

GOAL PRIORITIES IN A JEWISH DAY SCHOOL:

A SYSTEMS APPROACH

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A THESIS

in

THE DEPARTMENT OF EDUCATION

Presented in Partial Fulfillment of the Requirements
for the degree of
Master of Arts in Educational Technology
at

Concordia University
Montréal, Québec, Canada
April 1980

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ABSTRACT

GOAL PRIORITIES IN A JEWISH DAY SCHOOL: A SYSTEMS APPROACH

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The multiple goals of Akiva, a Jewish Day School in Montreal, were defined and used as a questionnaire. The staff, parents and Board members assigned priorities to each goal in terms of how important the goal is at present, how important it should be, and which are the five most and five least important goals. The highest goal in all categories was "To develop a positive sense of one's self as a Jew." Almost all goals were rated higher for "Should Be" than for "Is." There was a statistically significant difference at the .05 level on 86.5% of the goals, resulting in a reordering of priorities to represent a better balance among all goal areas. The 111 participants preferred to remain an English Day School with strong emphasis on the French language. There was more agreement than disagreement about goal priorities among the three groups. Differences were found in all goal areas in each of the categories. A discriminant function analysis selected eleven variables as accounting for 80% of the differences among the groups. The survey results served as a basis for specific recommendations for the planning role of educational technologists and for decision-making for the school applying a systems approach.

Dedicated to the memory of the late
Ralph Ordower 7"
a founder and active Board member of
Akiva School who was deeply committed to
the goals of the school

ACKNOWLEDGEMENTS

While this thesis has provided a valuable learning experience for the author, there are a number of individuals who have facilitated this process and who have earned my respect and gratitude. I was indeed fortunate that these persons became my live resources that helped me learn, develop and complete this project. To my ongoing support group, a most heartfelt 'thank you'. I hope that your expectations have been justified. "May good blessing come upon them" (Prov. 24:25).

ועליהם תבוא ברכה-טוב (משלי כ"ד, כ"ה)

Dr. Gary Boyd, my thesis supervisor, encouraged me to develop and nurture the decision-making model in his educational cybernetics course. I appreciate his patience as he guided me through this process, sharing his library, stimulating ideas, believing that the thesis topic was worthwhile, and setting high standards.

Dr. Dennis Dicks, in whose research methodology course the first draft of the thesis proposal was written, helped to focus the scope of the analysis so that it became manageable. He also made valuable suggestions during the reading of the computer results.

A very special 'thank you' to Professor Frances Friedman

whose expertise in curriculum helped edit the goal statements and who was always ready to share and encourage my work.

Dr. James Torczyner of McGill University School of Social Work, my outside advisor, added the dimension of organizational theory and practice. He generously offered research know-how, enrichment and valuable critique. His zeal and commitment to every stage of this thesis as an academic professional, as a parent in Akiva School, and as a friend made his contribution a vital part of this work.

Special thanks to Dr. David P. Mitchell, Chairman of the Educational Technology Program, who recommended readings and provided a forum for discussion of 'systems' in his course on systems analysis, as well as informally in his office and in the university corridors.

I prize the dialogue about the thesis with my fellow-student and friend, Janis Mwosa, that continued even after she returned to Kenya.

Special thanks to Elaine Bruce, Concordia Librarian "par excellence" who initiated me into the treasurehouse of E.R.I.C., giving me tools to become an independent learner.

Dr. Howard B. Rosenblatt, principal of Akiva School, who played a major role in this project, visualized the need for a goal inventory and helped edit it, maintaining an

enthusiasm for the thesis and setting a climate that is receptive to the survey results.

My appreciation goes to the Akiva Board of Directors who endorsed the project, thereby becoming the first Jewish Day School to undergo a Goal Priority Survey. I admire the leadership's honest willingness to face the challenges that such a pioneering effort involves. I also wish to acknowledge the participation of the parents and staff of Akiva School who took the time to complete the questionnaire in the hope that it might be of benefit to the school. Special thanks are due to fellow staff members Evelyn Cherniak and Tova Shimon, and to Board members Marvin Goldsmith (President), Ralph Ordower* and Rabbi Howard Joseph, who participated in formulating the goal statements.

My fellow team members in curriculum development at LIMUD Publications, Sylvia Stipelman and Phyllis Pinchuk, who, by upholding high standards for Jewish education, helped me to maintain a spark for this project.

Not least, my thanks go to Mildred Solomon, a superb typist and organizer, as well as a person of great dignity.

* deceased

My last thanks are to the people at home base: Harry Angell, a good friend who proofread the final manuscript; our teenagers Michael and Judy, who learned to live with disruptions in routine; my sister Penny Ross, for her encouragement; and especially my husband Freddie, whose total support and readiness made this project a family priority.

B.B.
1980

PREFACE.

At a time of major changes in Quebec society, the survival of Jewish Day Schools depends on the ability to make decisions on the basis of their goals and goal priorities so that any adaptation to change will be consistent with the schools' goals.

This thesis was prompted by the need for decision-making that is based on a school's goals: i.e. the ideals and criteria of what the Board, staff and parents of the school value. These goals need to be made explicit so that decisions will be based on the goals rather than being simply ad hoc reactions to various pressures.

This study is based on the proposition that organizations are more effective when their activities implement those goals which are considered as guiding principles. Every organization functions within constraints and educational technologists are challenged to plan the 'most' effective allocation of available resources. Jewish Day Schools strive to optimize the time limitations resulting from a 'double' curriculum within the same school day. Therefore, determining the goal priorities and using them as a guide in decision-making is of major importance in effective allocation of

available resources.

Jewish Day Schools have multiple goals, some of which may, at times, be in conflict. When a systems approach is applied to a school of this nature, one of the first concerns for the school is to state its goals clearly, to assign priorities to them and to update them periodically. The resulting information facilitates more effective decision-making both within the school and in dealing with the outside environment. This feedback makes it possible to keep the school on course to achieve its goals.

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CHAPTER ONE

INTRODUCTION

1.1 The Context of the Educational Problem

With the advent of accountability in education, numerous American states and school districts have conducted goal surveys. The results of goal surveys provide up to date information on how important the school goals are to the various constituent groups in the community.

The present study was conducted in a Jewish Day School in Montreal. Jewish Day Schools or Parochial Schools are private institutions that combine general studies and Judaic studies within the same school day. Such schools are established to transmit the Jewish Heritage--to foster Jewish identity. To accomplish this mission they need to have autonomy over all facets of the learning environment. Schiff (1977) described the American Jewish Day School as "a dominant form of Jewish schooling." Day Schools represent Jewish education at its "Most intensive . . . (expressing) a concern for the total education of Jewish children" (Survey, 1977, p. 2).

Since "Jewish Schools represent the wide diversity of views of what it means to be Jewish" (Rosenblatt, 1977, p. 14), a variety of Jewish Day Schools span the range of philosophies.

Every Jewish Day School has multiple goals, including the interpretation of the uniquely Jewish goals as well as the goals of general education. These multiple goals lead to several dilemmas. Some of these are shared with Jewish Day Schools in other parts of the world, some with other types of parochial schools and still others with schools in general. We will now consider four dilemmas Jewish Day Schools need to resolve:

(a) The basic dilemma, in view of the multiple goals, is how to preserve Jewish identity and also participate in the general culture of "Secular Humanism" (Potok, 1977). This dilemma is faced by Jewish Day Schools all over the world as well as by other types of Parochial Schools. In Canada the dilemma between ethnicity and Canadian Culture (Jeanin, 1977; Mallea, 1977a) exists in society generally and is very often expressed as a conflict at the level of the schools. In Montreal Jewish Day Schools the general educational goals are complicated by the Jewish community's support of what Mallea (1977b) refers to as a Federal policy of multilingualism and a Provincial policy in Quebec that legislates French unilingualism (as exemplified by Bill 101). A further complication results from the fact that historically the Jewish community has been associated with the Anglophone minority of Quebec. As a result the Jewish Day Schools have followed the general studies curriculum in English. This situation is at present in the

process of changing, with more time being given to general studies in French.

(b) A second dilemma of multiple goals relates to the fact that Jewish Day Schools must satisfy Provincial demands for 'content' number of hours of instruction in the French language in order to retain their grants and be recognized as being in the 'public interest', while the schools must also pursue certain goals which officially define the 'process' of education.

Hitch (1961) describes it this way: "Objectives are multiple and conflicting and that alternative means of satisfying any one are likely to produce substantial and differential spillover effects on others. Ends and means do not fit into neat compartments . . ." (p. 47). Very often differences among schools are more evident in the process goals rather than the content or outcome goals. While this dilemma is shared with all schools generally, Jewish Day Schools in Quebec are particularly affected by it.

(c) The third dilemma relates to goal priorities. When a school lists its multiple goals it is not a sufficient guide for establishing priorities among them. 'Nice' as it may appear to have such worthy goals, ". . . (it) ignores the all important question of choice among the nice things when having more of one means having less of another" (Hitch, 1961, p. 47)..

(d) The fourth dilemma Jewish Day Schools share with all other schools is the discrepancy between the way the school is perceived in terms of giving priority to its goals and the desired state of how much the school 'should be' emphasizing those goals.

It is in the context of present-day Canadian, Quebec society that this study proposes to systematically examine one Jewish Day School at a specific point in time in its attempt to articulate and to assign priorities to its multiple goals; to clarify the discrepancies between the actual and desired state of the goals' importance--as perceived by the persons formally associated with the school, as well as the degree of consensus among the constituent groups about the goal priorities.

In the system's theoretical context, this study will focus on an adaptive system that is trying to maintain its integrity by using its goals as guiding principles in its efforts to survive.

1.11 Thesis Problem Statement

"The educational technologist's focus is on the optimal allocation of human, material and financial resources to produce desired educational outcomes" (Mitchell, 1977a, pp. 34-35).

The problem is to identify and clarify the goals of a

school in order to assist it in the decision-making process. Specifically the problem undertaken in this thesis was to design and carry out a study that would (i) articulate the school's goals; (ii) make everyone aware of the goals; (iii) assist in establishing goal priorities in terms of the above-mentioned "desired educational outcomes"; and (iv) present the results as a guide for decision-making.

Several problems may arise when helping a school or organization articulate its goal priorities. One problem may be that too few goals are explicitly stated. Therefore the "desired educational outcomes" are vague and open to many interpretations. Another problem is that Day Schools, like other organizations, face possible conflicts among their multiple goals (Hitch, 1961; Gibbs, 1973; Jenkins, 1976; Mitchell, 1977b). To say that ideally all decisions should be made on the basis of goals, is in itself inadequate. In theory all goals are important, because the function of goals is to guide the school in a specific direction of fulfilling its purpose. (Ackoff & Emery, 1972, New Jersey Department of Education, 1974).

However, in practice different goals take priority at certain times. This inconsistency may result from pressures within the organization such as changes of staff and administration, or pressures from outside influences like the Provincial Department of Education or the High School which the

students will be attending. The question arises: Which goals should take priority? or whose goals should be implemented?

In order to make effective decisions, the decision-makers need to have access to current and relevant information. One type of the data they need to be informed about is the priority assigned to different goals by constituent groups in the school.

Specifically, the central problem on which this study will focus is making explicit the goals of the school, and to clarify what are the goal priorities of staff, Board and parents of the school, and to present the results as a guide for decision-making.

1.12 The Setting of the Study

The setting of this study is Akiva School of Montreal. At the time of this study, there were 135 students enrolled in grades kindergarten to six.

Akiva School was founded in 1967 by Rabbi David Hartman and a group of parents who were searching for an alternative to the existing Day Schools that would combine traditional (Orthodox) orientation with innovative educational methods. The major emphasis was placed on the individual learner. The school has always taken pride in being a community school in the sense that the students who attend it come from homes

where the practice(s) of Judaism range from highly orthodox to secular. The commitment of the school to the parents has been that each family's views and practice of Judaism will be respected.

Although Akiva School, with only one class per grade, is 'small' in size it nevertheless exemplifies the dilemmas facing Jewish Day Schools generally.

1.13 The Purpose of the Thesis

The purpose of this thesis, as a study in educational technology, may be viewed on three related but distinct levels, from the most general to the most specific. It incorporates many of the diverse functions of an educational technologist, as outlined by Mitchell (1975) and the Concordia Dossier of Appraisal (1977):

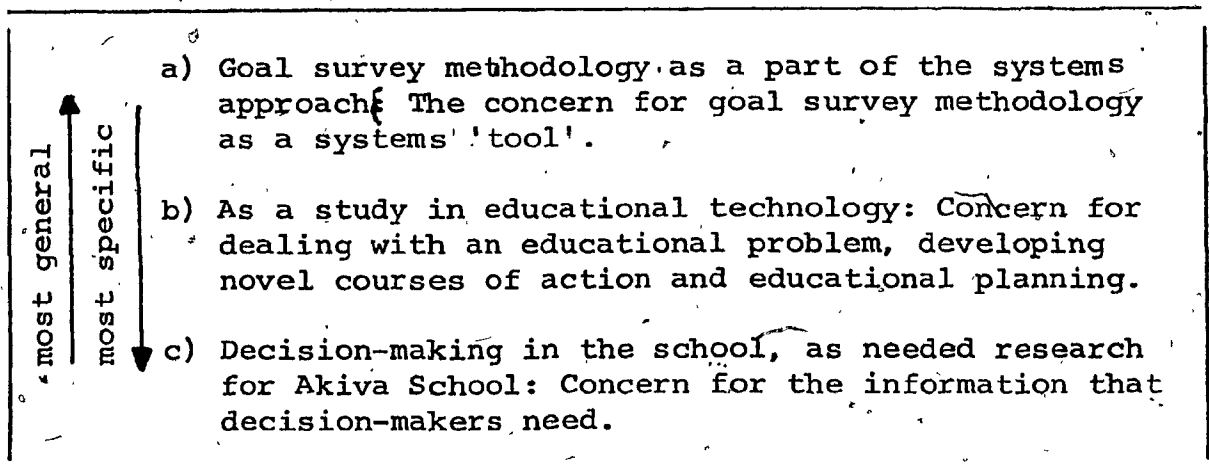


Figure 1. The purpose of the thesis on three levels.

A. Goal survey methodology as part of the systems approach: At this level, which is the most general level of the three, the thesis will need to examine to what extent the goal survey methodology contributes to educational planning. To answer this question we will first discuss the related literature and theoretical framework to examine where this methodology fits into the model of a system. Then we will discuss related research on goal surveys where they are part of a larger system or offer a planning model. After the data of this goal survey is reported and analyzed, the thesis will evaluate the methodology used in this thesis, as well as offer recommendations as to its appropriateness for use by educational technologists as a system tool in planning.

B. As a study in educational technology: The purpose on this level is to plan, develop and conduct a study that will apply educational technology to an existing problem in education in the following ways (based on Mitchell, 1975; Concordia Dossier of Appraisal, 1977):

(a) "To analyze an educational problem . . ." The purpose of the study is to make explicit the goals of the school, by compiling and editing a Goal Inventory, and to use the Inventory as the goal survey instrument. The challenge is to design the process of investigation in such a manner that it will be a positive experience for the organization.

(b) "Developing novel courses of action . . ." The study will apply methodologies like goal surveys used in other settings (i.e. higher education) and investigate their appropriateness in general by considering the special case of a Jewish Day School. This will be, to the best knowledge of the author, the first time that a goal survey has been undertaken for a Jewish Day School in Canada or the United States.

(c) ". . . educational planning." The Goal Inventory and the Goal Priority Survey will form the first phase of an educational planning model (Kaufman, 1971; New Jersey State Department of Education, 1974). The updated set of goal priorities will form a basis for an appropriate long range feedback cycle for periodic self-evaluation. Such a feedback cycle was proposed in a decision-making model of Akiva School by Bettman (1976) and is based on the idea of redirecting the system's behavior to the goals (Buckley, 1969); the long term planning views of Miklos (1972); The New Jersey State Department of Education (1974); and Beer (1975) who describes the ". . . need to continuously update the models we are using" (p. 401).

C. As needed research for Akiva School: This study will provide the opportunity for Akiva School to examine its goal priorities:

(a) to make explicit the goals, which can serve as guiding principles;

- (b) to communicate the clarified goals to all persons formally associated with the school: the parents, board and staff;
- (c) to involve all constituent groups in a process of reflection on the multiple goals of the school, and to engage them in a process of clarifying their values by rating the multiple goals as to their importance, both as they are at present and how they should be;
- (d) to provide the decision-makers with up-to-date information on the goal priorities for subsequent decision-making.

This information will be useful feedback in reviewing and evaluating the school's policies in dealing with the Quebec Department of Education through the Association of Jewish Day Schools* and internally to direct the educational policies so that the staff and administration can implement the goals.

1.14 Contributions and Limitations

A. Expected contributions of the study: This study will make the following contributions:

- (a) Enhance educational technology, in its broadest sense of

* An organization consisting of 23 Jewish Day Schools of which Akiva is part. The major purpose of this organization is to negotiate on behalf of its member schools for funding with the Quebec Department of Education which provides grants to Jewish Day Schools.

educational planning by demonstrating how the goal survey may be used as a methodology in educational technology.

- (b) Facilitate the clarification of goals for Akiva School by developing a Goal Inventory, which will articulate the school's raison d'être.
- (c) Communicate Akiva School goals to all constituent members, making them aware of what the goals are.
- (d) Provide information results that will serve as new input for decision-making.
- (e) Attempt to demonstrate the applicability of one part of a systems model to a Jewish Day School for the first time.
- (f) Facilitate a potential follow up project of formulating attainable goals or performance objectives (following the Kappa [1974/ and McGovern [1975/ models).
- (g) Update goal priorities that may serve as standards for adjusting present practice to the guiding principles of the school.
- (h) The design and, to some extent, the results may be transferable to other Jewish Day Schools and potentially to other educational institutions.

B. Limitations of the study: Certain limitations are part of every thesis undertaking. The author hopes to minimize each of these as much as possible, and work within the constraints of available resources.

(a) Some persons may consider the fact that the author, at the time of the survey, was a staff member of Akiva to be a limitation or constitute a bias. This bias is compensated for by the depth and understanding the case study method facilitates, as well as the high degree of cooperation offered to an 'insider' (Van Dalen, 1973; Best, 1977),

(b) This type of study should be undertaken by a team rather than by one individual. Within the constraint of working as one person the author had the cooperation of the school principal, president and members of the board of the school, as well as the expertise of the advisors.

(c) The author, by focusing on the goals, which are only part of the system, is fully cognizant of the fact that the 'total' view of the system is not investigated as it is beyond the resources and scope of the present study. However, a preliminary study of the Akiva School system was made prior to the formulation of this study (Bettman, 1976).

(d) The study produced more data than it was feasible to include in the thesis. These data may lead to further areas of research.

1.2 Review of Related Literature: Theoretical Framework

"Educational Technology is concerned with all aspects of organization of educational systems" (Mitchell, 1977a, p. 34). Since every organization must make decisions about its activities, "an organization is more likely to be effective if its activities are governed by the organization's purpose and its resources are allocated to the activities which best serve those purposes" (Greenfield, 1969, p. 2). In order to facilitate the interrelationship between the goals and the organizational activities we need to explore a number of inter-related techniques.

1.2.1 Using a Systems Approach

The systems approach has been used in a number of disciplines. Two aspects of the definition are of special significance in our discussion.

First, a systems approach is defined as something 'whole' (Ackoff, 1976; Kast & Rosenzweig, 1972). The second aspect of the definition deals with the interrelationship of the parts within the whole, or the interdependence of the parts to act cohesively (Churchman, Ackoff & Aronoff, 1957; Macmillan & Gonzales, 1968; Katz & Kahn, 1969; Beer, 1972).

There are seven major benefits when applying the systems approach. It helps us:

(a) to focus on the system as a whole when dealing with what Bartalanfy (1973) called "Organizational complexity." Being concerned with the performance of the total system is also "relevant to organizational management" (Emery, 1974, p. 8);

(b) to view the school as a goal directed "purposeful system" (Ackoff, 1976, p. 109). To say that a school is goal directed is to evaluate all school activities in terms of how effectively they implement the goals;

(c) to provide a framework for analysis of how the various parts interact with each other. In this case the school itself "is viewed as a system with mutually dependent components" (Plane and Kochenberg, 1972, p. 3);

(d) to facilitate educational planning by providing "a type of logical problem-solving process which applies to identifying and resolving important educational problems" (Kaufman, 1972, p. 2);

(e) to apply a number of system tools, i.e. 'modeling', which makes the organization and information flow visible;

(f) to set up a framework for developing educational accountability (Clemenson, 1976);

(g) to offer a common language for people to talk about what they are doing in education.

A. Goals as guides of the system: In defining a system our main concern is to specify the purpose that guides it. According to Peterson (1970) and Kaufman (1971, 1972), the primary conception of WHAT the system is trying to accomplish is basic to any understanding of the system itself. The UNESCO (1976) international conference on Educational Goals and Theories emphasized the guiding function of goals for any educational system. The notion of a 'purposeful system' subsumes that the organization is 'in business' to implement its purpose which consists of a number of goals. These goals may be defined as "preferred outcomes that can be attained within a specified period of time" (Ackoff, 1976, p. 109). Scholars like Pask (undated) and van Gigh (1971) discuss the directionality of the system as being given by the goals, while others (Brink, 1966; Gordon, 1969; Laszlo, 1972) emphasize that goals reflect values that guide the organization. Borrowing from engineering terminology, goals are specifications to which organizations should be designed.


Viewed in this perspective, goals while performing the guiding function also act as 'control' in the cybernetic sense by setting limits to the system's parameters, thus keeping the school on the path of achieving its goals.

B. The need for clearly defined goals: In order for goals to properly perform their guiding function they need to

be clearly defined and communicated to all concerned. "A selected and communicated goal is the most important single principle of organization" (Mathies, 1968, p. 89). Stated goals serve as measures of effectiveness that become "standards of achievement against which the results of each alternative course of action can be compared" (van Gigch, 1971, p. 8). Clearly defined goals also "help tie together assumptions; values and hopes for the institution into coherent policy . . . for decision and action" (Peterson, 1970, p. 4). In this sense a goal survey becomes a study of "What is valued" (Emery & Trist, 1973, p. 20).

