PARENTAL PERCEPTIONS OF SCHOOLS WITH COMMUNITY COMPONENTS

by

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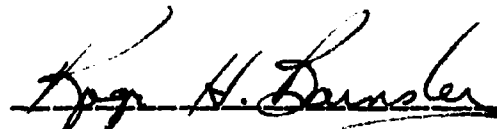
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ABSTRACT

PARENTAL PERCEPTIONS OF SCHOOLS
WITH COMMUNITY COMPONENTS

The purpose of this study was to identify the impact on parental perceptions of community components in their children's schools. Two schools located in Nova Scotia, Canada and a third school in Sheffield, England were studied. A random sample of 60 families, of students enrolled in grades seven, eight and nine from each of the three schools were surveyed by a Likert-type questionnaire which measured the goals of community education as reflections of community components. In addition, respondents were allowed open-ended responses to a number of questions. Results were tabulated and responses categorized. The study indicated that schools with clearly defined community components are perceived more positively by parents than are schools with no particular community involvement. Barriers to community involvement identified in the Canadian Schools were parental apathy, the size of the school and the distance families live from the school. The English parents identified as barriers government policy and dealing with the English Department of Education.

Recommendations for further research include ongoing community needs assessments; assessment of the perceptions of the schools on the impact of community by the school staffs and administrations; making community learning a focus of mainstream

curriculum; methods of educating involved parents and community members to interpret, analyse and act upon government policies they perceive to be barriers to community education development; and community/parent involvement.

It was concluded that by using schools on both sides of the Atlantic Ocean links have been created which could lead to a sharing of ideas and a vision of a more 'Global Community'.

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

QUESTION: What is your reaction to the whole Community School concept?

Signed, *"For Community Involvement "*.

ANSWER: Dear *"For Community Involvement "*, Our schools are being infiltrated! The unrecognized enemy is expertly organised world wide, extremely secretive about its warfare, and fanatically determined to oust its sworn foe, the teachers, from the schools. It will then take them over and control them for its own nefarious purposes. The hatchers of this plot, who meet secretly at all times of the day and night to discuss tactics and gloat over their latest victories, are not the C.I.A., or the F.B.I., or the R.C.M.P., or the Chinese T.O.N.G.S., but the Commies (not the Communists, but Communities and Parents). Where once the school was locked up at three-thirty each afternoon and not opened until eight-thirty the next morning, now it is open most nights of the week, and who is there? The community, parents, playing Bingo(!), learning Manual Skills(!), holding Meetings(!!!).

I tell you they're slowly, but surely, taking over. The community are beginning to think that the schools are

their's and even more dangerously, they're brainwashing us into thinking so too. Even now it might be too late. (Zann, 1975, p. 89).

Paul Zann's spoof typifies the negative attitude towards parent/community involvement that is representative of some educators and educational institutions. This quote, raises questions concerning the place of, and the nature of community education in the wide and generally accepted views of education. This view of education follows from the traditional thinking that the process of education concerns only the young and should take place in formal settings and at designated times.

It is the purpose of this study to explore the impact of community education on selected schools. The goals of community education chosen for use in this study represented recognized and accepted categories of community involvement and were used as the basis for parental assessment of community involvement in the schools. It can be seen that community components vary greatly from school to school and reflect the philosophy of the schools and the communities they serve. Traditional community components initiated by the schools for the community include such programs as Home and School Associations, Parent/Teacher meetings and the use of parents/community as chaperones and helpers.

A more contemporary, but still traditional approach to parent/community involvement can be seen in community schools which operate outside of the regular day school. In these schools

facilities are utilized by the community. Such schools tend to confer on matters of organisation and use of facilities but, rarely on programs. These traditional forms of community schools reflect the liberal model of community education.

A contemporary view of the role of community schools is reflected in the liberating model of community education. This model involves parents/community in decision making in the school in areas such as curriculum and policy in addition to the traditional form of involvement.

One of the purposes of this study was to determine the effectiveness of the two models as judged by parents of children attending the schools. In order to do this three schools were chosen which reflected the types of community components described above. Further, it is suggested that the importance of parental perceptions of the schools could be instrumental in any prospective changes that are likely to be initiated in education.

It is hoped that this study will offer the three schools a realistic method of considering how parents feel about their respective programs. The opportunity for reassessment and change will be afforded them as the results of the study will be distributed to the senior administrators of the schools by the researcher. In addition, it is expected that this study will foster and facilitate communication between the schools as they continue to develop their community components.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

COMMUNITY EDUCATION

A clear and concise definition of Community Education has eluded educators in the past. Indeed, community educators have shown diversity in the many attempts to define the term community education. This confusion was brought to light by Keith Watson (1980), who refered to Mowatts' identification of 292 definitions of community education prevalent in the United States of America in 1972 (p. 275). A similar debate in the United Kingdom was aptly and vividly reported by a Scottish HMI (Her Majesty's Inspectorate):

> In the beginning was the word and the word was community education, and there arose many prophets willing to interpret the word, but few to deny its veracity. So that community education became a self-fulfilling prophecy for its tenets were not written down on tablets of stone handed down from on high. And since no man knew what either community or education meant as separate creeds, when they were joined together their offspring multiplied exceedingly, offering diverse avenues to salvation.

(Scottish Education Department 1977).

There has been confusion in the United Kingdom in defining the term community because there are two models of community education in place, both of which have used the label community but have different philosophies. Watson (1980) quoted C. J. Poster (1977), an English Community College Warden in his attempt to define community, "Community is a concept which we understand intuitively but which is almost impossible to define. "(p. 276).

Eaton (in press) noted that, "Prout (1977) believes that Canadian proponents have almost unanimously accepted American writings as a basis for the introduction of community education into Canada." Definitions of the American liberal model of community education have usually stressed process leading to both individual and community development. Typical among these, as seen by Eaton (in press), is that based on the response of one third of the professors of adult and community education in a Fellenz and Coker report of the American " Delphi" study:

> Community Education is the process of identification of community needs and the marshalling of resources to meet those needs so that the community and all its members can grow through social and cducational programs (Fellenz and Coker, 1980) (p. 2).

Eaton (in press) also noted that, "The newly formed Canadian Association for Community Education considered the nature of community education in 1986. The majority of the membership of t' association is school based and therefore supported the

philosophy that community education was a process which could be practiced regardless of locale or institutional base. They viewed the school as one of many potential vehicles for community education."

Based on this discussion, the definition of community education, established by the Alberta Interdepartmental Committee on Community Schools (Staples, 1989), was accepted by the Canadian Community Education Association. This definition states that;

> Community education is a process whereby learning is used for both individual and community betterment. It is characterized by:
>
> 1. Involvement of all ages.
>
> 2. The use of community learning, resources and research to bring about community change.
>
> 3. The recognition that people can learn through, with and for each other (Canadian Association of Community Education 1988).

Martin (1987) commented that, "A clear definition should not stand in the way of good practice and the generic nature of the term community education is a response to the reality of the world which exists outside of the traditional education system" (p. 15). Eaton (in press) quotes Elayne Harris, of Memorial University's Extension Department, and President at the time of the Canadian Association for University Continuing Education, as saying:

> We see community Education as a concept and community

schools are one vehicle not the vehicle. Equally important we hold the view that community development, defined as a process of education and action which assists democratically organised local initiative to reach a goal for the improvement of the community, is an important and potent approach to community education.

COMMUNITY SCHOOLS

Community schools have also been defined amidst confusion. Light may be shed by exploring the chain of events which led to the implementation of community schools. It will also be useful to consider the philosophies of schools which have called themselves community schools and the programs found in such schools.

Sullivan (1978) drew attention to the grim picture painted by William G. Carr in 1942:

> Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across the moat there is a drawbridge, which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to an island in the morning and back to the mainland at night. Why do these young people go out to the island? They go there to learn how to live on the mainland. After the last inhabitant of the island has left in the early afternoon, the drawbridge

is raised, janitors clean up the island, the lights go out. (p. 34).

Sullivan (1978) saw in this scenario:

> A major message of the advocate of community schools was revealed, the goal of school programs should be to allow children and adults to develop skills and equip themselves to live successfully in their surrounding communities. The school belonged to the communities and the school is intended to serve the needs of the community. Consequently it seemed irrational to exclude a school's community members and their lifestyles from the educational process. (p. 3).

Minzey (1974) defined a community school by referring to six components which he deemed as being essential to an effective community education program. These components were:

> 1. An education program for school age children making the curriculum more community based and relevant to everyday living.
>
> 2. Joint use of school and community facilities.
>
> 3. Additional programs for school age children and youth.
>
> 4. Programs for adults.
>
> 5. Delivery and coordination of community services.
>
> 6. Community involvement through, community councils, which attempt to identify local problems and develop a process to solve these problems. (p. 3-7).

Eaton (in press) reported that, "In the mid to late 1960s there began a number of isolated efforts in school boards in Canada to establish community schools based on the Minzey model."

