DOCUMENT RESUME

ED 043 110   24   EA 003 055

TITLE   Educational and Social Demands on the Schools.
                   Analysis of Literature and Selected Bibliography.
                   Analysis and Bibliography Series, No. 1.
INSTITUTION   Oregon Univ., Eugene. ERIC Clearinghouse on
                   Educational Administration.
SPONS AGENCY   Department of Health, Education, and Welfare,
                   Washington, D.C. National Center for Educational
                   Research and Development.
BUREAU NO   BR-8-0353
PUB DATE   Sep 70
CONTRACT   OEC-0-8-080353-3514
NOTE   17p.

EDRS PRICE   EDRS Price MF-$0.25 HC-$0.95
DESCRIPTORS   *Bibliographies, Community Control, Community
                   Surveys, Decision Making, *Educational Demand,
                   *Educational Needs, *Literature Reviews, Minority
                   Groups, *Public Opinion, School Community
                   Relationship

ABSTRACT
            This review analyzes current literature dealing with
the expectations and demands of the public for their schools.
Particular attention is paid to research that assesses variations in
public expectations and demands according to demographic and
geographic settings, age, ethnic status, and socioeconomic status. A
65-item bibliography of recent literature is included. (JH)

ED0 43110

Educational and Social Demands on the Schools

EA 003 055

ERIC Clearinghouse on Educational Administration

ERIC
Full Text Provided by ERIC

EDUCATIONAL AND SOCIAL DEMANDS

ON THE SCHOOLS

Analysis of Literature
and
Selected Bibliography

ERIC Clearinghouse on Educational Administration
University of Oregon
Eugene, Oregon 97403

September 1970
Analysis and Bibliography Series, No. 1
Clearinghouse Accession Number: EA 003 055

ERIC and ERIC/CEA

The Educational Resources Information Center (ERIC) is a national information system operated by the United States Office of Education. ERIC serves the educational community by disseminating educational research results and other resource information that can be used in developing more effective educational programs.

The ERIC Clearinghouse on Educational Administration, one of twenty such units in the system, was established at the University of Oregon in 1966. The Clearinghouse and its nineteen companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $21 a year from the United States Government Printing Office, Washington, D. C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by the National Cash Register Company.

Journal articles are announced in Current Index to Journals in Education. CIJE is also available in many libraries and can be ordered for $34 a year from CCM Information Corporation, 909 Third Avenue, New York, New York 10022. Annual and semiannual cumulations can be ordered separately.

Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

FOREWORD

    In mid-June 1970 the Clearinghouse received an urgent request from
Central ERIC in the U.S. Office of Education to prepare selected bibliog-
raphies and brief analyses of literature on eleven critical topics related
to school organization and administration.

    The bibliographies and reviews were required by USOE's National
Center for Educational Research and Development (formerly the Bureau
of Research)in planning its new program of directed research and devel-
opment.   School organization and administration is one of four areas of
education chosen by the center to receive concentrated research and devel-
opment assistance. The others are reading, early childhood, and voca-
tional education.

    Through a joint effort the Clearinghouse staff completed the bibliograph-
ies and reviews for shipment to USOE by July 2, the deadline date.

    The analysis and bibliography combined here focus on the expectations
of the public for the schools, particularly with variations according to
demographic setting, age, ethnic background, and income.

    The literature cited in the bibliography and reviewed in the paper was
drawn from a search of the two ERIC index catalogs, Research in Education
and Current Index to Journals in Education, and from the following non-
ERIC sources: Books in Print, Cumulative Book Index, Education Index,
Public Affairs Information Service, Sociological Abstracts, Social Sciences
and Humanities Index, and Book Review Digest.   Although the urgency of
the request precluded a full and comprehensive search and analysis of
the literature, the reviews and bibliographies are intended to assess
accurately some of the current developments and emerging trends on the
topic.

    Many of the documents cited in the bibliography can be ordered from the
ERIC Document Reproduction Service. Instructions for ordering these
documents are given at the end of the bibliography.

                                                    Philip K. Piele
                                                    Director

Analysis of Literature on

EDUCATIONAL AND SOCIAL DEMANDS ON THE SCHOOLS

A large body of literature has grown with the demands of clients of

education for greater participation in the decision-making and policy

formulation processes. Clients include groups of students or citizens

with a stake in the educational institution who are motivated to take some

action in its regard (Cunningham 1969). Subgroups from these main groups

of clients have expressed both a dissatisfaction with the system of public

education and a desire to participate actively in restructuring that system.