An interesting contradiction develops at this point. On one hand, the school needs clearly stated goals as guides for decision-making. Yet, the more "The goals of the system become explicit the opportunity for disagreement and conflict may increase" (English, 1977, p. 21). Therefore, handling the goal inventory and the results from a goal survey needs special care.

C. Multiple goals and goal priorities: It is generally agreed that organizations have multiple goals (Etzioni, 1965; Thompson, 1967). This is complicated by "the fact that there is not always agreement about the mission of the organization by its leaders" (Katz & Kahn, 1968, p. 87), with different persons attaching a different importance to the same goals.



Some scholars (Hitch, 1961; Mitchell, 1977b) view the multiple goals as being in conflict and subject to change as a result of various pressures. The constituent groups within an organization each play a different role and have their own unique point of view which results in assigning different priorities to the goals of the organization (Gilbert, Rosenkranz & Specht, 1973).

Goal surveys are used to establish what the goal priorities of a school are for the total population and for the constituent groups. "The identification of goal priorities becomes a useful systems tool" (van Gigch, 1971, p. 5). Establishing goal priorities also becomes a vital prerequisite for effective decision-making.* When acted upon, the established priorities (because they select some goals over others) adapt the directionality of the system. "Because time and resources are limited, decisions must be made about priorities" (Crawson, 1975, p. 58). Bringing together goal priorities and allocation of resources on the basis of these priorities is essential for educational planning which utilizes a systems approach.

* Often involves reconciling differences in priorities among constituent groups.

1.22 Function of Goals in Educational Planning

Planning has been defined as "The process of deciding where an organization is headed and what means should be used to get it there" (Cleland, 1968, p. 93; emphasis added). In both economic and educational planning "the first part consists of determining goals" (Correa, 1969, p. 39).^{*} According to Churchman (1968) planning means to lay out a course of action to desired goals, while Coombs (1970) points out that most analysis for planning must come to grips with "re-examining and clarifying basic aims and priorities" (p. 55).

The problem with most organizations is that they develop their goals at an early point in their history and "henceforth they receive little attention" (Alfred, 1976).

In contrast to such a role, educational planners view goals as a dynamic part of the system. It is therefore not surprising that many recently implemented planning models (Kappan, 1972; Peterson, 1973; Brooks, 1974; McGovern, 1975; Davies, 1976) list as their primary step (in educational planning) the clarification, updating and assigning of priorities to the institutional goals. According to Kaufman (1972, 1977) who uses a systems approach, goals form the first phase in a comprehensive planning scheme.

^{*} Actually the first part is deciding who has or will be given the authority to plan.

A. Representing the function of goals through the use of models: As discussed earlier, the systems approach emphasizes (a) viewing the organization as a 'whole', and (b) focusing on the interrelationship between the mutually dependent components. To facilitate analysis of the components while retaining the 'total' picture, the system can be represented in the form of a descriptive model. The idea of using a model is to graphically represent reality. "Models provide an effective tool with which to explore the structure of a problem and uncover possible courses of action that were previously overlooked" (Ackoff & Sasieni, 1968, p. 87).

A model helps gain insight as to the range of the system and allows one to specify information flow within it, as well as the inputs from outside and the level at which they may affect the system (Bettman, 1976). Models also identify 'sensitive areas' or leverage points of the system (Boyd, 1979). Using a model of a system makes visible its feedback loops, thus it helps identify decision points where more information is needed to renew the system (Brink, 1966). "Planning and doing are the key elements of a system approach, provided they are combined with the appropriate evaluation and with provisions for revising and renewing the system" (Kaufman, 1977, p. 60; emphasis added).

The feedback process helps the system maintain its

steady state (Kast & Rosenzweig, 1971). Through feedback the system utilizes information of previous performance to adapt its future behavior. This in turn acts as self-evaluation and is basic to the systems approach.

In cybernetics this type of self-evaluation is called "Feedback control system" (Smith & Smith, 1966, p. 203). It is also in harmony with one of the basic concepts of Judaism: Teshuvah, which means to 'return' to the right path (often translated as repentance). In both views a descriptive model of the system can help the school align its decisions for action with its goals.

B. A proposed model for decision-making at Akiva School: A descriptive model based on Buckley (1969) and developed by Bettman (1976) describes the school's decision-making on three levels: The highest level is the "guiding level" and consists of the goals of the school. The mid-level is the "planning level" and consists of the school's policies. The "operational level" is the level of the school's learning environment--its school community.

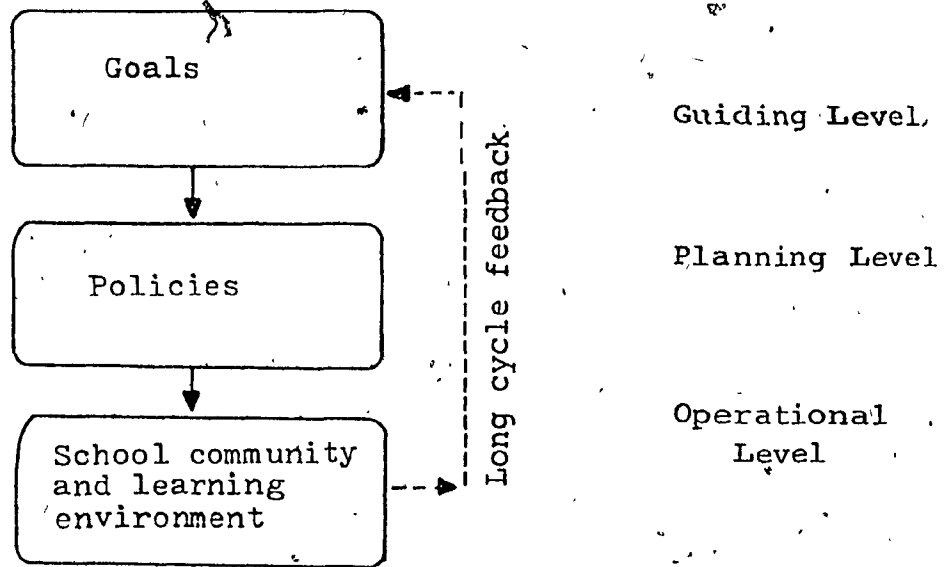


Figure 2. Descriptive decision-making model of Akiva School.

In its simplest presentation this model shows that the goals guide the school by leading to specific policies which are then implemented. "The operational level implements the policies and should reflect the goals" (Bettman, 1976, p. 3).

The model also describes three cycles of feedback control. In this thesis we are concerned with the "long cycle" which was proposed to take place every seven years. This cycle examines the school's goals.

The development of the model led to the selection of this thesis topic. It became apparent that one way of helping the school in its decision-making was to conduct a goal survey among the persons formally associated with the school, so that future decisions could be guided by the school's goal priorities. Such a survey offers a periodic evaluation of the purpose

itself (the long feedback cycle).

Researchers at the Organization for Economic and Cultural Development (1970) and Miklos (1972) urge organizations to develop an appropriate feedback cycle for periodic self-evaluation. This type of feedback helps "adjust future conduct by past performance" (Buckley, 1969, p. 71). In such a case goals not only guide but also modify the behavior of the system. The model also demonstrates the need to diagnose one aspect of the "state of the system" (Ackoff, 1972, p. 106) at the higher levels of the system's controls.

The survey information, when it is fed back into the system, becomes what Beer (1975) called the "connecting loop" (p. 16) between the reality of the operational level, the plans of the policy level and the values, ideals and controls of the guiding level.

C. Goals and decision-making: Decision-making is the process of selecting one course of action over others. Ideally, all decisions should be made in terms of desired outcomes. As we have been discussing, "Goals express the general desired outcomes of the planning process" (New Jersey State Department of Education, 1974, p. 7).

Decisions that a school makes, whether relating to internal matters or in its dealing with the outside environment can be broadly classified into two types: tactical and strategic

(adapted from Schutzberger, 1972).

Tactical decisions affect small segments of the school population for a short time span and require very little adjustment of the total organization. Strategic decisions affect the course of the school and the lives of many students and staff over a long period as well as in the present. "Short term gains must be weighed against long term losses and vice versa" (Boyd, 1965, p. 2). However, when a school does not have clear goals or is unaware or conflicted about their priorities, it is possible that strategic decisions may be made without direct reference to the goals of the school.

Therefore, the results from a survey of goal priorities will give the needed information that will contribute to rational decision-making, by providing standards that can effectively guide the system. The expressed priorities will indicate to the decision-makers where the system may exhibit adaptability and where to 'draw the line' because to adapt would be contrary to the expressed goal priorities. The school can survive by constantly compromising its goals; however, this would lead to the eventual evolution of a 'different' school from its defined purpose. Although the school would be 'surviving', it would be 'off course' because it would be compromising its integrity by ignoring or bypassing its goals. The only way to maintain integrity while adapting to different

circumstances is to make decisions on the basis of goals.* According to Miles (1973), "The system has integrity when all components contribute to a common purpose" (p. 34). And, we should add, when its resources are allocated according to goal priorities.

Therefore, a goal priority survey is an appropriate first step to help the school with strategic and tactical decision-making that uses the goals of the school as a guide. Applying a systems approach can help the school deal effectively with the complexities of goal priorities in a Jewish School.

1.3 Review of Related Literature: Goal Survey Research

1.31 Goal Survey as Applied Research

Goal surveys are part of a broad class of research known as applied or action research. This type of research attempts to make solutions to operational problems plausible by "aiming to be concrete and specific" (Tuckman, 1972, p. 1). Applied research is usually undertaken in order to solve a problem for a client (Bennis, 1966).

A survey is, according to McGovern (1975), an information generating tool; it helps organizations in their planning. Such planning should revolve around gathering valid

* Use the goals as standards by which to make decisions.

and comprehensive data (Iowa, 1974).

Generally, because surveys involve many people, they "Offer maximum participation from members in the diagnostic process" (Havelock, 1973, p. 75). In this study the term research is used to describe "A process designed to assist institutions in defining goals" (Alfred, 1976, p. 4).

Goal surveys also fall within the class of research referred to as a case study because they take place in one setting. The conclusions drawn from a case study relate specifically to that setting, although generalizations to other situations may follow. Researchers (Van Dalen, 1973; Best, 1977) describe how the case study method gives depth and increases understanding of a particular setting or audience.

Goal surveys are a type of case study known as a needs assessment. Needs assessments in education focus on identifying problems and offering solutions, usually within a total planning model. A special issue of the magazine Educational Technology (Vol. 27:11, November 1977, ed. by Roger Kaufman) was devoted to a review of the theory and practice of needs assessments in the context of it being "an important part of educational technology."

1.32 Types of Goal Surveys and Use of Results

A. Goal surveys, accountability and planning: With the trend towards educational evaluation and accountability, which started in the mid-sixties and is continuing, goal surveys have become major tools in Havelock's (1973) 'diagnostic' sense. Goal surveys provide information which is immediate and relevant (Etzioni, 1965; Brink, 1966). They also offer "a way of gathering data which updates the conception of what the system is seeking to accomplish" (Peterson, 1973, p. iii); a crucial first step to any accountability plan. Researchers Green and O'Hanian (1972) found that clarified goals lead to more effective planning.

As the trend towards educational accountability progressed, the emphasis on goal surveys has also included assigning of priorities to the goals. Researchers Faunce (1974), Brooks (1974), Klaeser (1975) and Burke (1976) stress this added step as crucial to accountability. The assigning of priorities is usually followed by other phases in their planning design. Following agreement on goal priorities, researchers (Peterson, 1970; Faunce, 1976) recommend that work should be done to relate the school objectives and programs to the overall goals.

Respondents to a goals survey are asked to assign priorities to the goals as they value them. However,

"Education means different things to different people" (van Gigch, 1974, p. 4). "Different priorities are therefore assigned to the various goals reflecting the different values which participants hold.

When goals are clarified, they may influence the direction of decisions (Burke, 1976). A survey which elicits goal priorities provides information which can help in the decision-making process.

B. Goal surveys and the community: Goal surveys involve the members of the general community who contribute resources to education and are affected by it. Goal surveys implement the concept of educational partners. "The partners have been defined as the community, the professional staff and the learners" (English, 1977, p. 19).*

Researchers (Kappa 1972; Peterson, 1973; Kaufman, 1976; Johnson, 1977) generally agree that involvement is essential. Goldman and Moynihan (1976) and Skaar and Goodridge (1975) explain that inherent in the accountability model of educational planning is a mandate for greater involvement. "Community involvement is a means for gathering input before the school

* In our case the parents, board of directors and staff. The learners have not been included due to the fact that Akiva is an elementary school.

staff makes educational decisions" (McGovern, 1975, p. 51).

Participants in one goal survey agreed that different types of people should participate in the goal rating process (McGuire, 1974).

The goal survey is also a means for the community to "participate in the change process itself" (Blakely, 1975, p. 28). According to Hall (1970), increased community participation has been a factor in the introduction of innovative programs and techniques. All goal surveys, regardless of the specific survey instrument used, involve the school community in goal activities.

A major benefit of the participation in a goal survey is that by providing the list of goals to the participants it communicates to all what the possible goals are. This creates an awareness of the goals themselves which is shared by all within the school, sometimes larger community and region. This awareness and sharing of the goals may enhance the possibility of a greater commitment to those goals that are accepted.

C. Differences among constituent groups: One of the benefits of a goal survey is the involvement of the school community which is made up of different sub-groups on the basis of their formal association with the school. These groups usually have a different perspective of the school, due to their role in it and place different priorities on certain goals.

Analysis of goal surveys usually reveals significant differences among the constituent groups on some of the goal priorities.

Dushkin (1959) found that group affiliation was a major factor in setting goals for the school. Goal priority surveys conducted by Peterson (1973), Klaeser (1975), Pohto (1976) and Johnson (1977) all focused their analysis of goal priorities for the total group and for each constituent group. Their findings suggest that there are statistically significant differences based on group affiliation.

Assigning goal priorities is, according to MacDonald (1976), a form of decision-making. A study of decision-making in the Jewish community of Montreal (Piassetzki, 1977) found that assigning priorities (regarding resource allocations of communal services) differed significantly depending on one's group affiliation (in that case, consumers, workers, management and Board).

D. Examples of goal surveys: Within the extensive literature of goal surveys, special attention was directed towards surveys that defined themselves as part of an educational planning model with a view of the total system.

Surveys generally use goal inventories which are developed for this purpose. The following are examples of well-used goal surveys.

a) The Phi Delta Kappa Educational Planning Model (1974)

This was developed by the staff of the Northern California Program Development centre in Chica, California, B. Keith Rose, director.

The first phase of this model offers a goal priority survey. The instrument consists of 18 goals each containing 3 to 4 sub-goals. It provides a 'kit' with instructions on how to implement the survey and solicit data from a representative sample of the community. The survey also offers a technique for goal analysis (Brooks, 1974).

Two features make this one of the most used instruments. It is well organized and it offers ready materials and training. Its 18 goals are comprehensive, with few people suggesting additional goals. The survey methodology itself facilitates valuable discussion of goals by different groups in the community.

The major criticism of this model is that it "treats a complex topic in an oversimplified way" (Faunce, 1974). The information it provides is not specific enough for the decision-makers..

b) The Institutional Goal Inventory (I.G.I.) (1973)

This instrument was designed for the Joint Committee on the Master Plan for Higher Education, California State Legislature, by Educational Testing Services, Richard E. Peterson, editor.

I.G.I. is a tool to help colleges and universities delineate goals and establish priorities among them. It was used in 116 college communities in California and involved 24,000 people.

The instrument consisted of 22 goal areas divided into 68 sub-goals. The college may also add 20 more. It asks participants to assign priorities to each goal statement from two points of view: (a) How important the goal 'is' at present, and (b) How important the goals 'should be' ideally.

Although the survey involved such large numbers of people, it was still considered as one case study; its applicability to higher education in America was transferable to other settings. It has been used in Florida (Pohto, 1976), among many other places.

Two features make I.G.I. one of the most used instruments (especially in university settings): it provides ready materials and is machine scorable.

c) Examples of Individually Designed goal surveys

Many state Departments of Education have developed their own goal statements. In most of these cases the goal survey served as a first step in evaluating programs and general planning. Several examples are worth noting:

The New Jersey Department of Education (1974) and the New York State Department of Education (1974) have each

developed their own state-wide educational goals and used them as goal survey instruments in many of their school districts.

Some of the goal statements were developed as part of doctoral dissertation research, such as the goals for New Mexico Higher Education (Johnson, 1977). Those who developed their own goal inventories which served as their survey instruments either designed their own models or made use of one of the available planning models as a guide in their planning activities. McGovern (1975), for example, presented a seven step sequence in a complete long range planning model which includes assigning priorities to goals. His model also emphasizes community involvement.

1.33 Use of Goal Survey Results

There is general agreement among the researchers that the information obtained from goal surveys was useful for the decision-makers (Etzioni, 1965; Peterson, 1970 & 1971b; Havelock, 1973; Pask, 1978). When the information is used as feedback, it can be a dynamic factor in the organization. (Forrester, 1971).

Since the goal survey is usually a first step in the process of planning, the results lead to interrelated activities. The results "lead to decisions bringing about actions

designed to yield some outcome that will satisfy the needs or desires (which are expressed in the goals)" (Ackoff, Gupta & Minas, 1962). When the results of the findings are reported, the information becomes a strategy for planned change which actively involves the subjects of the survey (Bennis, 1966). Because the results are seen as effective tools for intervention, information from the survey becomes a springboard for discussion, while leading to "thinking clearly and diagnostically about their problems" (Havelock, 1973, p. 66).

Action research generally is viewed as an intervention in the system (Checkland, 1976). According to Argyris (1970), any implementation of a plan becomes an intervention which changes the system by the very introduction into the school community. Hare (1971) points out that "most systems analysts find that they introduce change in the system they study" (p. 289). In this sense a goal survey can be compared to certain medical tests which are primarily diagnostic but prove to be therapeutic as well (for example, the Reuben Test, or a cystoscopy).

Some studies (Faunce, 1974; New Jersey State Department of Education, 1974) recommended that procedures for periodic review of goal priorities should be established. Conclusions from goal setting studies "indicate that if people have a voice in setting goals of the organization such goals are more likely to be met" (van Gigch, 1971, p. 16). The

challenge for the institution that participates in a goal survey is the integration of the results with the whole system (van Gigch, 1971). The presentation format must be designed in a way that will maximize its being a positive learning experience for the persons who are the decision-makers and for the participants. Emphasis should also be placed on clarity for the intended audience (Pask, 1978).

A. Discrepancies of goal priorities: A survey which elicits goal priorities inevitably brings two types of discrepancies into the open:

(a) One type of discrepancy results from the assignment of priorities to the various goals. The difference in how each goal is valued ranks it at a certain level of importance among the total list of goals.

When a large group of people who are linked together in one organization express their own priorities, reflecting their values, there is bound to emerge a difference in emphasis because "goal selection involves values" (Gordon, 1969, p. 148). Therefore "The 'diversity' . . . is based on differences of values" (Churchman, 1964, p. 357).

(b) The second type of discrepancy results because individuals usually perceive a difference for each goal between how important it is at present and how important it should be ideally. On one hand, the resulting differences reflect the degree of

satisfaction in the school's emphasis of each goal. On the other hand, they reflect the degree of awareness of what is being emphasized in the school. When there are significant differences between the perceived (is) and the preferred (should be) the preferred is usually rated higher (Edwards, 1976).

According to Rutt (1977) a diversity always exists in our decision-making bodies. Goal priority surveys diagnose the diversities and make them explicit. Because a goal survey brings out the discrepancies it may cause conflict in the organization.

According to some researchers (Gibbs, 1973; Gappert, 1976) articulating discrepancies is very important for the organization's growth and development. The awareness of discrepancies may lead to discussions and serve as a basis for reconciliation to integrate these differences. Some go even further and suggest that "Contradictions may be essential for social cohesion" (Malea, 1977a). Confronting people with inconsistencies may help them modify their preferences. According to Ackoff and Gupta (1962) the flow of information leads to decisions which bring about action. Other researchers say that "the discovery of discrepancies triggers a demand for improvement . . . for new solutions" (Gappert, 1976). Researchers who have explored this problem agree with Etzioni

(1965, p. 15) that "The establishment of a set of priorities which clearly defines the relative importance of the various goals reduces the disruptive consequences of such conflicts though it does not eliminate the problem" (emphasis added).

1.34 Research on Goals of Jewish Day Schools

Goals of Jewish education have been a concern for the Jewish community.* A major study (Dushkin, 1959) had as one of its objectives to specify the goals of Jewish education. "The study attempted in a variety of ways to get persons from various groups to state their aims of Jewish education" (p. 15). It should be noted that its concern was with all forms of Jewish education and not specifically with Jewish Day Schools. The study was conducted as a series of community reports and took seven years to complete. It involved approximately 20,000 persons from thirty-three communities.

The resulting goals pointed to differences between ideological groups (Orthodox, Conservative, etc.) and differences among groups on the basis of their affiliation with the schools (leaders, teachers, parents, etc.):

* Sources for goals of Jewish education are given in Appendix A.

This study remains a major document for Jewish education of goal development on a United States national level.*

In 1970-71 the American Jewish Committee established a task force on Jewish Education. A conclusion of the task force report, (1972) states: "Jewish Education was in need of fundamental reform" (p. 39). One of the issues which it addressed was "the clarification of goals of Jewish Schools" (p. 40). To implement the task force recommendation the A.J.C. convened the colloquium on "Jewish Education and Jewish Identity" to deal with "Determining the Goals of Jewish Education" (1977).

Two scholars who addressed the colloquium, Fox and Silberman, stressed the need for clarified goals. These goals would be an outgrowth of philosophical discussion and would "prepare us for deliberation concerning the structure of the Jewish School" (Fox, 1977, p. 9). Silberman called for a "re-orientation of purpose" which would reflect the concerns of today (p. 18). Both scholars stated that the agreement on goals themselves would need to be followed by decisions regarding priorities among the goals.

