

Further Reading

This is a selection of work that should be fairly easy to locate, either locally or through international inter-library loans. Additional references may be found by checking (a) universities and other local libraries, and (b) the bibliographies of each item listed here.

(a) General

Darnell, F. & Simpson, P.M. (eds.) (1981): *Rural Education: In Pursuit of Excellence*, National Centre for Research on Rural Education, University of Western Australia, 244 pp.

This book has been well edited into a coherent set of papers. Discussion chiefly focuses on Australia and on European countries. Four chapters on finance and one chapter on the survival of small schools in Scotland are particularly useful.

Education Research and Perspectives (1985): Special Issue on *Rural Education*, University of Western Australia, Vol. 12, No. 1, 85 pp.

Articles include 'Strategy for Improving the Impact of Research on Rural Education Policy' (S. Brown), 'Secondary Education in the Outback: The Western Australian Scene' (J.E. Davis), 'Aboriginal Education in the Northern Territory' (E. Willis), 'Rural Discrimination in the OECD Nations' (J.P.Sher), and 'Education in Rural Areas' (R.J. Meyenn).

Nachtigal, P.M. (ed.) (1982): *Rural Education: In Search of a Better Way*, Westview Press, Boulder, Colorado, 326 pp.

The book has 19 chapters, of which some are interesting case-studies indicating the ways that small schools were organised and the ways communities reacted to the threat of school closure. It contains little information on costs.

Nash, Roy (1980): *Schooling in Rural Societies*, Methuen, London, 160 pp.

The author focuses on both industrialised and less developed countries, but has particularly extensive information on Wales. Separate chapters examine sociology and rural life, rural primary schools, rural secondary schools, and minority cultures. Nash makes particularly useful comments on curriculum and quality.

Nash, R., Williams, H.L. & Evans, M. (1976): 'The One-Teacher School', *British Journal of Educational Studies*, Vol. 24, No. 1, pp. 12-32.

This is a detailed and informative study of five schools in Wales. It particularly comments on their social role and on the quality and costs of instruction. The Welsh case-study on page 18 is taken from this source.

Sher, J.P. (ed.) (1977): *Education in Rural America: A Re-assessment of Conventional Wisdom*, Westview Press, Boulder, Colorado, 394 pp.

The text has eight chapters which include: 'The Urbanisation of Rural Schools, 1840-1870', 'Economy, Efficiency and Equality: The Myths of Rural School and District Consolidation', 'A Review of Rural School Finance', 'A Research and Action Agenda for Rural Education', and 'School-Based Community Development Corporations'.

Tonigan, Richard F. (ed.) (1980): *Small Schools Bibliography*, Bureau of Educational Planning & Development, New Mexico University, Albuquerque, USA, 40 pp.

The bibliography chiefly covers work from the USA. Parts I and II contain 220 items which specifically examine small schools, and Part III contains 54 items relevant to all schools.

Turney, C., Sinclair, K.E. & Cairns, L.G. (1980): *Isolated Schools: Teaching, Learning and Transition to Work*, Sydney University Press, Sydney, 140 pp.

This book focuses on a disadvantaged region in New South Wales, Australia. It examines a programme to assist isolated schools, and comments on (a) pupil motivation and achievement in such schools, and (b) school leavers and their occupations. Frequent comparisons are made with disadvantaged inner-city schools. Some findings are very pessimistic.

(b) Cost-Effectiveness Analysis

Henry M. Levin (1983): *Cost-Effectiveness: A Primer*, Sage Publications, Beverly Hills, 167 pp.

Levin explains in simple and clear terms the basic procedures for conducting cost-effectiveness analysis and the related procedures for cost-benefit analysis, cost-utility analysis and cost-feasibility analysis. His examples are all taken from the education sector.

Little, I.M.D. & Mirlees, J.A. (1974): *Project Appraisal and Planning for Developing Countries*, Heinemann Educational Books, London, 388 pp.

This is a more technical book for economists. It explains techniques for discounted cash flow analysis, shadow pricing, etc.

(c) School Costs and Financing

Hind, Ian W. (1978): 'Estimates of Cost Functions for Schools in Rural Areas', *Australian Journal of Agricultural Economics*, Vol. 21, No. 1, pp. 13-25.

Hind examined 116 schools in New South Wales, Australia. The enrolment in the schools ranged from nine to 928. The article pays particular attention to tuition, maintenance and transport costs, and shows a series of points at which the costs are minimised.