Most of the literature dealing with student, minority group, and general

community demands for participation in school decision-making has

described the interactions between client subgroups and traditional

educational managers. Generally, this literature also speculates on the

future of education, given acquiesence to some of these demands.

A small, but rapidly increasing segment of the literature attempts to

analyze the impact and consequences of student demands for greater

participation in public school decision-making (for a recent bibliography,

see Hall 1969). Much of this literature is in the form of journal articles,

speeches, pamphlets, etc. However, one excellent reader (Nystrand 1969)

provides an overview of the central issues and demands of the movement.

Much of the literature treats the demand for decentralization of

1

urban school systems (for a comprehensive and up-to-date bibliography of

community control/decentralization literature, see The Center Forum

May 15, 1969). Among documents that outline the general decentralization

movement, Johnson and Usdan (1968) provide an excellent forum for under-

standing decentralization proposals and the relationship between this type

of administrative change and other demands on the educational system.

Several excellent analyses have focused on the community control

controversy in New York City (Gittell 1966, Gittell and Hevesi 1969, Mayer

1969, and Rogers 1968). As case studies, these works offer indepth

treatment of the patterns of interaction among the proponents and opponents

of New York's decentralization experiment. Although demands for decentral-

ization have been heard in other major urban areas, New York City is the

contemporary focal point of the movement. Thus the studies noted above

assess a reform movement that may "very likely reflect the character of

the struggle as it will emerge throughout America's urban centers" (Gittell

and Hevesi 1969).

Although this literature offers valuable insight into the generalized demand

for community control, the specific expectations of ghetto residents are often

overlooked. One exception to this general trend is reported in a survey of

attitudes of parents living in New York areas represented by leaders who have

adamantly supported decentralization (Lang and others 1968). This study found

that while a strong majority of the parents surveyed supported the general

demand for community control, they disagreed significantly as to the extent

of influence over the educational process that should be wielded by members

of the community.

Although the demand for greater participation in the affairs of public

schools has been epitomized by the action of black ghetto residents of New York

City, the literature indicates that these demands are not limited to one ethnic

group in one region. One report of a meeting of leaders of Southwestern

minority groups (Burger 1969) concluded that the minority groups of that

region--Amerindians, Blacks, and Spanish speaking--shared two primary

ambivalences with regard to their perceptions of educational issues:

(1) While the child should be educated to make a living in the modern world,

he should also remain within the ethnic culture fold; and (2) while minority

groups resent not having political power, some still fear formally organized

political action groups. The few other recent studies that have attempted

to identify the unique educational needs and expectations of specific minority

groups (for example, Begaye and others 1969, Palomares 1968, and "Hemos

Trabajodo Bien" 1968) have revealed similar ambivalences with regard to

specific educational expectations.

The difficulty in tapping specific educational desires, expectations, and con-

cerns is not limited to studies of minority groups. A nationwide survey of a

representative sample of citizens (Carter and Chaffee 1966) found that six out

of every seven citizens interviewed thought children were not getting all they

should out of education, either for eventual economic benefits or for social and

intellectual competencies. Similarly, in his unique study of parental grievances,

Jennings (1966) found that 13 percent of the parents interviewed had grievances

with course content and 27 percent of the parents had grievances with "other

events" at school. The existence of such dissatisfaction has been the subject of a number of narratives, yet relatively little research has been reported that has systematically investigated the specific concerns and expectations of the public for educational change.

A few comprehensive examinations of specific educational needs as perceived by the public (and by subgroups of that public) have concentrated on one school district or community. Two excellent examples of this type of research are described below.

As part of the Instructional Tasks Project, the specific behavioral concerns of the community served by the Newport-Mesa Unified School District for its youth were identified by the critical incident technique (Abbot and others 1968). Over 1,000 persons sampled from parents, youth, school staff, and other members of the social community contributed data from which several thousand specific valued behaviors were abstracted and then classified via content analysis into a taxonomy of community concerns. Subsequent data obtained from a control group indicated that the taxonomy was comprehensive. This taxonomy was then used to develop instructional objectives based on community concerns, and to describe similarities and differences among parts of the community in their educational concerns for youth.

As part of a project designed to develop a comprehensive master plan for education in Fresno, California, PROJECT DESIGN conducted an extensive one-year assessment of educational needs as perceived by all segments of the community (Fresno City Unified School District, all citations). These needs were eventually translated into the mission objectives of education in that

area, and represented the basis for the final educational master plan.