* Goal survey studies are usually conducted on a state-wide basis.

A survey of Jewish Schools in Florida recommended that "Schools interpret and state them (the goals) in terms which are more relevant to each school" (Survey, 1977, p. 6). This would be preferable to the present situation in which Orthodox, Conservative and Reform movements provide lists of goals to their affiliated schools.

A recent study (Rosenblatt, 1977) investigated the "Social Purpose of Jewish Education" (p. ii). The questionnaire consisted of 32 goal statements and the respondents represented 10% of Jewish educational institutions in the United States, among them Jewish Day Schools.

Fox (1977) recommends investment of resources through social science research to investigate the goals and content of Jewish education.

To date, the author is unaware of any research in Jewish Day Schools, other than the above, that has been conducted along the lines of the reviewed goal surveys. A thorough literature search and personal inquiries from individuals in key positions in Jewish education in different parts of the United States and Canada revealed no evidence that anyone has to date taken up the recommendation of the American Jewish Committee to research this neglected but vital area.

CHAPTER TWO

METHODOLOGY

This chapter will describe the process that was followed in operationalizing the objectives of this thesis. It is based on the methodologies of goal surveys reviewed earlier and the format is most influenced by Peterson's study (1973). We will begin with the definition of terms used, the objectives and hypothesis, and the steps followed in the planning and implementation of the goal priorities survey.

2.1 Definition of Terms

- Akiva Goal Inventory....** A list of 63 goal statements of Akiva School. (see Appendix B).
- Assign Priorities.....** Means to assign a specific relative preference to a goal statement. (The term 'prioritize' which is often used in American research has intentionally been avoided.)
- Constituent groups.....** There are three: Board members; the parents; and the staff of Akiva School.
- Decision-makers.....** These are persons who are in a position to have an effect or change the system (e.g. principal, staff, board members or parents).
- "Forced Choice" goals...** Participants were asked to choose 5 most important and 5 least important goals out of the total list (see Goal Category).

- Goal (s)..... A statement of broad direction or intent, not concerned with a particular achievement within a specified time (Kappa, 1972).
- Goal Area..... A group of conceptually related goals. There are four goal areas: Judaic, General Education, Procedural, and goals of Individual and Social Development.
- Goal Category..... Respondents were asked to rate each goal along three categories: "Is"; "Should Be"; and "Forced Choice" (see definitions here):
- Goal Inventory..... A document comprising the goal statements of the school.
- "Is" goals..... Goals as they are perceived at present.
- Jewish Day School..... An elementary school which combines general and Judaic studies in its school day.
- Mission..... The sum total of all the goals (see Purpose).
- Needs Assessment..... An information generating tool. The needs are identified by the discrepancy of what "is" compared to what "should be".
- Objectives..... Specific outcomes of various component units, programs or services of specified duration which can be defined in operational terms. Subsets of goals.
- Outside Environment..... Any system that is not part of the school, with which the school interacts (e.g. the Quebec Department of Education).
- Planning..... The process by which means are specified for reaching predetermined ends (Peterson, 1973).

- Purpose..... The overall stated conception of the mission of the school. The abstract amalgam of all the goals which is nominally the raison d'être for the school's existence.
- Rank (of a goal)..... The place of a goal statement on the ranked list of goals.
- Ranking (of goals)..... A method for placing a goal statement (based on its mean score) from highest (1) to lowest (64).
- Rating (of goals)..... A method for assigning a degree of importance to a goal statement along a five-point scale from 'of no importance' (1) to 'of extremely high importance' (5).
- "Should Be" goals..... Goals as they are preferred for the future.

2.2 Objectives of the Study

This study has the following general objectives:

- (a) To demonstrate that an educational technologist can facilitate the process of a school's defining and clarifying its goals.
- (b) To demonstrate the utility of the goal inventory in one school.
- (c) To conduct a survey of all persons formally associated with the school (the parents, staff and Board) which uses the school's goal inventory, by asking each respondent to assign a degree of importance to each goal statement.

- (d) To identify the degree to which group affiliation accounts for differences in rating the goals of the school.
- (e) To present the results and recommendations to the Board of Directors for due consideration in their decision-making which will act as a feedback cycle for long-range educational planning both internally and in dealing with the outside environment.
- (f) To make recommendations on the basis of this study and its results to educational technologists regarding the value, planning, methodology and use of results of goal surveys as a tool for educational planning (in a systems view of the school).

2.3 Hypotheses of the Study

The hypotheses of this study are based on the following assumptions:

- (A) Given the school's cooperation, it is possible to make explicit the goals of the school.
- (B) An inexpensive and timely goal survey can familiarize everyone with the school's goals, and obtain returns from at least half the persons who are formally associated with the school.
- (C) Goals can be ranked as to their priority, both as the group perceives them to be at present and how the group prefers them to be for the future.

The specific hypotheses that the analysis of the goal priority survey will demonstrate are:

- (a) A hierarchy of goal priorities can be established for Akiva School.
- (b) There will be a greater proportion of goals on which there is agreement among the persons associated with the school than there is disagreement.
- (c) There are statistically significant differences in mean scores between the "Is" and "Should Be" ratings for most goals by the total group.
- (d) There are statistically significant differences in how the participants rate some of the goals on the basis of group affiliation.
- (e) Certain characteristics can be selected as best distinguishing among the groups.
- (f) The goal perceptions as measured can be the basis for coherent specific developmental recommendations for decision-making in the school.

The study poses and seeks to answer the following questions; the answers to these questions are tabulated under the term "Products" in Table 1.

Table 1

Questions and End Products of the Study

<u>Questions</u>	<u>End Products of the Study</u>
(a) What are the goals of Akiva School?	The Akiva Goal Inventory.
(b) How important ARE the different goals to all persons formally associated with Akiva School, and how important do they think the goals <u>should be</u> ?	The rating for the goals for the "Is", "Should Be" and "Forced Choice" categories; t-tests for "Is/Should Be" goal pairs.
(c) Are there differences in how the constituent groups rate the goals? If so, what are they about and who are they between?	Inter-group t-tests and discriminant function analysis.
(d) What are the characteristics that best distinguish between the groups?	

2.4 The Participants

This study included all adults who were formally associated with Akiva School. They consisted of three (not mutually exclusive) constituent groups: 179 parents; 12 members of the Board of Directors (elected from among the parent body); and 22 staff members. There were 198 potential respondents representing 112 households.

One reason for deciding to invite all members (rather than a sample) to participate is that the school population as

such is already a 'sample' of Jewish Day Schools in the city. According to Ackoff and Gupta (1962) some well defined subgroup of a population may well be representative of the population.

A second reason for including all members is based on the research literature of goal surveys which emphasizes a maximum involvement of the community.

This shared experience of participation in assigning priorities leads to an increased awareness of goals of the school and the reported results become the basis of a "common communication medium" (Ward, 1971, p. 48). Peterson (1970) calls it "goal consciousness."

Finally, the method of selection of subjects cannot be considered a threat to internal validity as all persons are included in the study. In this sense we are dealing with a statistical population, not just a sample.

2.5 The Planning Phase

This phase included the preparation of the proposal for consideration by the Educational Technology Department's Graduate Studies Committee. Within Akiva School a letter was sent to the Board outlining the proposed study. The answer to this letter was very encouraging in pursuing this study (see Appendix C).

The above step was taken following the recommendations by Ackoff and Gupta (1962); Goldman and Moynihan (1976); and the New Jersey State Department of Education (1974). They all urge the involvement of individuals and/or groups in the planning process. The principal and President of the Board acted as the "research advisory committee" (Ackoff & Gupta, 1962, p. 413). This type of involvement helped focus the study on the perceived needs of the school.

2.51 The development of the Akiva Goal Inventory: The development of the Akiva Goal Inventory was one of the major objectives of this thesis and it served as the survey instrument. It represented a challenge to articulate the hopes, values and intentions of the school and by doing it, to specify the very raison d'être of the school.

Care had to be taken regarding two aspects of developing the goal inventory:

(a) In regard to the content--that the goals would be truly representative of the school's possible range of philosophies.

Included in this was the careful classification of the goals into four goal areas:

- Judaic goals
- Goals of General Education
- Procedural Goals
- Goals of Individual and Social Development

At this point, an interesting problem emerged. Could one, by removing the 'Judaic goals', end up with a school that would be equivalent to any other private school or does the Judaic aspect of the school permeate other areas? After deliberation it was concluded that according to the philosophic perspective of a Jewish Day School like Akiva, the Judaic elements are not just limited to the 'Jewish content' areas, but are an integral part found in the areas of 'Individual and Social Development' and 'Procedural Goals'.*

A distinction was made within each goal area in regard to learning about something (e.g. French Canadian Culture, Mitzvot, etc.) and the practice or participation in it.

(b) The second aspect of developing the goal inventory that needed special attention was the wording of each goal in order to communicate its intention.

As suggested by Peterson (1971), the goals were formulated on a somewhat high level of abstraction in fairly broad terms.

* For example, the goal "To develop a positive sense of one's self as a Jew" was classified as individual and social development rather than Judaic; and a goal like "To respect each student's, teacher's and family's views and practices of Judaism" was classified as a procedural goal. These examples are consistent with the procedural goal "To integrate Judaic and General Studies."

The following steps were taken in the development of the Akiva Goal Inventory:

- i) School documents were read and a content analysis was carried out using Berelson (1952) as a guide.
- ii) A first draft was prepared based on the conceptual framework of the "Tentative Statement of Philosophy of Akiva School" (Akiva, 1976). Available goal statements from the literature review were examined, specifically Schiff (1966); Dushkin (1959); Peterson (1973); the Kappa Educational Model (1972); New Jersey State Department of Education (1974); and Joyce and Weil (1972).
- iii) The goals were compared to an earlier study of Akiva School, especially the section on goals and policies (Bettman, 1976).
- iv) Meetings were held with the staff committee on the "Philosophy of the School" in order to review and edit the conceptual framework of the goals and the classification into the four goal areas. At that point, a number of consultations were held with the principal who assisted in the editing process.
- v) The second draft was reviewed by the staff committee, the President of the Board, two additional board members, and the principal.
- vi) The resulting changes were reviewed with the university advisors, with the objective of keeping goal statements on a similar level of generality.

The third draft (as it appears in Appendix B) took four months to complete and was accepted by the staff committee, the principal and the President of the Board.

2.52 The survey instrument: The survey instrument consisted of a 72 item, seven page structured questionnaire, in three parts (see Appendix D). Page one consisted of an explanation of the goal survey, the participant's role in it, and a suggested date for completion, as well as eight relevant demographic questions. Page two provided detailed instructions with examples of how to proceed.

Pages three to seven consisted of 64 items. Sixty-three were taken from the Akiva Goal Inventory; one item was added.* The items were arranged in random sequence. After the pages were printed their sequence was arranged in random order to ensure that all goals got equal attention. The exception to this was the last page that remained in the same sequence in all questionnaires. The reason for this decision was that the eight items on this page required one additional

* It was felt that the major issue facing the school at this point in time is the question of the proportion of the general studies curriculum which should be followed in English or in French. The goal statement "to parallel the content and skill expectations for a French school in this province" is NOT a goal of Akiva. Including it was an indirect way of assessing how much importance people assign to Akiva becoming a Hebrew/French Day School.

answer.* It was felt that it would help to keep things clearer if these eight items appeared at the end of the questionnaire.

The last page also provided space for the participants to add and rate any goal(s) which in their opinion may have been omitted.

2.53 What the participants were asked to do: The participants were asked to do the following (either jointly or alone):**

- (1) Provide answers to relevant demographic questions.
- (2) Using a Likert five point scale, the participants were asked to assign priorities to all the goals by rating the importance of each goal from "of extremely high importance" to "of no importance or not applicable." They were asked to rate each goal on two levels:

(a) the importance of the goal as they perceive it to be now (as "Is");

(b) in their judgment, how important the goal "Should Be."

- (3) Assign to eight general education goals the percentage of the subject that should be taught in English and French.

* To indicate how much emphasis each goal should get in English or French out of a total of 100%. The rationale for including this question was to obtain information on the proportion of English/French as the language of instruction for general studies.

** Instructions were given in the survey introduction (see Appendix D),

(4) Select the five most important goals and the five least important goals from the total list of the 64 goals.

(5) Add any goals that in their opinion may have been omitted.

2.54 Pretesting the survey instrument: The survey instrument was pretested on a group of six persons from a different Jewish Day school. Two were staff, two were board members and two were parents. The purpose of the pretest was to check for clarity in communication of the instructions and goals and to ask the participants to evaluate the experience of participating (e.g. length of time to complete it).

The participants were asked to respond by putting themselves into their present roles in their own school.

As a result of the pretest, one instruction was modified in order to increase clarity and an additional section was added to a demographic question. The goals themselves communicated clearly.

On the basis of this pretest, the survey instrument was prepared for printing.

2.6 Implementation of the Goal Survey

Prior to the mailing of the questionnaire, a short article appeared in Baraita, the school newsletter which is mailed to all parents, Board and staff (see Appendix E). This article explained the survey and stated its purpose. In this

sense it was an 'advance organizer' (Ausubel, 1968) for the study. It was accompanied by a note from the president asking for cooperation from each respondent in completing the questionnaire.

In May 1978 the printed questionnaire and a stamped, return envelope were mailed to each adult formally associated with the school. The use of a mailed questionnaire is common practice in a goal survey (Peterson, 1973; McGovern, 1975). Each questionnaire also had an attached note which differed depending on the participant's affiliation with the school (see Appendix F).

Due to the fact that the response was anonymous, all participants were mailed a reminder postcard two weeks later. A telephone call followed one week after the postcard, again to all participants.

It took almost four weeks from the first mailing to the final arrival of replies.

CHAPTER THREE

RESULTS

This chapter presents the results of the study that was conducted to answer the question "How important are the different goals to all persons formally associated with the school, and how important should they be?" A profile of the respondents will be followed by the results of the survey in terms of how the respondents rated the goal priorities.

3.1 Population Profile

One hundred and eleven persons responded to the survey; 42 persons answered the survey jointly with their mates while 69 persons answered it individually.

These persons represent 76 households (67.8% of a maximum of 112). The demographic characteristics are presented in Table 2. While nearly one-third were under 35 years of age, the majority of the respondents varied between the ages of 36 and 45, an age group that is usually associated with an elementary school.

The respondents were asked about their formal association with the school, were they parents, staff or Board. The

largest group were the parents (82 persons);* 12 were board members and 14 were staff. Three parents were members of the staff and these were counted as staff on the assumption that they perceive the school more as staff than as parents. An additional three parents were former board members and these were counted with the Board, arriving at a total of 15, again on the assumption that their perception of the school put them with the Board.

The largest group of persons (48) has been associated with Akiva School for over six years. An additional 38 persons have been associated from two to five years. Only 21 persons were 'new' to the school that year.

The respondents are mainly English-speaking, with English spoken alone or in addition to another language by 105 persons (94.6%). Hebrew alone or in addition to another language is spoken by 20 persons (18.8%), while French alone or in addition to another language is spoken by 4 persons (3.6%).

This group is very well educated: 91 persons (81.6%) hold a university degree (40 of these have a masters or doctorate). Comparing this level of education to the level of Jewish education, we see a sharp drop with only 21 persons

* This should be taken into consideration throughout the report and analysis of the results.

(18.9%) holding a university degree in this area. It is important to bear in mind that generally the level of Jewish education is below that of general education. When these persons were growing up there were very few Jewish high schools at that time. Yet we find that 33 persons (29%) completed a Jewish high school. The last question the group was asked related to their personal plans to remain in Montreal over the next three years.

At the time of preparing the survey instrument this question needed special approval by the President and Vice-president of the Board in order to be included, as it was felt to be a very sensitive topic in view of the political situation in this province.

The group as a whole is stable as far as plans to remain in Montreal with 68 persons (61%) being either certain or positively certain. Thirty-five persons (31%), however, are not certain and this reflects the general atmosphere in the community.* Table 2 demonstrates these findings.

* These findings are almost identical to those of "A socio-demographic study of the Montreal Jewish Community" (Weinfeld & Eaton, 1978) conducted by the Jewish Research Institute that involved close to 700 heads of households.

Table 2

Demographic Distribution of the Respondents

Total Population N = 111		
<u>Characteristics</u>	<u>f</u>	<u>%</u>
(a) Sex		
Male	47	42.3
Female	63	56.7
Missing data	1	.9
(b) Age		
Under 35	32	28.8
36-45	69	62.2
Over 46	10	9
(c) Group Affiliation		
Parents	82	73.9
Staff	14	12.6
Board	15	14.4
(d) Years formally associated with Akiva		
1 year	21	18.9
2-3 years	19	17.1
4-5 years	19	17.1
6 years and over	48	43.2
Missing data	4	3.6
(e) Language(s) <u>spoken</u> at home		
English	86	77.5
Hebrew	3	2.7
French	1	.9
English & Hebrew	15	13.5
English & French	1	.9
English & Other	3	2.7
French & Hebrew	2	1.8

Table 2 (cont'd)

Characteristics	f	%
(f) General education completed		
Elementary	1	.9
High School	12	10.8
University: 2 years	6	5.4
University: 4 years	51	45.6
Masters	23	20.7
Ph.D.	17	15.3
Missing data	1	.9
(g) Jewish education completed		
None	7	6.3
Elementary	42	37.8
High School	33	29.7
University: 2 years	6	5.4
University: 4 years	9	8.1
Masters	3	2.7
Ph.D./Rabbi	3	2.7
Missing data	8	7.2
(h) Remain in Montreal over the next 3 years		
Positively certain	12	10.8
Certain	56	50.5
Not certain	35	31.5
Probably not	4	3.6
Definitely not	3	2.7
Missing data	1	.9

3.2 The Goal Priorities for the "Is" Category

In this section the research instrument sought to measure the goal priorities as perceived at present by the total group. The sub-program "Frequencies" (Nie, 1974, chapter 14) was used to establish means of ratings of each goal and their standard deviations and standard errors. The Likert scale range was from one (of no importance or not applicable) to five (of extremely high importance). The goals were listed from highest to lowest goal mean. This established the goal's rank order or position in the list of the 64 goals for the "Is" category (see Appendix H).

3.21 The ten highest priorities: The overall findings for the total group for the ten goals receiving the ten highest scores show that at present the Judaic goals are perceived to be of major importance in the school. (Six are Judaic and two others are supportive of the Judaic goals, though one deals with individual and social development and the other with a procedural aspect.) Of the remaining two goals in the top 10, one is a goal of general education that deals with learning to communicate in English, while the other is a procedural goal that deals with school climate. The percentage of respondents who rated these goals as 'very important' or 'of extremely high importance' is very high. There is also a high degree of homogeneity indicated by the low standard deviation (below 1). Table 3 demonstrates these findings.

Table 3

Ten Highest Priorities^a for
the Total Group in the "Is" Category
 (N=111)

<u>The Goals (and code)</u>	<u>b</u> <u>%</u>	<u>mean^c</u> <u>score</u>	<u>S.D.</u>	<u>Standard</u> <u>Error</u>
To develop a positive sense of one's self as a Jew. (Soc.I)*	88.6	4.68	.75	.86
To become committed to Israel's survival and growth (Jud.I)	85.5	4.32	.75	.73
To develop understanding of the meaning & to celebrate holidays (Jud.M)	81.9	4.26	.69	.68
To become prepared to take action on behalf of Jews throughout the world (Jud.P)	82.8	4.19	.68	.66
To learn facts, concepts & values which uphold Israel as the Jewish homeland (Jud.K)	77.4	4.18 ^d	.73	.71
To learn basic concepts and values of Judaism (Jud.L)*	76.5	4.15	.83	.79
To develop skills & abilities to communicate ideas & feelings in English (Gen.C)*	75.6	4.04	.81	.81
To develop an attitude which views Jewish study as a lifelong endeavor (Jud.C)	69.6	3.95	.75	.75
To respect each student's, teacher's & family's views of Judaism (Pro.E)*	68.4	3.97 ^d	.91	.88
To maintain a climate in which communication is open and honest (Pro.L)*	76.5	3.94	.92	.89

^a This list starts from the first priority down.

^b These refer to the percentage of respondents that rated the goal as 'very important' (4) or 'of extremely high importance' (5).

^c The maximum mean rating could have been 5.00.

^d A later analysis found significant differences among the constituent groups on this goal.

* These goals are also among the ten highest "Should Be" priorities.

3.22 The ten lowest priorities: The overall findings for the ten lowest priorities show that 9 of the 10 least valued goals are in the area of general education. Six of these relate to learning about and participating in the cultural and civic life of the general community (both English and French). The other 3 deal with learning about health, natural science and the arts. The one procedural goal deals with using the goals of the school as a guide in decision-making.

The percentage of responses in the 'of no importance' and 'of very low importance' categories is generally much lower than for the equivalent spectrum of the scale for the ten top priorities. The variability is generally low (below 1) indicating a high degree of homogeneity. There is most agreement on the goal "To participate in French Canadian culture" and least agreement on "To develop an understanding of issues and problems facing Quebec." Table 4 presents the findings.

3.3 The Goal Priorities for the "Should Be" Category

In this section of the survey the respondents were asked to rate each goal as to its preferred importance for the school in the future. The rank order of all the 64 "Should Be" goals was established following the methodology used for the "Is" category (3.2). The overall findings show that the "Should Be" goals were all rated higher on the Likert scale than the goals

Table 4

Ten Lowest Priorities^a for
the Total Group in the "Is" Category
 (N=111)

<u>The Goals (and code)</u>	<u>%^b</u>	<u>mean^c</u> <u>score</u>	<u>S.D.</u>	<u>Standard</u> <u>Error</u>
To participate in French Canadian culture (Gen.F)*	75.7	2.00	.79	.76
To learn about French Canadian culture (Gen.L)*	65.7	2.22	.83	.81
To develop an understanding of issues and problems facing Quebec (Gen.M)	51.3	2.47	.98	.96
To learn about principles of good physical health (Gen.K)	11.4	2.63	.93	.92
To learn about English culture especially as expressed in Canada (Gen.G)*	43.2	2.65	.79	.76
To participate in English cultural life (Gen.H)*	42.3	2.66	.88	.85
To acquire knowledge of civic rights & responsibilities (Gen.P)	37.8	2.76	.89	.88
To develop skills, concepts & values in natural science (Gen.I)	34.2	2.76	.94	.92
To use the goals of the school as a guide in decision-making (Pro.C)	41.4	2.87	.92	.89
To introduce students to the arts (Gen.J)	29.7	2.92	.83	.81

^a This list starts with the very lowest priority.

