"It would give a chance to meet some of the teachers."

Why did you favor the consolidation of the small schools?

"It was a good thing for us."

Did you favor the location of the Lincoln Public School?

"Yes."

Did you know about the school before construction of the building?

"No, I did not know about consolidation."

What are some of the evils in having a Parent-Teacher Association?

"I don't think that there are any evils."

What are some of the changes you would like to see made at Lincoln Public School?

"I would sure like to see a Parent-Teacher Association."