Prout (1977), who conducted the only national study which attempted to describe community education in Canada, used Minzey's six components, and revealed that the majority of the respondents considered the joint use of school and community facilities to be the most important of the community components, followed by adult programs. In addition Prout concluded that in Canada, at that time, community education had developed without all of the components identified by Minzey.

TRADITIONAL SCHOOLS

Traditional schools differ from community schools in that they do not have a clearly defined community component in place. Community components in traditional schools are usually put in place by the school for parents and there is generally a lack of evidence of parent/community involvement. Sullivan (1987) showed how Carrs' vision of the school on the other side of the drawbridge was reflected. Communication was usually in a one way direction, from the school to the home and it is suggested that this enabled the school to retain control.

In an interview with the researcher, the administrators of the traditional school used in this study identified the following as community components:

1) Home and School Associations whose roles are traditionally to fund raise and to attend presentations made by teachers explaining their programs.

2) Adult education classes offered by the local school board.

3) The rental of the school building to community groups for meetings and social events.

4) Parent-teacher meetings at report card time.

The structures in place in the traditional school reflect particular philosophies and practices, and parent/community components in these schools are indicative of these approaches. For community to play a role in traditional schools, there must be a shifting of attitudes in both hearts and minds as well as structures and it is the reluctance and resistance to change by both school administrators and community members that is instrumental in keeping these institutions traditional.

MODELS OF COMMUNITY EDUCATION

It is generally accepted that community educators fall into two camps, the liberating and the liberal, and it is from these two conceptions of community education that two models have evolved. Fletcher (1980) said that "Liberal assumes that the person is 'free' and should be yet freer and more enlightened, whilst liberating assumes bondage and the setting free of whole classes of people." (p.69).

Eaton (in press) associated, "Liberating models with "radical" adult educators and activists like Aulinsky, Friere and Lovett. " Brookfield (1980) believed that, "The liberating view holds that communities are split by divisions and inequalities of an economic, political and ethnic nature. For the liberating community educator, education is a political act and its development and action move together to attain social justice." (p. 67).

Brookfield (1983) associated, "The liberal model with the American Mott tradition of community schools and the 'village college' concept of Henry Morris in England." (p. 67). Eaton (in press) considered this model to be, "Institution based, the delivery system of which is provided by an agency which exists to serve the needs of community members. One of the best examples is the community school." Consideration will be given to the models in place in both Canada and England which will provide a context for and give an understanding and relevance to the responses of parents on the questionnaire in the study.

In England, both the liberal and the liberating models may be found, wheras Canada has only introduced the liberal model into the public schools. As a result, community education in England has addressed social issues more than in Canada. Widlake (1981) saw community education in England as, "A pacifist army riding to the rescue of a doomed world, the expression of a fundamental force in human affairs mystically rising to the surface when it's hour of need is at hand." (p. 29). In Canada and, in particular Nova Scotia,

community education has been a product of the system in which it has operated. As the liberal model is generally in place in the public school system in Nova Scotia, a short historical review of its implementation is appropriate.

COMMUNITY EDUCATION/COMMUNITY SCHOOLS IN NOVA SCOTIA

In order to understand the community education movement in Nova Scotia, it is necessary to briefly trace the history of liberal community education development in this Province. The educational practice, based on life-centered learning of community members to address economic conditions through cooperative activity, was present in Antigonish in the 1930's, through the work of Father Moses Coady, at St. Francis Xavier University. Although Brookfield (1983), "Locates this practice in the liberal community education realm" (p.67), Eaton (in press) noted that, "This work is viewed by the university as extension work and adult education for community development, not as community education *per se*."

Eaton (in press) described Guy Henson as, "One of Nova Scotia's visionary thinkers," and saw in his report of 1947 the foundation of adult education policy in the province of Nova Scotia was formed and it revealed a broad based, sound rationale for education as a vital link in the social and economic development of the community and the Province. Eaton (in press) said that, "Through his influence, the schools were to be available for community use and adult education night classes and

this practice would be encouraged by his field workers who though not so defined, could be considered community educators. "

It was not until the 1960s that "Community Schools" began to emerge based on the American Minzey model which as already stated usually fell short on process.

In the late 1970s, the Nova Scotia Department of Education sent representatives to examine the Mott Model in Flint, Michigan. The influence of Flint, at that time, was in the use of community facilities and adult programs being offered by volunteers. Subsequently, the importance of community education was recognized by the Government of Nova Scotia in the the Education Act of 1979 in Regulation 34. This regulation examined by Sullivan & Michael (1979), provided for grants to school boards that organised and administered community schools Teachers were required to cooperate with local organisations, and school boards were required to promote the advancement of education by holding public meetings. (p. 2). Nyenhuis (1982) noted that, "These provisions showed an awareness of the importance of community involvement in education." (p. 93).

Nyenhuis' (1982) study of the Education Act of 1982 found statutory support for community education in Nova Scotia. She stated that:

> Provisions for community education were found in three areas:
>
> 1) Facilities: School boards were permitted to use the school building for purposes other than regular school.

2) Program: Support in the area of program is found for:

a) adaptation of regular program;

b) adult education;

c) use of community resources.

3) Governance: Supportive provisions in the area of governance occured for:

a) Information to the Public in the form of public meetings, ratepayer's meetings;

b) Community Control in the form of Trustees or elected rate payers meeting on matters deemed of importance to the educational interests of the section.

Statutory support was considered to be unconditional. It should be noted, however, that these provisions only applied to rural and village sections or combinations of these. These provisions showed clear support of community involvement. (p. 88-93).

Clearly these endeavours in Nova Scotia, supported Prout's findings, that the use of school facilities and adult programs were the most common components of community schools throughout the country. A survey by the Canadian Education Association (1973), showed that most parents in Canada wanted parent advisory councils for their children. The Graham Commission (1974), reached similar conclusions in Nova Scotia. The preceding lends strong support to both the philosophy and effect of community components in educational planning.

Although there have been many community education programs implemented in Nova Scotia, no evidence has been found of studies

that have been concerned with their effectiveness or impact on communities or families. Therefore, one aspect of this study will consider the impact of community components on schools in Nova Scotia, as judged by parental perceptions.

COMMUNITY EDUCATION/COMMUNITY SCHOOLS IN ENGLAND

Community education in England had similar origins to that in Canada and the United States of America. The father of community education in England was Henry Morris, Chief Education Officer for Cambridgeshire, 1922-1954. His concern was the depopulation of the English countryside and to addresss this concern, in 1924, he introduced the "village college " concept. His idea was to open up all aspects of the school to the community; nursery and primary school, an employment bureau for school leavers, shops, library and sports facilities. Watson (1980) notes that, "Morris aimed at embracing a philosophy of life, work and culture in one institution." (p. 278). All future community schools, colleges, complexes etc. contained some if not all of the features of Morris' "village college".

Cowburn (1986) was of the opinion that, "One of the reasons for Morris' success was because he was involved and connected politically as well as educationally." (p. 26). In a keynote address at the Continuous Learning Association of Nova Scotia (CLANS), in Halifax, 1983, it was suggested by Mr. Boranian, Chief Education Officer, Minneapolis School District, that, "In order for community education to be effective it had to have "top-down" support politically

." (J. Eaton, personal communication, July, 1990). Parallels can be drawn both chronologically and philosophically, between Mott and Morris. Bookfield (1983) said that, "Community education's similar beginnings in the United Kingdom and North America can be related to economic and political conditions inspiring educational innovation, intertwined with the broader aims of community improvements and the regeneration of the local physical and emotional fabric." (p. 71). Watson (1980) recognized that:

> The impetus for change came after the second world war with the 1944 Education Act which conceived the development of County Colleges, which differ from Morris' "village colleges" in that they were attached to existing rural secondary schools, offering part-time vocational and leisure courses for teenagers. He also noted that the Crowther Report of 1959 made similar recommendations and later in 1973 the Russell Report on adult education encouraged the use of schools for evening adult work. Likewise the Wolfenden Report of 1960 advocated the need for more communal sports facilities. (p. 279).

"A Chance to Share", a Department of Education and Science (DES) circular of 1970, gave the Government's blessing on the development of joint educational sporting and community facilities. This resulted in an increase in joint ventures in the use of facilities and provided for added use by the community. Watson (1980) remarked that:

The 1970s also saw the development of community schools in urban developments, the most lavish of which was Stantonbury at Milton Keynes. It's first director described it as, " A village where education and living merge naturally with each other." The Stantonbury campus has three secondary schools of more than 1500 pupils, a shared resource area, a core of specialist staff and shared community/school facilities, a theatre, a health center, an ecumenical center, a youth area and shopping facilities This is a far cry from the smaller community schools which have few facilities but reflect and involve the community they serve. (p. 280).

Through the developments in community education in England, Watson (1980) discerned certain trends:

1. A shift in emphasis away from development in rural areas to suburban districts, inner city developments and new towns.

2. An increase in the size and range of facilities. These large schemes created complexities for management, joint funding from different sources and led to an absence of community identity.