^b These refer to the percentage of respondents that rated the goal as 'not important' (1) or 'of very little importance' (2).

^c The maximum rating could have been 5.00.

* These goals are also among the ten lowest "Should Be" priorities.

in the "Is" category. Only two goals were rated lower for "Should Be" than for "Is" (Appendix H).

3.31 The ten highest preferred goal priorities: The overall findings for the ten highest priorities show that 'ideally' the total group prefers a greater emphasis on goals that are representative of all the four goal areas.

The highest single priority is "To develop a positive sense of one's self as a Jew." Other high priority goals of individual and social development include "enjoying the process of learning" and "developing skills in critical thinking."

The specifically Judaic goals chosen include "learning basic concepts of Judaism" and "becoming committed to Israel's survival and growth."

The procedural goals that are most preferred involve maintaining a tolerant, open climate in the school and respect for different views and practices of Judaism. The group also placed priority on high professional standards to be expected from staff.

The one preferred goal of general education was to develop skills and abilities to communicate in English.

The variability of response (illustrated by the standard deviation) is generally low (below 1), indicating a fairly high degree of homogeneity. There is most agreement on "To communicate in English" and least on "To learn basic concepts

of Judaism."

The percentage of respondents who rated these top priorities as 'of very high importance' (4) and 'of extremely high importance' (5) is very high. Table 5 demonstrates these findings.

3.32 The ten lowest preferred goal priorities: The overall findings for the lowest priorities show that half of the least valued goals are in the area of general education. Four of these are related to learning about and participating in cultural life of the general society (both English and French) and one deals with introducing students to the arts.

Three of the four Judaic goals deal with Judaic practices and the fourth with developing concern for Jews of other countries. Two Judaic goals are rated lower for "Should Be" than for "Is" (the only ones in the total list); they deal with learning about mitzvot (commandments).

The one procedural goal rated among the lowest ten priorities deals with the school providing evidence of achieving its goals.

The percentage of responses in 'of no importance' (1) and 'of very low importance' (2) is generally lower than that for the equivalent scale in the top priorities.

The variability of responses is generally low (around 1) and seems to indicate a fairly high degree of homogeneity.

Table 5

Ten Highest Priorities^a for
the Total Group in the "Should Be" Category
 (N=111).

The goals (and code)	% ^b	mean ^c score	S.D.	Standard Error
To develop a positive sense of one's self as a Jew (Soc.I)*	88.6	4.68	.53	.05
To expect staff to seek a standard of excellence in their professional work (Pro.P)	92.8	4.62	.59	.08
To enjoy the process of learning for its own sake (Soc.N)	96.4	4.62	.55	.09
To maintain a climate in which communication is open and honest (Pro.L)*	89.2	4.54	.60	.05
To develop skills in solving problems and thinking critically (Soc.A)	92.8	4.54	.66	.06
To develop skills and abilities to communicate ideas and feelings in English (Gen.C)*	100.	4.54 ^d	.08	.48
To become committed to Israel's survival and growth (Jud.I)	93.7	4.50 ^d	.63	.06
To develop responsibility for one's health, actions and property (Soc.G)	72.	4.47	.74	.07
To learn basic concepts and values of Judaism (Jud.L)*	89.2	4.44 ^d	.68	.06
To respect each student's, teacher's & family's views of Judaism (Pro.E)	91.	4.43 ^d	.67	.06

^a This list starts from the first priority down.

^b These refer to the percentage of respondents that rated the goals as 'very important' (4) or 'of extremely high importance' (5).

^c The maximum rating could have been 5.00

^d A later analysis found significant differences among the constituent groups on this goal.

* These goals are also among the 10 highest "Is" priorities.

There is most consensus on the rating of the goal "To live one's life according to mitzvot" and least consensus on the goal "To parallel the content expectations of a French school."* Table 6 demonstrates these findings.

3.4 Language of Instruction for General Education

In addition to rating eight general education goals as to their importance, participants were also asked to assign a percentage (out of 100%) that the subject should be taught in either English and/or French. Of these eight goals, six are 'universals' of general education and two are specific to Quebec.

As a group these goals were rated low, with three goals among the lowest ten.

The overall results show that the participants assigned three subjects (mathematics, natural science and social science) to be taught more than half in English. Four subjects (arts, health, civic responsibility and problems facing Quebec) were assigned to be taught about half in English. The one subject to be taught only one quarter in English was French Canadian culture.

The highest percentage to be taught in English was

* This goal statement was the only one that is not an actual goal of Akiva School. See section 2.52 for explanation of why it was included.

Table 6

Ten Lowest Priorities^a for
the Total Group in the "Should Be" Category
(N=111)

<u>The goals (and code)</u>	<u>%^b</u>	<u>mean^c score</u>	<u>S.D.</u>	<u>Standard Error</u>
To participate in French Canadian cultural life (Gen.P)*	34.2	2.87	.94	.09
To learn about French Canadian culture (Gen.L)*	18.9	3.19 ^e	.88	.08
To participate in English cultural life (Gen.H)*	15.3	3.19 ^e	.78	.07
To learn about English culture especially as expressed in Canada (Gen.G)*	12.6	3.27	.81	.07
To parallel the content expectations for a French school in this province (Pro.J)	28.8	3.40	1.18	.11
To identify a variety of ideas about the origin and practices of customs & mitzvot (Jud.O)	8.1	3.55 ^d	.79	.07
To live one's life according to mitzvot (Jud.N)	10.8	3.57	.64	.08
To regularly provide evidence that the school is achieving its stated goals (Pro.M)	17.1	3.65	1.08	.10
To learn how to perform customs and mitzvot (Jud.H)	12.6	3.67 ^d	.98	.09
To develop awareness of the Jewish condition in different countries (Jud.F)	5.4	3.75	.79	.07

^a This list starts with the very lowest priority.

^b These refer to the percentage of respondents that rated the goals as 'not important' (1) or 'of very little importance' (5).

^c The maximum rating could have been 5.00.

^d Rated lower for "Should Be" than for "Is."

^e A later analysis found significant differences among the constituent groups on this goal.

* These goals are also among the 10 lowest "Is" priorities.

assigned to mathematics. About half the respondents expressed preference for it to be taught between 76 and 100% in English. This goal was also the highest ranked (19) from among this group of goals, in the total list of the 64 goals. It is interesting to note that even persons who chose many other subjects to be taught either mostly or only in French chose mathematics to be taught mostly in English.

Generally there was a great deal of disagreement among respondents on this issue of language of instruction as exemplified by the high standard deviation. Table 7 shows these findings.

Table 7

Language of Instruction for General Education:
Percentage of Subject to be Taught in English*

Goal (and code)	mean %	S.D.	25% & less	26-49%	50-75%	76-100%	Rank No. for "Should Be"***
To develop skills, concepts & values in natural sciences (Gen.I)	62.2	2.32	10.8	4.5	47.7	30.6	40
To introduce students to the arts (Gen.J)	50.4	1.62	9.9	10.8	67.6	4.5	50 ^L
To learn about principles of good health & well-being (Gen.K)	50.1	2.02	13.5	9.9	57.6	12.6	49
To learn about French-Canadian culture (Gen.L)	22.7	2.35	55.8	19.8	10.8	4.5	58 ^L
To develop an understanding of issues & problems facing Quebec (Gen.M)	47.3	2.43	21.6	9.9	47.7	11.7	44
To develop skills & concepts in the use of social sciences (Gen.N)	57.6	2.08	9.9	3.6	62.1	18.0	46 ^L
To develop skills & concepts in the use of mathematics (Gen.O)	69.9	2.70	9.9	1.8	33.3	48.6	19
To acquire knowledge of civil rights & responsibilities (Gen.P)	55.7	1.90	9.9	1.8	63.0	16.2	47

* The difference between the percentage and 100% is to be taught in French.

** Out of the total of 64 goals.

^L One of the 10 lowest priorities.

3.5 "Forced Choice" of Five Most and Five Least Important Goals

In the final part of the survey the participants were asked to choose from the total list of goals only five goals they considered should be most important and five they considered least important. Respondents reported that this was the hardest part of the survey since the choice was so limited.

Potentially each goal could have been chosen as either a most or least important goal by each participant.

It is interesting to note that although the same goal was sometimes chosen as one of the five most important by some and one of the five least important by others, no goal that was most frequently selected as one of the five most important was among the most frequently selected five least important.

Half of the ten most frequently selected as 'most important' goals were among the ten highest ranked "Should Be" goals. Six of these goals deal with individual and social development, two are Judaic, and one each from the general education and procedural areas.

Seven of the ten most frequently selected as 'least important' were also ranked in the ten lowest priorities of the "Should Be" category. Four of these goals deal with general education, four with procedural, and two are Judaic goals. It should be noted that there are no goals of individual and social development in the 'least important' section.

Tables 8 and 9 present these findings.

Table 8

Ten Goals Most Frequently Selected
as one of the Five Most Important Goals
(N=111)

<u>Goal (and code)</u>	<u>N persons who selected it</u>	<u>mean^a</u>	<u>S.D.</u>	<u>Standard Error</u>
To develop a positive sense of one's self as a Jew (Soc.I)	39 ^b	3.70	.95	.091
To develop skills in sol- ving problems & thinking critically (Soc.A)	31 ^b	3.52	.96	.091
To enjoy the process of learning for its own sake (Soc.N)	27 ^c	3.48	.89	.085
To develop high standards & pride in one's own work (Soc.L)	26 ^c	3.45	.82	.084
To learn basic concepts of Judaism (Jud.L)	26 ^{b,c}	3.46	.85	.081
To foster one's own self- esteem (Soc.O)	20	3.30	.86	.082
To develop skills & abilities to communicate in French (Gen.A)	19	3.19	.97	.092
To develop one's own style of self-expression and creativity (Soc.P)	18	3.32	.74	.070
To become committed to Israel's survival (Jud.I)	18 ^c	3.30	.77	.073
To expect from staff a standard of excellence in their work (Pro.P)	16 ^b	3.27	.74	.070

^a The responses were coded: 1 for 'least important'; 5 for 'most important'; 3 for 'neutral' (not selected).

^b Also ranked as one of the highest 10 "Should Be" priorities.

^c A later analysis found significant differences among the groups in this goal.

Table 9

Ten Goals Most Frequently Selected
as one of the Five Least Important Goals
(N=111)

Goal (and code)	N persons who selected it	mean ^a	S.D.	Standard Error
To participate in French- Canadian culture (Gen.F)	52 ^b	2.06	1.00	.095
To parallel the content expectations for a French school (Pro.J)	39 ^{b, c}	2.40	1.13	.107
To participate in English cultural life (Gen.H)	27 ^{b, c}	2.51	.86	.082
To learn about English culture (Gen.G)	25 ^b	2.54	.84	.080
To parallel the content expectations for an English school (Pro.D)	21	2.76	1.00	.95
To live one's life accord- ing to mitzvot (Jud.N)	19 ^b	2.71	.85	.081
To regularly provide evi- dence that the school is achieving its stated goals (Pro.M)	18 ^{b, c}	2.73	.83	.079
To learn how to perform mitzvot (Jud.H)	17 ^{b, c}	2.72	.78	.075
To implement programs that integrate Judaic and general studies (Pro.A)	15	2.94	.98	.094
To develop skills in French language arts (Gen.B)	13	2.83	.76	.073

^a The responses were coded: 1 for 'least important'; 5 for 'most important'; 3 for 'neutral' (not selected).

^b Also ranked as one of the lowest 10 "Should Be" priorities.

^c A later analysis found significant differences among the groups on this goal.

3.6 Participant Added Goals

The participants were asked to add any goal(s) that in their opinion may have been omitted from the goal inventory.

Fifteen respondents added between one to three goals. These goals are listed in Appendix I.*

Some of the added goals generally deal with details that may have been subsumed under some of the more general goal statements.**

The additions emphasize the arts, creativity, extra-curricular activities and emphasis on good manners.

3.7 Summary

The major findings resulting from the goal priority survey for the total group in how the goals are perceived at present, their preferred priorities, and the "Forced Choice" of five most and five least important goals yielded the following results:

(1) There were 111 responses to the survey. These represented 76 Akiva households (67.8% of a maximum 112); 82 were parents; 15 were Board members (past and present); and 14 were staff.

* These goals will not be included in the analysis.

** For example, that Gym should be taught in French.

(2) The rank order of all the goals was established on the basis of how the goals were rated for the "Is" and "Should Be" categories.

(3) That the two categories of "Is" and "Should Be" goals differ in their sequence of rank order goals.

(4) There were differences in how the goals were rated for the "Is" and "Should Be" categories. The "Should Be" were almost always higher.

(5) That there are differences among the ten highest priorities in the way they are perceived at present and the way the group prefers them to be in the future.

(6) That the ten highest priorities in the "Is" category included mostly Judaic goals.

(7) That the single highest priority goal for all the groups both at present and how it 'should be' was "to develop a positive sense of one's self as a Jew." This goal was also selected most frequently as one of the five most important goals in the "Forced Choice" category.

(8) That "learning to communicate in English" was among the ten highest rated goals at present and should remain so for the future.

(9) That in the ten highest priorities for the future the group expressed a preference for a better balance among all goal areas (rather than mostly Judaic goals as in the "Is" category).

(10) That of the ten most frequently selected goals in the "Forced Choice" of five most important goals, four were also among the ten highest priority goals for the future.

(11) That six of the highest rated goals for the present were also rated among the highest ten for the future.

(12) That the ten lowest priorities for "Should Be" are in the area of general education; the majority of these relate to, learning about and participating in the cultural life of the general community (both English and French).

(13) That among the ten lowest priorities, four are Judaic goals that deal with the observance of Judaism.

(14) That "To parallel the expectations of a French school in this province" was rated as one of the five lowest goals for the future.

(15) That the ten most frequently selected goals in the "Forced Choice" category of five least important goals, two-thirds were also among the ten lowest priorities for the future.

(16) That the language of instruction (English and/or French) for general education should differ depending on the subject. Mathematics should be taught about 70% in English and 30% in French; natural and social sciences should be taught more than half in English; French-Canadian culture should be taught three-quarters in French.

(17) That the respondents showed a great deal of variability on the percentage of language preference for general studies.

(18) That there is agreement on more of the lowest priority goals than on the highest priority goals.

CHAPTER FOUR

ANALYSIS AND DISCUSSION

This chapter will analyze and discuss the results to answer the following questions:

- A. What differences are there in how the goal priorities are perceived at present compared to how they should be emphasized in the future?
- B. Are there significant differences in how the constituent groups rate the goals? If so, what are they about and who are they between?

4.1 "Should Be"/"Is" Discrepancies and the Rank Order of Goals

The theoretical discussion suggested that there usually are discrepancies in how persons associated with a school perceive the goal priorities at present and how they prefer them to be ideally.

It was hypothesized that the goal survey would reveal discrepancies in the rating between the mean score of the "Is" and "Should Be" categories for the total group.

The related review of literature showed that the "Should Be" goals are usually rated higher. The results of this survey show that almost all the goals were rated higher for the "Should

Be" category, regardless of item.

This may be explained by the fact that when people are asked to rate a goal 'ideally' (without limitation as to how many may be 'most important'), the tendency is to rate everything higher.

When the added constraint of selecting five goals as 'most important' and five as 'least important' was added in the "Forced Choice" category, we observe a reduction among the highest rated "Should Be" goals.*

An analysis using t-tests for pairs (Nie, 1975, chapter 17) of goal means revealed statistically significant differences for 55 of the goals (86%). Of the remaining 9 goals (14%), 7 were rated higher, but not significantly so.** Two were rated lower for "Should Be" than for "Is" (both Judaic).

Although the "Should Be" means were higher, the increase was not in the same proportion; this resulted in a different rank order list for the "Should Be" goals.

The rank order discrepancies, which may be said to measure the degree of 'satisfaction' with the school's

* These goals will be footnoted throughout the Tables in this section.

** Seven of these Judaic and two were Procedural goals.

emphasis of priorities at present as compared to the preferred priorities for the future, were established by comparing the rank orders in both categories.*

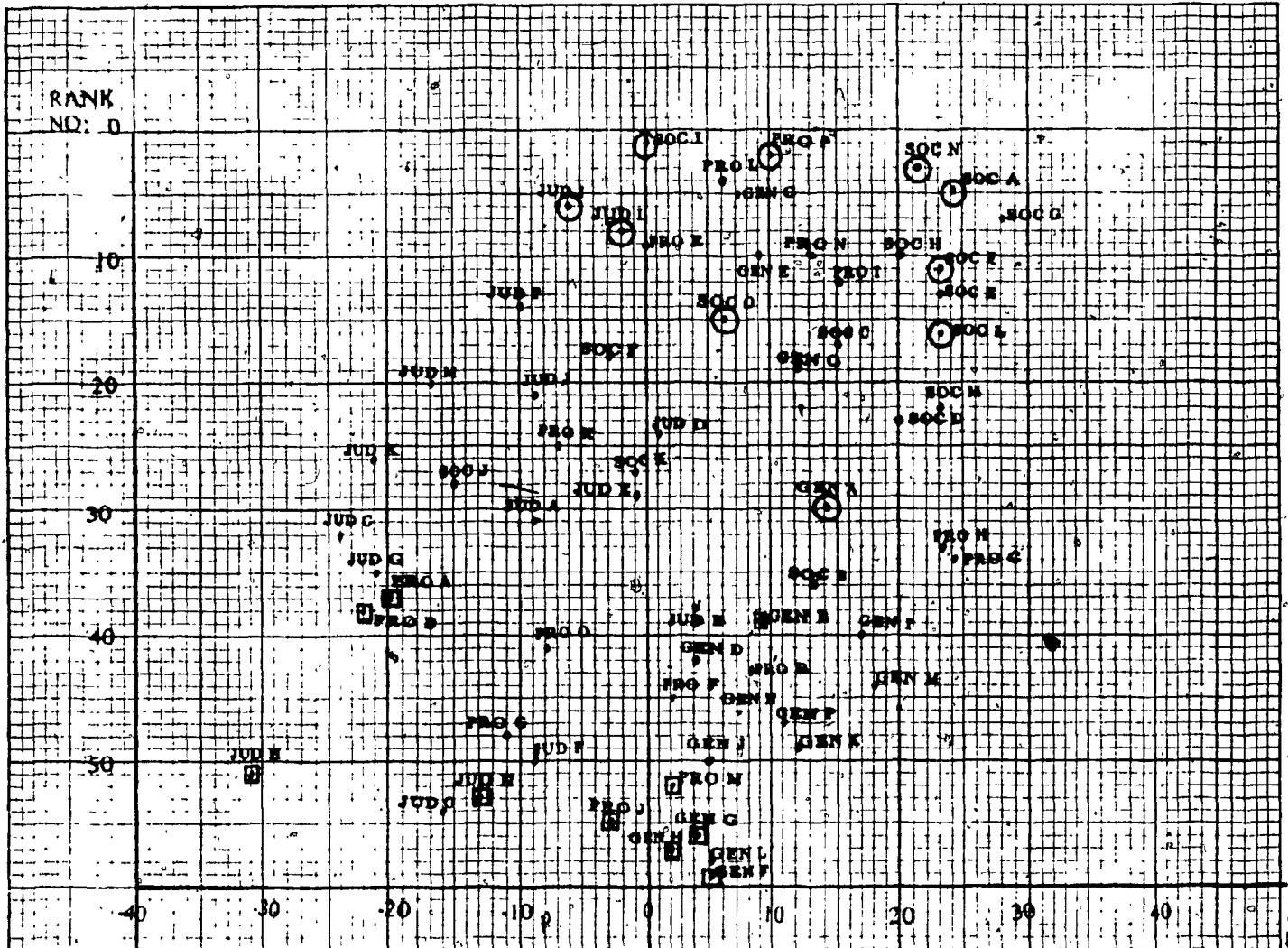
The following graph (Figure 3) presents the goals as to their rank number for the "Should Be" category (the vertical axis) and the discrepancy of "Should Be"/"Is" ranks (the horizontal axis). Two things should be noted: first that these are arbitrary units, and secondly that this is a rank scale and not an interval scale. The relative distances are only suggestive and not indicative that for example a 5 place distance is necessarily the 'same' distance at any point where it may occur.

When there is no discrepancy (or very little) between the rank order of "Is" and "Should Be" categories (the goals on the 'zero' line or in the area close to it), it indicates a greater satisfaction with the school's present goal priorities and, by implication, suggests that there is either no need or very little need for change (because there is satisfaction that the school is placing the emphasis that it ought to on these goals).

Conversely, the higher the discrepancy between the ranks (the further from 'zero' on the graph), the greater the

* Calculated as the difference between the rank order of "Should Be" and "Is".

Figure 3. Graph of Rank order discrepancies between "Is"/"Should Be" Goals.



ACTUAL DIFFERENCE IN RANK NUMBER ACCORDED TO EACH GOAL

- ⊙ This goal was among the 10 most frequently selected 5 most important goals in the "Forced Choice" category
- ◻ This goal was among the 10 most frequently selected 5 least important goals in the "Forced Choice" category.

expressed dissatisfaction with the school's emphasis of the goals at present and the greater the 'change' in goal status that is being expressed (i.e. giving the goal either a higher or lower priority).

The area for potential controversy is highest on those goals on which the discrepancy is greatest (those goals that lie in the extreme ends of the graph).

The overall results show that two goals are on the 'zero' line, indicating that there is no "Is"/"Should Be" discrepancy, while with the majority of goals there is a relative discrepancy indicating that the goals should be given relatively higher or lower priority than at present. Table 10 gives the overall results.