Similarly, other community studies have reported responses to surveys designed to specify: general attitudes toward the schools (Philadelphia School District 1969), desired educational goals and objectives (Bardwell 1960, and Wilder and others 1968), and desired educational programs and curricula (Grady 1969, Kase 1967, Nolte and Murrey 1969, Pranis and Morsbach 1968, and Preising 1967). Analyses of findings in these studies generally involved comparison of responses by social, economic, and ethnic variations in the sample.

The needs for vocational-technical education have been the subject of some studies that not only assess the opinions of students, parents, and the general citizenry, but also tap the expectations of potential future employers for the educational system (Bail and Crunkilton 1969, New York State Education Department 1967, Wright 1968, and Young 1966). Another unique approach to sample selection was employed in the McMahon and Strauss (1967) study, which focused on the expectations of 896 community leaders representing eleven groups concerned with education in Maryland.

In general, the studies reviewed here point to a number of differences of opinion regarding education on the part of various groups surveyed, although these differences are by no means consistent among the variety of research settings. The conclusion drawn by the author of a review of similar literature appears applicable here:

> Expectations held by citizens varied greatly from one task area
> to another. (For example)... many who held conservative
> expectations concerning board of education control over the
> private lives of teachers held liberal views concerning the extent
> to which pupils should be given freedom from control. (Stollar

and others 1969, from Chapter 10, which reviews literature on
the public's expectations of board members; see also Chapter 7
for a review of the literature on general public opinion of the
schools).

Not only have these studies found variation in expectations and concerns

among subgroups and in relation to specific issues or programs, but some

evidence has been accumulated showing that these expectations are changeable

in varying degrees among subgroups, as a result of a school's response to

an initial set of demands or concerns (Agger and Fashing 1969 and Agger and

Goldstein 1965).

Perhaps the most important contribution of this literature is that it

provides references to, and examples of application of, a number of

instruments and approaches for assessing the public's expectations for

its schools. School officials concerned with such an assessment may find in

this literature a combination of research techniques for obtaining a greater

understanding of the educational needs of their own community.

Selected Bibliography on

EDUCATIONAL AND SOCIAL DEMANDS ON THE SCHOOLS

Abbot, William P., and others. A School-Community Communication Model: 1. Specific Behavioral Concerns of the Community for Its Youth. A Report on the Instructional Tasks Project. Palo Alto, California: American Institute for Research in Behavioral Sciences, 1968. ED 030 200: $6.20 paper, $0.50 microfiche.

Agger, Robert E., and Fashing, Joseph J. Effects of Educational Innovations for the Culturally Deprived on Citizen Support for the Schools. Eugene: University of Oregon, 1969. ED 031 796: $11.00 paper, $1.00 microfiche.

Agger, Robert E., and Goldstein, Marshall N. Educational Innovations in the Community. Eugene: University of Oregon, 1965. ED 010 164: $17.85 paper, $1.50 microfiche.

Anderson, J. G., and Safar, D. "The Influence of Differential Community Perceptions on the Provison of Equal Educational Opportunities." Sociology of Education, 40 (Summer 1967), 219-230.

Arendt, Donald Phillip. Educational Interests of Disadvantaged and Non-Disadvantaged Iowa Household Heads. Ames: Iowa State University, 1968. ED 031 623: $5.75 paper, $0.50 microfiche.

Bail, Joe P., and Crunkilton, John R. Area Occupational Education Programs in a Selected Twelve County Area in New York: Concerns and Expectations. Final Report. Ithaca: State University of New York, 1969. ED 034 862: not available from EDRS. Available from University Microfilms, Inc. 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Bardwell, Roger W. Differences in Perception of Citizens and Teachers about Educational Issues. Madison: Wisconsin University, 1960. ED 019 582: not available from EDRS. Ph.D. thesis available from University Microfilms, Ann Arbor, Michigan; Mic-60-5712, Microfilm $2.50, Xerox $8.80.

Begaye, John Y., and others. Navajo Evaluators Look at Rough Rock Demonstration School, Chinle, Arizona: Rough Rock Demonstration School, 1969. ED 034 612: $2.50 paper, $0.25 microfiche.