3. The complexity of administrative decision making has increased. The lack of National policy left development planning at a local level and has created the necessity of team planning.

4.	Labelling of schools and colleges as "community" simply because of the provision of extra facilities, without changes in curriculum or management structures. (p. 281).

As a result of these trends, Watson (1980) found it possible to discern certain models of community education currently in vogue in the United Kingdom. He separated these models into two groups, the evolutionary and the revolutionary.

Evolutionary institutions were:

1.	The neighborhood school: school age children of all ages from a wide catchment area. These schools are often defined as community schools by virtue of their location in the community, not because of their community school practices, and unless other features are included they are not truly community schools.

2.	The school which shares its premises with a variety of adult groups. The curriculum is conventional with no specific relationship to community. The community use is economic.

3.	The community school which aims to broaden the curriculum by looking at the local community and making use of the community in the curriculum.

4.	The school which consciously attempts to link home and school, parent and teacher more closely together, but parents are not involved in management decisions.

Revolutionary institutions were:

1. The school which sets out to serve the community in addition to the community serving the school. These schools seek to develop greater community participation on governing bodies and in the decision making process.

2. The school which deliberately seeks to create change in the local community by fostering a sense of community life, by developing political awareness, by being involved in community development projects alongside other agencies.

3. The school which is part of a large multi-purpose complex, but is not necessarily the most important part. (p. 282-283).

In contrast to Watson's analysis, Ian Martin (1987), identified three models in England which were based on philosophy and ideology. The three models were:

1. The Universal Model: This model is based on Morris' Community College concept and is a universal non selective provisor for all ages and social groups. Its leadership is professional and "top-down"; it is institution based and reactive.

2. The Reformist Model: This model is influenced by Midwinter and the Plowden Report of 1967. It assists disadvantaged people and deprived areas with the purpose of establishing cohesion within a disintegrating society.

3. The Radical Model: This model is influenced by Tom Lovett and Paulo Friere and is issue based with a focus on local working class action groups. It is organised locally in a "bottom-up" fashion, is informal, process oriented and proactive. (p. 24).

EFFECTIVE SCHOOLS AND COMMUNITY/PARENT INVOLVEMENT

In an analysis of "Effective Schools" literature, Eaton (in press) supported the concept of parent/community involvement in education. Its findings revealed that schools, through their policies and programs can influence parent involvement and support of their children's education.

British researcher, Peter Mortimer and colleagues (1988) who studied the practices of "Effective Schools" identified parent involvement as, "One method of improving school effectiveness," and suggested that it can have an impact on helping students make good progress. His findings, reported in his book "School Matters" (1988), were arrived at by detailed interviews with families in the study group, in their own home and in their own language. (p. 21).

Parental involvement in decision making is a key factor in making community participation in education a reality. There has been considerable activity on both sides of the Atlantic Ocean, by parents, to become more involved, at all levels, in education. In England the spotlight has been on parental involvement in schools and as a result there are more parents on governing bodies than ever

before.   Kenneth Baker, Secretary of State for Education and Science was quoted as saying,

> Education can no longer be led by the producers, the academic theorists, the administrators and even the teachers' unions.   Education must be shaped by the users, by what is good for the individual child and what hopes are held by parents.

The Education Reform Bill, launched in 1987 claims its ideology to be non-directive and non-centralizing.   The intent of the Bill, according to Kenneth Baker is that, "It will be up to schools, heads and local authorities to deliver the national curriculum and bring children up to the level of attainment targets." (reported in The Guardian, November 21 1987).

Ironically the National Curriculum is bringing schools more under control with the 'core curriculum'.   There has been much debate on the content of that curriculum.   The purpose is to make the curriculum more relevant to perceived national needs, however, there is fear that what is being excluded from the core will disappear. Another conflicting aspect of the bill is in respect to the decentralization of school administrations, it has moved further down the chain to the governors, schools and parents.   Clearly, this will have the impact of taking away the influence of the Local Education Authorities (LEA) and giving it to voluntary persons.

The Education Reform Bill claims to give people free choice of schools and there has been discussion as to whether or not schools

should publish exam results, appraisals of teachers etc. in order that information may be available for parents to make a choice. This issue of choice has been further addressed by Mortimer and colleagues (1988) in his "Effective Schools Research" when he claimed that, "Individual schools can make a great deal of difference to the chances of progress for an individual pupil." (p. 21). This type of involvement by parents and community members raises the issue on whether or not the potential "decision makers" should be educated in areas essential to their success in this field.

Parental support in Canada has been mainly in the form of "helping hands" and as a result has distanced parental involvement from the decision making process. There has been a wealth of research on parent involvement in education in the United States from such parent involvement groups as The National Committee for Citizens in Education with funding from the C. S. Mott Foundation, (a prominent U.S. contributor to community education and development). This research has generally documented the positive effects of parent involvement in education. (Eaton, {in press}).

In Nova Scotia, parent/community involvement has been identified by Jim MacKay (1988), Nova Scotia Teacher's Union Executive Staff, as an important component of school-based staff development. He identified benefits and barriers of parent/community involvement, relating the values of parent-community involvement to the "effective schools" literature. He

stated that this involvement was, "Absolutely essential to the success of the process."

SUMMARY

The review of the literature has shown that a definition of community education is confusing but that this confusion need not stand in the way of good practice (Martin, 1987, p. 15).

In examining community education in both England and Canada, two models were clearly identifiable, the liberal model in Canada and the liberating model in England. Further, it was observed that the community components in place in traditional and community schools have evolved from the philosophies and ideologies of the liberal and liberating models of community education. Consideration of the models will provide context for and give an understanding and relevance to the responses of parents on the questionnaire used in the study.

The similarity in the beginnings of community education in Canada and England in both the chronology and development has facilitated the historical understanding of community education. The different directions taken are evident and represented by the schools chosen for this study. These differences in traditional and community schools should be reflected by the parental perceptions of community components in their children's schools. The visions the schools have in terms of parents/community and the visions that the parents/community have in relation to the school seem to differ. How

each perceives the role of community and the willingness to develop practice that matches policy in an energetic committed way with both purpose and direction, will determine the effectiveness of community as an integral part of education. Eaton (in press) feels that:

> The challenge is before community educators to meet the challenges of the future. Community education provides a philosophical and theoretical basis, training and strategies for effective experiential learning programs. In Canada and England, community educators are already providing the leadership necessary to meet the challenges of the post industrial age.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

PURPOSE

The purpose of the study was to identify the impact of community components on parental perceptions of their children's schools.

To fulfill the purpose of the study, the community components in each of the three schools had to be identified and the following questions answered.

1) How do parents rate the three schools in relation to the goals of community education?

2) Is there a difference in the parental perceptions of community components in the Canadian and English Schools?

3) Is there a difference between the Canadian Schools which represents a traditional and a community perspective?

4) What are the perceived barriers of parents to the implementation of the goals of community education in the schools and how can these barriers be overcome?

DEVELOPMENT OF THE QUESTIONNAIRE

PART A OF THE QUESTIONNAIRE

Part A of the questionnaire (see Appendix A), requested biographical information about the respondent.

PART B OF THE QUESTIONNAIRE

Part B of the questionnaire (see Appendix B) was a Likert scale which was designed to reflect the goals of community education both in Canada and in England. The Canadian goals were drawn from the Community Education Association of Alberta (1986) and the English goals from the Community Education Association, Coventry, England (1985). The goals are stated below and the number of the question on the questionnaire which was designed to measure each goal, can be found in brackets.

CANADIAN GOALS

1. COMMUNITY USE OF FACILITIES: Priority is placed on full utilization of existing local human and physical resources as a basis for considered community action in the common interest. (#3, #4)

2. INTERAGENCY COOPERATION: There is an effective and systematic community/interagency cooperative relationship and interagency committment to the use of the community education process. (#7)

3. COMMUNITY SCHOOL AS A PART: The community school and other community agencies and resources are viewed as integral parts of a total community education system. (#2, #7, #5, #1)

4. LIFELONG EDUCATION: There is an offering of supplementary and alternative educational opportunities for community members, regardless of age, to extend their skills and interests and to bring about community improvements. Education is viewed as a lifelong process. All forms of education are considered potentially useful in

this regard, including the use of technology and the mass media. (#5, #6)

5. LOCAL LEADERSHIP: An important aspect in the development of opportunities and training so that local lay and professional people can assume community roles. (#1)

6. CITIZEN IMPROVEMENT: Strong emphasis is placed on facilitating informed citizen improvement in local needs identification, decision making, problem solving and program implementation. (#8)

7. VOLUNTEERISM: Emphasis is placed on encouraging community self-help, volunteerism, community initiative and self-renewal through the process of community education. (#9)

ENGLISH GOALS

1. RESOURCES: All local educational resources, human and material, should be shared. (#3, #4)

2. INTERAGENCY COLLABORATION: Effective community education can only be the outcome of active collaboration between a wide range of agencies in both the statutory and voluntary sectors. (#7)

3. LIFELONG LEARNING: Learning takes place in many and varied contexts throughout the individual's life. (#5, #6)

4. COMMUNITY DEVELOPMENT: People learn whenever they combine to act purposely together on local issues. (#1)

5. LEARNING PROCESS: Education in the community starts as soon as people share interests and ideas which lead to collective action. (#8)

In addition, a further question (#10) was included which was related to all of the goals in that it asks for parents to assess future trends.