Hind, Ian W. (1981): 'Some Economic Aspects of the Provision of Educational Services in Rural Areas', in Darnell & Simpson (eds.) (see Section (a), above).

The paper first examines the correlation between population density and unit costs. It then assesses rural school consolidation from a cost-efficiency perspective. Three of the four studies on which the paper reports found economies of scale following consolidation. However, political/social circumstances also have to be taken into account.

Holland, D., Baritelle, J. & White, G. (1976): 'School Consolidation in Sparsely Populated Rural Areas: A Case Study', *Educational Administration Quarterly*, Vol. 12, No. 1, 1976, pp. 67-79.

The authors investigate the relationships between internal schooling economies and transport diseconomies with regard to consolidation of rural schools in Lincoln County, Washington State, USA. Some consolidation would minimise costs, but savings would be relatively small.

Keane, Michael J. (1978): 'Economics and the Size of Rural Schools', *Canadian Journal of Agricultural Economics*, Vol. 26 No. 3, pp. 47-52

Between 1961 and 1977, the number of schools on Prince Edward Island, Canada, was reduced from 428 to 84. Keane reports on the costs of 17 schools that were operating in 1971-72. He does not find significant economies of scale.

Marshall, David G. (1985): 'Closing Small Schools: Or When is Small too Small?' *Education Canada*, Vol. 25. No. 3, pp. 10-16.

The article examines two of the most common arguments for closing elementary schools in Canada: curriculum and economy. The author finds most curriculum arguments unconvincing, and suggests that the most important constraint on operation of small schools is the cost of teachers.

(d) Curriculum and Quality

Howells, R.A. (1982): *Curriculum Provision in the Small Primary School*, Occasional Paper, Cambridge Institute of Education, 32 pp. (Obtainable from Shaftesbury Road, Cambridge CB2 2BX, UK, £1.50)

This is a useful study, based on 18 schools in England. Separate chapters discuss classes with multiple age ranges, mixed ability classes, and cooperation between schools.

Campbell, W.J. (1980): 'School Size: Its Influence on Pupils', in Fitch, A. & Scrimshaw, P. (eds.), *Standards, Schooling and Education*, Hodder & Stoughton, London, pp. 114-25.

A study in Kansas (USA) indicated that students in large schools were exposed to a greater number of school activities, and the best of them achieved standards that were unequalled by students in small schools. However, pupils in small schools participated in more activities, were more versatile, and performed at consistently higher average levels. This paper discusses the research findings, and generally supports small schools.

(e) School Size and School Location Planning

Gould, W.T.S. (1978): *Guidelines for School Location Planning*, Staff Working Paper No. 308, The World Bank, Washington, 103 pp.

The main sections of this book discuss the meaning of school location planning, the role of the central authorities, the role of local officials, and the implementation of a school location planning programme. Particular attention is paid to projects in Burundi, Honduras, Malaysia and Thailand.

Hallak, Jacques (1977): *Planning the Location of Schools*, International Institute for Educational Planning, Paris, 250 pp.

Hallak's book summarises the experience and methodology of IIEP school mapping work in a wide range of countries. Examples are taken, among other places, from Austria, Costa Rica, Ireland, Morocco, Nepal, Sri Lanka and Uganda.

Hallak, Jacques & McCabe, James (1973): *County Sligo, Ireland, Planning the Location of Schools: Case Study 1*, International Institute for Educational Planning, Paris, 109 pp.

This is a detailed study of both primary and secondary schools in one of Ireland's 26 counties. It illustrates the methodology for school rationalisation in a country with a declining rural population.

(f) Boarding vs Day Schools

Guthrie, Gerard (ed.) (1980): *Day High Schools*, Report No. 34, Educational Research Unit, University of Papua New Guinea, 84 pp. (Obtainable from ERU, Box 320, University P.O., Papua New Guinea, K1.25)

During the 1970s the PNG government tried to reduce costs by replacing rural boarding high schools with day schools. The contributors to this volume agree that the concept was largely sound, but highlight shortcomings. Even the name was misleading, for most so-called day schools had either formal or informal boarders. Some students lived 2 or 3 days' walk away, and prohibition of boarding would have severely discriminated against them. The authors conclude that although day high schools may be feasible in relatively densely populated areas, uniform policies are undesirable.

(g) Multigrade Teaching

Pietila, Asta (ed.) (1978): *Small Schools and Combined Grades in Finland*, Information Bulletin No. 3, National Board of General Education, Helsinki, 22 pp.