Burger, Henry G., ed. Ethnics on Education: Report on a Conference of Spanish-Speaking, Amerindian, and Negro Cultural Leaders on Southwestern Teaching and Learning. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, 1969. ED 032 440: $2.20 paper, $0.25 microfiche.

Cagle, T., and Beker, J. "Social Characteristics and Educational Aspirations of Northern, Lower Class, Predominately Negro Parents Who Accepted and Declined a School Integration Opportunity." Journal of Negro Education, 37 (Fall 1968), 406-17.

Carter, Richard F., Greenberg, Bradley S., and Haimson, Alvin. The Structure and Process of School-Community Relations. Volume I. Informal Communication About Schools. Stanford, California: Institute for Communications Research, Stanford University, 1966. ED 017 054: $21.45 paper, $1.75 microfiche.

Carter, Richard F., and Chaffee, Steven H. The Structure and Process of School-Community Relations. Volume II. Between Citizens and Schools. Stanford, California: Institute for Communications Research, Stanford University, 1966. ED 017 055: $12.00 paper, $1.00 microfiche.

Carter, Richard F., and others. The Structure and Process of School-Community Relations. Volume III. The Structure of School-Community Relations. Stanford, California: School of Education, Stanford University, 1966. ED 017 056: $20.15 paper, $1.50 microfiche.

Carter, Richard F., and Ruggels, W. Lee. The Structure and Process of School-Community Relations. Volume IV. The Process of School-Community Relations. Stanford, California: School of Education, Stanford University, 1966. ED 017 057: $12.05 paper, $1.00 microfiche.

Carter, Richard F., and Odell, William R. The Structure and Process of School-Community Relations. Volume V. A Summary. Stanford, California: Institute for Communications Research, Stanford University, 1966. ED 017 058: $5.85 paper, $0.50 microfiche.

The Center Forum, 3 (May 15, 1969), 1-32.

Corbett, Anne. "Parent Power: The Lesson of New York." New Society, 12 (July 4, 1968), 11-12.

Corwin, Ronald G. A Sociology of Education: Emerging Patterns of Class, Status, and Power in the Public Schools. New York: Appleton-Century-Crofts, 1965.

Cunningham, Luvern L. "Trends and Issues in Client Demands and System Responses." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February 8, 1969. ED 029 357: $0.90 paper, $0.25 microfiche.

Daniel, W. G. "Improving Schools in Their Societal Context." Journal of Negro Education, 36 (Spring 1967), 89-93.

Donnison, D. V. "Education and Opinion." New Society, 10 (October 26, 1967), 583-588.

Educational Leadership, 25 (October 1967), 3-44.

Fresno City Unified School District. Speak-Up; A Sub-Project Assessing Educational Needs as Perceived by the Community: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 2. Fresno, California: FCUSD, 1968. EA 002 823 (to be announced in September 1970 issue of Research in Education).

Fresno City Unified School District. Student "Speak-Up"; A Sub-Project Assessing Educational Needs as Perceived by Secondary Students: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 3. Fresno, California: FCUSD, 1968. EA 002 824 (to be announced in September 1970 issue of Research in Education).

Fresno City Unified School District. Summary Fresno Educational Needs Assessment: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 30. Fresno, California: FCUSD, 1968. EA 002 847 (to be announced in September 1970 issue of Research in Education).

Gittell, Marilyn. Participants and Participation: A Study of School Policy in New York City. New York: Center for Urban Education, 1966.

Gittell, Marilyn, and Hevesi, Alan G., eds. The Politics of Urban Education. New York: Frederick A. Praeger, 1969. ED 034 831: not available from EDRS. Available from publisher, $3.50.

Goldhammer, Keith. Factors Related to Citizen, Administrator, and Teacher Participation in Educational Decision-Making. Eugene: University of Oregon, 1965. ED 010 217: $0.80 paper, $0.25 microfiche.

Goldhammer, Keith. Issues and Strategies in the Public Acceptance of Educational Change. Eugene: University of Oregon, 1965. ED 010 224: $1.35 paper, $0.25 microfiche.

Grady, Roslyn M. Survey of Parent Opinions on Modular Scheduling at General William Mitchell High School. Colorado Springs: Colorado Springs School District 11, 1969. ED 035 084: $2.50 paper, $0.25 microfiche.

Hall, John S., comp. Selected Bibliography on Student Activism in the Public Schools. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1969. ED 027 644: $0.65 paper, $0.25 microfiche.

Hamilton, Charles V. "Race and Education: A Search for Legitimacy." Harvard Education Review, 38 (Fall 1968), 669-684.