It is interesting to note the wording of the goals in light of the model of community education in place in each country at the present time. The English goals mention a desire to be involved politically and imply the need for collective action, so reflecting the liberating model. Whereas the Canadian goals, following the trend of the liberal model in place in Canada, mention community action only in relation to the use of resources. These trends reflect current research in the field as outlined in the literature review.

PART C OF THE QUESTIONNAIRE

Part C of the questionnaire (see Appendix C), asked parents to respond to open ended questions which address the issues of accomplishments, needs, barriers, involvement in decision making and changes in the school related to the community education component. This section of the questionnaire gave the respondents an opportunity to expand upon their rating responses in Part B and also gave them the opportunity to make relevant comments on issues they felt had not been adequately addressed in part B of the questionnaire.

DESCRIPTIONS OF THE SCHOOLS

The three schools in the study are described in the following sections. The decriptions of the three schools were collected during visits to the schools and through interviews with the Principals of the Canadian Schools and the Headmaster of the English School. In addition, printed materials prepared by the schools for the public (newsletters, handbooks etc.), were collected and relevant information contained in them was used to give an accurate description. It should be noted at this time that the English School had a greater amount of printed materials than the two Canadian Schools.

CANADIAN COMMUNITY SCHOOL (C.C.S.)

SCHOOL DATA AND PROGRAMS

This school is a co-educational day school, located in rural, Nova Scotia, with an enrolment of 256 students. It opened as a consolidated school (combined geographically) in January 1969 and was the first such consolidated school to open in the County. Thirteen school sections were included in the consolidation and the enrolment in 1968-69 was 286. At that time, the school was for students in grades primary to six only with an auxilliary class for students with special needs.

In April, 1985, the school was expanded to accomodate junior high school students. New buildings provided facilities which were necessary to accomodate the junicr high school programs. Extra staff

were needed at the junior high level and specialists were placed in the library and in the area of reading and resource. Industrial Arts shop, Home Economics room, Science Laboratory, Gymnasium and extra classrooms were welcome, necessary additions. The school now enrols students from grades primary to nine.

The aim of the school is to provide success for all children. To achieve this aim, in 1989 the staff developed the following belief statements, which were the result of the local school board's adoption of an effective schools policy.

(a) All children can learn.

(b) All children should develop to their maximum potential.

(c) Schools should be child-centered.

(d) School programs must address the physical, social, emotional and intellectual needs of all students.

(e) It is the duty of the teacher to teach, to facilitate learning and to provide a suitable learning environment, to encourage the creativity and individuality of each student.

(f) Teachers are accountable for monitoring and regularly evaluating the progress of their students.

(g) Open communication is essential, such communication involves students, parents and teachers.

(h) The community has the right to expect that the school's curriculum will reflect the aims and objectives of the Department of Education and the local school board, as well as the needs of the community.

(i) The school should reflect an understanding and appreciation of the needs and aspirations of the community.

The students are taught in mixed ability groups. The junior high students (Grades seven to nine) study the following subjects in all three years: English, Math, General Science, Social Studies, French, Personal Development and Relationships, Physical Education, Industrial Arts/Home Economics. Courses in computers are taught in all three grades. Debating and public speaking (in English and French), are integrated into the curriculum in all three grades.

There is an active students council and extra curricular activities are offered in the area of sports and drama. The grade nine class is involved in community service in order to raise money for the classes annual trip to Quebec. All other classes are taken on one local day trip per school year.

COMMUNITY COMPONENT

(a) Program

The school has a very active community school component which operates after the day school has left. On average, 25 courses per term, are offered with a total average enrolment of 325 persons. Courses offered include upgrading for those who have dropped out of school and who wish to re-enter the educational system, lifetime skills such as carpentry, sewing cooking, arts and crafts, music, sports and service classes such as first aid, cardio-pulminory

respiration, hunter safety and defensive driving. Other community groups such as Scouts and 4H are scheduled into facility use.

(b) Organisation

The Community School is run by a Community School Coordinator, who is paid a small honorarium, and a Community Council which is made up of interested community members and the school principal. The Council meets once a month and is responsible for organising programs, fund raising events and community activities. The Council reaches out to the community in order to assess needs and attempts to fill those needs in the form of appropriate programs.

The school does not have an active Home and School Association and so the Community School tries to meet the needs of this void by planning parent information sessions that are related to the school curriculum and by bringing guest speakers who address current educational issues. The school reaches out to parents by asking for their cooperation and believes that by working together the students will benefit.

CANADIAN TRADITIONAL SCHOOL (C.T.S.)

SCHOOL DATA AND PROGRAMS

This co-educational day school is located in rural Nova Scotia, Canada. The present enrolment is 1200 students from grades seven to twelve.

The school opened in January of 1961 with an enrolment of 611. In 1967, an annex was opened and the grade seven students moved

from a one room schoolhouse, raising the number of students to 945. By 1977 the school was overcrowded and the pupil/staff ratio was the highest in that county. Overcrowding was partially alleviated in 1982 as students from two feeder schools were returned to their home communities. Course offerings to students in this school were the same as those offered at other schools in the Province with basic academic courses being enhanced by offerings in Industrial Arts, Home Economics, Stenography and Physical Education.

Guidance services are available to all students. The guidance department is in charge of a computerized career program called CHOICES. Students have access to this program during their free classes and most students take advantage of it before leaving school. A special Education class was started in 1974.

Computer courses were added to the curriculum in 1982 for grades 11 and 12. Driver Education, another offering, is a non-credit course that consists of 3 parts; a classroom phase, a "behind the wheel" phase and an "in-the-car" observation phase.

COMMUNITY COMPONENT

(a) Program

The school's perception of its community component is: a joint Home and School Association with the next door elementary school, which meets monthly; adult education classes which run in the evenings; rental of the school by community groups who wish to hold meetings, dances etc.; teachers bringing in outside speakers and

performing groups; and, educational visits to places of educational value and interest to the students.

The school is involved in "Job Skill Development" in the form of a credit course called, "Create a Career", which enables Grade 11 students to career plan and job search. Two days are then spent by the students in their work of choice. A work study program organised by a designated staff member is in place for students who are not handling the regular program well. One week is spent on the job during the school year, students must be over 16 years of age to be eligible for this program. Local businesses support an extracurricular program called "The Junior Achievement Program", in which students are given the opportunity to make and market a product.

Grade 12 students have the opportunity to become a "Peer Drug Educator". They are trained by the Nova Scotia Drug Dependency Commission and then work in their own school and go out into other schools in the county as a "Peer Drug Educator". Parent chaperones are used regularly and parents are invited to the Academic Achievement Awards Night as well as parent visitation evenings which are held each term.

(b) Organisation

The Home and School Association is the organisation in place representing the parents. The community has no organisation in the school.

The school has a spot on the local radio station to broadcast school news and the station will make community announcements on

request, related to school events. Extra-curricular activities, mainly in the areas of sports and students council are run by staff members and well attended by students. The Student's Council is extremely active and is a vital part of the school. Interscholastic sports teams are well supported by students and staff alike, particularly the ice-hockey team.

The administration feels that community involvement is a goal they wish to achieve, but are concerned about what has to be given up in order to achieve this goal.

ENGLISH SCHOOL (E.S.)

SCHOOL DATA AND PROGRAMS

This co-educational day school is located in a northern English city and it takes pupils from the age of 12 to 16; its present enrolment is 1000 students.

The school was originally opened in 1896 as a Pupil Teacher Center and was housed in buildings in the center of the city. These buildings now form part of the Education Department's offices.

In 1963 the school became a grammar school (any secondary school with an academic curriculum, particularly suited for preparing pupils for entry to university or the professions), and continued as such until 1969. In 1964, it transferred to new buildings which provided facilities which had long been lacking.

The school's development as a comprehensive school (any secondary school which provides for children of all levels of

intellectual and other ability), began in September, 1969, and strength for this development was derived from the long history of VIth form (the equivalent of grades 11 and 12) work, together with the large number of parental options in the school. Although enrolments in the city are falling this school is full and cannot always admit pupils from outside the catchment area who opt to be admitted to this school.

In 1988 the general aims of the school as established by the school staff are:

(a) to deal fairly with each and every pupil.

(b) to strive for excellence, not least by improving the attainment and encouraging the effort and enthusiasm of each pupil in academic and creative studies and in leisure interests.

(c) to encourage young people to grow up with common sense, a well-balanced personality and a concern for others.

(d) to provide a friendly but secure atmosphere in the interests of all members of the school community that numbers 1000 pupils.