Table 10

Overview of Proposed Changes in Rank Order of Goals as they "Should Be"

2 goals should remain as they are
 39 goals should be given a relatively higher priority
 23 goals should be given a relatively lower priority
 64 goals

4.11 Goal priorities that should remain as they are:

The results show that the two goals that have no discrepancy (on the 'zero' line) are also among the ten highest priorities.

These are:

To develop a positive sense of one's self as a Jew (Soc.I).

To respect each student's, teacher's and family's views and practices of Judaism (Pro.E).

Seven other goals* are within two ranks on either side of the 'zero' line; the change in rank is relatively small so that we may consider that they too suggest no change in priority.

4.12 Goals that should receive higher priority: The

results of the survey show that the total group ranked 39 goals higher as a result of the new rank order that was established for the "Should Be" category. This expresses a preference for these goals to receive a relatively higher priority than at present (see the right side of Figure 3).

The range of the proposed changes in rank status spans from one rank for "Developing a broad range of approaches to Judaism" (Jud.D) to 28 ranks for "Developing responsibility for one's health" (Soc.G).

* See Figure 3: Gen.H; Jud.L; Jud.D; Soc.K; Jud.E; Pro.F; Pro.M.

From the point of view of goal rank status, half of these goals are to be found in the lowest third of the priorities, 10 goals are of middle priority rank, and 12 goals are of the upper third priority rank.

4.21 Goals that should receive lower priority:

Twenty-three goals were ranked lower in the "Should Be" category than for "Is". In this case the group is expressing a degree of dissatisfaction with the school's relative 'over' emphasis of these goals (see left side of Figure 3).

The range of proposed changes in rank status spans from one rank for "Developing an understanding for issues facing Israel" (Jud.E) and for "Developing a sense of responsibility to the group" (Soc.K) to 32 ranks for "Learning how to perform customs and mitzvot" (Jud.H).

These goals are not equally representative of the four goal areas. The group prefers that 14 Judaic goals, 6 procedural goals and 3 goals of individual and social development should be given relatively less priority than at present.

From the point of view of goal rank status, half of these goals are in the middle third with the other half equally divided between the top and lowest thirds in priority rank.

4.2 Differences in Goal Priorities in All Categories: An Overview

The theoretical discussion suggested that a major factor in assigning priorities is the respondents' group affiliation (Board, staff or parents). It was hypothesized that statistically significant differences in assigning priorities to some of the goals would emerge between the groups.

The analysis that follows was conducted to answer the question: Are there significant differences in how the constituent groups rated the goals for the "Is", "Should Be" and "Forced Choice" categories?

The sub-program t-test (Nie, 1975, chapter 17) was used to determine the level of similarity between the groups in how they rated the goals in each of the categories. The results of the t-tests revealed certain significant differences in all categories.

4.21 Significant differences in all categories:

The overall results of the analysis show that there are statistically significant differences at the .05 level on how the three groups rate 20 goals in the "Is" category, 19 goals in the "Should Be" category and 10 goals in the "Forced Choice" category. Table 11 demonstrates these findings.

Table 11

Differences Among Constituent Groups in All Categories

Constituent Groups*	Goal Category			Total
	"Is"/	"Should Be"	"Forced Choice"	
Board & Parents	5	9	4	18
Parents & Staff	10	3	4	17
Board & Staff	5	7	1	13
Total**	20	19	9	

It should be noted that among the "Is" goals there are twice as many goals that are significantly different between the parents and staff as there are between Board and parents and Board and staff, while on the goals as they "Should Be" there are less goals which are rated significantly different between parents and staff and most different between Board and parents. In the "Forced Choice" category where respondents had to choose 10 'most important' (5 highest and 5 lowest), there were least differences between the groups in the category as a whole, with fewest differences between Board and staff.

* The breakdown by goal area will follow in Table 12.

** Some goals are included in more than one group.

4.3 Division of Significant Differences
Among the Four Goal Areas

The research question in this case was: If there are significant differences in the rating of the goals (between the groups), what goals are they about? Table 12 presents the results of the breakdown for each group by goal area.*

Table 12

Differences Among Groups on the Four Goal Areas

<u>Groups</u>	<u>Categories</u>	<u>Goal Areas</u>			
		Judaic	General	Proc.	Individ. & Soc. Devel.
Board & Parents	"Is" goals	3	0	2	0
	"Should Be"	4	2	2	1
	"Forced Choice"	1	1	2	0
	Total	8	3	6	1
Parents & Staff	"Is" goals	3	2	4	1
	"Should Be"	0	2	0	1
	"Forced Choice"	2	1	1	0
	Total	5	5	5	2
Board & Staff	"Is" goals	1	0	2	2
	"Should Be"	2	3	1	1
	"Forced Choice"	0	1	0	0
	Total	3	4	3	3

* Totals are given in Table 11.

We could have expected an equal division of goals representing each of the four goal areas.* However, the analysis shows that for the "Is" and "Should Be" categories the Judaic goals represented more than expected: the general goals were fewer than expected for "Is" but more than expected for "Should Be"; the procedural goals were more than expected for "Is" but fewer than expected for "Should Be"; the goals for individual and social development were represented fewer than expected in both categories. Table 13 presents these findings.

Table 13

Division of Goals Among the Four Goal** Areas for "Is" and "Should Be" Categories

		<u>"Is"</u>	
		More than expected	Fewer than expected
<u>"Should Be"</u>	More than expected	Judaic	General
	Fewer than expected	Procedural	Individ. and Soc. Devel.

The "Forced Choice" goals were less than expected in all categories.

* The expected number would have been four goals from each goal area for each of the categories.

** On the basis of group affiliation.

The overall findings show that the significant differences among the groups are to be found among all the goal areas. The highest number of significant differences are about Judaic goals, followed by procedural goals and goals of general education, and the least significant differences are about goals of individual and social development. Table 14 shows these findings.

Table 14

Differences Among the Groups
on the Four Goal Areas for All Categories

Groups*	Goal Areas				Total
	Judaic	General	Procedural	Individ. & Social	
Board & Parents	8	3	6	1	18
Parents & Staff	5	5	5	2	17
Board & Staff	3	4	3	3	13
Total	16	12	14	6	

* Details will follow in the next subsections.

4.4 Differences in Goal Priorities Among the Constituent Groups

The theoretical discussion suggested that constituent groups share a common point of view (and interest) which is influenced by their formal role in the school.

It was hypothesized that there will emerge statistically significant differences in how the participants rate some of the goals on the basis of their group affiliation.

The related review of literature on goal surveys pointed out that goal survey results are usually analyzed from the perspective of sub-dividing the total sample into constituent groups, and that group affiliation is a major factor in rating of goals.

The analysis of the present goal survey was conducted to answer the research question: Are there significant differences in how the constituent groups rate the goals?

The results of the t-tests were on all the variables and revealed that there are statistically significant differences between our three groups on some of the goals, in all three goal categories. The sections that follow will present the analysis and discussion of the significant differences between the groups.

4.4.1 Differences between Board and parents: The analysis of results between the mean ratings of the Board and parents revealed 5 goals with statistically significant differences

for the "Is" category; 9 goals for the "Should Be" category; and 4 goals for the "Forced Choice" category.

A. Differences between Board and parents in the "Is" category:

There are five goals that show a statistically significant difference between the two groups. The parents rate significantly higher three Judaic goals and one Procedural goal, while Board rates one Procedural goal higher than parents.

Only one of these goals is among the 10 highest overall ranked goals and one among the 10 lowest ranked goals.

The difference between the two group means is greatest about meeting the content expectations for a French school, with Board rating it lower than the parents. Parents however see greater involvement of the school in the community than does the Board. Parents also perceive that there is more priority given to mitzvot than the Board does. The Board places greater priority on respecting differences among staff and family's practices of Judaism. Table 15 illustrates these results.

Table 15

The t-tests Between Board and Parents on "Is" Goals

Goals (and code)	overall		Significant Differences			
	mean	rank	Group N*	mean	S.D.	P. value**
To respect each family's views of Judaism (Pro.E)	3.97	9	B (15)	4.53	.64	.013
			P (80)	3.91	.90	
To become committed to Israel's survival (Jud.H)	3.78	20	B (14)	3.57	.84	.017
			P (80)	3.87	.71	
To become a responsible member of the Jewish community (Jud.A)	3.76	22	B (15)	3.40	.94	.047
			P (79)	3.88	.83	
To live according to mitzvot (Jud.N)	3.49	40	B (15) ^a	3.00	1.00	.018
			P (80)	3.60	.86	
To parallel the content for a French school (Pro.J)	3.14	52	B (14)	2.53	.96	.003
			P (76)	3.38	1.12	

* The groups are Board (B) and parents (P). N refers to the number of respondents in each group (N of staff is 14).

** At 0.5 level of significance.

B. Differences between Board and parents in the "Should Be"

category: In this category, out of 9 goals with a statistically significant difference, about one half are Judaic, two are Procedural and two General Education goals, and one is a goal of Individual and Social Development.

All the goals are rated significantly higher by the Board than by the parents.

Four of these goals are in the highest ten rated goals in this category.

The significant differences that emerged are greatest about studying Torah and about learning basic concepts of Judaism. There is least significant difference about resolving dilemmas in a manner consistent with Jewish values and developing an attitude that views Jewish study as a lifelong endeavor.

Table 16 presents these findings.

Table 16

The t-tests Between Board and Parents on "Should Be" Goals

Goals (and code)	Overall		Significant Differences			
	mean	rank	Group N*	mean	S.D.	P value
Communicate in English (Gen.C)	4.54	5	B (15) P (82)	4.80 4.48	.41 .50	.026
To learn basic concepts of Judaism (Jud.L)	4.44	8 ^a	B (15) P (82)	4.80 4.39	.41 .69	.004
To respect (different) practices of Judaism (Pro.E)	4.43	9	B (15) P (82)	4.53 3.91	.64 .90	.003
Skills in English language arts (Gen.E)	4.43	10	B (15) P (82)	4.80 4.39	.56 .66	.027
To resolve dilemmas in a manner consistent with Jewish Values (Soc.J)	4.09	28	B (15) P (81)	4.60 4.04	.73 .97	.040
Jewish study as a lifelong endeavor (Jud.C)	4.03	32	B (15) P (81)	4.40 3.92	.82 .80	.039
To use goals of the school for decision-making (Pro.C)	3.99	34	B (15) P (82)	4.40 3.96	.50 .89	.012
Communicate in Hebrew (Jud.G)	4.03	35 ^b	B (15) P (81)	4.46 3.87	.64 .84	.007
To study Torah (Jud.B)	3.88	38	B (15) P (81)	4.60 3.76	.63 1.17	.001

* Number of persons in the group (N of staff=14).

** At .05 level of significance.

^a Among the 10 most frequently selected 'most important' goals in the "Forced Choice" category.

^b Among the 10 most frequently selected 'least important' goals in the "Forced Choice" category.

C. Differences between Board and parents in the "Forced Choice" category: There were four goals with statistically significant differences between these two groups with regard to choosing them as one of the five most important and five least important goals.

The differences were about middle range importance goals. None of these four goals were among the 10 most frequently chosen as either 'most' or 'least important'. Table 17 presents these findings.

Table 17

The t-tests Between the Board and Parents
in the "Forced Choice" Category

Goals (and code)	N times chosen		Rank "Should Be"	Significant Differences				
	'most' important	'least' important		Group	N*	mean	S.D.	P value
To study Torah... (Jud.B)	13	13	38	B (15) P (82)		3.80 2.85	1.26 .87	.013
Skills in French language arts (Gen.B)	4	13	39	B (15) P (82)		3.13 2.80	.51 .80	.050
To parallel expectations of a French school (Pro.J)	0	7	55	B (15) P (82)		1.93 2.56	1.13 1.03	.049
Evidence that school is achieving goals (Pro.M)	3	18	52	B (14) P (82)		3.13 2.63	.51 .77	.019

* Number of persons in the group (N for staff=14).

4.42 Differences between parents and staff: The analysis of results between the mean ratings of the staff and parents revealed 10 goals with statistically significant differences in the "Is" category; 3 goals in the "Should Be" category; and 5 goals in the "Forced Choice" category.

A. Differences between parents and staff in the "Is" category:

There are 10 goals that show a statistically significant difference between these two groups.

Parents rate 4 Procedural goals, 2 Judaic goals, one each General Education and Individual and Social Development goals higher.

The difference between the group means is greatest about paralleling the content expectations of a French school and accountability, and least about teaching of Israel.

While staff rate higher developing skills in English language arts and developing an attitude to Jewish study as a lifelong endeavor, 2 of these goals are among the 10 highest rated goals. Table 18 presents these results.

Table 18

The t-tests Between Parents and Staff on "Is" Goals

Goals (and code)	Overall		Significant Differences			
	mean rank	Group N ^a	Mean	S.D.	P value	
To learn facts, concepts & values .. Israel (Jud.K)	4.18	5	P (78)	4.25	.71	.025
			S (13)	3.76	.72	
To develop an attitude which views Jewish study as a lifelong endeavour (Jud.C)	3.95	8	P (74)	3.91	.77	.044
			S (14)	4.35	.49	
To develop an understanding of how Jews have survived as a people (Jud.J)	3.89	12	P (78)	4.01	.74	.009
			S (13)	3.38	.96	
To develop skills & abilities in the English language arts (Gen.E)	3.78	19	P (80)	3.73	.80	.041
			S (14)	4.07	.47	
To maintain a learning environment where individual differences are taken into consideration (Pro.N)	3.74	23	P (80)	3.83	.83	.012
			S (14)	3.21	.89	
To develop one's own style of self-expression & creativity (Soc.P)	3.60 ^b	34	P (80)	3.68	.83	.014
			S (14)	3.07	.91	
To become a responsible member of the general community (Gen.D)	3.29	46	P (82)	3.42	.93	.022
			S (13)	2.78	.97	
To be organized for continuous short & long range planning (Pro.H)	3.21	50	P (76)	3.31	.89	.006
			S (14)	2.57	.93	
To parallel the content expectations for a French school (Pro.J)	3.14 ^b	52	P (76)	3.38	.96	.002
			S (14)	2.50	.94	
To regularly provide evidence that the school is achieving its stated goals (Pro.M)	2.95	54	P (78)	3.10	1.06	.007
			S (14)	2.28	.72	

^a Number of persons in the group (N of Board=15).

^b Among the 10 most frequently selected 'least important' goals in the "Forced Choice" category.

B. Differences between parents and staff in the "Should Be"

category: In this category the analysis shows that the statistically significant differences between parents and staff were about three goals.

Parents rated significantly higher "to enjoy the process of learning and to participate in English cultural life," while staff rated skills and concepts in social sciences significantly higher than parents.

There is least significant difference between the groups on social sciences and most about participating in English cultural life.

One of the goals is among the 10 highest priorities for this category and also most frequently selected in the "Forced Choice" category. Table 19 presents these findings.

Table 19

The t-tests Between Parents and Staff
in "Should Be" Goals

Goals (and code)	Overall		Significant Differences			
	mean	rank	Group N ^a	mean	S.D.	P value
To enjoy the process of learning for its own sake (Soc.N)	4.62	3 ^b	P (82)	4.65	.52	.019
			S (14)	4.28	.61	
To develop skills, concepts & values in social science (Gen.N)	3.78	46	P (79)	3.73	.72	.003
			S (13)	4.38	.65	
To participate in English cultural life (Gen.H)	3.19	57 ^c	P (82)	3.29	.72	.039
			S (14)	2.85	.66	

^a Number of persons in the group (N of Board=15).

^b Among the 10 most frequently selected 'most important' goals.

^c Among the 10 most frequently selected, 'least important' goals.

C. Differences between parents and staff in the "Forced Choice"

category: There were four goals with statistically significant differences between parents and staff with regard to choosing these goals as one of the 5 most or least important goals.

The differences were about two very low ranking goals and one middle importance goal and one fairly high one.

Table 20 presents these results.

Table 20

The t-tests Between Parents and Staff
in "Forced Choice" Goals

Goals (and code)	N times chosen		Rank "Should Be"	Significant Differences				
	'most' important	'least'		Group	N ^a	mean	S.D.	P
To live one's life according to mitzvot (Jud.N)	3	19	14	P	(80)	3.17	.71	.015
To implement pro- grams that inte- grate Judaic & General studies (Pro.A)	12	15	37	P	(82)	2.85	.98	.042
Identify a variety of ideas about the origins of customs (Jud.O)	1	13	54	P	(82)	2.70	.71	.031
To participate in English cultural life (Gen.H)	0	27	57 ^b	P	(82)	2.65	.75	.001
				S	(14)	1.85	1.02	

^a Number of persons in group (N of Board=15).

^b One of the 10 most frequently selected 'least important' goals.

4.43 Differences between Board and staff: The analysis revealed that there are statistically significant differences on five goals in the "Is" category; seven in the "Should Be" category; and one in the "Forced Choice" category.

A. Differences between Board and staff in the "Is" category:

The statistically significant differences between these two groups emerged on five goals: one Judaic; two each Procedural and goals of Individual and Social Development.

The staff rated the Judaic goal significantly higher, a

while the Board rated all other goals higher. The difference between goal means is greatest about the Judaic goal and least about creating one's own style of self-expression. All these goals are in the top third of priority rank of the total list of goals. Table 21 presents these results.

Table 21

The t-tests Between Board and Staff on "Is" Goals

Goals (and code)	Overall		Significant Differences				
	mean	rank	Group	N ^a	mean	S.D.	P value
To develop an attitude which views Jewish study as a life-long endeavor (Jud.C)	3.95	8	B	(15)	3.73	.79	.019
			S	(14)	4.35	.49	
To respect each student, teacher & family's views & practices of Judaism (Pro.E)	3.97	9	B	(15)	4.80	.59	.007
			S	(14)	4.23	.59	
To resolve dilemmas consistent with Jewish values (Soc.J)	3.87	13	B	(15)	4.13	.74	.028
			S	(13)	3.38	.96	
To implement programs that integrate Judaic & General studies (Pro.A)	3.81	17 ^b	B	(15)	4.06	.79	.026
			S	(14)	3.42	.64	
To develop one's own style of self-expression (Soc.P)	3.60	34 ^c	B	(15)	3.66	.61	.049
			S	(14)	3.07	.91	

^a Number of persons in the group (N of parents=82).

^b Among the 10 most frequently selected 'least important' goals in the "Forced Choice" category.

B. Differences between Board and staff on "Should Be" goals:

In this category the analysis shows that there were seven statistically significant differences between Board and staff.

Three goals were about General Education; two were Judaic; and one each Procedural and Individual and Social Development.

The staff rated two general goals significantly higher, while the Board rated all others higher.

The significant differences between the group means is greatest about using the goals of the school as a guide in decision-making, and least about resolving dilemmas in a manner consistent with Jewish values. Both these goals are rated significantly higher by the Board.

Two of the goals are in the 10 highest priorities of the total list of goals. Table 22 presents these results.

Table 22

The t-tests Between Board and Staff on "Should Be" Goals

Goals (and code)	Overall		Significant Differences				
	mean	rank	Group	N	mean	S.D.	P value
To become committed to Israel's survival (Jud.I)	4.50	6 ^b	B	(15)	4.80	.41	.007
			S	(13)	4.23	.59	
To develop skills in English language arts (Gen.E)	4.43	10	B	(15)	4.80	.56	.013
			S	(14)	4.28	.46	
To resolve dilemmas in a manner consistent with Jewish values (Soc.J)	4.20	28	B	(15)	4.60	.73	.037
			S	(14)	3.76	1.23	
To use the goals as a guide in decision-making (Pro.C)	3.99	34	B	(15)	4.40	.50	.003
			S	(14)	3.71	.61	
To study Judaic sources (Jud.B)	3.88	38	B	(15)	4.60	.63	.027
			S	(14)	3.78	1.12	
To develop skills in social sciences (Gen.N)	3.78	46	B	(15)	4.38	.65	.014
			S	(13)	3.53	.99	
To learn facts about French-Canadian culture (Gen.L)	3.19	59	B	(15)	1.86	.91	.025
			S	(14)	3.64	.84	

^a Number of persons in the group (N of parents=82).

^b Among the 10 most frequently selected 'most important' goals in the "Forced Choice" category.

C. Differences between Board and staff in the "Forced Choice"

category: In this category there was only one goal on which these two groups differed. This goal was rated second to lowest in the "Should Be" category. Table 23 presents the results.

Table 23

The t-tests Between Board and Staff
on "Forced Choice" Goals

Goal (and code)	N times chosen		Rank	<u>Significant Differences</u>				
	'most' important	'least'		Group	N ^a	mean	S.D.	P value
To learn about French-Canadian culture (Gen.L)	0	1	58	B	(15)	3.00	0	.038
				S	(14)	2.46	0	

4.44 Differences common to all groups: The analysis revealed that on eight goals there are statistically significant differences among all three groups. Therefore these goals may be considered to be most controversial. There are almost twice as many differences about what the goals "Should Be" than about what "Is". There are no statistically significant differences in the "Forced Choice" category among all three groups.

A. Differences common to all groups on the "Is" goals: There were three goals from this category about which there were significant differences among the three groups. Two goals are Procedural and one is Judaic.

They were ranked one each from the top ten, middle and lowest priorities in that category. Table 24 summarizes the earlier findings.

Table 24

Summary of Differences Common to
All Groups on the "Is" Category

<u>Goals (and code)</u>	<u>Rank No.</u>	<u>Group Differences</u> ^a
To develop an attitude which views Jewish study as a lifelong endeavor (Jud.C)	32	Staff > Board & Parents
To parallel the content...expectations for a French school (Pro.J)	52	Parents > Staff & Board
To develop one's own style of self-expression (Soc.P)	34 ^b	Staff < Board & Parents

^a > = larger than; < = smaller than.

^b Among the 10 most frequently selected 'most important' goals in the "Forced Choice" category.

B. Differences common to all groups on the "Should Be" goals:

There were five goals in this category about which there were significant differences among the three groups. Two were goals of General Education, one each from the Judaic, Procedural, and Individual and Social Development.

