

A COMPARISON OF ATTITUDES TOWARD EDUCATION OF
PERSONS IN THE ANGLO-AMERICAN AND THE
MEXICAN-AMERICAN POWER STRUCTURES
WITHIN FOUR SELECTED OKLAHOMA
COMMUNITIES

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

For a considerable length of time educators have felt that education and politics are separate and distinct aspects of society. Administrator preparation programs encouraged people entering the profession to avoid becoming involved in situations with political overtones. This is unfortunate. "Used appropriately, politics is the democratic process of making significant decisions in the school district, the state, and the nation."¹

Lutz and Iannaccone,² along with writers such as Kimbrough,³ have done much to change this attitude by realistically defining politics as the activities and relationships involved in influencing policy decisions of any governmental body. With the acceptance of this broader definition of politics, administrators have recognized that they are deeply involved in politics in almost every phase of their activities. This is also true in dealings with minority groups within the community.

Rodriquez, in discussing the plight of the Mexican-American and the need for involvement of the Mexican-American in educational decisions, suggests that school administrators seek help from the Mexican-American power structure. In so doing the administrator is in a better position to determine what the Mexican-American desires from

his school. Additionally, it will assist the school administrator in locating conflicts that are developing within the Mexican-American community. This will enable him to be in a better position to act rather than react to demands for change.⁴

Farias, in discussing values and attitudes of Mexican-Americans, indicates the need for communication between school representatives and representatives of the Mexican-American community.⁵ He also indicates "The Mexican-American is important because he is here."⁶ Justification for such a statement is developed on the concept of the general welfare; therefore, he concludes "Help for the Mexican-American will benefit all other Americans as well."⁷

Statement of Problem

Increasingly, more and more Mexican-American youth are successfully completing secondary education. Cabrera reports "Education increases in acceptance among Mexican-American youth as it becomes a realistic vehicle for reaching future goals; yet too many youth today, for personal as well as societal reasons, continue to drop out."⁸

An attempt was made to collect data that will be helpful to school administrators in planning a curriculum that will include programs and ideas that are a result of feedback from the Mexican-American community.

In 1971 Mexican-Americans made up eleven percent of the United States population.⁹ Ninety percent of the total Mexican-American population lived in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas.¹⁰ The 1960 Census Report lists 1,942 people of the Spanish mother tongue living in Oklahoma.¹¹ The same category in the 1970 census lists 19,209.¹² This is an increase of

17,258 for the ten year period.

Migration of the Mexican-American to Oklahoma has brought about the need for their consideration in the design and development of the school program in districts of Oklahoma where Mexican-Americans have located. To develop worthwhile programs educational administrators must have input from the Mexican-American community. "Mexican-Americans must serve not only in advisory capacities, but as decision-makers in the society in which they live."¹³ This, Cabrera feels, is important if the Mexican-American is to penetrate the heretofore forbidden areas of equality.¹⁴

Because of a lack of involvement of the Mexican-American adult in school decisions the cultural differences of Mexican-Americans have not been addressed. The purpose of this dissertation was to determine if there are areas where a difference of attitude exists between the Anglo-American community and the Mexican-American community through a study involving their respective power structures--more particularly, are there differences in attitudes toward education, as well as differences in the demographic characteristics of the Anglo-American and Mexican-American influentials studied.

Importance of Study

Mexican-Americans in the United States are found in all stages of acculturation today, as well as in all socio-economic levels. While some have made it to the "top," most are found along a continuum that ranges from the classic middle class to the very poor.¹⁵ Farias directs attention to the uniqueness of the Mexican-American situation:

As long as Mexico and the United States share a border, the Mexican-American will be in a unique situation when

compared to other minority groups in our country. With no vast ocean to separate him from the 'old country' he faces powerful forces which pull him in two directions.¹⁶

The communication with the old country through those immigrating (both legally and illegally) to the United States, and the radio contact with Mexico does much to maintain the language and the culture of the Mexican-American. Through these avenues he has been able to maintain almost constant contact.

The Mexican-American's values and his culture are different than that of other Americans. Both Heller¹⁷ and Madsen¹⁸ have done much to explain these values and the culture of the Mexican-American people. Additionally, Demos, in a study of the "Attitudes of Mexican-American and Anglo-American Groups Toward Education,"¹⁹ found several differences that were significant among the Mexican-American and Anglo-American youth. Research, however, dealing with the Mexican-American adults and their attitudes toward education could not be found.

Today, many educators are honestly trying to understand Mexican-Americans and to use insights to improve the learning situation. Mistakes have been committed. Some were unfortunate; others were caused by ignorance, insensitivity, or exploitation.²⁰

Regardless of the reason, Mexican-Americans are receiving an inadequate education. They are not being prepared to compete successfully in the economic and political world.²¹ While other factors undoubtedly enter into any achievement story, education has been and will continue to be the principle tool for the improvement of personal and family well-being. Input must be received from the Mexican-American leadership if educators are to improve this situation. This is rapidly becoming a problem for communities with high Mexican-American concentration in Oklahoma.

A comparison of the 1960 and 1970 United States Census Report indicates a large number of people of the Spanish mother tongue have found their way to Oklahoma; the July, 1974, report of the Oklahoma Employment Security Office indicates this increase has continued to the present time.²² This opens new avenues of opportunity for Oklahoma schools. Programs must be developed with the Mexican-American youth in mind. The Mexican-American parents must be included in the planning of these programs if the needs of the Mexican-American youth are to be met.

Through this study an attempt was made to investigate the make-up of the Mexican-American and the Anglo-American power structures and the differences in attitudes that are present in communities where sizeable numbers of Mexican-Americans reside. This in turn should permit educators to address the situation more intelligently.

Assumptions

The first assumption of this study was that the panel of knowledgeable would be willing and able to provide the names of persons in both the Anglo-American and the Mexican-American communities that are influential in community affairs. A second assumption was that some individuals within the Anglo-American community would have more influence than others on community decisions and would form a community power structure. It was also assumed that another power structure would be located in the Mexican-American subcommunity.

The writer assumed also that both the Anglo-American community power structure and the Mexican-American subcommunity power structure would have an impact on educational decisions of the community. Finally,

it was assumed that all individuals contacted in reference to the study could and would supply accurate information in the interviews and on the questionnaire provided.

Limitations

This study considered four communities in the State of Oklahoma. The population range was 6,000 to 75,000 with a sizeable number of Spanish speaking people living in the community as determined by the 1970 United States Census Report. Further verification of the Mexican-American culture was obtained through contacts with local school superintendents where it was reported that the Spanish speaking population within their community was of Mexican-American culture.

Only information essential for the description of the Mexican-American and the Anglo-American power structures and the attitudes toward education of the persons within these respective power structures were included in the study. Generalizations from this study should be limited only to the setting of this investigation because of the small number of communities studied and the diversity that the communities exhibited.

Definition of Terms

Panel of Knowledgeables. Persons within the community determined by the superintendent of schools and the city mayor, who because of their position as community leaders possess a knowledge of the community structure and possess the ability to nominate community influentials.

Influentials. Persons having been credited with a relatively high degree of influence and power in community decisions by a panel of

knowledgeables.²³

Power Structure. The people and organizations selected by a panel of knowledgeables within a community that have the power to influence people and decisions relating to community activities.

Mexican-American Community; Subcommunity. An organized community consisting primarily of people of Mexican ancestry operating within a larger community.

Mexican-American; Chicano. United States citizens of Mexican ancestry.²⁴

Anglo-American. All white United States citizens not considered to be Mexican-American.

Attitudes Toward Education. An orientation toward education that is emotionally toned and relatively persistent at a given point in time as measured by an attitude toward education scale.

LaRaza (The Race). Refers to all Latin-Americans who are united by cultural and spiritual bonds derived from God, and are a part of a God-given destiny.²⁵

Spanish Mother Tongue. Persons reported in the 1970 Census of the Population which indicated they spoke Spanish and have learned to speak English during or after childhood.²⁶

Civic Organizations Community-Wide-In-Scope. Civic Organizations such as the Rotary Club reported by the community knowledgeables to be community-wide-in-scope.

FOOTNOTES

- ¹Michael Y. Nunnery, and Ralph B. Kimbrough, Politics, Power, Polls and School Elections (Berkeley, California, 1971), p. 1.
- ²Frank Lutz and Lawrence Iannaccone, Understanding Educational Organizations: A Field Study Approach (Columbus, Ohio, 1969), p. 13.
- ³Ralph Kimbrough, Political Power and Educational Decision Making (Chicago, Ill., 1964), p. 274.
- ⁴Armando Rodriquez, "Understanding and Working with the Power Structure in the Mexican-American Community." Speech before the National Academy for School Executives, Kansas City, Missouri, October 31, 1968.
- ⁵Hector Farias, Jr., "Mexican-American Values and Attitudes Toward Education," Phi Delta Kappan, Vol. 52 (June, 1971), pp. 602-604.
- ⁶Farias, p. 604.
- ⁷Farias, p. 604.
- ⁸Y. Arturo Cabrera, Emerging Faces of the Mexican-Americans (California, 1972), p. 12.
- ⁹Farias, p. 604.
- ¹⁰Helen Rowan, "The Mexican-American." A paper prepared for the Commission on Civil Rights, Washington, D. C., 1968.
- ¹¹U. S. Bureau of the Census, U. S. Census of Population 1960, Final Report PC (2) IE (Washington, D. C., 1963), p. 6.
- ¹²U. S. Bureau of the Census, Characteristics of the Population: 1970 Census of the Population of Oklahoma, Vol. 1, Part 38, Table 60 (Washington, D. C., 1973), p. 184.
- ¹³Y. Arturo Cabrera, "The Chicano Voice is Being Heard," California Teachers Association Journal, Vol. 65 (October, 1969), p. 27.
- ¹⁴Cabrera, "The Chicano Voice is Being Heard," p. 27.
- ¹⁵Cabrera, Emerging Faces of the Mexican-Americans, p. 1.
- ¹⁶Farias, p. 604.

- ¹⁷Celia Heller, Mexican-American Youth: Forgotten Youth at the Crossroads (New York, 1966).
- ¹⁸William Madsen, Mexican-Americans of South Texas (New York, 1964).
- ¹⁹George Demos, "Attitudes of Mexican-American and Anglo-American Groups Toward Education," The Journal of Social Psychology, Vol. 57 (1962), pp. 249-256.
- ²⁰Cabrera, Emerging Faces of the Mexican-Americans, pp. 54-55.
- ²¹Cabrera, Emerging Faces of the Mexican-Americans, p. 59.
- ²²Oklahoma State Employment Security Commission Research and Planning Department, July, 1974 Oklahoma Population Estimates.
- ²³Cecil Miskel, "A Field Study of the Activities and Sentiments of Community Leaders and Board of Education Members Regarding School Bond Elections in Four Oklahoma School Districts" (Unpubl. Ed.D. dissertation, Oklahoma State University, Stillwater, 1970), p. 7.
- ²⁴Andrew Hamilton, "Education and LaRaza," American Education, Vol. 9, No. 6 (July, 1973), p. 7.
- ²⁵Madsen, p. 15.
- ²⁶U. S. Bureau of the Census, Characteristics of the Population: 1970, ECP 66, 19, Vol. 1, Part 38 (Washington, D. C., 1973), p. 831.