In the 1980s this school constructed a distinctively comprehensive curriculum not just for the provision of equality of opportunity but, to the identification of educational entitlement for all students. Within this process, this school has devoted its energies

and experience to the concept of community education and community learning.

COMMUNITY COMPONENT

(a) Program

This school has a considerable community service program of long standing which involves over 200 students each week in community welfare activities. In addition the school aspires to develop a curriculum which can address itself to the primary experiences of pupils and beyond to the source of that experience. The school believes that once it is recognized that the community possesses resources and knowledge that are distinct from but equal to the forms of learning traditionally valued by schools, a dynamic policy for community development becomes possible. Such initiatives can change the fundamental character of the school.

The most complex and sustained community initiative the school has mounted has been the suspension of normal timetables for a complete week. Special activities were designed to both encourage cooperation and sharing of experience and to generate critical awareness of such urgent realities as discrimination and differences in society. Elements of this program have been integrated into continuing curricular patterns.

Specific ventures initiated by the "Community Association" are the Senior Citizen's Lunch Club and the Pre-School Playgroup. The learning opportunities for pupils have been considerable in the

Seniors Lunch Club. In a pupil designed questionnaire it was determined that dietary requirements and the presence of the Seniors on site were an invaluable resource which could be used across the curriculum.

Partnership with business and commerce is an important and growing element of the community education program. Senior students are placed on work experience for a three week period every year. Senior Science students received an award from British Steel for their contribution in resolving an engineering problem. The school was selected for a national pilot scheme in electronics education and is working with a local firm on an industrial simulation project. In addition the school offers its own banking service in conjunction with the Midland Bank.

The school also runs shared curriculum in two Special Schools under the auspices of MENCAP (an organisation which supports handicapped people) and the National Federation for Mental Health. This school believes it belongs in and to its community which means that community belongs properly within its walls. This school sees the value of community education at the heart of what it is doing.

(b) Organisation

The "Community Association " is organised by a committee made up of parents, teachers and community members which brings together teachers, parents, pupils, users of the school site and representatives of other community agencies. This group has become

increasingly confident in its broad community education role and is represented on several school curriculum and working parties.

PROCEDURE

A covering letter (see Appendix D), was written to accompany the questionnaire. This letter explained the purpose of the study and guaranteed anonymity to respondents.

A visit was made to each school and permission and support were given by each principal to proceed with the research.

The questionnaires were randomly allocated to 60 families in each of the three schools by the principals. Questionnaires were either returned to the school or mailed directly to the researcher within a four week period in the school year 1989-90.

SUBJECTS

A random sample of 60 families of students enrolled in each of the three selected schools (a total of 180 families) were selected. The number of questionnaires completed and returned in the Canadian Community School were 35 (58%), in the Canadian Traditional School 41 (68%) and in the English School 45 (75%).

Schools were compared statistically on several variables. There was no significant difference between the schools in:

1. The relationship of the respondents to the students in the school ($p<.05$; see Table 1).

2. The age of the respondents ($p<.05$; see Table 2).

3. The sex of the respondents (p<.05; see Table 3).

4. The income of the respondents (p<.05; see Table 4).

The number of children of the respondents was significantly different between the schools. The Canadian Traditional School respondents had significantly more children than the respondents in both of the other schools, and the Canadian Community School respondents had significantly more children than the English School respondents (p<.05; see Table 5).

The level of employment of the respondents was significantly different between the English school and the two Canadian schools, but there was no significant difference between the two Canadian schools. The level of employment was higher in the Canadian schools (p<.05; see Table 6).

The question asked of respondents regarding their level of education proved unuseable because of the difference in the Canadian and English school systems.

The scores indicate that the respondents were comparable on their relationship to the students, on age, sex and income.

CHAPTER 4

RESULTS

THE LIKERT SCALE QUESTIONNAIRE

All questions were analysed by a one way analysis of variance test. A summary of these results is found in Table 1.

Table 1

Summary of Results of the Likert Scale Questionnarie

Question	Mean Score C.C.S.	Mean Score C.T.S.	Mean Score E.S.	ANOVA	p
1	2.984	2.566	4.013	28.864	.001
2	4.609	3.092	4.456	40.582	.001
3	4.726	3.160	4.177	30.040	.001
4	4.344	3.197	4.177	22.971	.001
5	4.081	2.919	4.456	31.121	.001
6	4.734	3.270	4.359	32.677	.001
7	4.672	3.473	3.899	17.913	.001
8	3.968	2.933	4.367	32.881	.001
9	4.548	3.171	4.646	17.354	.001
10	4.226	3.385	4.899	32.878	.001

From this table it can be seen that all Anova's were statistically significant. As a result a pairwise comparison procedure was used in cases where significance (p<.05) was shown, to consider differences between the three schools. These results were reported below in relation to each question.

Pairwise Comparison Test Results

Question 1. The school involves the community in key decisions about the operation of the school. A pairwise comparison test showed each of the schools was significantly different from the other two at the p<.05 level (see Table 8).

Question 2. The community component is an integral part of the school. A pairwise comparison test showed that there was a significant difference at the p<.05 level between the Canadian Community School and the Canadian Traditional School and between the English School and the Canadian Traditional School, but not between the Canadian Community School and the English School (see Table 9).

Question 3. The school resources are being made available to the community. A pairwise comparison test showed that each of the schools was significantly different from the other two at the p<.05 level (see Table 10).

Question 4. Community resources are being made available to the school. A pairwise comparison test showed that there was a significant difference at the p<.05 level between the Canadian Community School and the Canadian Traditional School and between the English School and the Canadian Traditional School but not between the Canadian Community School and the English School (see Table 11).

Question 5. The school provides programs which involve community as a part of the curriculum. A pairwise comparison

test showed that there was a significant difference at the $p<.05$ level between the Canadian Community School and the Canadian Traditional School and between the English School and the Canadian Traditional School but not between the Canadian Community School and the English School (see Table 12).

Question 6. The school helps create respect for education as a lifelong process and provides access and appropriate programs for community members regardless of age. A pairwise comparison test showed that each of the schools was significantly different from the other two at the $p<.05$ level (see Table 13).

Question 7. The school involves other community agancies eg. Social Services, Recreation, Drug Dependency, in its programing. A pairwise comparison test showed that each school was significantly different from the other two at the $p<.05$ level (see Table 14).

Question 8. The school actively encourages community members to work together assessing community needs. A pairwise comparison test showed that each of the schools was significantly different from the other two at the $p<.05$ level (see Table 15).

Question 9. The school encourages a sense of community. A pairwise comparison test showed that there was a significant difference at the $p<.05$ level between the Canadian Community School and the Canadian Traditional School and between the English School

and the Canadian Traditional School but not between the Canadian Community School and the English School (see Table 16).

Question 10. The school recognises and provides for new approaches in education, that will prepare students for the vastly changing future. A pairwise comparison test showed that each of the schools was significantly different from the other two at the p<.05 level (see Table 17).

THE OPEN-ENDED QUESTIONS

(see Part C of the questionnaire, Appendix C)

The open-ended responses were analysed and grouped according to categories arrived at by the researcher's observations of the responses. The response for each question, for each school was recorded on a separate sheet and common responses were used as categories. Each response was then categorised and percentages of responses in each category were calculated.

Each open-ended question will be considered individually, reporting the results for each school separately.

Question 1. What involvement do you think the community should have in this school?

The Canadian Community School: Eighty percent of the respondents indicated that they wanted to be involved in decision making that involves educational changes, ie. split grades, new programs.

The Canadian Traditional School: Seventy three percent of the respondents indicated that they wanted to be involved in decision making in the areas of educational matters such as access to the school facilities, courses and activities offered.

The English School: Eighty two percent of the respondents said that they wanted to be involved in decision making in the areas of policy and curriculum.

Question 2. Are you as parents adequately informed about the community component in your school?

The Canadian Community School: Eighty nine percent of the respondents felt that they were adequately informed through newsletters, bulletins, messages etc.

The Canadian Traditional School: Thirty nine percent of the respondents claimed that they were not adequately informed and had not been approached by the school to be involved. Fifty percent of the respondents felt that they were adequately informed through newsletters and messages passed on from their children.

The English School: Eighty five percent of respondents felt that they were adequately informed through newsletters, bulletins, meetings etc.

Question 3. What are the major accomplishments of this school in the area of community involvement?

The Canadian Community School: The three most common responses in order of importance as listed by respondents: 1) The Community School, 82%; 2) availability of school facilities, 57%; and,

3) the open invitation to the community to attend lectures, cultural entertainment etc., 42%.

The Canadian Traditional School: The three most common responses in order of importance as listed by the respondents: 1) the music program and concerts, 25%; 2) drama presentations,15%; and, 3) Home and School, 11%.

The English School: The three most common responses in order of importance as listed by the respondents: 1) Senior Citizen's Lunch Club, 75%; 2) the Pre-School Mother and Toddler Group, 56%; and, 3) open evenings both social and educational, involving parents in the education of the pupils, 33%.

Question 4. What do you see as the major needs of this school in the area of community involvement?