Over half of Finland's elementary schools have only one or two teachers. This document has two papers. The first examines population shifts that are requiring many schools to close (2,070 by 1978), but argues that preservation of small schools is a better strategy than consolidation. The second paper discusses problems in multigrade teaching, and strategies to deal with them.

Unesco (1981): *Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches*, Bangkok, 100 pp. [Obtainable free from Unesco, Box 1425, GPO Bangkok, Thailand]

This is the report of a meeting in Jakarta. Participants came from Indonesia, India, Korea, the Maldives, Nepal, Thailand, the Philippines and Sri Lanka. The report documents country experiences, and comments on innovative projects.

Unesco (1982): *Multiple Class Teaching and Education of Disadvantaged Groups: National Studies*, Bangkok, 98 pp. (Obtainable free from Unesco, Box 1425, GPO Bangkok, Thailand)

This document follows-up the 1980 Jakarta workshop (above). It contains lengthy studies of India and Sri Lanka, and shorter ones of the Philippines and the Republic of Korea. It has been edited well, and is very informative.

(h) Biennial & Triennial Intakes

Kelly J., Moipu, J. & Weeks, S. (1982): *A West Sepik Education Strategy*, Report No. 40, Educational Research Unit, University of Papua New Guinea, 222 pp. (Obtainable from ERU, Box 320, University P.O., Papua New Guinea, K3.50)

This is a detailed assessment of education in one of PNG's 19 provinces. Pages 68-87 examine the desirability of biennial and triennial intakes, providing statistics on individual schools and their catchment areas. The report stresses the need for consistent policies. Some biennial and triennial schools had received intakes in the 'wrong' years, which disrupted patterns and led to staffing problems.

(i) Staffing

Dove, Linda (1982): 'The Deployment and Training of Teachers for Remote Rural Schools in Less Developed Countries', *International Review of Education*, Vol. 28, No. 1, pp. 3-27.

Pointing out that schools in less developed countries are likely to be poor in quality, the author suggests that two causes are the low quality and high transfer rates of teachers. She presents two models to illuminate the policy assumptions behind different strategies to remedy this. To improve situations, she recommends field-based preparation, teamwork in training, community support programmes, and recruitment and training of local staff.

Ducharme, E.R. & Fleming, D.S. (eds.) (1985): *The Rural and Small School Principalship: Practice, Research and Vision*. 179pp. (Obtainable from Northeast Educator Service, P.O. Box 453, Groton, MA 01450, USA, US\$8.00).

Designed to help principals in American schools, this volume contains 29 articles under the three headings of new possibilities in everyday practice, applications of recent research, and initiatives to help schools and communities grow. Specific topics include staff evaluation and parent involvement.

Lake, Murray (1985): 'The Preparation of Novitiate Rural Teachers', *Education Research and Perspectives* (University of Western Australia), Vol. 12, No. 1, pp. 26–36.

The author points out that rural primary school teachers have special needs, some of which arise from the smallness of rural schools and their different organisational and instructional procedures. He suggests that teacher training in Western Australia pays insufficient attention to this.

Haughey, M.L. & Murphy, P.J. (1985): 'Why Teachers Stay in Rural Schools: A British Columbia Report', *Education Research and Perspectives* (University of Western Australia), Vol. 12, No. 1, pp. 37–45

This Canadian study assesses the extent of teacher mobility in rural schools. In recent years, economic depression has reduced the number of openings elsewhere, and teachers have begun to stay in rural schools for longer periods. Other factors are also discussed.

(j) Sharing Resources

Nash, R., Williams, H.L. & Evans, M. (1976): 'The One-Teacher School', *British Journal of Educational Studies*, Vol. 24, No. 1, pp. 12–32.

This is a detailed study of five schools in rural Wales. The authors recommend federation of small schools as a possible solution to some of their problems.

Rogers, Rick (1978): 'Federate, or Die', *The Times Educational Supplement* (London), No. 3299, 22 September, pp. 19–20.

The article explains how four small schools in Cambridge (UK) have decided to federate in order to survive. It reports that similar ideas are being tried in other parts of England.

Samaranayake, M.R. (1985): *Introduction of School Clusters in Sri Lanka*, IIEP Occasional Paper No. 67, Paris, 81 pp.

In 1981, a pilot project was launched in several parts of Sri Lanka to group schools together and require them to share resources. The document analyses the project, and provides useful case-studies.