CHAPTER II

THE REVIEW OF RELATED LITERATURE, RATIONALE, AND HYPOTHESES

Introduction

Kimbrough, in discussing the use of power resources within a community to gain support for educational projects, indicates it is essential for the administration to know the individuals in power positions within his community. In addition, he continues, the administrator must collect facts and personally see that they are made available to the influential leaders in the school district. He found men of power to be open minded about the facts presented in support of educational programs of quality and to be willing to support programs that are based on sound facts. Kimbrough indicated he was not advocating that a superintendent become involved in petty politics; instead he was expressing a need to develop an interaction with people that could assist in implementing change.¹

"Used appropriately, politics is the democratic process of making significant decisions in the school district, the state, and the nation."² This concurs with the dictionary definition of the term "politics," which defines it as "the art or science concerned with guiding or influencing governmental policy."³ In view of the above, Nunnery and Kimbrough suggest that each time educators or lay leaders take action to change school policy or to upgrade educational standards

they are involved in politics. This, they continue is an on going process, not a role assumed only during elections.⁴

In Hunter's study of Atlanta he found that in addition to the power structure of the total community there are subcommunities within the total community and they too have separate power structures.⁵ The same is indicated by Rodriquez in his discussion of the Mexican-American.⁶ Both Hunter and Rodriquez indicate there is little interaction between the people in the two power structures, and both indicate a need to know and work with both the community and sub-community power structures.

With Kimbrough's, Nunnery's, Hunter's, and Rodriquez's assertions as a guide, it is the purpose of this chapter to construct a framework to study both the Anglo-American community and the Mexican-American subcommunity power structures and the attitudes of those persons in these power structures toward education. The purpose will be accomplished by reviewing the related literature, developing a rationale, and deducing research hypotheses.

Review of Related Literature

Community Power Structures

Pellegrin has stated that the residents of a community will vary considerably in the way and the extent to which they participate in organized community activity. At one extreme is the small number of persons who make the basic decisions in the important phases of civic affairs, while at the other extreme are those persons who participate little or not at all in organized community activity.⁷

Hunter, in his study of the power structure of Atlanta, found forty

persons held power positions within the community.⁸ Jennings, in his study of the same city, found that a homogeneous elite did not rule; rather, he found a coalition of actors, organizations, and institutions that tended to prevail in most community issues.⁹ Jennings did find, however, that "those who are perceived to be most influential in the community and those who hold positions of prescribed influence do engage in role activities that stamp them as influential in resolving issues."¹⁰

Hunter, in a further discussion of the power structure of Atlanta, concedes that the power group was not a closed system, and would probably change some depending on the project being acted upon. Changes, however, would occur mostly in the lower level of the power group.¹¹

Rose, in his study of power, found there was a power structure at all levels of government and in every organized activity of American life--national, regional, state, and local. He concludes, "Power is the major means used by a large heterogeneous society to effect or to resist change."¹²

Two basic techniques have been widely used in the study of community power structures.¹³ One is the reputational technique used by Hunter in his famous study of Atlanta, Georgia.¹⁴ In general the reputational technique is a power-reputation study designed to determine community power structures on the basis of judgements by community members who are considered "knowledgeable" about community life.¹⁵ The other technique is the decision analysis technique used by Robert Dahl in his study of New Haven, Connecticut.¹⁶ The decision analysis technique avoids the use of reputation as an effective means of ascertaining the power structure and stresses the actual determination of community decisions

and the persons making these decisions.¹⁷

Power Structures and School Decision-Making

Kimbrough has stated that the most effective power in making basic decisions often has been controlled by a relatively few community leaders in the informal power structure. He related this concept to the public schools in the following quotation:

Decisive power is exercised in most local school districts by relatively few persons who hold top positions of influence in the informal power structure of the school district. The success of significant educational projects and proposals is often heavily dependent upon the support or lack of support of these men in power.¹⁸

Iannaccone has maintained that the controlling power group, that is, the community leaders, in a given community, reflects the dominant interests, aspirations, and values of that community. Furthermore, those in power are assumedly interested in the basic goals, policies, and directions of the community. As a result of this interest, they become involved in the selection of the board of education and the ensuing policy decisions that are made by the board.¹⁹

Nunnery and Kimbrough expanding upon the influence of community power structures on educational decisions stress the need for school administrators to solicit the help of community influentials since "the behavior of the [power] structure will greatly influence the outcomes of elections."²⁰ Gross has expressed the idea that the informal and formal power agents of a community have a basic influence on educational budgetary decisions.²¹

Studies by Wellman, Bloome, and Miskel have supported this assertion. Wellman, in a study of a Florida county, concluded that an educational leader was more successful with a proposal to improve

educational services if he had worked informally with the community influentials to obtain their advice and support before making a public presentation of the proposal.²² Bloome, in a study of the relationships between the community power structure, school reorganization, and school bond issues, found the difference between the successful and unsuccessful bond issue was the degree of active participation by the community influentials. In the unsuccessful election influentials favored the issue, but did not actively support it, while in the successful election the influentials favored and actively supported the bond issue.²³ Miskel, in a study of the activities and sentiments of community leaders and school board members during school bond elections, did not find a higher level of activity among community influentials in districts with successful bond elections. He did find, however, the community leaders expressed a higher level of positive sentiment towards the superintendent and the board of education in school districts that passed a bond issue.²⁴

Finally, Minar, in a study of suburban school districts near Chicago, found power structures controlled the activity level of the communities studied. In communities with similar socio-economic characteristics he found power structures working in opposite directions. The power structure in one district had a low-conflict, orderly highly structured system of governance which acted as a conflict-suppressant on issues pertaining to the public schools. Another district studied had a high-conflict system. Board meetings were long and chaotic and the organizational structure of the schools appeared haphazard.²⁵

Commission report on "The Excluded Student" reports similar findings within the communities of the Southwestern United States. Exclusionary practices in the vital areas of language, heritage, and community participation of Mexican-Americans were found.⁴⁷ Therefore, it was hypothesized that:

H. 3. The influentials within the Mexican-American power structures will hold significantly fewer memberships in civic organizations found to be community-wide-in-scope than will the influentials within the Anglo-American power structures.

Heller reports, "few Mexican-American homes stress higher education or intellectual effort."⁴⁸ Kahl reports that parental influence in a working class is an important determinant in a boy's decision to continue his education.⁴⁹ Demos found in his study of Mexican-Americans in grades seven through twelve significantly less interest among Mexican-Americans than Anglo-Americans in the importance of an elementary education and the need for a high school education. He also found them to be more willing to drop out of school and to show less need for regular attendance than were the Anglo-American youth.⁵⁰ Heller concludes that findings such as these may be a product of the conflict between father and son over authority. The father-son relationship becomes strained in many Mexican-American homes as the sons reach positions of dominance, or of equality with their fathers.⁵¹

The United States Census Reports indicate a severe lag by the Mexican-American in median years of school completed. The median for Mexican-Americans is 8.3 years, Blacks - 9.7 years, and Whites - 12.2 years.⁵² These figures are for persons twenty-five years of age and over. Additionally, while testifying before the Senate Select Committee

hypothesized that:

H. 7. The influentials within the Mexican-American power structures will indicate a need for more to be done toward school integration than will the influentials within the Anglo-American power structures.

(Washington, October, 1971), p. 43.

³⁹Nancie L. Gonzalez, "Positive and Negative Effects on Chicano Militancy on the Education of the Mexican-American (Albuquerque, New Mexico, 1970), pp. 11-14.

⁴⁰Cabrera, "The Chicano Voice is Being Heard," p. 27.

⁴¹Cabrera, "The Chicano Voice is Being Heard,: p. 27.

⁴²Madsen, pp. 17-20.

⁴³Madsen, pp. 106-107.

⁴⁴Farias, pp. 302-303.

⁴⁵Madsen, pp. 106-108.

⁴⁶Hunter, p. 257.

⁴⁷United States Commission on Civil Rights, "The Excluded Student," Report III Educational Practices Affecting Mexican-Americans in the Southwest (Washington, May, 1972), p. 49.

⁴⁸Heller, p. 39.

⁴⁹Joseph Kahl, "Educational and Occupational Aspirations of 'Common Men' Boys," Harvard Educational Review, 23 (1953), pp. 186-203.

⁵⁰Demos, pp. 249-256.

⁵¹Heller, p. 39.

⁵²U. S. Bureau of the Census, Census of the Population: 1970 Subjects Reports, Final Report PC(2)-5B Educational Attainment Table 1 (Washington, 1973), p. 1.

⁵³Mario Obledo, Director, Mexican-American Legal Defense Fund, Hearings before the Select Committee on Equal Education Opportunity of the U. S. Senate Part 4., Mexican-American Education, (Washington, D.C., August, 1970), p. 2519.

⁵⁴Rodrequez, p. 2.

⁵⁵Cabrera, "The Chicano Voice is Being Heard," p. 27.

⁵⁶Cabrera, "The Chicano Voice is Being Heard," p. 27.

⁵⁷Celia Heller, "Ambitions of Mexican-American Youth--Goals and Means of Mobility of High School Seniors" (Unpub. Ph.D. dissertation, Columbia University, New York, 1963), pp. 22-23.

⁵⁸Heller, Mexican-American Youth: Forgotten Youth at the Cross-roads (New York, 1966), pp. 50-51.

⁵⁹Cabrera, "The Chicano Voice is Being Heard," p. 26.

⁶⁰Rodriguez, p. 6.

⁶¹Madsen (1973 Edition), pp. 119-120, Epilogue by Andre Guerrera.

CHAPTER III

RESEARCH DESIGN

Introduction

Riley defined a research design for an investigator as being "... a particular set of methods that he will follow in obtaining his research findings."¹ The research design for this dissertation, developed according to Riley's definition, is described in this chapter.

After comparative studies of methodologies, it was concluded that the field study was the most appropriate methodology for this research. According to Kerlinger a field study is any scientific inquiry that systematically pursues relations and tests hypotheses. It is ex post facto and is completed in such places as communities and schools. In such places the relationships of the attitudes, perceptions, sentiments, and behavior of individuals and groups are studied. Furthermore, the researcher ordinarily does not manipulate independent variables, since control of the system under study is small or nonexistent.²

Lutz and Iannaccone have listed three possible roles that a researcher might assume in a field study.³ In this study the role assumed by the researcher was that of a nonparticipating observer. This role was assumed by selecting communities unfamiliar to the researcher and by entering the community only to interview selected

individuals within the community. Therefore, the researcher had minimal effect on the communities studied.