The Canadian Community School: The three most common responses in order of importance as listed by the respondents: 1) A Home and School Association, 47%; 2) tutors as a part of community school, 34%; and, 3) more parent involvement in regular school programs, 27%.

The Canadian Traditional School: The three most common responses in order of importance as listed by the respondents: 1) Interest in community charity drives, 41%; 2) a community school so that more programs can be run, 38%; and, 3) facilities to be made available for sports, 19%.

The English School: The three most common responses in order of importance as listed by the respondents: 1) more involvement from a

larger number of parents, 65%; 2) more involvement by employers, 28%; and, 3) more involvement from community members and groups, 16%.

Question 5. What do you see as the barriers to community involvement in this school?

The Canadian Community School: The three most common responses in order of importance as listed by respondents: 1) lack of committment by many as presently a few do a lot, 79%; 2) supervision of the facilities, 43%; and, 3) time and money, 25%.

The Canadian Traditional School: The three most common responses in order of importance as listed by the respondents: 1) the large size of the school, 87%; 2) the distance the students live from the school, 64%; and, 3) apathy, no sense of community in the school, 43%.

The English School: The three most common responses in order of importace as listed by the respondents: 1) Government Policy, 86%; 2) The Department of Education, 42%; and, 3) encouraging parents without confidence to participate, 23%.

Question 6. To what extent have you been involved in decision making in the school?

The Canadian Community School: Thirty three percent of the respondents said that they had been involved with their own children; 30% said that they had been involved with the community school but not with the regular day school; and, 37% said that they had not been involved at all.

The Canadian Traditional School: Fifteen percent said that they had been involved with the Home and School Association; 11% said that they had been involved with their own children; and, 74% said that they had not been involved at all.

The English School: Thirty eight percent of the respondents said that they had been involved with voting for school governors, as members of joint staff and parent/community discussion groups; 27% said that they had been members of committees and working parties; and, 27% said that they had been involved with their own children.

Question 7. What changes, if any, have you seen in this school, that prepare students for the vastly changing future?

The Canadian Community School Eighty eight percent of the respondents said computers. Other changes mentioned were: Personal Development and Relationships (PDR) course; in-servicing for teachers; and, pride in the school generated by both the day school and the community school and the rasposibility gained by the grade 9 students on their trip to Quebec.

The Canadian Traditional School: Fifty percent of the respondents said that there were none. The changes that were mentioned were; computer courses, the music program. Thirteen percent of the respondents said that they felt that the needs of the non-academic student's were not being met.

The English School: Sixty five percent of the respondents said that there were changes in the area of curriculum (Humanities, Religious

Education, computers). Other changes mentioned were: special needs programs; work experience; partnership with industry; suspended timetable; and, changes in attitude of the Headmaster and teachers.

CHAPTER 5

DISCUSSION

The results of the research clearly show that parents whose children attend the English School and the Canadian Community School with clearly defined community components, perceive the school in a much more favorable light in terms of community components than do the parents of the Canadian Traditional School. The Canadian Traditional School had the lowest mean score on every question. On questions three, six and seven the Canadian Community School scored the highest and the English School scored the highest on questions one, eight and ten. The Canadian Community School and the English School scored the same on questions two, four and five. In order to better understand these results, the parents responses to the open-ended questions are related to the goals questions and corresponded in the context of emergent themes.

Communication between the home and the school is perceived to be more adequate in the Canadian Community School and the English School than in the Canadian Traditional School. Where communication is perceived to be adequate, this has resulted positively in bringing the community into the school and has increased public awareness of the school. The results clearly show parental agreement with these statements. However, the communication in both of the Canadian

Schools are, in the majority of cases, in one direction: from the school to the community.

In the Canadian Traditional School the involvement is centered around the small number of evening adult education classes offered. Involvement in the Canadian Community School is centered aroud the extensive offerings in the evenings, whereas involvement in the English School is not limited to either day school or the evenings, it is open at all times.

In order to further understand these results each question will be discussed separately, relating the "goals" and emerging "themes" on the questionnaire and responses to the open-ended questions.

Involvement in decision making was ranked highly by the parents of the English School. Parents perceive the school to have an "open-door" policy. In the open-ended question section a large number of comments echoed the sentiment of this parent's statement, " ...this school is an "open" school and there is always an open invitation for interested parents. Building bridges between the school and the community and working together benefit the pupils and the community."

Parents sit on committees alongside teachers and adminstrators in the English School and also are members of the governing body. The parents of the Canadian Co...nunity School are involved with the decision making process in the Community School but not in the regular day school. This could explain the lower rating than the English School. Parent Involvement in decision making in the Canadian

Traditional school is limited mainly to dealing with their own children. Parents in the Canadian Schools are perceiving their role as that of supporter and their actual involvement in the educational process is limited. This lack of involvement in decision making at any level, is perceived to be a weakness. The involvement of non-parents in the enrichment of the education of the community as a whole is perceived to be a goal that is only being met in the English School.

The clear definition of *community component* outlined by both the English School and the Canadian Community School was instrumental in the parents perception of community being an integral part of the school. Although the English School does not bear the name of Community School, its community component is clearly defined and visibly in place. The Canadian Community School has a well defined Community School which operates after the day school. The Canadian Traditional School has several components in place such as a Home and School Association, but community is not included in other contexts.

Resources in the school and in the community are perceived to be available both from the school to the community and from the community to the school in both the Canadian Community School and the English School. The lack of parental involvement and community programs in the Canadian Traditional School could explain the parents poor perception in this area. This evidence supports Prout's (1978) findings, that the use of school facilities is the most common component of community schools throughout Canada.

Community as part of the curriculum was perceived to be almost non-existent in the Canadian Traditional School and marginally in place in the Canadian Community School. The rating of the English School was extremely high, which can be explained by the school making a concerted effort to incorporate community as a curriculum component. The influence of the libertating model of community education in place in England supports this initiative. David Clarke (1985) said, "Because community education is an educational undertaking, education for community must be concerned amongst other things with 'curriculum development'. For curriculum lies at the heart of education and unless it's purpose, content and methodology are clearly thought through and agreed, chaos rather than community can be the result." (p. 1).

The creation of respect by the school for *education as a lifelong process* and the provision of accessability to appropriate programing was rated the highest in the Canadian Community School. The Community School offers a Grade 12 Equivalency upgrading course, which is well attended; the oldest graduate of this course being an 84 year old woman who was a graduate of the 1990 class. The rating was also high in the English School and this can be attributed to the policies in place in the city of Sheffield as reported by Cowburn (1986):

> City policy changes have affected the way adult education operates in the City. The adult education service has changed and moved away from the traditional evening

class provision, and the educational service for adults has involved various departments in a somewhat radical approach to education and the working class of the City. (p. 161).

The Canadian Traditional School was given a low rating and the cries for more course offerings for the community were heard in the open-ended responses.

Interagency cooperation was rated the highest in the Canadian Community School in which a concerted effort is made by the Community School to not only encourage other agencies to offer courses and have a presence in the programing, but to encourage cooperation between existing community service groups such as the Lions, Church groups. The English School seems to have more interagency integration than either of the Canadian Schools and the fact that it was not rated more highly could be attributed to the fact that this is an expected and accepted part of the system. The Canadian Traditional School was not rated highly by parents which confirms the low level of activity in this area at this school.

Community needs assessment was rated highly in the English School. This can be attributed to the attitude prevalent in community education in England recognised by Mitchell (1987), "Any school, by adopting a 'community education' approach, has the opportunity to enhance the social and educational growth of individuals and groups." (p.18). This growth can only be achieved if needs are identified and diagnosed and community education in England begins with a vision of

humanity rather than a structure of knowledge (Allan, Bastlani, Martin and Richards 1987). There is evidence of community needs assessment in the Canadian Community School in the context of Community School classes, whereas in the Canadian Traditional School there is little evidence of the school involving itself in the encouragement of the community in this context.

A sense of community is actively encouraged by the Canadian Community School and the English School. Evidence is found in the programing and the policies in place in the schools and was confirmed by the high ratings given by parents. The Canadian Traditional School falls very short on this question and in the open-ended responses it was stated by a parent, "There are too many children spread over too great an area to feel a real sense of community." It would seem that the parents at this school perceive the size of the school and the expanse of the catchment area to be detrimental to the encouragement of a sense of community.

The English School and the Canadian Community School rated highly on the question of recognizing and providing for approaches in *education that will prepare students for a vastly changing future.* Relating the rating to the responses of the open-ended question it would seem that the parents of the students who attend the Canadian Community school have a vision of preparation for the future which is program-related to computers, PDR (personal development and relationships), second language. The English School parents however, relate their vision of the future to curriculum changes, partnerships

with industry and changes in attitude of the staff. One parent stated, "Changes in attitude at this school accept that exams are still important, however youngsters are socially better 'equipped' with communication skills and resourcefulness."