"Hemos Trabajodo Bien"; A Report on the First National Conference of Puerto
    Ricans, Mexican-Americans, and Educators on"The Special Educational
    Needs of Urban Puerto Rican Youth," (New York, May 14-15, 1968). New
    York: Aspira, Inc., 1968. ED 023 780: $4.00 paper, $0.50 microfiche.

Hervey, Sarah D. Attitudes, Expectations, and Behavior of Parents of Head Start
    and Non-Head Start Children. Report Number 1. Detroit, Michigan: Merrill
    Palmer Institute, 1968. ED 030 475: $1.30 paper, $0.25 microfiche.

Jennings, M. Kent. "Parental Grievances and School Politics." Paper presented at
    Conference on Politics and Education, Eugene, University of Oregon, June
    14-17, 1966. ED 010 900: $2.85 paper, $0.25 microfiche.

Johnson, Carrol F., and Usdan, Michael D. Equality of Educational Opportunity
    in the Large Cities of America: the Relationship between Decentralization
    and Racial Integration. New York: Columbia University, 1968. ED 029 388:
    $10.00 paper, $1.00 microfiche.

Juares, Rumaldo Z., and Kuvlesky, William P. "Ethnic Group Identity and
    Orientations toward Educational Attainment. A Comparison of Mexican-
    American and Anglo Boys." Proceedings or the Southwestern Sociological
    Association, 19 (1968), 10-14.

Kase, Donald. Curricular Needs of North Bay Schools, A Study or Opinions
    Concerning Curricular Needs in the North Bay Counties of Marin, Napa,
    Sonoma, and Solano. Napa, California: North Bay Pace Center, 1967.
    ED 017 685: $5.85 paper, $0.50 microfiche.

King, F. M. "Parental Attitudes toward Acceleration in School." Education,
    88 (April 1968), 363-367.

Lang, Gladys Engel, and others. Responses to a Decentralization Crisis, "Pulse
    of the Parent" #1; First in a Series of Reports of Parent Opinion Prepared
    by the Mass Media Committee. New York: Center for Urban Education, 1968.
    ED 020 919: $ .20 paper, $0.25 microfiche.

Lanter, Paul. "The Short Happy Life of the Adams-Morgan Community School
    Project." Harvard Education Review, 38 (Spring 1968), 235-262.

Levine, D. U. "Crisis in the Administration of the Inner City Schools." School
    and Society, 94 (October 1966), 322-341.

Lindstrom, D. E. "Educational Needs of Rural Youth." Journal of Cooperative
    Extension, 3 (Spring 1965), 33-41.

Lipham, James M., and others. Expectations for the School Board Role.
    Madison: University of Wisconsin, 1967.

Marascuilo, Leonard. "The Critics of School Integration: Opponents of Specific
    Programs or Foes of Integrated Education?" Urban Education, 4 (April 1969),
    78-91.

Mayer, Martin. The Teacher's Strike, New York, 1968. New York: Harper
    and Row, 1969.

McMahon, Clara P., and Strauss, Samuel. The Public Image of Education in
    Maryland. Final Report. Baltimore: Johns Hopkins University, 1967.
    ED 016 296: $5.45 paper, $0.50 microfiche.

Minar, David W. "Community Politics and School Board." American School
    Board Journal, 154 (March 1967), 33-38.

Myers, Spencer W., and Totten, W. Fred. "Role of the School in Community
    Development." Journal of Educational Administration, 4 (October 1966),
    132-142.

New York State Education Department. Education for Occupations, Grass Roots
    Thoughts and Beliefs in New York State; A Summary of the Multicounty Area
    Studies. Albany, New York: NYSED, 1967. ED 022 004: $4.10 paper,
    $0.50 microfiche.

Nolte, Chester M., and Murrey, William A., Jr., eds. Aurora: A Case Study
    of Public Relations Strategy. Report of the Work Conference (July 14-25,
    1969). Denver, Colorado: Denver University, 1969. ED 035 893: $4.45
    paper, $0.50 microfiche.

Nystrand, R. O. Student Unrest in the Public Schools. Worington, Ohio: Charles
    A. Jones Publishing Co., 1969.

Palomares, Uvaldo, H. Special Needs of Mexican-Americans: PROJECT DESIGN.
    Educational Needs, Fresno, 1968, Number 27. Fresno, California: Fresno
    City Unified School District, 1968. EA 002 844 (to be announced in September
    1970 issue of Research in Education).