One of these goals was ranked in the top 10; the others

were of middle rank in the total list of goals. Table 25 summarizes these findings.

Table 25

Summary of Differences Common to
All Groups on the "Should Be" Category

<u>Goals (and code)</u>	<u>Rank No.</u>	<u>Group Differences*</u>
To develop skills in English language arts. (Gen.E)	10	Board > Parents & Staff
To resolve dilemmas consistent with Jewish values (Soc.J)	28	Board > Parents & Staff
To use the goals of the school as a guide in decision-making (Pro.C)	34	Board > Parents & Staff
To study ... Judaic sources (Jud.B)	38	Board > Parents & Staff
To develop skills ... in social sciences (Gen.N)	46	Staff > Board & Parents

* > = larger than.

C. Differences on demographic variables common to all groups:

There were two demographic characteristics on which there were significant statistical differences between the groups:

(a) age: the Board as a group is significantly older than parents and staff;

(b) in relation to years at Akiya School, again the Board was with the school longer than both the parents and the staff.

4.5 Distinguishing Among Group Characteristics

The preceding analysis focused on the extent to which one's group affiliation accounts for differences in the rating of the goals. It revealed the goal priorities of each constituent group and the significant differences among them.

The following section builds on the preceding analysis by seeking to determine which variables best distinguish among the constituent groups.

Discriminant Function Analysis (D.F.A.) (Nie, 1975, chapter 23) was selected as the tool for this analysis. This procedure creates a combination of variables which acts as a discriminating* function: ". . . functions are formed in such a way as to maximize the separation of the groups" (Nie, 1975, p. 435).

Table 26 presents eleven variables from the "Should Be" category** which together account for 80% of the differences among the groups.*** The step-wise discriminant analysis entered these variables one at a time, starting with the variable that has the greatest discriminating power.

* In the sense of telling them apart.

** Because this study is FUTURE decision oriented and had to be limited, only the "Should Be" category was included for this analysis.

*** This percentage is derived by subtracting the Wilks Lambda of the eleventh variable from 1.00.

Table 26

Discriminant Function Analysis on the "Should Be" Goals

Goal (and code)	F to enter	Wilks Lambda	Signif.	Rao's V	Change in Rao's V	Signif. of change
-To enjoy the process of learning for its own sake (Soc.N)*	9.58483	.78258	.000	19.16966	19.16966	.000
-To develop skills & abilities to communicate...in Hebrew (Jud.G)*	6.76374	.65273	.000	32.95785	13.78819	.001
-To develop skills...in social science (Gen.N)*	6.97986	.54018	.000	50.85206	17.89421	.000
-To parallel the content expectations for a French school (Pro.S)	4.00097	.48177	.000	61.18276	10.33070	.006
-To foster one's own self esteem (Soc.O)	5.97007	.40701	.000	78.43090	17.24814	.000
-To maintain procedures by which educational innovation may be readily initiated (Pro.O)	4.18498	.35993	.000	93.02970	14.59881	.001
-To become committed to Israel's survival and growth (Jud.I)*	7.86108	.28805	.000	122.22177	29.19206	.000
-To participate in English Cultural life (Gen.H)*	2.56690	.26602	.000	133.72258	11.50081	.003
-To participate in French Canadian Cultural life (Gen.F)	2.67999	.24454	.000	147.18423	13.46165	.001
-To learn about principles of good physical health... (Gen.K)	2.60573	.22500	.000	160.68718	13.50295	.001
-Highest level of Jewish Education completed or in progress (Demographic Question)	2.27481	.20889	.000	167.77419	9.08701	.011

* The t-tests also found significant differences among the groups on these goals.

4.6 Summary of Analysis

The analysis was conducted to answer three main questions:

A) Are there discrepancies as to how the total group rated the goal priorities for the present as compared to how they prefer them to be for the future? (Both when they have unlimited choice and when their choice is limited to the 5 most important and 5 least important goals for the school.)

The analysis for this question yielded the following results:*

- 1) There are no "Is"/"Should Be" discrepancies on two goals; 39 goals should be given relatively higher priority and 23 goals should be given lower priority.
- 2) On 8 goals there is such a relatively small discrepancy that they may be considered as 'not' exhibiting any discrepancy.
- 3) Most of the goals that should receive higher priority are goals of General Education, followed by goals of Individual and Social Development.
- 4) Half the goals that should receive higher priority are in the lowest third of the total rank order list of goals.

* All tests were done at the .05 level of significance.

5) Most goals that should receive lower priority are Judaic goals, followed by Procedural goals.

6) Half the goals that should receive lower priority are in the middle third of the total rank order list of goals.

7) Of the 10 goals most frequently selected as one of the 5 most important goals in the "Forced Choice" category, 7 should be given higher priority; one should remain as it is; and 2 should receive slightly lower priority. Of these 10 goals, 6 are Individual and Social Development, 2 are Judaic, one Procedural and one General Education goal.

8) Of the 10 goals most frequently selected as one of the 5 least important goals in the "Forced Choice" category, 5 should be given somewhat higher importance than at present and 5 should be given less importance than at present. Four of these 10 goals are goals of General Education, 4 are Procedural and 2 are Judaic goals.

B) The second part of the analysis addressed the question: Are there significant differences in how the constituent groups rate the goals in all three categories? (If so, what are they about and whom are they between?)

The overall findings were as follows:

1) There was generally more agreement than disagreement about goal priorities among the 3 constituent groups.

2) There were statistically significant (at the .05 level) differences in how the constituent groups rated the present priorities of 20 goals, the preferred priorities for the future on 19 goals, and 9 goals in the "Forced Choice" category.

3) Of the goals on which the groups showed statistically significant differences, 16 were Judaic goals that were represented by more than the expected proportion both for "Is" and "Should Be" categories; 12 goals of General Education were represented by less than expected for "Is", but more than expected for "Should Be"; 14 Procedural goals were more than expected for "Is"; but less than expected for "Should Be"; 6 goals of Individual and Social Development were represented by less than expected amount of goals in both "Is" and "Should Be" categories.

4) The distribution of goals that show significant differences for the "Is" category was greatest among the top half of the total list of goals, while for the "Should Be" category it was among the middle range. There were least significant differences among the lowest quarter of the goals.

5) Board and Parents differed significantly on a total of 18 goals in all 3 categories (5 "Is"; 9 "Should Be" and 4 "Forced Choice"). It should be noted that there were twice as many significant differences among the "Is" goals than among

"Should Be" and "Forced Choice" categories.

These significant differences were mostly about Judaic goals (44%), followed by Procedural (33%) and General Education goals (16%), and one goal of Individual and Social Development. In all cases the Board rated these goals significantly higher than the parents.

Four of the goals in the "Should Be" category were among the 10 highest priorities, while only one of the "Is" goals was among the top 10 priorities in the respective categories.

6) Parents and Staff differed significantly on 17 goals in all categories (10 "Is"; 3 "Should Be"; and 4 "Forced Choice" goals). These significant differences were equally divided among Judaic, Procedural and General Studies goals. Only one of these was a goal of Individual and Social Development. Parents rated 64% of these goals higher than did the staff; 2 of the "Is" goals and one of the "Should Be" goals were among the 10 highest rated priorities in their respective categories.

7) Board and Staff differed significantly on 13 goals (5 "Is"; 7 "Should Be" and one "Forced Choice"). It should be noted that the differences are divided almost evenly between the "Is" and "Should Be" categories. The goals were almost equally divided among the four goal areas. Both "Is" and

"Should Be" categories had 2 goals each from among the 10 top priorities in their respective categories. The Board rated 64% of these goals significantly higher than did the staff.

8) There were significant differences on 9 goals in the "Forced Choice" category: 4 were between Board and Parents and 4 between Parents and Staff, and one between Board and Staff.

9) Significant differences common to all groups were found on 3 goals in the "Is" category; 5 in the "Should Be" category; and none in the "Forced Choice" category.

C) The third question that the analysis addressed was: How important are the goals about which there are significant differences between the groups? (from the point of view of rank order of all goals.)

1) Most goals on which there were significant differences were from the upper third of the rank order list for the "Is" category, while for the "Should Be" they were about middle important goals.

D) A fourth question focused on the distinguishing characteristics of the groups (on the basis of formal association with the school). A discriminant function analysis of the "Should Be" category selected 11 variables which together account for 80% of difference between the groups.

4.7 Evaluation of the Survey Methodology

This section will evaluate the process of developing the Goal Inventory and implementation of the survey; the selected statistical methods; the reliability of the instrument; and the limitations of the methodology.

4.71 The process of developing the Goal Inventory: How effective was the process and product of the first research question "What are the goals of Akiva?"

The steps that were followed during the planning phase of this thesis focused on the process of defining the goals of the school in order to arrive at the Akiva Goal Inventory that would be representative of the school's purpose. This process was time consuming. It involved numerous meetings with several parallel committees. It proved to be productive due to the high level of cooperation in the school, the commitment of the Board and administration to the project, and the fact that it was given time to develop. The resulting document was accepted as being representative of the Akiva philosophy.

The problem at this stage, one that is common to all goal surveys reviewed earlier, was to keep all the goals on the same level of generality. The time given to editing helped overcome it to a large extent, but not completely.

The second question this thesis tried to answer was "How important are the goals to all persons associated with

Akiva and how important should they be?" Our discussion relates to evaluating the extent to which the methodology proved suitable to establishing the goals of Akiva School, as well as describing and assessing the kind of experience the process of participating in the goal survey proved to be for the school community.

The experience of this thesis demonstrates that given a school's cooperation, a goal survey can be implemented among all adults who are formally associated with the school. The survey instrument (Appendix D, described in section 2.52) proved useful in eliciting goal ratings of three-quarters of the households of Akiva School. The sub-program Frequencies (Nie, 1975) proved adequate in tabulating the goal priorities for "Is," "Should Be" and "Forced Choice" categories, as well as the demographic data which gave the population profile.

Reactions to the process of participating in the survey were almost always positive. It caused considerable comment among the school community. There was a general excitement that "our school is doing something special and everyone is asked to give their views." Some participants commented that it was time consuming to complete the survey, often taking the better part of an evening. The general feeling of respondents, determined by personal contact, was that it was worthwhile. No one reported problems in understanding the instructions, despite

the several different things they were being asked to do. The actual answering of the goal survey often stimulated discussion about the goals themselves as well as about their priorities. At the annual school picnic which took place at that time, the survey was part of the casual conversations. Several families reported that they started to answer the survey jointly and when a heated discussion developed they sometimes ended with each parent completing his own questionnaire (as was their option).

The part that caused considerable discussion was the section on choice of language of instruction for the general studies. This was a most sensitive issue politically at the time. This section had the highest proportion of missing data of the total questionnaire.

The most difficult part of completing the survey was reported to be the last part where they were asked to select the five most important and five least important goals from among the total list of goals--the "Forced Choice" category. This is understandable: as long as people were asked to assign priorities for the future without regard for how many goals one may choose to value of extremely high importance, the rating was relatively easy. The purpose of asking them to select goals in the "Forced Choice" category was twofold: first, to review the list of goals again in order to become more familiar

with the goals of the school and re-examine the value already assigned to them; second, to limit the number of goals one may select as most important and least important from among all the goals. For the survey results to be most useful to the decision-makers, the 'most/least' important goals need to be isolated. This is so that when they assign resources they may use these selections as a guide.*

The overall experience of developing a goal inventory and conducting the goal priority survey became the vehicle for heightening of consciousness about the school's purpose by the total school community--as it was intended to be.

The overall conclusion about this intervention was, in the stated opinion of the school principal and the President of the Board, that it was a positive educational experience for the school community.

4.72 The selected statistical methods: The statistical method selected for testing the hypothesis that "there will be statistically significant differences in mean scores between the "Is" and "Should Be" ratings of most goals by the total group" was the method of paired t-tests for mean scores of each goal. This method yielded the needed results as it

* In assigning resources what very often happens is that having more of one thing means having less of another.

confirmed the findings of other goal surveys in that almost all goals are rated significantly higher for "Should Be" than for "Is." This may be explained by the fact that the idealistic perception of what a school ought to be doing is usually higher than one's perception of what "Is."

The method selected for testing the hypothesis that "there will be significant differences in how constituent groups rate the goals based on their group affiliation" was inter-group t-tests. The mean scores of each goal in all three categories were compared between two groups at a time. This methodology proved effective in producing the needed analysis to answer the research questions affirmatively:

Discriminant function analysis was effective in selecting the characteristics that best distinguish among the groups.

Generally, the methodology selected proved useful in providing the needed information from the survey data. The chosen methodologies, although not exhaustive, have effectively met the needs of the thesis.

4.73 The reliability of the survey instrument: In evaluating the methodology of a survey, the assessment of the survey's instrument is very important. There were two "cross-checks" built into the design of the survey instrument to check on its reliability.

(a) The "Forced Choice" goals served as one of the cross-checks

for the goal priorities. The analysis of results shows that the 10 most frequently selected goals as one of the 5 most important goals were also among the top half of the priorities for the "Should Be" category, while the 10 most frequently selected goals as one of the 5 least important goals were also ranked among the bottom half of the priorities of the "Should Be" category (see Figure 3).

(b) The Goal Inventory itself represents a comprehensive list of the Akiva goals. This is evidenced by the fact that when offered the opportunity to add school goals that may have been omitted, only 15 of the 111 respondents added between one and three goals.

4.74 The limitations of the methodology: Four limitations of this thesis need to be pointed out:

(a) Although the overall methodology may be said to have been by and large successful in the planning and implementation stages, the time span between the survey and the reporting of the preliminary results was one year, and the complete results took fifteen months. This delay may be considered a major criticism of this study. Although the delay is understandable, it nevertheless constitutes a disadvantage to Akiva school and points to the drawbacks of a researcher working alone, trying to meet the criteria of a thesis rather than engaging a team of researchers who can deliver the results much sooner. On

the other hand, the school has the benefit of the goal inventory, the results of the survey and recommendations, without the expense of hiring a team of researchers.

(b) The methodology cannot overcome the inherent problems of a survey that uses the Likert type scale.* One of the problems that emerges is the "meaning of the results." For example, if a respondent gives a middle rating to a goal, does that mean that he is choosing to "sit on the fence," has no strong conviction in either direction, or perhaps did not understand the question? This problem is inherent in the ambiguity of the Likert scale.

A second problem with a Likert type scale is the implicit notion that may be misleading, that the distance between any two points is equivalent to the distance between any other two points, when in fact this may not be so.

(c) The methodology dealt with one aspect of the analysis which used the individual goal as the unit of analysis, rather than the goal area or a factor analysis.

The decision to limit this study to the individual goals as the unit of analysis was made due to the constraints

* This is no different from other types of surveys where people are asked whether they favor a Liberal or Conservative policy; we can get an answer as to which they choose but not what they mean by either term.

of the study. A great deal of survey-generated information is available that may be utilized for additional analysis, as will be proposed later in the recommendations.

(d) To some extent, presenting goal options suggests novel concerns to people and the instrument may partially be said to create the opinions which it measures.

Considering the above limitations, the methodology used in this thesis was adequate to accomplish the objectives of the thesis.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The concepts of school goals is just that--a concept, an abstraction. However, "as a conceptual tool, the notion of goals can be enormously useful in deliberating and evaluating policy and practice in educational organizations" (Peterson, 1971b, p. 11).

The purpose of this thesis as a study in educational technology was to conduct a goal priority survey that views the goals as guiding the system. In this view the goal survey is seen as a first phase in the decision-making process that relates the goals of the school to its policies and operations.

According to Churchman (1964) the purpose of research generally is to provide information in a broad number of contexts. Therefore, we will examine the conclusions along three broad and sometimes overlapping areas: (as was suggested in section 1.13):

- Implications for Educational Technology in using the goal survey methodology as a tool for educational planning.
- The results of the survey as useful information for decision-making in Akiva School.

- Implications for other Jewish Day Schools which may want to follow this example of conducting a goal survey.

In the first part of this chapter these areas will be discussed in terms of the conclusions that may be drawn from the study, followed in part by two specific recommendations. Further research is suggested for most areas as it was not possible to utilize all the information generated by this survey within the scope of the thesis.

5.1 Goal Surveys and Educational Technology

The purpose of the thesis, from this vantage point, was to plan, develop and conduct a study that applied educational technology to an existing problem in education.

5.1.1 Contributions of the study: The goal priority survey applied educational technology in the following ways (see section 1.13; based on The Concordia Dossier, 1977 and Mitchell, 1975).

a) The study "analyzed an educational problem . . ."

In order to make effective decisions, the decision-makers need up-to-date information on what the goals of the school are and what are the goal priorities. This was accomplished by developing the Akiva Goal Inventory (Appendix B) and analyzing the results from the goal survey.

b) The study developed "a novel course of action . . ."

For the first time a methodology used in other settings was adapted to a Jewish Day School. It was designed and implemented in a manner that made it a positive educational experience for the school. As a result of the goal survey the school community became aware of the school's goals.

c) The study contributed to "Educational Planning."

The goal inventory provides a document that may be used as a guide in decision-making as well as to educate the persons affiliated with the school about the school's goals. The goal survey implemented a first phase of a planning model* and in this way became a viable tool for educational planning.

"Planning involves acting upon values in order to create a desired state in the future" (Goldman & Moyhahan, 1976, p. 13).

The updated goal priorities provide a feedback cycle for long-range decision-making that can align policy and practice with the goals of the school. In a systems view of the school, such a feedback cycle brings together the goals and allocations of resources, contributing accountability and at the heart of educational technology.

* Other phases would include "determining present status of each goal and/or existing conditions; identify and analyze the discrepancies between goals and the present status; assign priorities to these discrepancies" (Witkin, 1977; p. 5--model based on Kaufman, 1971 & 1972).

5.12 Use of goal survey results: The goal survey results can further facilitate educational planning by serving as standards for decision-making on several levels both within the school and in relation to the outside environment.

a) Within the school:

The goal inventory as well as the results provide a common language in which members of the school community can communicate their common concerns:

- the results can facilitate the review of present policies and align them with the goal priorities;
- for curriculum planning: use the goals as guides in specifying objectives for each subject area, per grade level;
- for program evaluation: determining the existing conditions and extent to which the goals are implemented; make plans to reconcile the discrepancies that exist between the preferred goals and the reality of what is implemented in the school;
- to resolve differences of opinion among the decision-makers.

The implication here is that the decision-makers in the school are not merely what Boyd (1979) refers to as "gamesmen" but have a serious personal commitment to and identification with the major goals of the school, such that they will defer to one another when it can be shown that a given

option is more in accord with the organization's goals than some other option which may be more personally appealing.

Following the goals in decision-making also gives a sense of security about having made the 'right' decision on the basis that it is (or is not) a priority with most persons in the school.

Because we can expect there to be a discrepancy between what "Is" and what "Should Be", the results of the goal survey serve to establish educational needs.* The results of the survey also contribute to what Witkin (1977, p. 5) calls "management information system."

b) In relation to dealing with the outside environment:

The advantage of following the goals as standards for decision-making rather than adopting an ad hoc approach that leaves decisions as a response to a crisis situation, is that the expressed priorities can aid in rational decision-making.

They will guide the school where it may exhibit adaptability and where to draw the line, because to adapt would be contrary to the expressed goal priorities and hence against the school's own raison d'être.

* For that reason, goal surveys are considered as part of needs assessment research.

As a result of the goal priority survey, information on goal priorities is available to guide the school's decision-making and engage in educational planning. This thesis is an example of how educational technology in its broadest sense can assist in defining goals "which provide direction and focus to the organization" (van Gigh, 1971, p. 4). When the goals are incorporated into a systems view of the school and related to the school's policies and to its implementation level, the school is more likely to remain on the path to achieving its stated purpose.

5.13 Recommendations for educational technologists:

Based on the author's experience, educational technologists can productively get involved in educational planning where there is a great range of opportunity to influence the decision-making of the school at the higher levels of the school's management. The involvement in a goal survey combines a number of aspects which the educational technologist needs to consider.

a) Basic to undertaking a goal priority survey is to conceptualize the school or educational institution as a system, where the goals are seen as guiding the system. It is important to explore this concept with the persons in charge before proceeding.

b) Eliciting the cooperation of the school is essential--the educational technologist can point out the benefits that the

school will derive from having clearly defined goals as well as updated information on the goal priorities of its members.

The school's decision-makers need to understand the scope of what is involved and become familiar with some of the goal survey literature; this will broaden their perceptions. They need to become committed to involvement in the process by a number of sub-groups in order to develop or update their goal inventory.

c) It is important to present to the decision-makers a realistic overview of the process that they are undertaking. They are getting involved in potentially 'hot issues'.

d) The question of 'resistance' to change is best aired openly because there are bound to be those who resist by emphasizing that this undertaking may be costly, time consuming and seems a non-direct way to help education, and they will suggest more 'practical' projects. The strongest objection is likely to arise on the basis that the results will highlight differences among the constituent groups about the school's priorities and hence cause conflict within the school.

All these arguments are appropriate and each must be considered within the context of the total project. Each objection presents an opportunity to further explain the impact of this project.

The undertaking of a goal survey is indeed costly (in

terms of all resources) but any endeavor which develops an awareness and seeks to clarify the very goals of the institution is necessarily 'expensive' and should be viewed as an 'investment' in the school, so that future resources may be allocated to those priorities that are preferred by the group.

Therefore any 'more practical' projects may not be necessarily in line with the school goal priorities. There may be a chance that the school is investing in something that is 'nice to have' rather than in the essentials that it ought to be pursuing.

The objection that the goal survey will highlight differences and hence cause conflict needs to be handled with great care. Indeed, to be effective a goal survey needs to involve all different segments of the community. When different groups are involved they have different perspectives and hold different values. These differences emerge as two types of discrepancies: first, the discrepancy in rank order of what "Is" compared to what "Should Be"; and second, there may appear significant differences among the groups.