Visions of the future for parents in the Canadian Traditional School were related, as was the Canadian Community School, to program, particularly computers and French. There were, however, several comments in the open-ended question which indicated that parents felt that the school prepared students well for an academic future, but as one parent said,

> Many students seem to be non-achievers, something should be done to reach those kids. They are not all incapable! Somehow the system is failing to meet their needs. There must be something between the "preppies" and the "adjusted classes". University educations are not practical for all.

The difference in the liberal model of community education in place in Canada and the liberating model in place in England becomes clear in the parental perceptions of barriers. The two Canadian Schools are concerned with barriers like apathy, distance and size; the English School is concerned with Government policy and dealing with the Department of Education. This is also evident in the perceived needs of each school. The Canadian schools assess their need in terms of unlimited access and more parental involvement in programs, whereas the English School's parents see the need to be

involved with program development and involving, not just more parents, but community members and industry.

CONCLUSION

The results of this study are important in that they indicate that schools with clearly defined community components are perceived in a more positive light by the parents of the students who attend those schools, than the schools that do not have a clear community emphasis. The Canadian Community School was perceived to be as effective in terms of community as was the English School even though their community components were different. This can be attributed to national and local differences in philosophy, i.e. liberal as opposed to liberating. It was however very clear that perceptions by parents of the school with no particular community emphasis were not as positive.

A number of directions for further research are evident. A similar study to assess the perceptions of the schools staffs and the schools administrations, on the impact of community on the school, from their perspective could be pertinent so that an assessment could be made of their role in the community components presently in place in the schools.

A study designed to more accurately identify the barriers perceived by the parents of each school, with a view to suggesting possible ways of overcoming the barriers, could be important. A

needs assessment of the Traditional School's community could be undertaken so that the school can provide for and cater to those needs.

A study in the two Canadian Schools could be carried out, to determine the ways in which each school could reach out into the community and become involved in community life, as an integral part of the curriculum. This could entail making community learning a focus of mainstream curriculum, by creative and innovative planning. The aim of this curriculum could be to develop skills, knowledge, personal autonomy and social awareness. The needs of the community could be met by the initiative, energy and resources of the students and the students could learn more about themselves, their community and their role within it.

The English School could embark upon a program of research which would identify ways of educating and empowering the community, who are so involved at all levels in their institution, to interpret, analyse and act upon the government policies they perceive to be a barrier.

There is strong evidence in the literature that community components in the public school system have positive effects. The results of this study confirm a positive impact on parental perceptions when community components are in place. Even the most traditional administrator could see the benefits of this approach in positive public relations, so creating a sense of community. The decentralisation of decision making is essential for innovation, the "Effective Schools" literature recognises this (Mortimer et al., 1988).

The opportunity for the Canadian Schools to be exposed to the philosophy and the policies of the English School and to see the results of parental perceptions of that school in relation to them, could provide valuable alternatives. The international aspect of the study may offer opportunities for fruitful sharing of not only results but a sharing of approaches found in these schools.

In conclusion, it would be desirable if all schools would re-assess their educational direction in order to create closer and more creative links with their community. This study may have demonstrated the value of a more global approach to education and community!

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APPENDICES

APPENDIX A

PART A OF THE QUESTIONNAIRE

QUESTIONNAIRE - PART A - BIOGRAPHICAL INFORMATION

Please described the persons living in your home:

Person	Role eg.Uncle	Sex M/F	Age	Grade in School	EMPLOYMENT OUTSIDE OF THE HOME				Highest Level of Education	Approx. Annual Income
					Full Time	Part Time	Presently Unemploy.	Type of Employ.		
Self										
Other Adults										
Children										

APPENDIX B

PART B OF THE QUESTIONNAIRE

QUESTIONAIRE PART B

Please place an X over a number between 1 and 6 which reflects your feelings on this school.

[Note: 1 = STRONGLY DISAGREE (SD), and 6 = STRONGLY AGREE (SA)]

1. The school involves the community in key
decisions about the operation of the school.

   SD-----------SA
   1 2 3 4 5 6

2. The community component is an integral
part of the school.

   1 2 3 4 5 6

3. School resources are being made available
to the community.

   1 2 3 4 5 6

4. Community resources are being made
available to the school.

   1 2 3 4 5 6

5. The school provides programs which involve
community as a part of the curriculum.

   1 2 3 4 5 6

6. The school helps create respect for
education as a lifelong process and provides
access and appropriate programs for community
members regardless of age.

   1 2 3 4 5 6

7. The school involves other community
agencies eg. Social Services, Recreation,
Drug Dependency, in it's programing.

   1 2 3 4 5 6

8. The school actively encourages community
members to work together assessing
community needs.

   1 2 3 4 5 6

9. The school encourages a sense of
community.

   1 2 3 4 5 6

10. The school recognises and provides for
new appraoches in education, that will
prepare students for the vastly changing
future.

   1 2 3 4 5 6

APPENDIX C
PART C OF THE QUESTIONNAIRE

QUESTIONNAIRE PART C

Please respond to the following questions:

1. What involvement do you think the community should have in this school? Please list in order of importance.

_____

_____

2. Are you as parents adequately informed about the community component in this school? Yes_____No_____. Please explain.

_____

3. What are the major accomplishments of this school in the area of community involvement? Please list in order of importance.

_____

_____

4. What do you see as the major needs of this school in the area of community involvement? Please list in order of importance.

_____

_____

5. What do you see as the barriers to community involvement in this school? Pleases list in order of importance.

_____

_____

6. To what extent have you been involved in decision making in the school? Please give examples.

_____

_____

_____

7. What changes, if any, have you seen in this school, that prepare students for the vastly changing future?

_____

_____

_____

_____

APPENDIX D
COVERING LETTER

COVERING LETTER

R.R.# 4 River John
Nova Scotia
BOK1N0
June 7th 1989

Dear Parents:

I am presently conducting a study to determine how parents feel about their school. In particular I am interested in your view of the community component in the school your son or daughter attends. Community component refers to such things as, Community School activities, Home and School Association, community use of the school facilities, parent involvement, etc.

I would appreciate your cooperation in completing the enclosed questionnaire. If you do not wish to complete the questionnaire, please return it to me.

Be assured that confidentiality will be maintained and information will only be used in an aggregate fashion, ie. considered as a whole group and not individually.

I would be most grateful if the form could be completed and returned to the school or to me, by June 15th, 1989.

Thank-you for your time and cooperation.

Sincerely

Farida Gabbani-Blacklock

TABLES

Table 2

75

One Factor ANOVA   X$_1$: School   Y$_1$: Relationship

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	.026	.013	.048
Within groups	212	57.713	.272	p = .9531
Total	214	57.74		

Model II estimate of between component variance = -.13

One Factor ANOVA   X$_1$: School   Y$_1$: Relationship

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	59	1.492	.504	.066
Cdn.Trad.	77	1.481	.503	.057
English	79	1.506	.552	.062

One Factor ANOVA   X$_1$: School   Y$_1$: Relationship

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	.011	.178	.007	.122
Cdn.Comm. vs. English	-.015	.177	.014	.165
Cdn.Trad. vs. English	-.026	.165	.048	.309

Mother=1; Father=2. A 50-50 mix would have a mean of 1.500

Table 3

76

One Factor ANOVA   X₁: School   Y₁: Age

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	1.082	.541	1.226
Within groups	181	79.853	.441	p = .2957
Total	183	80.935		

Model II estimate of between component variance = .05

One Factor ANOVA   X₁: School   Y₁: Age

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	54	2.574	.57	.078
Cdn.Trad.	73	2.658	.692	.081
English	57	2.474	.71	.094

One Factor ANOVA   X₁: School   Y₁: Age

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	-.083	.235	.245	.7
Cdn.Comm. vs. English	.1	.249	.317	.796
Cdn.Trad. vs. English	.184	.232	1.226	1.566

<30=1; 31-39=2; 40-49=3; 50+=4.   A mean of 2.5.

Table 4

One Factor ANOVA   X₁: School   Y₁: Sex

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	.02	.01	.039
Within groups	216	54.638	.253	p = .9616
Total	218	54.658		

Model II estimate of between component variance = -.122

One Factor ANOVA   X₁: School   Y₁: Sex

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	63	1.508	.504	.063
Cdn.Trad.	77	1.519	.503	.057
English	79	1.532	.502	.057

One Factor ANOVA   X₁: School   Y₁: Sex

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	-.012	.168	.009	.135
Cdn.Comm. vs. English	-.024	.167	.039	.279
Cdn.Trad. vs. English	-.012	.159	.011	.151

Female=1; Male=2. A 50-50 mix would have a mean of 1.50.

Table 5

78

One Factor ANOVA   X₁: School   Y₁: Income

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	4.146	2.073	2.025
Within groups	123	125.894	1.024	p = .1363
Total	125	130.04		

Model II estimate of between component variance = .525

One Factor ANOVA   X₁: School   Y₁: Income

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	35	1.914	1.095	.185
Cdn.Trad.	31	2.032	1.224	.22
English	60	1.617	.825	.107

One Factor ANOVA   X₁: School   Y₁: Income

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	-.118	.494	.112	.473
Cdn.Comm. vs. English	.298	.426	957	1.383
Cdn.Trad. vs. English	.416	.443	1.725	1.857

<$20,000=1; $21,000-$30,000=2; $31,000-$40,000=3; >$40,000=4.   A mean of 2.5.