Philadelphia School District. Overbrook Cluster Parent Survey 1969. A Detailed
    Report. Philadelphia: PSD, 1969. ED 031 798: $6.15 paper, $0.50
    microfiche.

Pinson, Gerald W. Current Trends and Practices in School Public Relations, A
    Research Project. Commerce, Texas: East Texas School Study Council,
    1967. ED 011 698: $3.30 paper, $0.50 microfiche.

Pranis, Robert W., and Morsbach, Donna J. The Parent Survey, Report of
    Findings. Chicago: Industrial Relations Center, University of Chicago,
    1968. ED 022 195: not available from EDRS. Available from Industrial
    Relations Center, University of Chicago, 1225 East 60th Street, Chicago,
    Illinois, 60637.

Preising, Paul P. A Survey of the Educational Needs of Santa Clara County.
    San Jose, California: Supplementary Education Center, 1967. ED 018 509:
    $5.45 paper, $0.50 microfiche.

Rogers, David. 110 Livingston Street: Politics and Bureaucracy in the New York
    City Schools. New York: Random House, 1968.

Smith, R. V., and others. Community Organizat ion and Support of the Schools:
    A Study of Citizen Reaction to the Birmingham, Michigan Public Schools.
    Ypsilanti, Michigan: OED, Cooperative Research Project No. 1828, 1964.

Stollar, Dewey H., and others. Analysis and Interpretation of Research for
    School Board Members. Final Report. Knoxville: Department of Educational
    Administration and Supervision, Tennessee University, 1969. ED 033 087:
    $15.35 paper, $1.25 microfiche.

Streets, Virgus Otis. Special Needs of Negroes: PROJECT DESIGN. Educational
    Needs Fresno, 1968, Number 28. Fresno, California: Fresno City Unified
    School District, 1968. EA 002 845 (to be announced in September 1970
    issue of Research in Education).

Wilder, David E., and others. Actual and Perceived Consensus on Educational
    Goals between School and Community. Final Report. Volume I and Volume
    II. New York: Bureau of Applied Social Research, Columbia University,
    1968. ED 023 939: $31.90 paper, $2.50 microfiche.

Wright, Robert D. Are Wyoming's Secondary School Vocational Programs Geared
    to Wyoming Industry? A Project Submitted to the Wyoming Research
    Coordinating Unit, Cheyenne, Wyoming. Laramie: Department of Vocational
    Education, Wyoming University, 1968. ED 023 904: $3.15 paper, $0.50
    microfiche.

Young, Raymond. Citizen's Survey of Shiawassee-Clinton County; Vocational-
    Technical Feasibility Study. Ann Arbor: Bureau of School Services, University
    of Michigan, 1966. ED 018 606: $8.45 paper, $0.75 microfiche.

Zimmer, Basil, and Hawley, Amos H. "Opinions on School District Reorganization
    in Metropolitan Areas: A Comparative Analysis of the Views of Citizens and
    Officials in Central City and Suburban Areas." Southwestern Social Science
    Quarterly, 48 (December 1967), 311-324.

HOW TO LOCATE AND ORDER
ERIC DOCUMENTS

Many of the documents listed in this bibliography were processed by the ERIC system and have been announced in Research in Education (RIE), the monthly ERIC index and abstract catalog. Each ERIC document is indicated by an "ED" number enclosed in parentheses at the end of the citation. The "ED" number is the document's index number and can be used to locate the particular issue of RIE in which the document's abstract appears.

Most ERIC documents can be ordered from the ERIC Document Reproduction Service. If a document is available from EDRS, its order number and prices are included in the parentheses. To order documents from EDRS, indicate:

- the ED numbers of the desired documents (titles need not be furnished)

- the type of reproduction desired--hard copy (HC) or microfiche (MF)

- the number of copies being ordered

Payment must include a special handling charge of 50 cents on all orders, and must accompany orders totaling less than $5.00. Also add applicable sales tax or submit tax exemption certificate when ordering from any State having a sales tax. Foreign orders, with the exceptions of Canada and Mexico, must include a 25% service charge, calculated to the nearest cent. Orders from Canada and Mexico must include a 15% service charge only if they exceed $50.00.

Address requests to:

> ERIC Document Reproduction Service
> The National Cash Register Company
> 4936 Fairmont Avenue
> Bethesda, Maryland 20014