Methodology and Procedures

Selection of the Communities for the Study

Four communities located in Southern Oklahoma were selected. The communities were selected after determining, by means of the 1970 United States Census Report, that the counties containing the communities selected reported one thousand or more people of Spanish origin living in the county. The researcher was unable to delineate further through the use of the census reports since people of Mexican descent are listed in a broad classification labeled "other" in the report.⁴

The county superintendents in the four counties were then contacted to determine the school districts that had the major concentration of people of Spanish origin. Each was asked and responded positively when asked if there was a sizeable population of the Spanish people in their county and if they were of Mexican descent.

The researcher then telephoned the superintendent of schools in each of the communities determined to have sizeable populations of Mexican-Americans. In each case the superintendent of schools gave a response in the affirmative when asked about the population. By means of a visit with each superintendent, a brief description of what the researcher planned to do was presented to the superintendents and his permission to collect data in his respective community was received. Each agreed to assist in whatever way he could.

The population range of the communities selected was 6,132 to 74,470 as determined by the 1970 United States Census Report for Oklahoma.⁵ The population was diverse having ranged from a small rural

community with agriculture as the main industry to a small city with a large military installation.

The Reputational Technique

The community influentials, both Anglo-American and Mexican-American, for each community studied were determined through the use of an adaptation of the Reputational Technique designed by Kimbrough and Johns.⁶ Their approach was an adaptation of the technique designed by Hunter.⁷

The reputational technique for determining community leaders has been criticized by such political scientists as Dahl,⁸ Polsby,⁹ Wolfinger,¹⁰ and Rose.¹¹ Others have verified its value for community studies. D'Antonio and Erickson, in a study of the reputational technique, concluded that the reputational technique seemed to measure general community influence and had a high degree of reliability. High correlations were found between individuals chosen as influentials in a specific area and those chosen as general community influentials.¹² Gamson's findings indicate that the reputational leaders were the actual leaders in the communities he had studied.¹³ Finally, McCarty and Ramsey report the reputational technique to be particularly well suited for a comparative study where a substantial amount of data must be obtained from a community in a short period of time.¹⁴

Determining the Community Knowledgeables

The first step in the use of the reputational technique was to determine a group of knowledgeables in each community. To accomplish this the superintendent of schools in each community was interviewed

and asked to name seven people that were knowledgeable of the community and because of their position in the community were able to name individuals that were influential within the community. Seven interest sectors were listed to guide in the determination of the knowledgeable.

The superintendent then supplied a name for each sector. A list of the interest sectors used and a description of the type of individual desired are shown in Table I. The interview guide used is located in Appendix A.

After the superintendents in each community supplied the list of knowledgeable the researcher visited with the mayor of each community to determine if those named were viewed by him to be knowledgeable of the community. In every instance except one the mayor concurred with the selection. In this case the superintendent agreed that the mayor's choice was a better selection.

A personal telephone call was made to each of the knowledgeable explaining the need for an interview. All individuals agreed and an appointment was set up.

Determining the Anglo-American and Mexican-American Influentials

During interviews each knowledgeable was asked to list those individuals in the Anglo-American and Mexican-American communities they considered to be influential on community decisions. The interview guide located in Appendix B was used. Those individuals that were listed two or more times by the knowledgeable were considered to be influentials.

Additionally, the panel of knowledgeable were asked to supply a

TABLE I*
GUIDE FOR SELECTION OF KNOWLEDGEABLES

Interest Sectors	Probable Representatives
1. Education	Superintendent of school, chairman of the board of education, or a prominently mentioned board member.
2. General Business	President of Chamber of Commerce, or a prominently mentioned member of Chamber of Commerce.
3. Local Government	Well known politician holding an elective office.
4. Banking and Finance	The chairman of the board of directors or the president of the most influential bank in the community.
5. Religion (Catholic)	Highly respected Priest or church member.
6. Religion (Protestant)	Highly respected clergyman or church member.
7. News Media	Newspaper editor, manager of television or radio station or outstanding news reporter.

* An adaptation of Kimbrough and Johns, p. 103.

list of civic organizations they considered to be community-wide-in-scope. These were used later in the questionnaire administered to the community influentials.

A telephone call was then made to each individual in the Anglo-American and Mexican-American communities that was listed two or more times requesting an interview which would take approximately twenty minutes and would concern their attitudes toward education. Each was agreeable and all were interviewed except one. This particular individual was hospitalized the evening before the interview and was unable to respond.

Symbol System for Designating the Communities and Respondents

Since the information supplied by the respondents was treated in a confidential manner, a system of symbols was developed for each community and individual in the study. This procedure guarded against any violation of the agreement to keep the information confidential while still allowing for presentation and analysis of the data.

Therefore, each of the communities was given a symbol of A, B, C, or D. The knowledgeable and influentials of each community were designated with a numerical prefix of one through thirteen along with the symbol for the district in which he lived. The Anglo-American influentials were designated by a small "a." The Mexican-American influentials were designated by a small "m." Examples of this symbol system are as follows: 2C--A knowledgeable in community C; 2Ba--An Anglo-American influential in community B; 2Dm--A Mexican-American influential in community D.

Procedure for Developing Survey Instrument

The following steps were taken in determining the questions that would be included in this attitude survey.

1. It was decided to use the Attitudes Toward Education Questions 1969-1974^{15, 16} as the bank of questions from which to draw. There are approximately 180 questions which have been selected by several educators from a larger bank of questions for use in the Gallop Polls on Attitudes Toward Education.

2. Six educators that have worked with both Anglo-American and Mexican-American students and parents were asked to select and recommend questions that would determine differences in attitude of the two groups. The qualifications of the educators selected are as follows:

Educator A. Director of Teacher Education in a state university who was a former superintendent of schools in New Mexico for a number of years.

Educator B. A Mexican-American serving as Director of Student Activities in an Oklahoma public school.

Educator C. Curriculum Coordinator in an Oklahoma public school with a large Mexican-American population. He, too, is a former superintendent.

Educator D. Director of Elementary Education in an Oklahoma state university and a former assistant superintendent of schools in South Texas.

Educator E. A Mexican-American Director of a migrant farmworkers organization, employed by the United States Department of Labor and a former teacher.

Educator F. An elementary school counselor in an Oklahoma public school with a large enrollment of Mexican-American children.

Each was informed of the investigation the researcher was undertaking and each was given a list of the hypotheses to be tested. They were asked to go through the questions, keeping the hypotheses in mind, and determine those that would reflect differences in attitudes between the two populations--especially those that dealt with ideas of current interests.

Secondly, upon the committee's recommendation that the questions be reworded, they were asked to assist in wording the questions in such a way that those interviewed could respond by stating they agreed or disagreed with the statement.

Finally, they were asked to assist in developing questions that would elicit demographic information about the influentials of the power structures and assist in hypotheses testing. Six questions were prepared dealing with age, education, number of children, type of work and the various civic organizations to which they belonged. The questions they proposed make up Appendix C, which is the questionnaire used as an interview guide for this research.

3. The instrument was pre-tested by asking four superintendents of public schools to check the questionnaire for wording and determine if there were questions they would not want asked in their communities. They were also given the opportunity to suggest additional questions. All questions were found to be satisfactory and no additional questions were suggested. The four superintendents who responded were from communities excluded from the study.

4. To determine reliability of the instrument, the questionnaire was administered to the teachers in a local public school. Three weeks later the same group was retested. A test-retest reliability of .83 was determined through the use of the formula presented in Brunning and Kintz.¹⁷

Statistical Treatment of Data

The Statistical Package for the Social Sciences SPSS Version 5.00 was used for the item analysis of the attitude statements, the organization involvement, educational level, and the number of children attending public schools. In this computer package a Yates' corrected chi square was applied to all 2X2 tables with twenty-one or more cases. A Fisher's exact probability test was applied to all 2X2 tables with fewer than twenty-one cases. A Cramer's V was applied to tables larger than a 2X2.

Hypothesis 1 was considered to be acceptable if responses (by the two groups) to more than one of the attitude statements used were found to be significantly different at the .05 level.

Hypotheses 2, 5, 6, and 7 were considered acceptable if one half or more of the differences tested for each hypothesis were found to be significant at the .05 level. Hypothesis 2 involved the testing of five differences; hypothesis 5 involved the testing of four differences; hypothesis 6 involved the testing of two differences; and hypothesis 7 involved the testing of three differences.

Hypothesis 3 involved the testing of only one difference between the Mexican-American influentials and the Anglo-American influentials, that of membership in civic organizations. The hypothesis was accepted

if a significant difference at the .05 level was obtained.

Hypothesis 4 involved the test of only one difference between the Mexican-American influentials, that of the educational level of the influentials. The hypothesis was accepted if a significant difference (.05 level) was obtained.

A t test was used to compare the age and the length of residence in the community of the influentials.

FOOTNOTES

- ¹Matilda Riley, Sociological Research (New York, 1963), p. 5.
- ²Frederick Kerlinger, Foundations of Behavioral Research (New York, 1964), pp. 387-391.
- ³Frank Lutz and Lawrence Iannaccone, Understanding Educational Organizations: A Field Study Approach (Columbis, Ohio, 1969), p. 112.
- ⁴U. S. Bureau of the Census, Characteristics of the Population for Oklahoma, Vol. 1, Part 38, Oklahoma Table 16 (Washington, 1973), p. 43.
- ⁵U. S. Bureau of the Census, Table 16, p. 43.
- ⁶Ralph Kimbrough and Roe Johns, The Relationship of Socioeconomic Factors, Educational Leadership Patterns and Elements of Community Power Structure to Local School Fiscal Policy (Gainesville, Florida, 1968), pp. 101-103, 195-197.
- ⁷Hunter, pp. 262-271.
- ⁸Robert Dahl, "A Critique of the Ruling Elite Model," American Political Science Review, LII (1958), pp. 463-469.
- ⁹Nelson Polsby, "Three Problems in the Analysis of Community Power," American Sociological Review, XXIV (1959), pp. 796-803.
- ¹⁰Raymond Wolfinger, "Reputation and Reality in the Study of Community Power," American Sociological Review, XXV (1960), pp. 636-644.
- ¹¹Arnold Rose, The Power Structure Political Process in American Society (New York, 1967), pp. xiii-xvii.
- ¹²William D'Antonio and Eugene Erickson, "The Reputational Technique as a Measure of Community Power," American Sociological Review, XVII (1962), pp. 362-376.
- ¹³William Gamson, "Reputation and Resources in Community Politics," American Journal of Sociology, LXXII (1966), pp. 121-131.
- ¹⁴Donald McCarty and Charles Ramsey, The School Managers Power and Conflict in American Education (Westport, Connecticut, 1971), p. 238.
- ¹⁵The Gallup Polls of Attitudes Toward Education 1969-1973, edited by Stanley Elam editor, Phi Delta Kappan (1973), pp. 151-188.

