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The Recipe for the Week is Tarragon Potatoes. Raw Potatoes sliced; butter; Salt & Pepper; Parsley; tarragon—fresh or dried. Grease casserole and line with thin sliced potato.

Salt and pepper potatoes and generously sprinkle with minced parsley and tarragon, and dot with butter. Repeat layers. Cover and bake approximately one hour. Come in and make your choice of herbs for a window herb garden. We'll plant them for you!

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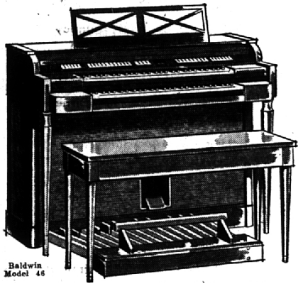
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Desire for Information Prompts Community Survey

See Related Story 1-A

EDITOR'S NOTE: Community Research Associates has conducted an extensive survey of residents in the Birmingham School District to determine what they know about and think of the district. At the request of The Eccentric, Community Research Associates has prepared a summary of its findings in a series of articles. The first deals with the background of the community; others will concern the community's thinking about taxation, curriculum and personnel.

A major problem of school policy-makers in urban areas is that of achieving representative communication with, and accurate knowledge about, the whole population they serve.

Such communication is essential not only for democratic school administration, but also for efficient planning as well. It is to the end of procuring facts about the community which will enhance effective and democratic planning that the present study has been undertaken.

THE OBJECTIVES OF THE STUDY—The first step in the application of survey research procedures for a school system begins with the sincere desire on the part of the board and administration for accurate and representative information concerning how the people of the community feel about their schools.

It was in this vein that Community Research Associates was retained to conduct this study.

The research staff accordingly met with a group of school officials and representative citizens last March to map out potential areas of exploration.

It was decided that school planning might be made more effective if information were obtained in the following areas:

- 1) school curriculum, 2) special services rendered by the schools, 3) taxation, 4) school personnel, 5) buildings and facilities, and 6) school and community communication.

By mid-April the research staff had constructed a questionnaire to gather information in these areas, had drawn a scientific sample of the Birmingham School District, had pretested and revised the question-

nnaire, and were in the field interviewing Birmingham residents.

The field work was completed in 12 days, at the end of which time a total of 612 persons had been interviewed. The response of the Birmingham residents who were interviewed was exceptionally fine.

The unusual reception accorded the study is reflected in the fact that only two refusals were encountered... both of these for reasons of ill health.

The proportion of persons not at home was unusually high, however, and numerous call-backs were required to reduce the proportion of non-interviews due to "not at home" to a respectable 9 per cent of the total sample drawn.

AT THE OUTSET it may be observed that the composition of the Birmingham School District population is such that one might anticipate interest in and support of the local schools.

In brief, the population of this area is notable for its well above average proportion of people in higher income, occupation, and educational levels; its above average proportion of persons who participate in community affairs through membership in service organizations and out-of-serving groups; and the high degree of community pride expressed by residents.

On the other hand, the population is very mobile, a factor which past research has shown to relate to non-active (i.e. non-voting behavior toward the schools).

INCOME—ONE of the frequently observed characteristics of the Birmingham area is the high income level of its residents.

To add to existing data, we might note that almost 3/4 of the families in this area report an annual income of over \$9,000 and 1/2 have incomes in excess of \$15,000.

For purposes of comparison it is interesting to observe that recent data from the University of Michigan's Detroit Area Study show that 15 per cent of the families in the whole of the Detroit Area have an annual income of \$10,000 or over.

On the other hand, 20 per cent of the families in the Detroit area, compared with 4 per cent of the families in the Birmingham area, exist on an income of less than \$3,000 per year.

In spite of the generally high in-

| Income | % |
|-------------------|------|
| Under \$3,000 | 10% |
| \$3,000-\$4,999 | 12% |
| \$5,000-\$9,999 | 23% |
| \$10,000-\$14,999 | 18% |
| \$15,000 and over | 37% |
| Not ascertained | 2% |
| Total | 100% |

| Amount of Education | % | Det. Area |
|-------------------------------|------|-----------|
| Less than 8 years | 12% | 18% |
| 8-11 years | 35% | 32% |
| Completed high school | 51% | 51% |
| Due to 2 years of college | 7% | 9% |
| Four or more years of college | 21% | 27% |
| Total | 100% | 100% |

PARTICIPATION in community affairs—Almost everyone, 94 per cent to be exact, in the Birmingham area like this community as a place to live. Four per cent are dissatisfied with the Birmingham area as a place to live.

While satisfaction with the community is an interesting datum, a more important consideration to the sociologist is the extent to which residents contribute to the community through membership in formal organizations.

Many sociologists feel that participation in formal organizations is a good index of community integration.

To the extent this is true, the Birmingham community is well integrated. The proportion of people who belong to youth-serving groups (i.e. Girl Scouts, Boy Scouts, P.T.A., etc.) is twice as great as the proportion who report membership in similar groups of the Detroit area.

Aside from youth-serving groups and church and union memberships, 1/2 of the people in the Birmingham

| Membership in Formal Organizations, by Length of Residence in the Birmingham School District | Less than one year | One to five years | Five to ten years | Ten or more years |
|--|--------------------|-------------------|-------------------|-------------------|
| Member | 50% | 55% | 64% | 75% |
| Non-member | 50% | 45% | 36% | 25% |
| Total | 100% | 100% | 100% | 100% |

tions continues until after the end of two years, at which time it steadily increases with length of residence in the community. The tendency for the newcomers to not vote in school elections is the more remarkable in view of the fact that this group has a heavy proportion of young children.

| Stated Voting Behavior During the Past Year | Years of Residence in the Birmingham Area | | | | |
|---|---|-------------------|-------------------|-------------------|-------|
| | Less than one year | One to five years | Five to ten years | Ten or more years | Total |
| Voted in school election | 13% | 28% | 58% | 61% | 63% |
| Voted in state or national election only | 8% | 16% | 29% | 27% | 28% |
| Voted in no election | 16% | 25% | 7% | 5% | 4% |
| Not ascertained | 12% | 12% | 8% | 8% | 8% |
| Total | 100% | 100% | 100% | 100% | 100% |

Third UN Day Next Thursday

The third annual United Nations Day program will be held at First Methodist Church of Birmingham next Thursday.

The speaker, T. J. Natarajan of India, will discuss the emergency of independence of dependent peoples since the UN was established.

Natarajan is a special consultant to the secretary-general's office of UN.

IN SUMMARY, the characteristics of the Birmingham school district population are those that are usually associated with supportiveness of educational programs.

However, there is evidence that one factor, residential mobility, not only depresses frequency of voting in school elections, but diminishes the extent of participation in the formal organizational activities of the community generally.

Like other communities, the Birmingham area loses at least two years of potential contributions of the newer residents.

Next week's discussion will feature community thinking about taxation, and the school building program.

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