Here it is crucial for the decision-makers to understand that these diversities are inherent in any organization and they usually are brought to the surface during a time of crisis, whereas these same differences, if handled through the means

of a goal survey, provide the opportunity to deliberate on and, possibly to reconcile some of the differences when the system is not under pressure.

The goal survey is an intervention in the system and the educational technologist/planner will need to work as part of the school team to make it a positive learning experience within the school.

Before proceeding, the educational technologist should be totally aware of the challenge that it presents to foster a receptive climate conducive to a school's self evaluation and potential change. The time invested in exploring the rationale with the leaders is well worthwhile. Even in a case where the school has initiated the project, the educational technologist should act as facilitator in a non-threatening manner.

The specific flow of events can be followed or adapted from the sequence described in Chapter Two. It helps to keep the school informed of the progress of each phase by offering preliminary results of the progress along the way.

The main role of the educational technologist is one of community organizer, educational planner and facilitator of both a product (the survey) and an educational process of self evaluation for the school. This process needs time to ripen.

When the results of the survey become available, the

educational technologist will need to design a presentation and to recommend how the findings can be absorbed into the system.

Any educational technologist who becomes involved with a school on this level will need to draw on every aspect of educational technology in order to meet the challenges of such a study. It is an opportunity to effect changes and help a school get closer to achieving its stated purpose.

5.2 Conclusions for Akiva School

Before proceeding with the conclusions and recommendations, several issues that relate to the school context need to be considered. The survey reflects goal priorities of 111 persons, representing 67.8% of the Akiva households¹ and, as such, merits serious consideration. It should be remembered that this study was future oriented, therefore the analysis and conclusions were viewed from the perspective of future decision-making.

This study may serve as a resource for the school's leaders to help clarify policy choices and make explicit the decision-making process. The leadership may also find it useful to consider to what extent and in what areas it has

¹ A very high response for a mailed survey.

authority to make independent decisions and to define its own direction.

Any school that has undergone a goal priority survey faces two challenges. The first is to set a climate of trust that is receptive to receiving the results, analysis and recommendations in a constructive manner. The second challenge is to integrate the conclusions and recommendations into the decision-making structure of the school.

As a result of this study, Akiva School has made three major gains: (a) Akiva School has a goal inventory; (b) all persons associated with the school have been exposed to the written goals; and (c) the survey has provided a wealth of information about what the participants believe that the school is emphasizing and what goals should be emphasized in the future.

The conclusions need to be evaluated as to the type of need they reveal. Some results reveal a need for the board, staff and parents to educate each other about the school's philosophy. In such a case the conclusions may be utilized for discussion purposes to clarify the goals, the policies, and how they are being implemented. Still other results suggest a desire of the participants for a change in emphasis of specific goal(s).

5.21 Major Findings

This survey demonstrated that a representative group can reach a degree of consensus on what the goals of the school are. The school community, by engaging in the process of assigning priorities to the goals, becomes aware of the goals. In the process some goals emerge as being of higher importance than others. These goal priorities have serious implications for decision-making.

The major finding of the survey reflects a basic commitment to the raison d'être of Akiva as a Jewish Day School. The goal "To develop a positive sense of one's self as a Jew" was rated highest by all participants in all three categories.¹

Generally, there was more agreement about goal priorities among constituent groups (Board, parents and staff) than disagreement. Hence, on the most general level, it may be said that there is a fundamental commitment to the goals of the school.

¹ For example, in the "Should Be" category 86.6% of the respondents rated this goal of very high importance (4) or of extremely high importance (5). The mean was 4.68 out of a possible 5.00.

However, the survey also revealed two major types of discrepancies: (1) between certain goal priorities at present and how they are preferred to be for the future; (2) in perception among the three constituent groups about certain goal priorities. These discrepancies will now be examined.

1. A Preferred Profile for Akiva School: As a result of the goal priority survey, we learned that the group as a whole rated almost everything¹ more important for the future than for the present and did so in 86.6% of the goals in a statistically significant way.² Therefore, we could have expected an extension of the same priorities. This would have produced a similar rank order list, or we could have expected a minor shift in emphasis. However, despite the fact that almost all goals 'went up' in rating, some goals went up more rapidly than others.³ To the extent that the two rank orders of the same goal differ (creating a discrepancy), this can be interpreted as the participants expressing a desire for a re-ordering of priorities or change in the goal's present emphasis.

¹ Except two Judaic goals.

² At the .05 level.

³ An analogy may be made to inflation. Although the national index may go up by an average of 12%, some items may have gone up by as much as 50% while others by only 5%, 7%, etc.

As a whole, the respondents preferred that 60% of the goals should be given a relatively higher priority than at present, and 35% a relatively lower priority. The main thrust of this shift is towards a better balance among all goal areas (especially so among the highest priorities).¹ This concern for a more representative selection of all goal areas is also confirmed through the "Forced Choice" category.

There is generally a strong commitment of the total group to English Education in terms of language of instruction. Akiva should remain an English School where learning to communicate in the French language should remain a somewhat higher priority than at present.² The group took a definite stand on this very sensitive issue.³

The question as to language of instruction of general studies differed with each subject matter. This aspect of the survey had the greatest variation among respondents.⁴

Part of the shift of emphasis is towards greater priority to be placed on goals of Individual and Social Development.

¹ At present, 6 of the highest ranked 10 goals are Judaic.

² The rank no. for the present is 44; for "Should Be", 33.

³ Yet "To Become a French School" was among the 5 lowest priorities. It should be noted that 105 respondents (94.6%) spoke English only or together with another language at home.

⁴ For details, see Table 7.

These include such goals as respect for individual differences, enjoyment of the process of learning, developing curiosity about each subject, the student's own style of self-expression, solving problems and thinking critically. A greater emphasis should also be placed on educating towards tolerance for people who think and dress differently, and on planning.

A few contradictions emerge that will need future analysis:

(a) Although to develop a positive sense of one's self as a Jew is the highest ranked goal in all categories and respect for each student, family, and teacher's views and practices of Judaism is among the 10 highest goal priorities, there is an overall de-emphasis of Judaic goals, especially those dealing with the practices of Judaism. The goal of learning the Hebrew language is rated as of middle importance.¹

(b) Although the goal "To expect from staff to seek and maintain a standard of excellence in their professional work" is the second highest ranked goal,² it is also viewed that less importance should be given to staff to make educational decisions.³

¹ It should be noted that twenty respondents (18%) speak Hebrew only or together with another language at home.

² This went up from No. 11 to No. 2.

³ This is now No. 48. This was an Akiva policy at the time of founding of the school--in fact it was one of the major differences between Akiva and other schools in that staff made all educational decisions.

(c) Although the group as a whole is exceptionally well educated,¹ the goals of general education ranked among middle and low importance.

It would be interesting to explore these contradictions.

A reference should be made about lowest priorities.

It should be noted that there are fewer significant differences among the lowest priorities (i.e. more agreement about what is low and should remain so). When examining low priorities, it should be kept in mind that participants may be expressing an opinion that it should be a low priority within the school, rather than saying it is unimportant in and of itself.

Among the lowest goals are those that deal with student involvement in the outside community in all areas--English, French and Jewish.. It should be remembered that Akiva is an elementary school and perhaps what people are expressing is not an intrinsically low preference for the 'greater world', but that students of elementary school age are too young to be actively involved, rather than saying that the goal is unimportant.

Another very low ranking goal was introducing the

¹ See Table 2.

students to the arts. Here, too, it may be argued that the participants view the arts as something that students can do as an extracurricular activity and the same can be said for nutrition, which can be done at home as well. The goal of using the goals of the school as a guide in decision-making was also among the lowest ten because stated goals, it will be remembered, were introduced with this survey.

5.22 Differences About Goal Priorities.

The goal survey represents information about the values of the participants as reflected in their choice of goal priorities. It was hypothesized that there would be more agreement than disagreement among the constituent groups regarding goal priorities of the school. The results of the survey support this hypothesis.

The review of related literature demonstrated that differences are to be expected and that uniformity is not possible within a community school. The goal survey revealed these differences (rather than creating them) by identifying goals on which there are controversial opinions: ". . . it indicates consensus about which issues are deemed worthy of conflict" (Keddie, 1975, p. 114). These differences should not be viewed in terms of "right or wrong" priorities, but rather as expressions of different values.

Isolating and facing these differences can lead to clarifying the decisions that need to be made so that constructive steps may be planned to work out the differences before a need for an emergency decision presents itself. Being fortified with knowledge about the goal priorities on which the groups differ significantly may lead to a process which offers the opportunity to build potential coalitions and eventually a more cohesive school community that is committed and guided by its goals.

Generally speaking, significant differences among groups were found in all goal areas. Most of the differences were about Judaic goals and the least were about goals of Individual and Social development. The "Should Be"/"Is" discrepancies indicate a shift in the future profile for the school, as was discussed earlier. There were least differences about goals in the "Forced Choice" category. The differences about goals spanned the ranks with least disagreement about the lowest ranking goals.

In rating the goals, differences among the groups revealed certain general characteristics which may be interpreted in the following way. Staff usually rated the goals for the present lowest of the other groups. This may mean that they are more self-critical. The parents rated everything highest:

perhaps they are the most idealistic group about what the school is actually emphasizing at present. The Board, by rating everything highest in the "Should Be" category, is perhaps expressing the highest hopes for the school's future.

It should also be remembered that the three constituent groups are unequal in the amount and type of information to which they have access. Although all Board members are parents, they have additional information of a certain kind (i.e. budgets). Staff has the most information regarding the daily operation of the school. The parents have the least information of the three groups.

There were more significant differences about goal priorities for the future between Board and parents than about the present and these differences concerned goals of higher rank. There was least disagreement between Board and staff, equally distributed between the "Is" and "Should Be" categories. Insofar as there is disagreement, parents and Staff disagree most about goal priorities as they are emphasized at present, and least about what "Should Be".

In view of these conclusions, as long as the differences that have emerged are handled, and the changeover in staff is small or new staff is hired on the basis of preliminary discussion and agreement on the goal priorities as

expressed in the survey, the school will continue to work for the same goals.

The commitment to the school's goals is strong, as shown by a discriminant function analysis which selected only eleven variables (of the seventy-two¹) as best distinguishing among the groups (on the basis of formal association) and accounting for 80% of the differences.²

5.23 Implications for Decision-Making

To facilitate decision-making that utilizes the results of the survey, each goal was plotted along two dimensions on a goal map: (a) vertically, its rank order position (for the "Should Be" category); (b) horizontally, its relative "Should Be"/"Is" discrepancy of change in rank order.³

This map helps us view the goals on a continuum of urgency with which it needs to be examined. The goals that have the highest discrepancy as well as the highest priority will, of course, need more urgent review than those that are of lowest priority. The relative distance from zero indicates

¹ Sixty-four goals and eight demographic variables.

² The respondents' formal association (Board, parents or staff) was the basis of the Discriminant Function Analysis. A different criterion would have most likely produced different results.

³ For example, if a goal was No. 10 for "Is" and No. 20 for "Should Be", then the relative differences in positions would have placed it at -10.

the relative satisfaction with the school. Therefore, the goals in the center column should be maintained as they are.

Figure 4 presents the goal map for decision-making.¹

¹ Based on Figure 3 results.

Figure 4. Goal Map for Decision-Making

Rank Order No. for Goals	<u>C</u> (DE-EMPHASIZE)	<u>B</u> (MAINTAIN SCHOOL IS DOING WELL)	<u>A</u> (ADD EMPHASIS)		
No.1	<u>MUST REVIEW RIGHT AWAY</u>		<u>MUST REVIEW RIGHT AWAY</u> Soc N Soc A Soc G Soc H Pro N Soc P Pro I Soc E Soc L		
1. HIGHEST PRIORITY			Soc C Gen O		
No.22	Jud M <u>MAY DO SOMETHING</u>		<u>MAY DO SOMETHING</u> Soc H Soc D Gen A Pro H Pro C Soc B Gen I		
2. MIDDLE PRIORITY	Jud K Soc J Jud C Jud G Pro A Pro D				
No.43	<u>IGNORE FOR NOW</u>		<u>IGNORE FOR NOW</u> Gen N Gen P Gen K		
3. LOWEST PRIORITY	Pro G Jud H Jud N Jud O				
No.64					
	-30	-10	0	+10	+30

Actual difference in rank no. accorded to, each goal
(Degree of Relative "Should Be"/"Is" Discrepancy)¹

¹ Goal statements are given in Appendix B.

5.24 Summary of Conclusions

As a result of this study, the goals of Akiva School are defined¹ and their priorities rated.² Now that this information is available to the decision-makers comes the challenge of what Alfred (1975) called the conversion of data into action. Although the goal survey, in addition to gathering data on the present and future goal priorities, also served as a means of familiarizing everyone with the goals of the school, it nevertheless points to the need to educate the school community about the goals and build commitment to them. The major challenge, according to Van Gigch (1971), remains to integrate the results within the total system.

The specific hypotheses of the thesis have been verified in the following way:

Hypothesis A: "An hierarchy of goals priorities can be established for Akiva School."

This hypothesis was found to be true. The results of the goal survey established the goal priorities as they are ranked for the present (Appendix G) and for the future (Appendix H).

¹ See Appendix B.

² See Appendix G and Appendix H.

Hypothesis B: "There will be a greater proportion of goals on which there is agreement among the persons associated with the school than disagreement."

This hypothesis was borne out by the data. Participants agree on forty-four of the "Is" goals (and disagree on twenty); agree on forty-five "Should Be" goals (and disagree on nineteen); and agree on fifty-five "Forced Choice" goals (and disagree on nine).

Hypothesis C: "There are statistically significant differences in mean scores between "Is" and "Should Be" ratings for most goals by the total group."

This was found to be true. Statistically significant differences between the "Is" and "Should Be" means were found on fifty-five (86%) of the goals at the .05 level of significance.

Hypothesis D: "There are statistically significant differences in how the participants rate some of the goals on the basis of group affiliation."

This hypothesis was found to be true. Board and parents differed significantly on eighteen goals in all three categories (five "Is" goals; nine "Should Be" and four "Forced Choice"). Board and staff differed significantly on thirteen goals (five "Is" goals, seven "Should Be" and one "Forced Choice"). Parents and staff differed significantly on goals in all three categories (ten "Is" goals; three "Should Be" and four "Forced Choice") at the 0.5 level of significance.

Hypothesis E: "Certain characteristics can be selected as best distinguishing among groups."

This hypothesis was corroborated by the data. In the "Should Be" category eleven distinguishing variables were selected as accounting for 80% of the differences among groups.

Hypothesis F: "The goal perceptions as measured can be the basis for coherent specific developmental recommendations for decision-making in the school."

This hypothesis was found to be true. The survey produced results which served as the basis of specific recommendations for decision-making.

The study was able to answer statistically the questions and hypotheses that were presented. As suggested, further research could answer some additional questions; however, some questions cannot be answered through statistical analysis. For example: If a goal was rated low, what is the reasoning behind it? Several possibilities present themselves: (a) that it is unimportant to the respondent; (b) that it is regarded as unachievable, so let's not bother; (c) that it can be done outside of school; and (d) students can do it when they get older.

In conclusion, the goal survey was an appropriate first step in ensuring that the school's policies and decisions will be aligned to its goals. When the results of the survey are assimilated within the school, the survey will have served its purpose as the feedback or what Beer (1975) called the

"connecting link" between the 'perception' of the operational level, the 'plans' of the policy level and the controls at the guiding level (i.e. the goals) of the school, as was proposed in the descriptive decision-making model for Akiva School in Chapter Two (Figure 2).

5.3 Recommendations for Akiva School

One of the objectives of the study was to present the results and recommendations to the Board of Directors for due consideration in their decision-making so that the goal priorities will fulfill their guiding function of the system.

To best facilitate the process of integrating the results into the decision-making process, it is recommended that the Akiva Board set up a sub-committee with the following tasks:

(a) To study the results, analysis, conclusions and recommendations of this survey and report back to the Board for their consideration.

(b) To examine closely goals on which there is least agreement among the groups because these represent areas of potential problems.

(c) To consider and report on the type of needs revealed by the differences among groups with a view as to which reveal needs for staff in-service training and which for parent education.

(d) To plan a program about the goals of the school for the semi-annual meeting of parents, Board and staff. Such a program could include clarification, discussion about goals, and a report of the results of the survey.

(e) To set up subsequent study sessions (if need be) with Board, staff and parents about the goals of the school.

(f) To make recommendations regarding the urgency with which the "Should Be"/"Is" discrepancies should be handled (see figure 4).

(g) To propose ways and means to promote a climate that will be receptive to the survey results.

(h) To propose procedures as to how to integrate the results of the survey into the school's decision-making so that tactical day-to-day decisions and strategic decisions on major issues are made on the basis of the goal priorities of the school.

(i) To incorporate results for in-service session(s) for the staff.¹

¹ This may include professional development reflecting staff needs, i.e. the role of planning within the school (because staff rated it lower than parents), or to examine the extent of emphasis of each goal in each grade, i.e. critical thinking.

Use of the Goal Inventory:

- (a) The Akiva Goal Inventory should be distributed to all Board members, staff and parents through the school's newsletter, prior to the semi-annual meeting.
- (b) Prospective parents and staff applicants should receive the Goal Inventory and be given an opportunity to discuss it.
- (c) The Goal Inventory may be used for purposes of public relations and education of the general community about Akiva School, i.e. for purposes of recruitment of future students.
- (d) As a guide in decision-making.

Use of Survey Results: Before making decisions that deal with allocation of resources (be they budget or time allotment to a subject), reference may be made to the goal priorities and allocations should follow the expressed (or reconciled) priorities.

Repeat of Goal Survey: In order to facilitate a renewal of goal awareness and update the goal priorities, the goal survey will need to be repeated after an appropriate time lapse. This may be within a time span of approximately five years (as suggested by goal survey research) or when about half the adult population of the constituent groups has changed.

¹ At such time the respondent added goals should be consulted (Appendix I):

5.4 Recommendations for Further Research

The goal survey has produced a great deal of information. Only a portion of this information was analyzed, leaving a number of research possibilities for follow up to this study.

(a) The Goal Survey can become a more refined tool. As a first stage of analysis, the single goal statement was used as the unit of analysis due to the many goals in the Goal Inventory. It would be worthwhile to further analyze the four goal areas in terms of correlations within and between the goal areas using a Pearson correlation. This may help re-define the goal areas to establish whether the division of the goals as classified by the Goal Inventory was consistent with the answers of respondents.

Secondly, the complexity can be reduced by identifying clusters of goals through a factor analysis. This would make the Goal Survey a more powerful and precise tool with a shorter, more manageable questionnaire, both for purposes of future respondents and for analysis.

(b) The "Should Be"/"Is" goal discrepancies suggest possibilities for additional analysis. First, the strong de-emphasis on the Judaic goals warrants additional discriminant function analysis in order to explain which characteristics (both demographic and goal ratings) discriminate best between the groups.

The results may reveal 'new' types of groups within the school community that would be based on different criteria than one's official group affiliation with the school.

Secondly, an analysis of the "Should Be" and "Forced Choice" categories would be interesting since it would compare how people rate the goals for the future generally, and how they select their choices when there is an imposed constraint of selecting only five goals for 'most' important and five for 'least' important.

(c) The goal priority survey implemented a first phase of a planning model (Kaufman, 1971 & 1972); additional phases can be included (i) to determine the present status of each goal and how it is being implemented; (ii) to specify objectives that will implement the goals per grade level which will facilitate curriculum planning that aims to implement the goals of the school; (iii) to identify and analyse possible discrepancies between the goal priorities and the present status; and (iv) to assign priorities to these discrepancies in the order of implementing them.

(d) A Goal Kit can be developed to facilitate future goal surveys in Jewish Day Schools. The design can follow along the lines of the Kappa (1977) Kit and IGI (Peterson, 1973) and incorporate the procedures of the present survey. Such a kit

would also present the rationale for the survey, the experience in Akiva School, a guide of procedures which would include how to set up a structure within the school in order to define the goals, conduct the survey and analysis, as well as recommendations on how to utilize the results for further decision-making in a systems view of the school.

5.5 Conclusions and Recommendations for Other Jewish Day Schools¹

Although lists of goals exist in the literature (see Appendix A), schools must find ways to articulate their unique goals in ways meaningful to their constituencies and their milieu.

The process of defining the goals is a vital part of clarifying the school's direction and educating the Board members, parents and staff about the school. Some schools have documents that list the school's goals; however, in many cases these lists are rarely referred to when decisions are faced by the school. In other situations, these goal lists have been prepared by an educational director yet the staff and parents, as well as the Board members are barely aware of them. Although in some cases these goals are actually mailed out to parents,

¹ Although in principle these recommendations are directed for Jewish Day Schools, they are in principle applicable to other types of Jewish schools, i.e. supplementary or afternoon schools. The Goal Inventory would reflect the fact that these schools do not include the goal area of general education.

there is rarely a comment about any of them because the parents are not asked to 'engage' with the goals, but merely to read them.

The experience of the Akiva Goal Inventory demonstrates first that the process of defining the school's goals by an involved support group that assists the educational director is feasible and becomes a positive factor within the school (though it is more time-consuming). Secondly, it shows that the Goal survey becomes an educational tool because it asks the participants to assign priorities to the goals and thus 'engage' with the school's goals.

A Goal Kit, as proposed earlier, would facilitate the complete process from planning to implementation, analysis and the integration of the survey results into the decision-making structure of the school.

It is also recommended that organizations that have taken upon themselves the responsibility of studying Jewish education, such as the American Association for Jewish Education and local Bureaus, and Central agencies of Jewish education, consider conducting and/or supporting Goal Priority Surveys in Jewish Schools.

APPENDIX A

LISTS OF GOALS FOR JEWISH EDUCATION

Lists of goals for Jewish Education are to be found in the following sources (listed in the Reference section):

- 1) Dushkin (1959) pp. 17-21
- 2) Schiff (1966) pp. 106-107
- 3) American Jewish Committee (1972) pp. 25-37
(Chapter on "Ideological Perspectives")
- 4) Rosenblatt (1977) pp. 243-247

APPENDIX B

THE AKIVA GOAL INVENTORY

The 63 goals were prepared in consultation with the staff philosophy committee. 3 members of the Board and the principal.