¹⁶George H. Gallup, "Sixth Annual Gallup Poll of Public Attitudes Toward Education," Phi Delta Kappan, Vol. LVI, No. 1 (September, 1974), pp. 20-32.

¹⁷James L. Brunning and R. L. Kintz, Computational Handbook of Statistics (Glenview, Illinois, 1968), p. 10.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

A presentation and analysis of the data will be presented in this chapter. Lutz and Iannaccone have stated that the data collected in a field study cannot adequately be presented and analyzed in neat concise tables.¹ Therefore, written descriptions, tables, and statistical analysis are used in accomplishing this purpose.

Chapter IV will consist of four sections: (1) the selection of the influentials, (2) the analysis of the attitude statements contained in the survey instrument, (3) the testing of the hypotheses, and (4) supplemental demographic characteristics of the influentials interviewed.

The Selection of the Community Influentials

A brief description, as well as a summary table of the selection of the Mexican-American and Anglo-American influentials for each community studied, will be included in this section of the paper.

Community A

Table II is a summary of the selection of Anglo-American community influentials by the community knowledgeable in community A. Only those that were listed two or more times are reported. All the knowledgeable

in community A named at least three of the Anglo-American influentials. Knowledgeable 4A named six of the Anglo-American influentials, while knowledgeable 1A, 2A, and 5A were able to name five of those considered influential.

TABLE II
SELECTION OF ANGLO-AMERICAN INFLUENTIALS BY THE
COMMUNITY KNOWLEDGEABLES IN COMMUNITY A

Anglo-American Influentials	Knowledgeables						
	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>6A</u>	<u>7A</u>
1Aa	X		X	X		X	X
2Aa					X	X	
3Aa		X			X		
4Aa				X		X	
5Aa		X		X			
6Aa		X		X	X		
7Aa	X		X		X		
8Aa	X	X		X			
9Aa			X		X		
10Aa	X						X
11Aa	X	X	X	X			
12Aa						X	X

None of the Anglo-American influentials were chosen by all seven knowledgeable; however, influential 1Aa was chosen by five of the group. 1Aa is an educational leader in the community and is respected for his knowledge about community and educational affairs. He definitely commands the respect of decision-making bodies of community A.

Influential 11Aa was selected by four of the community knowledgeable. 11Aa is a banker and is considered very progressive. All the knowledgeable selecting 11Aa spoke of his desire to promote the community, while influential 1Aa was viewed as a person that, while not against progress, he tended to resist sudden change.

Table III is a summary of the community knowledgeable selection of the Mexican-American influentials in community A. Five community knowledgeable were able to name three or more of the Mexican-American influentials while knowledgeable 3A named only one that was determined to be influential. Community knowledgeable 5A was able to name five Mexican-American influentials while 1A and 6A named four.

There was no clear cut break in the Mexican-American influentials selected in community A. All were selected by two or three community knowledgeable.

The researcher found it easy to interview the community knowledgeable and influentials in community A. All were willing to set up an appointment and spoke freely during the interview. While the researcher was unable to interview one of the Anglo-American influentials (11Aa), it was due to an illness rather than a desire not to participate.

TABLE III
SELECTION OF MEXICAN-AMERICAN INFLUENTIALS BY THE
COMMUNITY KNOWLEDGEABLES IN COMMUNITY A

Mexican-American Influentials	Knowledgeables						
	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>6A</u>	<u>7A</u>
1Am	X				X		X
2Am		X				X	
3Am					X	X	
4Am					X		X
5Am	X			X			
6Am	X				X		
7Am					X	X	
8Am		X				X	
9Am	X		X	X			
10Am		X		X			

Community B

Community B is the smallest of the communities studied. Seven Anglo-American influentials were named by the community knowledgeable. Community influential 2Ba was chosen by five of the knowledgeable. 1Ba was selected by three community knowledgeable while the remaining five influentials were mentioned by two or three community knowledgeable.

Community influential 2Ba is a local business man, has one child in school, and is quite active in community affairs. He is a member of the

Rotary Club and the Chamber of Commerce, and has served in various offices in each.

Table IV is a summary of the selection of Anglo-American influentials by the community knowledgeable in community B.

TABLE IV
SELECTION OF THE ANGLO-AMERICAN INFLUENTIALS BY THE
COMMUNITY KNOWLEDGEABLES IN COMMUNITY B

Anglo-American Influentials	Knowledgeables						
	<u>1B</u>	<u>2B</u>	<u>3B</u>	<u>4B</u>	<u>5B</u>	<u>6B</u>	<u>7B</u>
1Ba			X	X		X	
2Ba	X	X			X	X	X
3Ba	X					X	
4Ba					X	X	
5Ba	X		X				
6Ba		X			X		
7Ba		X			X		

Community knowledgeable 2B and 5B each named four of the five Mexican-American influentials named, while knowledgeable 1B, 3B, and 4B were only able to select one each. Five Mexican-American influentials were named in community B. Influential 4Bm was chosen by six of the knowledgeable. Influential 4Bm is a minister in a local church, and while he has only been in the community for two years, he was known

by most. 4Bm is active in Mexican-American and community affairs, but he is not active in local civic organizations.

A summary of the selection of Mexican-American influentials in community B is contained in Table V.

TABLE V
SELECTION OF MEXICAN-AMERICAN INFLUENTIALS BY THE
COMMUNITY KNOWLEDGEABLES IN COMMUNITY B

Mexican-American Influentials	Knowledgeables						
	<u>1B</u>	<u>2B</u>	<u>3B</u>	<u>4B</u>	<u>5B</u>	<u>6B</u>	<u>7B</u>
1Bm		X			X		
2Bm					X	X	
3Bm		X		X		X	X
4Bm	X	X	X		X	X	X
5Bm		X			X		

Working in community B was an enjoyable experience. After the city mayor was convinced the researcher was not in search of illegal immigrants for the purpose of deporting them, the researcher had little difficulty. Everyone was willing to supply the information needed.

Community C

Nine Anglo-American influentials were identified in community C. Influential 9Ca was named by all seven of the knowledgeable and was

found to be quite influential in the community. Most of those interviewed suggested he was the individual that was to be contended with in community decisions. Two influentials (2Ca and 7Ca) were selected by two knowledgeable. Both had lived in the community less than two years and were attempting to become recognized in the influential circle. The summary of the selection of community influentials is included in Table VI.

TABLE VI
SELECTION OF ANGLO-AMERICAN INFLUENTIALS BY THE
COMMUNITY KNOWLEDGEABLES IN COMMUNITY C

Anglo-American Influentials	Knowledgeables						
	<u>1C</u>	<u>2C</u>	<u>3C</u>	<u>4C</u>	<u>5C</u>	<u>6C</u>	<u>7C</u>
1Ca	X	X	X				X
2Ca					X	X	
3Ca	X		X			X	
4Ca		X		X			X
5Ca	X		X	X			
6Ca			X	X	X	X	
7Ca				X		X	
8Ca	X	X	X				
9Ca	X	X	X	X	X	X	X

The selection of Mexican-American influentials in community C was difficult. Knowledgeables 1C, 5C, and 7C could not name individuals found to be influential in the Mexican-American subcommunity; however, influential 4C named five of the six listed. The selection of the Mexican-American influentials in community C is summarized in Table VII.

TABLE VII
SELECTION OF MEXICAN-AMERICAN INFLUENTIALS BY THE
COMMUNITY KNOWLEDGEABLES IN COMMUNITY C

Mexican-American Influentials	Knowledgeables						
	<u>1C</u>	<u>2C</u>	<u>3C</u>	<u>4C</u>	<u>5C</u>	<u>6C</u>	<u>7C</u>
1Cm		X	X	X			
2Cm			X	X		X	
3Cm			X	X		X	
4Cm		X		X		X	
5Cm		X				X	
6Cm		X		X			

Several problems were encountered by the researcher in community C during the data collection. The influentials seemed to view the community as a closed system and were reluctant to visit with outsiders. Influential 2Ca was reluctant to be interviewed and cancelled his appointment with the researcher. He did, however, agree to be interviewed when the researcher visited his office unannounced and found him

available. He indicated he had visited with other individuals the researcher had interviewed.

Community D

The Anglo-American influentials determined in community D presented an open approach to community decision-making. Three influentials were selected by four community knowledgeable. One was selected by three and the remaining influentials were selected by two knowledgeable. A total of thirteen Anglo-American influentials were named.

A summary of the selection of the Anglo-American influentials is shown in Table VIII.

The selection of Mexican-American influentials in community D was successful despite the fact that knowledgeable 7D was unable to name influentials in this area, and influential 2D named one. Influentials 1D and 5D were quite knowledgeable however, and supplied five and four names respectively, that were found to be influential.

A total of eight Mexican-American influentials were named and all were willing to respond to the questionnaire. A summary of the selection of Mexican-American influentials in community D is included in Table IX.

All of the Anglo-American and Mexican-American influentials were cooperative and willing to grant interviews at the researcher's convenience. No significant methodological problems developed in community D.

The Analysis of the Attitude Statements

Contained in the Survey Instrument

The second section of Chapter IV consists of the analysis of the

twenty-four attitude statements contained in the survey instrument. An analysis complete with a table was developed for each statement. The information derived from the analysis will be used to test the hypotheses.

TABLE VIII
SELECTION OF ANGLO-AMERICAN INFLUENTIALS BY THE
COMMUNITY KNOWLEDGEABLES IN COMMUNITY D

Anglo-American Influentials	Knowledgeables						
	<u>1D</u>	<u>2D</u>	<u>3D</u>	<u>4D</u>	<u>5D</u>	<u>6D</u>	<u>7D</u>
1Da	X			X			
2Da				X	X		
3Da	X		X	X		X	
4Da					X		X
5Da		X		X			
6Da	X	X		X		X	
7Da				X	X		
8Da		X		X		X	
9Da	X	X	X		X		
10Da		X	X				
11Da	X		X				
12Da	X		X				
13Da	X	X					

TABLE IX
SELECTION OF MEXICAN-AMERICAN INFLUENTIALS BY THE
COMMUNITY KNOWLEDGEABLES IN COMMUNITY D

Mexican-American Influentials	Knowledgeables						
	<u>1D</u>	<u>2D</u>	<u>3D</u>	<u>4D</u>	<u>5D</u>	<u>6D</u>	<u>7D</u>
1Dm					X	X	
2Dm	X				X		
3Dm	X	X					
4Dm			X	X			
5Dm	X					X	
6Dm	X				X		
7Dm	X		X		X		
8Dm			X	X			

Statement 6*

In responding to attitude statement 6, a larger number of the Anglo-American and Mexican-American influentials agreed with the statement. The chi-square analysis reported in Table X indicates the differences were not significant.