Table 6

79

One Factor ANOVA   X₁: School   Y₁: Number of Children

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	27.303	13.651	21.093
Within groups	217	140.443	.647	p = .0001
Total	219	167.745		

Model II estimate of between component variance = 6.502

One Factor ANOVA   X₁: School   Y₁: Number of Children

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	63	2.302	1.01	.127
Cdn.Trad.	78	2.654	.77	.087
English	79	1.823	.636	.072

One Factor ANOVA   X₁: School   Y₁: Number of Children

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	-.352	.269*	3.341*	2.585
Cdn.Comm. vs. English	.479	.268*	6.208*	3.524
Cdn.Trad. vs. English	.831	.253*	20.942*	6.472

* Significant at 95%

Table 7

80

One Factor ANOVA X₁: School   Y₁: Employment

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	4.341	2.17	4.179
Within groups	209	108.541	.519	p = .0166
Total	211	112.882		

Model II estimate of between component variance = .826

One Factor ANOVA X₁: School   Y₁: Employment

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	61	1.426	.644	.083
Cdn.Trad.	72	1.403	.664	.078
English	79	1.709	.819	.092

One Factor ANOVA X₁: School   Y₁: Employment

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	.023	.247	.017	.187
Cdn.Comm. vs. English	-.283	.242*	2.647	2.301
Cdn.Trad. vs. English	-.306	.231*	3.398*	2.607

* Significant at 95%

Employed=1; Unemployed=2. A mean of 1.5

Table 8

One Factor ANOVA X_1: School Y_1: Q1

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	85.695	42.848	28.864
Within groups	216	320.643	1.484	p = .0001
Total	218	406.338		

Model II estimate of between component variance = 20.682

One Factor ANOVA X_1: School Y_1: Q1

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	64	2.984	1.496	.187
Cdn.Trad.	76	2.566	1.087	.125
English	79	4.013	1.08	.122

One Factor ANOVA X_1: School Y_1: Q1

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	.419	.407*	2.05	2.025
Cdn.Comm. vs. English	-1.028	.404*	12.592*	5.018
Cdn.Trad. vs. English	-1.447	.386*	27.313*	7.391

* Significant at 95%

Table 9

82

One Factor ANOVA X_1: School Y_1: Q2

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	102.651	51.326	40.582
Within groups	216	273.185	1.265	p = .0001
Total	218	375.836		

Model II estimate of between component variance = 25.03

One Factor ANOVA X_1: School Y_1: Q2

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	64	4.609	1.163	.145
Cdn.Trad.	76	3.092	1.318	.151
English	79	4.456	.859	.097

One Factor ANOVA X_1: School Y_1: Q2

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	1.517	.376*	31.62*	7.952
Cdn.Comm. vs. English	.154	.373	.33	.813
Cdn.Trad. vs. English	-1.364	.356*	28.474*	7.546

* Significant at 95%

Table 10

83

One Factor ANOVA X_1: School Y_1: Q3

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	87.988	43.994	30.04
Within groups	213	311.938	1.464	p = .0001
Total	215	399.926		

Model II estimate of between component variance = 21.265

One Factor ANOVA X_1: School Y_1: Q3

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	62	4.726	1.495	.19
Cdn.Trad.	75	3.16	1.242	.143
English	79	4.177	.888	.1

One Factor ANOVA X_1: School Y_1: Q3

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	1.566	.409*	28.411*	7.538
Cdn.Comm. vs. English	.549	.405*	3.569*	2.672
Cdn.Trad. vs. English	-1.017	.385*	13.592*	5.214

* Significant at 95%

Table 11

84

One Factor ANOVA X_1: School Y_1: Q4

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	56.15	28.075	22.971
Within groups	216	263.996	1.222	p = .0001
Total	218	320.146		

Model II estimate of between component variance = 13.426

One Factor ANOVA X_1: School Y_1: Q4

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	64	4.344	1.336	.167
Cdn.Trad.	76	3.197	.952	.109
English	79	4.177	1.035	.116

One Factor ANOVA X_1: School Y_1: Q4

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	1.146	.37*	18.679*	6.112
Cdn.Comm. vs. English	.167	.366	.401	.896
Cdn.Trad. vs. English	-.98	.35*	15.214*	5.516

* Significant at 95%

Table 12

85

One Factor ANOVA   X₁: School   Y₁: Q5

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	96.22	48.11	31.124
Within groups	212	327.705	1.546	p = .0001
Total	214	423.926		

Model II estimate of between component variance = 23.282

One Factor ANOVA   X₁: School   Y₁: Q5

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	62	4.081	1.529	.194
Cdn.Trad.	74	2.919	1.095	.127
English	79	4.456	1.119	.126

One Factor ANOVA   X₁: School   Y₁: Q5

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	1.162	.422*	14.727*	5.427
Cdn.Comm. vs. English	-.375	.416	1.581	1.778
Cdn.Trad. vs. English	-1.537	.397*	29.188*	7.64

* Significant at 95%

Table 13   86

One Factor ANOVA   X₁: School   Y₁: Q6

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	82.336	41.168	32.943
Within groups	214	267.433	1.25	p = .0001
Total	216	349.77		

Model II estimate of between component variance = 19.959

One Factor ANOVA   X₁: School   Y₁: Q6

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	64	4.734	1.198	.15
Cdn.Trad.	74	3.27	1.275	.148
English	79	4.367	.865	.097

One Factor ANOVA   X₁: School   Y₁: Q6

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	1.464	.376*	29.434*	7.673
Cdn.Comm. vs. English	.367	.371	1.908	1.954
Cdn.Trad. vs. English	-1.097	.357*	18.391*	6.065

* Significant at 95%

Table 14

87

One Factor ANOVA   X₁: School   Y₁: Q7

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	50.181	25.091	17.913
Within groups	214	299.745	1.401	p = .0001
Total	216	349.926		

Model II estimate of between component variance = 11.845

One Factor ANOVA   X₁: School   Y₁: Q7

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	64	4.672	1.286	.161
Cdn.Trad.	74	3.473	1.326	.154
English	79	3.899	.928	.104

One Factor ANOVA   X₁: School   Y₁: Q7

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	1.199	.398*	17.609*	5.934
Cdn.Comm. vs. English	.773	.392*	7.544*	3.884
Cdn.Trad. vs. English	-.426	.377*	2.472	2.224

* Significant at 95%

Table 15

88

One Factor ANOVA X₁: School   Y₁: Q8

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	85.244	42.62	33.805
Within groups	214	269.816	1.261	p = .0001
Total	216	355.06		

Model II estimate of between component variance = 20.681

One Factor ANOVA   X₁: School   Y₁: Q8

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	62	3.968	1.379	.175
Cdn.Trad.	76	2.921	1.152	.132
English	79	4.367	.835	.094

One Factor ANOVA   X₁: School   Y₁: Q8

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	1.047	.379*	14.835*	5.447
Cdn.Comm. vs. English	-.399	.376*	2.197	2.096
Cdn.Trad. vs. English	-1.446	.356*	32.121*	8.015

* Significant at 95%

Table 16

89

One Factor ANOVA X₁: School   Y₁: Q9

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	142.196	71.098	49.433
Within groups	214	307.786	1.438	p = .0001
Total	216	449.982		

Model II estimate of between component variance = 34.83

One Factor ANOVA X₁: School   Y₁: Q9

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	62	4.548	1.422	.181
Cdn.Trad.	76	2.908	1.267	.145
English	79	4.646	.906	.102

One Factor ANOVA X₁: School   Y₁: Q9

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	1.64	.405*	31.945*	7.993
Cdn.Comm. vs. English	-.097	.401	.114	.478
Cdn.Trad. vs. English	-1.738	.38*	40.661*	9.018

* Significant at 95%

Table 17

90

One Factor ANOVA   X₁: School   Y₁: Q10

Analysis of Variance Table

Source:	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	2	90.259	45.129	32.878
Within groups	216	296.49	1.373	p = .0001
Total	218	386.749		

Model II estimate of between component variance = 21.878

One Factor ANOVA   X₁: School   Y₁: Q10

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Cdn.Comm.	62	4.226	1.396	.177
Cdn.Trad.	78	3.385	1.312	.149
English	79	4.899	.761	.086

One Factor ANOVA   X₁: School   Y₁: Q10

Comparison:	Mean Diff.:	Fisher PLSD:	Scheffe F-test:	Dunnett t:
Cdn.Comm. vs. Cdn.Trad.	.841	.393*	8.904*	4.22
Cdn.Comm. vs. English	-.673	.392*	5.73*	3.385
Cdn.Trad. vs. English	-1.514	.369*	32.776*	8.096

* Significant at 95%