JUDAIC GOALS

Code

- Jud.A. To become a responsible member of the Jewish community through active involvement.
- Jud.B. To study Torah and other Judaic sources.
- Jud.C. To develop an attitude which views Jewish study as a lifelong endeavor.
- Jud.D. To develop a positive attitude towards a broad range of approaches to Judaism.
- Jud.E. To develop an understanding of issues and problems facing Israel today.
- Jud.F. To develop awareness of the Jewish condition in different countries.
- Jud.G. To develop skills and abilities to communicate ideas and feelings in Hebrew.
- Jud.H. To learn how to perform customs and mitzvot in the proper way at the proper time.
- Jud.I. To become committed to Israel's survival and growth.
- Jud.J. To develop an understanding of how the Jews have survived as a people.
- Jud.K. To learn facts, concepts and values which uphold Israel as the Jewish homeland.
- Jud.L. To learn basic concepts and values of Judaism in relation to man, community, God and the world.
- Jud.M. To develop understanding of the meaning and to celebrate holidays and commemorative events.

Code

- Jud.N. To live one's life according to Mitzvot.
- Jud.O. To identify a variety of ideas about the origins and practices of customs and mitzvot.
- Jud.P. To be prepared to take action on behalf of Jews throughout the world.

GENERAL GOALS

- Gen.A. To develop skills and abilities to communicate ideas and feelings in French.
- Gen.B. To develop skills and abilities in the French language arts.
- Gen.C. To develop skills and abilities to communicate ideas and feelings in English.
- Gen.D. To become a responsible member of the general community through active involvement.
- Gen.E. To develop skills and abilities in the English language arts.
- Gen.F. To participate in French Canadian Cultural life.
- Gen.G. To learn about English Culture especially as expressed in Canada.
- Gen.H. To participate in English Cultural life.
- Gen.I. To develop skills, concepts and values in natural science.
- Gen.J. To introduce students to the arts.
- Gen.K. To learn about principles of good physical health, nutrition and well being.
- Gen.L. To learn about French Canadian Culture.
- Gen.M. To develop an understanding of issues and problems facing Quebec.

Code

- Gen.N. To develop skills, concepts and values in social science.
- Gen.O. To develop skills and concepts in the use of mathematics.
- Gen.P. To acquire knowledge of civic rights and responsibilities.

PROCEDURAL GOALS

- Pro.A. To implement programs that integrate Judaic and General Studies.
- Pro.B. To provide opportunities for students to develop special interests and abilities.
- Pro.C. To use the goals of the school as a guide in decision-making.
- Pro.D. To parallel the content and skill expectations for an English school in this province at each grade level.
- Pro.E. To respect each student's, teacher's and family's views and practices of Judaism.
- Pro.F. To present a variety of approaches to every subject.
- Pro.G. To assign staff the responsibility of making educational decisions about implementation of the school's goals.
- Pro.H. To be organized for continuous short and long range planning.
- Pro.I. To hire staff members who serve as models of emulation as people, Jews and intellectuals.
- Pro.K. To maintain a close contact between the home and school.

Code

- Pro.L. To maintain a climate in which communication throughout the school is open and honest.
- Pro.M. To regularly provide evidence that the school is achieving its stated goals.
- Pro.N. To maintain a learning environment where individual differences are taken into consideration.
- Pro.O. To maintain procedures by which educational innovation may be readily initiated.
- Pro.P. To expect from staff to seek and maintain a standard of excellence in their professional work.

GOALS OF INDIVIDUAL AND SOCIAL DEVELOPMENT

- Soc.A. To develop skills in solving problems and thinking critically.
- Soc.B. To seek personal meaning in the materials under study.
- Soc.C. To develop research skills for learning.
- Soc.D. To learn to see alternative points of view and their rationales.
- Soc.E. To express concern for the health, safety, feelings and property of others.
- Soc.F. To speak out when one sees injustice.
- Soc.G. To develop responsibility for one's own health, actions and property.
- Soc.H. To seek to develop the student's curiosity and own ideas about every subject.
- Soc.I. To develop a positive sense of one's self as a Jew.
- Soc.J. To resolve dilemmas in a manner consistent with Jewish values.

Code

- Soc.K. To develop a sense of responsibility to the group as a whole.
- Soc.L. To develop high standards and pride in one's own work based on criteria of excellence.
- Soc.M. To develop respect for and a willingness to get along with people who think, dress and act differently.
- Soc.N. To enjoy the process of learning for its own sake.
- Soc.O. To foster one's own self-esteem.
- Soc.P. To develop one's own style of self expression and creativity.

L'ÉCOLE AKIVA

THE AKIVA SCHOOL

בית ספר עקיבא

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RABBI HOWARD JOSEPH
DR. MICHEL PARADISImmediate past president:
LEONARD WISSEPresident:
STEPHEN LIPPERPrincipal:
HOWARD B. ROSENBLATT

November 16th, 1977

Mrs. Batia Bettman,
4985 Iona Street,
Montreal, Que.
H3W 2A3

Dear Batiā:

Marvin Goldsmith and I received your request of November 11th, 1977 which sought our cooperation in and endorsement of a research survey involving the staff, board members, and parents of The Akiva School in ranking the goals of our school.

Your letter was discussed at our November 14th, 1977 board meeting. The board has given its approval to your request for our cooperation, and would certainly be willing to give consideration to the results of your findings in our deliberations.

In view of the fact that Akiva is a government-funded private school, we are faced with a unique array of educational problems. During the next six months we and our sister schools shall be forced to make decisions which will no doubt affect the very future of Jewish education in Quebec. It is the feeling of a number of individuals that your study may prove to be a very important source of information for our future deliberations. I personally feel that your project merits every possible encouragement.

We are ready to help you in any way we can. We would hope to have an opportunity to discuss this project with you as it proceeds and to give you whatever benefit our counsel can have with respect to the questionnaire you will develop.

Sincerely,


Dr. Howard B. Rosenblatt
Principal

c.c. Marvin Goldsmith

HBR/es

"Akiva School, the holder of an elementary permit from the Province of Quebec, Department of Education".

APPENDIX D

THE AKIVA GOAL INVENTORY

Dear Participant,

This Goal Inventory consists of 3 sections. The 1st section which appears on this page asks a few questions concerning the characteristics of the Akiva members. The 2nd section presents the Goal Inventory which consists of 64 goal statements arranged in random sequence.

To complete this section please rate the goal statements according to your personal judgment.

In section 3 please review the 64 goal statements and select the 5 which you consider to be most important and the 5 which you consider to be the least important.

Please mail the completed survey in the enclosed stamped envelope, before May 31, 1978 to Batia Bettman, 4985 Iona St., Montreal, Quebec.

Thank you for your time and cooperation and let me assure you that all responses will remain anonymous. The general results of the survey will be made available to all board members, parents and staff of Akiva School.

PART I

Please check (✓) the following information.

1. This survey was completed by:	(A) Male ___ (B) Female ___ (C) Both parents jointly ___
2. Your age group(s):	(A) Under 25 ___ (B) 26-35 ___ (C) 36-45 ___ (D) 46-55 ___ (E) Over 56 ___
3. I am (we are) member(s) of Akiva : (Check as many as apply)	(A) Parent ___ (B) Staff ___ (C) Present Board Member ___ (D) Former Board Member ___
4. I(We) have been formally associated with Akiva School (circle number) of years:	1 2 3 4 5 6 7 8 9 10
5. The language spoken at home is:	(A) English ___ (B) Hebrew ___ (C) French ___ (D) Other ___
6. General education : (Check highest level completed or in progress)	(A) Elementary ___ (B) High School ___ (C) University: 2 years ___ 4 years ___ M.A. ___ Doctorate ___
7. Jewish Education (Check highest level completed or in progress)	(A) Elementary ___ (B) High School ___ (C) University: 2 years ___ 4 years ___ M.A. ___ Doctorate ___ Rabbi ___
8. How certain are you that you will remain in Montreal over the next three years.	(A) Positively certain ___ (B) Certain ___ (C) Not Certain ___ (D) Probably Not ___ (E) Definitely not remain here ___

INSTRUCTIONS:

PART II

Using the examples shown below you are asked to respond to each goal statement in two different ways:

FIRST From your impression of the school, how important IS THE GOAL at the present time as evidenced in the school's program?
THEN In your judgment, how important SHOULD THE GOAL BE?

EXAMPLES	Importance Scale					
	is	of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
<p>A. To require a common core of learning experience for all students.</p> <p>In this example, the respondent thinks that this goal is at the present time of "extremely high importance", but thinks that it should be "of medium importance."</p>	is	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	should be	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>B. To give graduates of the school an active part in planning programmes.</p> <p>In this example, the respondent thinks that this goal is at the present time of "no importance", but thinks that it should be "of high importance"</p>	is	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	should be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PLEASE TRY TO RESPOND TO EVERY GOAL .

- Note: a) Consider the school as a whole in making your judgments, rather than a particular grade(s).
 b) In giving **SHOULD BE** responses (which represent the ideal) do not be restrained by your beliefs about whether the goal, realistically, can ever be attained.

PART III

- a) Select 5 goals you consider **SHOULD BE MOST IMPORTANT** and mark a (M) in front of them.
 b) Then select 5 goals you consider **SHOULD BE LEAST IMPORTANT** and mark a (L) in front of them.

In making your choices please consider all the goals listed.

Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u> .		of no importance or not applicable					of low importance					of medium importance					of high importance					of extremely high importance				
		is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is
To resolve dilemmas in a manner consistent with Jewish values.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop a sense of responsibility to the group as a whole.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be organized for continuous short and long range planning.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To hire staff members who serve as models of emulation as people, Jews and intellectuals.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop an understanding of how the Jews have survived as a people.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To parallel the content and skill expectations for a French school in this province at each grade level.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain a close contact between the home and school.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To become a responsible member of the general community through active involvement.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn facts, concepts and values which uphold Israel as the Jewish homeland.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain a climat in which communication throughout the school is open and honest.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop high standards and pride in one's own work based on criteria of excellence.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop skills and abilities in the English language arts.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To regularly provide evidence that the school is achieving its stated goals.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain a learning environment where individual differences are taken into consideration.	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u> .		of extremely high importance				
		of high importance	of medium importance	of low importance	of no importance or not applicable	
To develop respect for and a willingness to get along with people who think, dress and act differently.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enjoy the process of learning for its own sake.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn basic concepts and values of Judaism in relation to man, community, God and the world.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To participate in French Canadian Cultural life.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To foster one's own self-esteem.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain procedures by which educational innovation may be readily initiated.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To expect from staff to seek and maintain a standard of excellence in their professional work.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn about English Culture especially as expressed in Canada.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop understanding of the meaning and to celebrate holidays and commemorative events.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To live one's life according to mitzvot.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To identify a variety of ideas about the origins and practice of customs and mitzvot.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop one's own style of self expression and creativity.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To participate in English Cultural Life.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be prepared to take action on behalf of Jews throughout the world.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u> .		of no importance or not applicable					of low importance					of medium importance					of high importance					of extremely high importance					
		is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	is	
To become a responsible member of the Jewish community through active involvement.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To implement programs that integrate Judaic and General Studies.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop an attitude which views Jewish study as a lifelong endeavor.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop skills in solving problems and thinking critically.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To study Torah and other Judaic sources.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To seek personal meaning in the materials under study.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop research skills for learning.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop a positive attitude towards a broad range of approaches to Judaism.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use the goals of the school as a guide in decision making.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop an understanding of issues and problems facing Israel today.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop skills and abilities to communicate ideas and feelings in French.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop awareness of the Jewish condition in different countries.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn to see alternative points of view and their rationales.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop skills and abilities in the French language arts.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this section you are asked to do two things.
 a) Rate each goal
 b) Indicate how much EMPHASIS each goal Should get in English or French out of a total of 100%.
 (Eg. 30,70 or 80,20 or 50,50 etc.)
 Enter your figures in the columns on the left.

		English	French		of no importance or not applicable	of low importance	of medium importance	of high importance	of extreme high importance
				is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This space is provided for you to ADD and rate any goals you think may have been omitted.

	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

REMINDER

Choose the 5 most important goals (M) and the 5 least important goals(L) from the list of all the goals, as described in the instructions for part III.

Thank you again for your time and cooperation.

APPENDIX E

SURVEY OF AKIVA GOALS*

by Batia Bettman

You are invited to participate in a study which asks you to express YOUR goal priorities.

Akiva School will be the first Jewish Day School to ask parents, Board members and staff to participate in setting goal priorities. Completing this questionnaire should take about an hour of your time. I hope that you will complete the questionnaire, because it is of considerable importance to our school. By participating in this study YOU will have the opportunity to influence goal priorities which will hopefully serve as guides for decision making.

I have undertaken this project with the endorsement of the Board. I believe that in the tenth year of our school's history it is appropriate to articulate the goals of our school. This project is part of my Masters thesis in educational technology.

There are two major reasons for preparing an inventory that articulates our goals:

First, to communicate and clarify the goals of Akiva School to all persons who are formally associated with the school as well as to prospective parents and staff. Secondly, to use the goal inventory to establish the goal priorities at the present time.

At a time of major changes in Quebec society it is of utmost importance to ensure that whatever changes become necessary adequately reflect the goals of Akiva as expressed by its members.

In preparing this document I have had the full cooperation of Dr. Howard Rosenblatt, our principal, the staff

* Article from Baraita (the school newsletter), Vol. 3 (7), May, 1978.

Sub-Committee on "The Philosophy of our School," the President, two Board members, and advisors at the University.

I trust that you will respond to the questionnaire when it arrives, and thank you in advance for your time and cooperation, on behalf of Akiva School and personally.

APPENDIX F

NOTES ATTACHED TO THE QUESTIONNAIRE

The notes differed, depending on the person's affiliation with the school.

a) To staff members:

"As a staff member of Akiva it is most important for the study to have YOUR ratings of the goal priorities."

b) To parents:

"Each of you is provided with his/her own copy of the Akiva Goal Inventory. You may if you prefer answer one copy jointly."

c) To Board members:

"As a member of the Board of Akiva it is most important for the study to have YOUR ratings of the goal priorities."

"An additional copy is enclosed for your wife/husband."

APPENDIX G

RANK ORDER OF ALL 64 GOALS
FOR TOTAL GROUP IN THE "IS" CATEGORY

Rank No.	Goal* Code	Goal Mean	S.D.	Rank No.	Goal Code	Goal Mean	S.D.
1	Soc.I	4.36	.75	33	Pro.O	3.61	.76
2	Jud.I	4.32	.75	34	Soc.P	3.60	.83
3	Jud.M	4.26	.69	35	Soc.G	3.57	1.09
4	Jud.P	4.19	.68	36	Soc.E	3.57	1.04
5	Jud.K	4.18	.73	37	Pro.G	3.56	.99
6	Jud.L	4.15	.83	38	Jud.O	3.55	.81
7	Gen.C	4.04	.08	39	Soc.L	3.52	.91
8	Jud.C	3.95	.75	40	Jud.N	3.49	.89
9	Pro.E	3.97	.91	41	Jud.F	3.47	.96
10	Pro.L	3.94	.90	42	Jud.B	3.43	.94
11	Pro.P	3.90	.89	43	Soc.D	3.41	.97
12	Jud.J	3.89	.78	44	Gen.A	3.39	.95
13	Soc.J	3.87	.88	45	Soc.M	3.38	.96
14	Jud.G	3.85	.75	46	Gen.D	3.29	.97
15	Soc.F	3.84	.89	47	Pro.F	3.26	.93
16	Pro.D	3.83	.95	48	Gen.B	3.23	.91
17	Pro.A	3.81	.77	49	Soc.B	3.22	.79
18	Pro.K	3.79	.90	50	Pro.H	3.21	.94
19	Gen.E	3.78	.07	51	Pro.B	3.19	.98
20	Jud.H	3.78	.76	52	Pro.J	3.14	1.05
21	Soc.O	3.78	1.05	53	Gen.N	3.00	.80
22	Jud.A	3.76	.85	54	Pro.M	2.95	1.03
23	Pro.N	3.74	.85	55	Gen.J	2.92	.83
24	Soc.N	3.73	.90	56	Pro.C	2.87	.92
25	Jud.D	3.72	.90	57	Gen.I	2.76	.94
26	Soc.K	3.71	.94	58	Gen.P	2.76	.89
27	Pro.I	3.71	.96	59	Gen.H	2.66	.88
28	Jud.E	3.69	.90	60	Gen.G	2.65	.79
29	Soc.A	3.66	.83	61	Gen.K	2.63	.93
30	Soc.H	3.65	.83	62	Gen.M	2.47	.98
31	Gen.O	3.64	.83	63	Gen.L	2.22	.83
32	Soc.C	3.62	.86	64	Gen.F	2.00	.79

* The goals are given in Appendix B.

APPENDIX H

RANK ORDER OF ALL 64 GOALS
FOR TOTAL GROUP IN THE "SHOULD BE" CATEGORY

Rank No.	Goal* Code	Goal Mean	S.D.	Rank No.	Goal Code	Goal Mean	S.D.		
(1)	1	Soc.I	4.68	.53	(33)	30	Gen.A	4.05	.95
(2)	2	Pro.P	4.62	.59	(34)	31	Jud.A	4.03	.78
(3)	3	Soc.N	4.62	.55	(35)	32	Jud.C	4.03	.82
(4)	4	Pro.L	4.54	.60	(36)	33	Pro.H	4.01	.84
(5)	5	Soc.A	4.54	.66	(37)	34	Pro.C	3.99	.83
(6)	5	Gen.C	4.54	.50	(38)	35	Jud.G	3.94	.60
(7)	6	Jud.I	4.50	.63	(39)	36	Soc.B	3.91	.88
(8)	7	Soc.G	4.47	.74	(40)	37	Pro.A	3.88	.80
(9)	8	Jud.L	4.44	.68	(41)	38	Pro.D	3.88	1.13
(10)	9	Pro.E	4.43	.67	(42)	38	Jud.B	3.88	1.13
(11)	10	Pro.N	4.43	.68	(43)	39	Gen.B	3.85	.98
(12)	10	Soc.H	4.43	.75	(44)	40	Gen.I	3.84	.74
(13)	10	Gen.E	4.43	.07	(45)	41	Pro.O	3.83	.86
(14)	11	Soc.P	4.41	.61	(46)	42	Gen.D	3.82	.97
(15)	12	Pro.I	4.41	.72	(47)	43	Pro.B	3.81	.96
(16)	13	Soc.E	4.41	.72	(48)	44	Gen.M	3.80	.90
(17)	14	Jud.P	4.40	.74	(49)	45	Pro.F	3.78	.94
(18)	15	Soc.O	4.40	.80	(50)	46	Gen.N	3.78	.78
(19)	16	Soc.L	4.39	.73	(51)	47	Gen.P	3.78	.82
(20)	17	Soc.C	4.35	.74	(52)	48	Pro.G	3.78	.93
(21)	18	Soc.F	4.34	.62	(53)	49	Gen.K	3.76	.84
(22)	19	Gen.O	4.30	.60	(54)	50	Gen.J	3.75	.62
(23)	20	Jud.M	4.29	.64	(55)	50	Jud.F	3.75	.79
(24)	21	Jud.J	4.24	.71	(56)	51	Jud.H	3.67	.78
(25)	22	Soc.M	4.24	.70	(57)	52	Pro.M	3.65	1.08
(26)	23	Soc.D	4.23	.78	(58)	53	Jud.N	3.57	1.03
(27)	24	Jud.D	4.21	.69	(59)	54	Jud.O	3.55	.79
(28)	25	Pro.K	4.20	.75	(60)	55	Pro.J	3.40	
(29)	26	Jud.K	4.19	.78	(61)	56	Gen.G	3.27	.81
(30)	27	Soc.K	4.17	.74	(62)	57	Gen.H	3.19	.78
(31)	28	Soc.J	4.09	.99	(63)	58	Gen.L	3.19	.88
(32)	29	Jud.E	4.05	.74	(64)	59	Gen.F	2.87	.94

* The goals are given in Appendix B..

APPENDIX I

RESPONDENT-ADDED GOALS

- Awareness of individual student's needs by teachers.
 - When teacher cooperation is offered, it should be carried through.
-

- To develop skills in creating writing & composition (Eng.).
 - To develop skills in gymnastics (Fr.).
 - To develop knowledge of geography of city & province (Fr.).
-

- To hire most skilled, qualified, competent teachers that have good moral values and character (for all subjects).
 - School should become more structured and have more discipline.
-

- To develop a sense of humanity (not just as a Jew).
 - Teach sciences (history, geogfaphy, physics, etc.) using these as tools for practising language.
 - Develop teamwork, class spirit and cooperation.
-

- To hire staff members who are models as people, educators and artists.
 - To maintain a degree of competitiveness in intellectual and "way of living" standards.
 - To develop openness, warmth and faith in "extra-curricular" activities.
-

- To develop discipline and respect for teachers, elders and general manners.
 - To develop athletic skills.
-

- To request staff accountability.
(Board from principal; principal from teachers; parents from Board and staff.)
-

- To understand current events in their present and historical context, in relation to us as individuals and as Jews.
 - To recognize the value of the "cultural, traditional and ethical" aspects of Judaism and its importance as distinct from strict religious observance.
-

- To acquire greater knowledge of the Jewish religious texts (Chumash, Talmud).
-

- To discourage competition in grades and games.
 - To practise good manners by showing respect, sensitivity and guarding one's language.
 - To encourage creativity and individual talent.
-

- Better communication with parents while children are having problems.
-

- To be on a par in mathematics with English schools.
 - To develop special interests of students (also after school).
-

- To develop better discipline.
 - To insist on cleanliness, respect and order.
 - To develop a more serious learning environment.
-

- To provide an environment where children have fun.
 - To help children become independent and confident, particularly in their sexual roles.
 - To teach boys to sing the Torah in general, apart from individual Bar Mitzvah.
-

- Teachers and principals should assume more responsibility for students' accomplishments.
-

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