Statement 7

Table XI presents an analysis of responses to attitude statement 7:
"My oldest child in the public school is learning things he should be

*Statements 1-5 dealt with demographic information.

learning." Influentials from the two groups responded similarly to the statement with two Anglo-American influentials disagreeing with the statement. Eighteen Anglo-American influentials and eight Mexican-American influentials did not respond to the statement since they did not have children in the public schools. There was no significant difference between the two groups.

TABLE X

MY OVERALL ATTITUDE TOWARD THE PUBLIC SCHOOLS
IN THIS COMMUNITY HAS BECOME MORE FAVORABLE
IN RECENT YEARS

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	35	26
Disagree	6	3
Chi-Square: .02745	df: 1	P > .05

TABLE XI

MY OLDEST CHILD IN THE PUBLIC SCHOOL IS
LEARNING THINGS HE SHOULD BE LEARNING

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	21	20
Disagree	2	1
Chi-Square: .00667	df: 1	P > .05

Statement 8

A majority of the Anglo-American and the Mexican-American influentials disagreed with statement 8: "Small classes (15 pupils or less) make little difference in the achievement or progress of students." No significant difference was found when the chi-square test for significant difference was applied. One Anglo-American influential and one Mexican-American influential did not respond to the statement. See Table XII for responses.

TABLE XII
SMALL CLASSES (15 PUPILS OR LESS) MAKE LITTLE
DIFFERENCE IN THE ACHIEVEMENT OR
PROGRESS OF STUDENTS

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	9	9
Disagree	31	19
Chi-Square: .36941	df: 1	P > .05

Statement 9

A significant difference at the .05 level with one degree of freedom was found in statement 9: "Full state funding of our educational system would improve the quality of our local school program." The Anglo-American influentials as a group disagreed with the statement

while the Mexican-American influentials supported the concept.

TABLE XIII
FULL STATE FUNDING OF OUR EDUCATIONAL SYSTEM
WOULD IMPROVE THE QUALITY OF OUR
LOCAL SCHOOL PROGRAM

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	9	19
Disagree	31	5
Chi-Square: 17.33755	df: 1	P < .05

Statement 10

Eighteen Anglo-American influentials and eight Mexican-American influentials did not respond to statement 10: "My oldest child in the public school enjoys and wants to attend school," since they did not have children attending the public schools. Only one of those responding disagreed with the statement, and a significant difference was not found between the two groups.

Statement 11

While four Anglo-American influentials disagreed with statement 11: "The public schools should place more emphasis on the study of trades, professions, and businesses which help a student decide on a career," there was not a significant difference when the chi-square test was applied.

TABLE XIV

MY OLDEST CHILD IN THE PUBLIC SCHOOL ENJOYS
AND WANTS TO ATTEND SCHOOL

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	23	20
Disagree	0	1
Chi-Square: .00212	df: 1	P > .05

TABLE XV

THE PUBLIC SCHOOLS SHOULD PLACE MORE EMPHASIS
ON THE STUDY OF TRADES, PROFESSIONS,
AND BUSINESSES WHICH HELP A STUDENT
DECIDE ON A CAREER

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	37	28
Disagree	4	1
Chi-Square: .28984	df: 1	P > .05

Statement 12

Both the Anglo-American and the Mexican-American influentials were divided in their response to statement 12: "Too much time is spent by the public schools preparing all students for college." A significant difference was not found between the two groups, however.

TABLE XVI
TOO MUCH TIME IS SPENT BY THE PUBLIC SCHOOLS
PREPARING ALL STUDENTS FOR COLLEGE

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	21	11
Disagree	20	18
Chi-Square: .73247	df: 1	P > .05

Statement 13

A significant difference was found between the two groups on statement 13: "Parents should have the right to sue a school district if a student of normal intelligence and without physical disabilities reaches the sixth grade without being able to read." The Anglo-American influentials as a group disagreed with the statement while the Mexican-American influentials were split in their reaction to the statement.

Statement 14

While the Anglo-American influentials disagreed with the statement and the Mexican-American influentials split in their responses, a significant difference was found to exist when the chi-square test was applied to statement 14: "More should be done with respect to integration in the public schools."

TABLE XVII

PARENTS SHOULD HAVE THE RIGHT TO SUE A SCHOOL
DISTRICT IF A STUDENT OF NORMAL INTELLIGENCE
AND WITHOUT PHYSICAL DISABILITIES REACHES
THE SIXTH GRADE WITHOUT BEING ABLE
TO READ

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	5	15
Disagree	36	14
Chi-Square: 11.14024	df: 1	P < .05

TABLE XVIII

MORE SHOULD BE DONE WITH RESPECT TO INTEGRATION
IN THE PUBLIC SCHOOLS

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	3	17
Disagree	38	12
Chi-Square: 19.46487	df: 1	P < .05

Statement 15

A significant difference in attitude on statement 15: "I favor the recommendation made by some educators that children start to school at age of four," was not found. Forty Anglo-American influentials and twenty-seven Mexican-American influentials disagreed with the statement.

One respondent elected not to respond.

TABLE XIX
I FAVOR THE RECOMMENDATION MADE BY SOME
EDUCATORS THAT CHILDREN START TO
SCHOOL AT THE AGE OF FOUR

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	0	2
Disagree	40	27
Chi-Square: .91899	df: 1	P > .05

Statement 16

The two groups disagreed with statement 16: "Discipline is too strict in the public schools of this community." A significant difference was not found.

Statement 17

Thirty-two of the Anglo-American influentials and twenty-five of the Mexican-American influentials agreed with the statement as written: "I favor giving students in the local schools a national test so their educational achievement can be compared with students in other communities." Therefore, a significant difference between the two groups was not found to exist.

TABLE XX

DISCIPLINE IS TOO STRICT IN THE PUBLIC SCHOOLS
OF THIS COMMUNITY

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	1	4
Disagree	40	25
Chi-Square: 1.81148	df: 1	P > .05

TABLE XXI

I FAVOR GIVING STUDENTS IN THE LOCAL SCHOOLS A
NATIONAL TEST SO THEIR EDUCATIONAL ACHIEVEMENT
CAN BE COMPARED WITH STUDENTS
IN OTHER COMMUNITIES

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	32	25
Disagree	9	4
Chi-Square: .30541	df: 1	P > .05

Statement 18

A significant difference was found to exist between the two groups on statement 18: "I favor the bussing of school children for the purpose of racial integration." While the majority of the Anglo-American influentials disagreed with the statement, a majority of the

Mexican-American influentials were found to agree with the statement.

TABLE XXII
I FAVOR THE BUSSING OF SCHOOL CHILDREN FOR THE
PURPOSE OF RACIAL INTEGRATION

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	1	19
Disagree	40	10
Chi-Square: 30.09734	df: 1	P < .05

Statement 19

A significant difference was found at the .05 level for statement 19: "A college education is essential for attaining a good job." A majority of the Anglo-American influentials disagreed with the attitude statement while a majority of the influentials in the Mexican-American communities were in agreement.

Statement 20

Twenty-seven Anglo-American influentials and nineteen Mexican-American influentials agreed with the statement: "Students that are not able to keep up with their classmates and do unsatisfactory work should be retained." When the chi-square test of difference was applied it was found that there was no significant difference.

Three Anglo-American influentials and one Mexican-American influential did not respond.

TABLE XXIII

A COLLEGE EDUCATION IS ESSENTIAL FOR
ATTAINING A GOOD JOB

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	5	19
Disagree	36	10
Chi-Square: 19.13376	df: 1	P < .05

TABLE XXIV

STUDENTS THAT ARE NOT ABLE TO KEEP UP WITH THEIR
CLASSMATES AND DO UNSATISFACTORY WORK SHOULD
BE RETAINED

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	27	19
Disagree	11	9
Chi-Square: .00007	df: 1	P > .05

Statement 21

In response to statement twenty-one: "I would be willing to serve on the local school board," a significant difference between the two groups was not found. The majority of both the Anglo-American and Mexican-American influentials were willing to serve on the local school board.

TABLE XXV
I WOULD BE WILLING TO SERVE ON THE
LOCAL SCHOOL BOARD

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	31	19
Disagree	10	10
Chi-Square: .42536	df: 1	P > .05

Statement 22

A majority of both groups interviewed disagreed with the statement: "The public schools in this community show little interest in trying new methods of teaching." While some difference was found between the groups, it was not found to be significant at the .05 level. One Anglo-American influential and one Mexican-American influential did not respond.

TABLE XXVI
THE PUBLIC SCHOOLS IN THIS COMMUNITY SHOW LITTLE
INTEREST IN TRYING NEW METHODS OF TEACHING

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	5	9
Disagree	35	19
Chi-Square: 2.77840	df: 1	P > .05

Statement 23

While fifty-three of the influentials interviewed agreed with the statement: "A high school student, who, after proper counseling, still refuses to obey his teachers should be expelled from school," fifteen saw a need to disagree. However, when the chi-square test was used a significant difference between the two groups was not found. Two influentials did not respond.

Statement 24

All Anglo-American influentials agreed with the statement as written: "Students in the public schools should be required to speak English since it is our nation's official language." Seven of the Mexican-American influentials elected to disagree. When the chi-square test was applied, it was found that a significant difference did exist between the two groups on this particular statement.

TABLE XXVII

A HIGH SCHOOL STUDENT, WHO, AFTER PROPER
COUNSELING, STILL REFUSES TO OBEY HIS
TEACHERS SHOULD BE EXPELLED
FROM SCHOOL

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	31	22
Disagree	9	6
Chi-Square: .03696	df: 1	P > .05

TABLE XXVIII

STUDENTS IN THE PUBLIC SCHOOLS SHOULD BE
REQUIRED TO SPEAK ENGLISH SINCE IT IS
OUR NATION'S OFFICIAL LANGUAGE

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	41	22
Disagree	0	7
Chi-Square: 8.47771	df: 1	P < .05

Statement 25

A majority of both the Anglo-American and the Mexican-American influentials disagreed with the statement: "Students that complete the eighth grade and are no longer interested in school should be permitted to drop out." A significant difference was not found.

TABLE XXIX
STUDENTS THAT COMPLETE THE EIGHTH GRADE AND ARE
NO LONGER INTERESTED IN SCHOOL SHOULD BE
PERMITTED TO DROP OUT

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	7	8
Disagree	34	21
Chi-Square: .57803	df: 1	P > .05

Statement 26

In response to the statement: "Schools in this community are meeting the needs of the young people regardless of race," the two groups were found to be significantly different at the .05 level. Thirty-two of the Anglo-American influentials agreed with the statement while seventeen of the Mexican-American influentials disagreed.

Statement 27

In response to the statement: "Girls should be permitted to participate on the same team with boys in non-contact sports such as tennis, golf, baseball, and track," a significant difference was not found at the .05 level. A majority of the Anglo-American influentials agreed with the statement, while a majority of the Mexican-American influentials disagreed. One Anglo-American influential did not respond.

TABLE XXX

SCHOOLS IN THIS COMMUNITY ARE MEETING THE NEEDS
OF THE YOUNG PEOPLE REGARDLESS OF RACE

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	32	12
Disagree	9	17
Chi-Square: 8.27520	df: 1	P<.05

TABLE XXXI

GIRLS SHOULD BE PERMITTED TO PARTICIPATE ON
THE SAME TEAM WITH BOYS IN
NON-CONTACT SPORTS SUCH
AS TENNIS, GOLF, BASE-
BALL, AND TRACK

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	26	12
Disagree	14	17
Chi-Square: 2.89639	df: 1	P >.05

Statement 28

In regards to the responses on the statement: "Girls of school age, who become pregnant, should not be permitted to attend classes during pregnancy," there was a significant difference at the .05 level.

The majority of the Anglo-American influentials were in agreement with the statement, while the majority of the Mexican-American influentials disagreed.

TABLE XXXII
GIRLS OF SCHOOL AGE, WHO BECOME PREGNANT,
SHOULD NOT BE PERMITTED TO ATTEND
CLASSES DURING PREGNANCY

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	29	13
Disagree	12	16
Chi-Square: 3.73108	df: 1	P = .05

Statement 29

Both of the Anglo-American influentials and the Mexican-American influentials agreed with the statement: "Regular school attendance is important to a person's future success." Only one Anglo-American influential elected to disagree. Therefore, a significant difference was not found.

Testing the Hypotheses

In this section the presentation and analysis of the data will be reported as they relate to each of the hypotheses examined.

TABLE XXXIII
REGULAR SCHOOL ATTENDANCE IS IMPORTANT
TO A PERSON'S FUTURE SUCCESS

Response	Anglo-American Influentials	Mexican-American Influentials
Agree	40	29
Disagree	1	0
Chi-Square: .03072	df: 1	P > .05

Hypothesis One

H. 1. There is a significant difference in the attitudes of the influentials within the Mexican-American power structures and the influentials within the Anglo-American power structures on issues pertaining to education.

An item analysis of the twenty-four attitude statements contained in the survey was used in testing the hypothesis. Responses to eight statements were found to be significantly different. Since it was determined that more than one attitude statement was significant at the .05 level, hypothesis one was accepted. Data used in testing this hypothesis are summarized in Table XXXIV.

Hypothesis Two

H. 2. The influentials within the Mexican-American power structures will show less satisfaction with the schools of today than will the influentials within the Anglo-American power structures.

TABLE XXXIV
SUMMARY OF ATTITUDE STATEMENTS SIX THROUGH
TWENTY-NINE

Statement	Chi Square	P
6	.02745	P >.05
7	.00667	P >.05
8	.36941	P >.05
9	17.33755	P <.05
10	.00212	P >.05
11	.28984	P >.05
12	.73247	P >.05
13	11.14024	P <.05
14	19.46487	P <.05
15	.91899	P >.05
16	1.81148	P >.05
17	.30541	P >.05
18	30.09734	P <.05
19	19.13376	P <.05
20	.00007	P >.05
21	.42536	P >.05
22	2.77840	P >.05
23	.03696	P >.05
24	8.47771	P <.05
25	.57803	P >.05
26	8.27520	P <.05
27	2.89639	P >.05
28	3.73108	P =.05
29	.03072	P >.05

Attitude statements six, seven, ten, twenty-two, and twenty-six were used to test hypothesis two. A general statement concerning a person's overall attitude toward public schools was contained in statement six, while a person's attitude toward the school's curriculum was measured in statements seven and twenty-two. Statements ten and twenty-six indicate how the influentials viewed the public schools' ability to meet the needs of the young people within the community.

A significant difference was found on attitude statement twenty-six. The Mexican-American influentials, though split in their opinion, disagreed with the statement as a group, while the Anglo-American influentials voiced their agreement with the statement.

A significant difference was not found on statements six, seven, ten, and twenty-two. Therefore, hypothesis two was rejected. Data used in testing this hypothesis are summarized in Table XXXV.

Hypothesis Three

H. 3. The influentials within the Mexican-American power structures will hold significantly fewer memberships in civic organizations found to be community-wide-in-scope than will the influentials within the Anglo-American power structures.

Three, or ten percent, of the Mexican-American influentials identified held membership in civic organizations considered to be community-wide-in-scope. One influential was involved in two organizations. All three influentials identified lived in community A.

Thirty-six, or eighty-eight percent, of the Anglo-American influentials identified held membership in one or more civic organizations

considered community-wide-in-scope. Eighty percent were involved in their local Chamber of Commerce; twenty-nine percent in the Rotary Club; twenty-four percent in the Kiwanis Club; and seven percent in the local Lions Club.

TABLE XXXV
SUMMARY OF ATTITUDE STATEMENTS SIX, SEVEN,
TEN, TWENTY-TWO, AND TWENTY-SIX

Statement	Chi-Square	P
6	.02745	P > .05
7	.00667	P > .05
10	.00212	P > .05
22	2.77840	P > .05
26	8.27520	P < .05

Hypothesis three was found to be significant at the .05 level of significance. Data used in testing this hypothesis are summarized in Tables XXXVI, XXXVII, and XXXVIII.

Hypothesis Four

H. 4. The educational level of the influentials within the Anglo-American power structures will be greater than the educational level of the influentials within the Mexican-American power structures.

TABLE XXXVI

PERCENT OF MEXICAN-AMERICAN INFLUENTIALS HOLDING
MEMBERSHIP IN CIVIC ORGANIZATIONS FOUND TO
BE COMMUNITY-WIDE-IN-SCOPE

Community	Chamber of Commerce	Rotary	Kiwanis	Lions
A	30	--	--	10
B	--	--	--	--
C	--	--	--	--
D	--	--	--	--
Average	10	--	--	3

TABLE XXXVII

PERCENT OF ANGLO-AMERICAN INFLUENTIALS HOLDING
MEMBERSHIP IN CIVIC ORGANIZATIONS FOUND TO
BE COMMUNITY-WIDE-IN-SCOPE

Community	Chamber of Commerce	Rotary	Kiwanis	Lions
A	83	25	25	0
B	100	57	0	14
C	67	44	0	11
D	77	8	46	8
Average	80	29	24	7

TABLE XXXVIII

SUMMARY OF MEXICAN-AMERICAN AND ANGLO-AMERICAN
INFLUENTIALS HOLDING MEMBERSHIP IN CIVIC
ORGANIZATIONS FOUND TO BE
COMMUNITY-WIDE-IN-SCOPE

Response	Anglo-American Influentials	Mexican-American Influentials
Member	36	3
Nonmember	5	26
Chi-Square: 44.504678	df: 1	P < .05

The calculated chi-square value for the analysis was 12.795. With two degrees of freedom, the chi-square value was found to be significant at the .05 level. Therefore, hypothesis four was supported. Data used in testing this hypothesis are summarized in Table XXXIX.

TABLE XXXIX

EDUCATIONAL LEVELS OF ANGLO-AMERICAN AND
MEXICAN-AMERICAN INFLUENTIALS STUDIED

Years Education Attained	Anglo-American Influentials	Mexican-American Influentials
1 - 12	15	23
13 - 16	18	5
17 - over	8	1
Chi-Square: 12.79536	df: 1	P < .05

Hypothesis Five

H. 5. Influentials within the Anglo-American power structures will express a greater need for upward mobility in education than will the influentials within the Mexican-American power structures.

Attitude statements eleven, twelve, fifteen, and nineteen were analyzed in conjunction with hypothesis five. A significant difference was not found for statements eleven, twelve, and fifteen. Responses to statement nineteen were found to be significantly different at the .05 level. Since only one statement out of the four used was significant at the .05 level, hypothesis five cannot be supported. Data used in the analysis of this hypothesis are summarized in Table XL.

TABLE XL
SUMMARY OF ATTITUDE STATEMENTS ELEVEN,
TWLEVE, FIFTEEN, AND NINETEEN

Statement	Chi-Square	P
11	.28984	P>.05
12	.73247	P>.05
15	.91899	P>.05
19	19.13376	P<.05

Hypothesis Six

H. 6. Influentials within the Mexican-American power structures will indicate a greater interest in education that emphasizes trades, professions, and businesses than will the influentials within the Anglo-American power structures.

Attitude statements eleven and twelve were used in the analysis of hypothesis six. Neither were found to be significant at the .05 level. Therefore, hypothesis six was rejected. Data used in analyzing this hypothesis are summarized in Table XLI.

TABLE XLI
SUMMARY OF ATTITUDE STATEMENTS ELEVEN
AND TWELVE

Statement	Chi-Square	P
11	.28984	P>.05
12	.73247	P>.05

Hypothesis Seven

H. 7. The influentials within the Mexican-American power structures will indicate a need for more to be done toward school integration than will the influentials within the Anglo-American power structures.

Statements fourteen, eighteen, and twenty-four were selected to be included in the analysis of hypothesis seven. Statement fourteen measured a person's attitude toward integration in general while statement eighteen dealt with attitudes toward bussing. Statement twenty-four probed the influentials attitude toward all students being required to speak English in the public schools.

A significant difference was determined on all three statements. The Mexican-American influentials saw a greater need for more to be done with regards to integration in general. They saw a greater need for the use of bussing for the purpose of racial integration and as a group were opposed to all students being required to speak English in the public schools.

Since all attitude statements used were significant at the .05 level, hypothesis seven was accepted. Data used in analyzing this hypothesis are summarized in Table XLII.

Supplemental Demographic Characteristics of the Influentials Interviewed

A Comparison of the Age

The Mexican-American influentials mean age in years was 38.86, while the Anglo-American influentials mean age was 50.32. A t test was used to compare the mean ages of the Mexican-American and the Anglo-American influentials. The calculated t value was 7.7928 which, with sixty-eight degrees of freedom, was significant beyond the .05 level. The data related to this test are summarized in Table XLIII.

TABLE XLII
SUMMARY OF ATTITUDE STATEMENTS FOURTEEN,
EIGHTEEN, AND TWENTY-FOUR

Statement	Chi-Square	P
14	19.46487	P<.05
18	30.09734	P<.05
24	8.47771	P<.05

TABLE XLIII
A COMPARISON OF THE AGE OF THE
COMMUNITY INFLUENTIALS

	Anglo-American Influentials	Mexican-American Influentials
Number (N)	41	29
Mean Age (\bar{X}) in Years	50.32	38.86
$t = 7.7928$	df: 68	P < .05

A Comparison of Length of Residence

When a comparison of the length of residence in the respective community of the Mexican-American and Anglo-American influentials was made, it was determined that the mean length in years of the Mexican-American influentials was 13.79. The mean length of residence of the Anglo-American influentials was found to be 26.78.

A t test was used to compare the mean ages of the Mexican-American influentials and the Anglo-American influentials on the length of residence in the communities studied. The calculated t value was 3.176 which, with sixty-eight degrees of freedom, was significant beyond the .05 level. The data related to this test are summarized in Table XLIV.

TABLE XLIV
A COMPARISON OF LENGTH OF RESIDENCE
OF THE COMMUNITY INFLUENTIALS

	Anglo-American Influentials	Mexican-American Influentials
Number (N)	41	29
Mean Length of Residence (X) in Years	26.78	13.79
$t = 3.176$	df: 68	$P < .05$

A Comparison of Occupations

The Mexican-American and Anglo-American influentials differed greatly in the occupations in which they were involved. Twenty-six of

the Anglo-American influentials were involved in professional trades, or owned and operated their own business, while seven of the Mexican-American influentials were involved in the two categories.

Another difference was in banking where seven Anglo-American influentials were identified. Three of these were bank presidents. No Mexican-American influentials listed banking as their occupation.

Other than the five Mexican-American influentials identified as business owners, the remaining Mexican-American influentials listed their employment as governmental agencies, skilled laborer, and service oriented occupations. Seventeen were identified in these three areas. Data relevant to this comparison of demographic information are summarized in Table XLV.

TABLE XLV
OCCUPATIONS OF THE ANGLO-AMERICAN INFLUENTIALS
AND MEXICAN-AMERICAN INFLUENTIALS

Occupation	Anglo-American Influentials	Mexican-American Influentials
Professional	13	2
Managerial	2	0
Governmental	2	6
Business-Owner-Operator	13	5
Banking	7	0
Service Occupations	0	5
Skilled Laborer	0	6
Farm Laborer	0	3
Religious	2	1
Retired	1	0
Miscellaneous	1	1
Total	41	29

A Comparison of the Number of Children in
the Public School

Twenty-one of the Mexican-American influentials and twenty-five of the Anglo-American influentials reported having children in the public schools. Eight of the Mexican-American influentials and sixteen of the Anglo-American influentials reported they did not have children attending the public schools.

When the chi-square test was applied, a significant difference was not found at the .05 level.

TABLE XLVI

A COMPARISON OF MEXICAN-AMERICAN AND ANGLO-
AMERICAN INFLUENTIALS WITH AND WITHOUT
CHILDREN IN THE PUBLIC SCHOOLS

Response	Anglo-American Influentials	Mexican-American Influentials
Children	25	21
No Children	16	8
Chi-Square: 1.55933	df: 1	P>.05

FOOTNOTES

- ¹Frank Lutz and Laurence Iannaccone, p. 145.

CHAPTER V

SUMMARY, FINDINGS, FURTHER CONSIDERATIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Summary

The major goals of this study were (1) to identify and describe the influentials in Anglo-American and Mexican-American power structures of selected communities and (2) to determine if differences exist between the two groups in their attitudes toward education. The communities selected for this study were similar in geographic location, but differed in population. All were determined to have a sizable number of Mexican-Americans living in the community.

An adaptation of the reputational technique for identifying influentials within a community power structure was used for the study. This technique required the establishment of a panel of knowledgeable in each community. Each panel represented a wide variety of interests. All panel members were determined to be familiar with the decision-making process of the community. Each individual knowledgeable submitted names of persons they considered to be influential. After all panel members had been interviewed, a tabulation was made of the names mentioned. Individuals named two or more times were designated as community influentials.

Each community influential identified was interviewed and asked to respond to a pre-established interview guide. The first part of the

interview consisted of personal information regarding length of residence in the community, age, schooling, number of children attending the public schools, and organizational membership. The remainder of the interview consisted of the influentials responding to twenty-four statements pertaining to attitudes toward education.

The responses from each influential interviewed were tabulated and a cumulative total for each attitude statement was compiled for the two groups: Anglo-American and the Mexican-American influentials. The cumulative totals were used in an item analysis to determine differences in attitudes toward education among the two groups. Appropriate tests of significance were used to determine if there were nonchance differences among the two groups.

Summary of Findings

The research findings were grouped into related categories and are presented in the following sections.

Hypotheses

A rationale for seven hypotheses was presented in the review of literature for this study. Four were accepted, while three were rejected.

1. Significant differences were found between the attitudes of the Anglo-American and the Mexican-American influentials on issues pertaining to education.

2. A significant difference in the level of satisfaction between the Anglo-American and the Mexican-American influentials studied was not found.

3. The Mexican-American influentials were found to hold significantly fewer memberships in civic organizations reported to be community-wide-in-scope than the Anglo-American influentials.

4. The educational level of the Anglo-American influentials was found to be significantly higher than the educational level of the Mexican-American influentials.

5. Anglo-American influentials did not express a greater need for upward mobility in education than did the Mexican-American influentials studied.

6. Mexican-American influentials did not indicate a greater interest in education that emphasizes trades, professions, and businesses than did the Anglo-American influentials.

7. The Mexican-American influentials indicated that more needed to be done toward school integration than did the Anglo-American influentials.

Demographic Characteristics of the Influentials

A total of seventy-one influentials were identified for this study. Forty-two were Anglo-American and twenty-nine were Mexican-American. The population was split among four communities with five being the minimum number of influentials named in a given community. Thirteen Anglo-American influentials named in community D composed the largest group.

There was a wide range found in the ages of the influentials. The oldest was sixty-seven, while the youngest influential named was a twenty-three year old Mexican-American activist who was serving in the military. The mean age of the Mexican-American influentials was 38.86.

The mean age of the Anglo-American influentials was 50.32.

A similar difference was found when a comparison of the length of residence in the community of the Anglo-American and Mexican-American influentials was made. The Anglo-American influentials' length of residence in the community ranged from a maximum of sixty-three years, which was reported by two of the influentials, to a minimum of two years. The mean length of residence of the Anglo-American influential was 26.78 years. The Mexican-American influentials' mean length of residence in the community was 13.79 years with fifty-five years being the longest tenure for the Mexican-American influentials.

Information concerning influentials with children in the public schools indicated twenty-five or sixty-one percent of the Anglo-American influentials and twenty-one or seventy-two percent of the Mexican-American influentials had children attending the public schools. There was no significant difference between the two groups on the number having children attending the public schools.

In listing their occupations, twenty-six Anglo-American influentials listed jobs that were classified as professional or business-owner-operator. Seven Mexican-American influentials listed jobs that were classified in the same areas. Seven Anglo-American influentials listed banking as their profession. Three were bank presidents. Two Anglo-American influentials and one Mexican-American influential were protestant ministers. Seventeen of the remaining Mexican-American influentials listed either skilled laborer, service occupations, or government employment as their occupation. Three Mexican-Americans listed farm related jobs.

Differences in Attitudes of Anglo-American and
Mexican-American Influentials

When an item analysis was made of the twenty-four attitude toward education statements contained in the interview guide, eight significant differences were found to exist between the Anglo-American and the Mexican-American influentials. Those differences were as follows:

a. The Mexican-American influentials indicated full state funding would improve the local school program, while the Anglo-American influentials, as a group, were opposed to the concept.

b. The Mexican-American influentials felt the parents should have the right to sue the school district when a child of normal intelligence reaches the sixth grade and is unable to read, while the Anglo-American influentials opposed the principle.

c. The Mexican-American influentials indicated a need for more to be done in the area of integration, while the Anglo-American influentials indicated the schools effort in this endeavor was adequate.

d. The Mexican-American influentials viewed bussing as a favorable approach to racial integration, while the Anglo-American influentials opposed bussing as a means of achieving this end.

e. Both the Anglo-American and Mexican-American influentials, as a group, indicated a need for the English language to be used in the public schools, yet a significant difference was found between the total scores.

f. The Mexican-American influentials indicated a college education was essential for attaining a good job, while the Anglo-American influentials, as a group, disagreed with the need for a college education.

g. The Anglo-American influentials indicated girls of school age, who become pregnant, should not be permitted to attend classes during pregnancy, while the Mexican-American influentials, as a group, were opposed to such a restriction.

h. Finally, the Mexican-American influentials did not feel the schools were meeting the needs of the young people regardless of race, while the Anglo-American influentials indicated satisfaction with the schools in this area.

Further Considerations

The rationale from which hypotheses one and two were deduced indicated the Mexican-American influentials would show significantly less satisfaction with the public schools of today. The rationale also indicated the Mexican-American and Anglo-American influentials would differ significantly in their attitudes toward education. The hypothesis designed to test difference in satisfaction with the schools was rejected since both the Anglo-American and the Mexican-American influentials indicated their satisfaction with the schools. The hypothesis designed to test differences in attitudes toward education between the two groups was accepted. Further analysis of the data disclosed that four of the eight differences in attitude determined while testing hypothesis one either contained the term or referred in some way to the concept of integration. The first implication of the study is that it is possible the Mexican-American influentials, as a group, when confronted with the term integration, or other terms associated with the process of integration, are so conditioned that they as a group automatically indicated more should be done in this area.

Additional verification was seen in the testing of hypothesis two. The phrase "regardless of race" was used in statement twenty-six. It was the only statement in the test of hypothesis two where a significant difference was found. The inverse could possibly apply to the Anglo-American influentials.

Another implication of the study is since it was found only a small percentage of the Mexican-American influentials hold membership in community-wide civic organizations, school officials must contact the Mexican-American influentials in the Mexican-American's own community if he desires to develop a relationship that will assist him in soliciting information about the Mexican-American community.

It would also be beneficial to the school administration to contact the Mexican-American influential in such a way it would not offend the influentials in the Anglo-American community. This is essential since research reported in the study indicates the community influentials control school board elections and school budgetary decisions. It is also reported that the power structures sentiments toward the superintendent affect the outcome of school bond elections.

Still another implication of the lack of membership of the Mexican-American influentials in community-wide civic organizations is that perhaps organizational involvement is an approach that would bring the Anglo-American and Mexican-American communities closer together. This is not to indicate that organization involvement would give the Mexican-American direct and immediate access to the community power structure. It would, however, provide an opportunity for additional interaction between the two groups. School officials are in a position to assist with such a program. Mexican-American and Anglo-American influentials

could be appointed to curriculum study committees, needs assessment committees, as well as various other committees essential for the effective operation and evaluation of the school system. This it appears would be acceptable since both groups indicated a willingness to serve on the local school board. School officials must take special care, however, to provide both the Anglo-American and the Mexican-American influentials with the feeling they have had an opportunity to provide legitimate input if the two groups are to continue to participate.

Both the Anglo-American and the Mexican-American influentials expressed a need for more course offerings in the areas of trades, professions and businesses which help a student decide on a career. The need to continue college prep programs was also indicated. School officials, as a part of the school's public relations program, should inform both the Anglo-American and the Mexican-American communities of the programs available to the students of the community. At the same time it should be stressed that new programs implemented must be beneficial to the total student body and programs no longer in demand must be removed from the curriculum.

School officials who are familiar with and have access to both the Anglo-American and the Mexican-American influentials are in a position to gain valuable insights into the desires of each community. Advanced knowledge which can be supplied by community influentials will assist the school officials in administering such a needs assessment program. Additionally, the Anglo-American influentials and the Mexican-American influentials can assist school officials by controlling the demands brought upon the school by controlling the activity level of the community.¹

Finally, it was reported in the literature cited that few Mexican-American homes stress higher education or intellectual effort.² The Mexican-American influentials included in this study indicated a desire for upward mobility in education. They also indicated a need for more courses that emphasize trades, professions, and businesses, as well as indicating a college education is essential in attaining a good job. Therefore, it would appear that the Mexican-American influential has achieved a higher level of acculturation than the Mexican-American discussed in the literature.

The findings in this study represent a challenge for educators in their efforts to attain democratic goals. School officials should strive for maximum interaction and exchange between the school and citizens of the community. Interaction and exchange with the citizens of the community would give school officials the information necessary to maintain school policies that are consistent with dominant interests and values of the community and thus avoid conflicts that may develop and interrupt the school program.

"The domination of a few leaders over school districts is not desirable, and educators should take no action which might tend to foster such power controls."³ School officials, however, must know the community power structures (both Mexican-American and Anglo-American) and use this knowledge to the advantage of the school in decision-making.

Recommendations for Further Study

The first recommendation for further study is that a replication be made of this research inquiry in other communities. A replication

would not only serve as a check for the validity and reliability of the present research, but would serve as a basis for greater generalization of the research findings.

The second recommendation for further study is that an open-ended attitudes toward education survey be used. The researcher feels, although discouraged by individuals involved with the Mexican-American, responses to a series of open-ended questions could have been collected. This, the researcher feels, would have provided much more feedback about the influentials attitudes toward education.

The third recommendation is that a sampling of the citizens in both the Anglo-American and the Mexican-American communities not included in the power structures be used to determine the consensus of attitudes toward education that exists between the sample of citizens and the community influentials.

The fourth recommendation is that a sample of the citizens in both the Anglo-American and the Mexican-American communities not included in the power structures be used to determine if the citizens in a community would nominate the same individuals as community influentials as those listed by a panel of knowledgeable.

The fifth recommendation is since there is little overlap in memberships in community-wide civic organizations between the Anglo-American and the Mexican-American influentials a research inquiry be undertaken to determine the amount of interaction, if any, that exists between the two groups.

The sixth recommendation is that since the Mexican-American influentials indicated the schools were not meeting the needs of the young people, research be developed to determine what programs the

Mexican-American adults feel should be included in the school curriculum to overcome this deficiency.

The seventh recommendation is that since this study made no effort to determine the relationship between the demographic characteristics of the influentials and their attitudes toward education, research be developed to answer the following questions:

Is there a relationship between an influential's length of residence in the community and his attitude toward education?

Is there a relationship between the number of children an influential has attending the public school and his attitude toward education?

Is there a relationship between an influential's occupation and his attitude toward education?

Is there a relationship between an influential's education completed and his attitude toward education?

Is there a relationship between an influential's age and his attitude toward education?

In conclusion, this study may contribute to theory in the area of power structures. It may be of value to personnel who have responsibility for school decision-making. Most of all, however, this study will have value if it stimulates further research in the area of community influentials and their attitudes toward education. The preceding seven suggestions are only a few of the questions that might be raised. Future studies involving both concepts of identification of power structures and attitudes toward education should provide further understanding of the process of community decision making and provide insight into their effect on educational decisions.

FOOTNOTES

¹Minar, pp. 126-129.

²Heller, p. 39.

³Kimbrough, p. 271.

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APPENDIX A

FORM USED IN IDENTIFYING KNOWLEDGEABLES

As a part of our work at Oklahoma State University we are taking a survey within your community that we feel will assist us in providing a better educational program for the children of Oklahoma. To be successful in this endeavor we need individuals, such as yourself, who are aware of school and community programs to provide us with some information. All information given will be kept confidential. Names of communities and persons interviewed will not be used in the final report. Your knowledge of the city will be of great help to us.

We are interested in finding individuals such as yourself who because of their position in their particular profession are familiar with people that are influentials in the Anglo-American community and in the Mexican-American subcommunity. Please supply me the name of an individual in each of the following areas that are familiar with the community and could help me in identifying the influentials of the Anglo-American community and Mexican-American subcommunity.

For this study Mexican-Americans are defined as those United States citizens of Mexican ancestry, and the Anglo-Americans are defined as all white United States citizens not considered to be Mexican-American.

1. Education

Name: _____

Business Address: _____

Business Phone: _____

2. General Business

Name: _____

Name and Address of Business: _____

Business Phone: _____

3. Local Government

Name: _____

Office Held: _____

Office Address: _____

Office Phone: _____

4. Banking and Finance

Name: _____

Name and Address of Business: _____

Business Phone: _____

5. Religion (Protestant)

Name: _____

Name and Address of Church: _____

Church Phone: _____

6. Religion (Catholic)

Name: _____

Name and Address of Church: _____

Church Phone: _____

7. News Media

Name: _____

Business Address: _____

Business Phone: _____

APPENDIX B

FORM USED IN IDENTIFYING INFLUENTIALS

As part of our work at Oklahoma State University we are taking a survey within your community that we feel will assist us in providing a better educational program for the children of Oklahoma. To be successful in this endeavor we need individuals, such as yourself, who are aware of school and community programs to provide us with some information. All information given will be kept confidential. Names of communities and persons interviewed will not be used in the final report. Your knowledge of the city will be of great help to us.

It is thought that some persons are more influential than others on community-wide issues; additionally it is thought that each subcommunity also has influentials. What persons in this community have the most influence on community issues? Please list both Anglo-American and Mexican-American influentials, regardless of whether you agree with them.

For this study Mexican-Americans are defined as those United States citizens of Mexican ancestry, and the Anglo-Americans are defined as all white United States citizens not considered to be Mexican-American.

Anglo-American Influentials:

Name:Place of Business:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Mexican-American Influentials:

Name:Place of Business:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

APPENDIX C

INSTRUMENT USED IN THE SURVEY

As a part of our work at Oklahoma State University we are taking a survey within your community that we feel will assist us in providing a better educational program for the children of Oklahoma. To be successful in this endeavor we need individuals, such as yourself, who are aware of school and community programs to provide us with some information. All information given will be kept confidential. Names of communities and persons interviewed will not be used in the final report. Your knowledge of the city will be of great help to us.

I am going to read to you a few statements and ask you to respond to each. On statements 1 through 5 you will write the correct answer on the line supplied for each question. On questions 6 through 29 you need only circle "A" if you agree with the statement or "D" if you disagree. In question 30 you need only place a check in the box by the organizations of which you are a member.

Please answer each question as I read it to you. Remember that your answers will remain confidential.

1. How long have you lived in _____? _____ years.
2. How many children do you have that are attending the public schools? _____
3. What type of work do you do for a living? _____
4. What is your age? _____
5. What was the highest grade you completed in your education? _____

* The following statements will have two possible answers. Circle "A" if you agree or "D" if you disagree with the statement.

- A D 6. My overall attitude toward the public schools in this community has become more favorable in recent years.
- A D 7. My oldest child in the public school is learning things he should be learning.
- A D 8. Small classes (15 pupils or less) make little difference in the achievement or progress of students.
- A D 9. Full state funding of our educational system would improve the quality of our local school program.
- A D 10. My oldest child in the public school enjoys and wants to attend school.
- A D 11. The public schools should place more emphasis on the study of trades, professions and businesses which help a student decide on a career.
- A D 12. Too much time is spent by the public schools preparing the students for college.
- A D 13. Parents should have the right to sue a school district if a student of normal intelligence and without physical disabilities reaches the sixth grade without being able to read.
- A D 14. More should be done with respect to integration in the public schools.
- A D 15. I favor the recommendation made by some educators that children start to school at the age of four.
- A D 16. Discipline is too strict in the public schools of this community.
- A D 17. I favor giving students in the local schools a national test so their educational achievement can be compared with students in other communities.

- A D 18. I favor the bussing of school children for the purpose of racial integration.
- A D 19. A college education is essential for attaining a good job.
- A D 20. Students that are not able to keep up with their classmates and do unsatisfactory work should be retained.
- A D 21. I would be willing to serve on the local schoolboard.
- A D 22. The public schools in this community show little interest in trying new methods of teaching.
- A D 23. A high school student, who, after proper counseling, still refuses to obey his teachers should be expelled from school.
- A D 24. Students in the public schools should be required to speak English since it is our nation's official language.
- A D 25. Students that complete the eighth grade and are no longer interested in school should be permitted to drop out.
- A D 26. Schools in this community are meeting the needs of the young people regardless of race.
- A D 27. Girls should be permitted to participate on the same teams with boys in noncontact sports such as tennis, golf, baseball, and track.
- A D 28. Girls of school age, who become pregnant should not be permitted to attend classes during pregnancy.
- A D 29. Regular school attendance is important to a person's future success.
30. Finally, please place a check (✓) by the following organizations in which you hold a membership.

VITA

Willis Dwayne Colvin

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF ATTITUDES TOWARD EDUCATION OF PERSONS IN
THE ANGLO-AMERICAN AND THE MEXICAN-AMERICAN POWER STRUCTURES
WITHIN FOUR SELECTED OKLAHOMA COMMUNITIES

Major Field: Educational Administration

Biographical:

Personal Data: Born in Beaver, Oklahoma, January 24, 1940, the
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Education: Graduated from Balko High School, Balko, Oklahoma in
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Master of Science degree from Oklahoma State University with
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Professional Experience: Elementary classroom teacher and coach,
Garrett Elementary School, Elmwood, Oklahoma, 1963-65;
Elementary classroom teacher, Guymon Public Schools, Guymon,
Oklahoma, 1966-68; Elementary Principal, Guymon Public
Schools, Guymon, Oklahoma, 1968-70; Junior High Principal,
Guymon Central Junior High, Guymon, Oklahoma, 1970-74;
State Government Internship, Office of the Governor, Man-
power Planning and Coordination, 1974; Graduate Assistant--
Education Extension, College of Education, Oklahoma State
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Professional Organizations: Phi Delta Kappa, Oklahoma Association
Secondary School Principals, National Association Secondary
Schools Principals, National Organization on Legal Problems
of Education.

