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Acceptance of Community Education's Preferred Role for the School and its Relationship to Exemplary Community Education Programs in Southwest Michigan

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ACCEPTANCE OF COMMUNITY EDUCATION'S PREFERRED ROLE FOR THE SCHOOL AND ITS RELATIONSHIP TO EXEMPLARY COMMUNITY EDUCATION PROGRAMS IN SOUTHWEST MICHIGAN

by

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Steve E. Bojorquez

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CHAPTER I

The Problem

Purpose of the Study

It has been written that community education is a social imperative because of its potential to enable mankind to become the master of its own destiny (Kerensky & Melby, 1971). This potential can be best realized if the perceived role for the community school is in accord with such an imperative. To a large extent, the role of the community school is determined by a district's board of education and the superintendent. The key person in developing the process of community education is the community education director. The purpose of this study, therefore, is to determine the degree to which school boards, superintendents, and community education directors have mutually accepted the community education philosophy concerning the role of the school. This study will also determine if such mutual acceptance is necessary for the school to meet the professional standards for the goals of community education and to achieve such goals.

Description of the Study

This study of mutual acceptance of community education's preferred role for the school consisted of two parts. The first part dealt with the perceptions of the role of the school held by three different groups of people. These role perceptions dealt specifically with the types of activities the school should become involved in, other than providing educational programs for youth.

Each of the people involved in the study were given a quest-

ionnaire consisting of five different categories of role statements. For each of the role statements, the respondents were asked to rate the statement in terms of the extent to which they agreed or disagreed with the statement.

Because of the influence that one main school decision maker has on another, mutual acceptance among the three different types of respondents, as a group, was studied. The three different types of respondents were also paired for each possible combination. That is, mutual acceptance was determined among the community education directors and superintendents of each district, the community education directors and school boards of each district and the superintendents and school boards of each district.

From the responses to the role statements, mutual acceptance was determined for each of the above combinations and for the three types of decision makers as a group. It was, thus, determined whether mutual acceptance was present or absent in relation to the different categories of role statements.

The three different types of decision makers were representative of 21 community school districts. The community education directors from all of the districts were responsible to the superintendent in the school hierarchy rather than to a building principal, as is the case in most community schools. The community education budget was also subject to board approval in all the districts. The community education directors and the superintendents from all the districts were also characterized as having been working together,

in the same capacity, for at least two years prior to the time the study was conducted.

The second part of the study centered on an evaluation of the extent to which each of the districts met the professional standards for goals of community education and displayed the methods for achieving such goals. In order to evaluate each district, a questionnaire was sent to each of the community education directors from the 21 districts involved in the study. This questionnaire was used as the primary data source in evaluating the districts in terms of the purpose described above.

Correlations were thus determined between the degree of mutual acceptance and the evaluation scores in order to determine whether mutual acceptance of community education's preferred role for the school was related to the ability to meet the professional criteria for community education.

Rationale for the Study

The purpose of this investigation was to determine the degree to which school boards, superintendents, and community education directors have mutually accepted the community education philosophy, as it relates to the role of the school. At the same time, the study attempted to determine if it was necessary to have this mutual acceptance if the school was to meet the professional standards for goals of community education and display the methods for achieving such goals. Four questions were thus identified and studied in order to meet the stated objectives of the study. Each of these questions

is stated here, with a rationale for why it was considered necessary to answer such a question.

The questions that this investigator attempted to answer were:

1. Is it necessary to have main school decision makers mutually accept community education's preferred role for the school if the schools are to: meet the professional criteria for community education goals, and display the methods for achieving such goals?

Community education today is characterized as being represented by too many school administrators and school personnel who do not understand its true purpose. Minzey and Olsen (1969) stated that:

> School personnel differ with regard to how much involvement they feel the school should undertake in community problems and activities. They also differ with regard to how courageously they extend themselves, even if they see the advantages of such involvement. Consequently the extension of school activities and involvement varies from community to community. Yet it seems that only when the school extends itself fully into areas of community problems and becomes integrated with other social agencies in a cooperative effort to resolve these problems, can community education be most completely accomplished. (p. 32)

This extension of the role of the school into areas of community problems is, therefore, more fully realized when community school leadership exerts itself under mutual acceptance of a role for the school which allows for such an extension and integration. This study has, therefore, attempted to determine the importance of: mutual acceptance to the meeting of professional standards for community education goals, and the displaying of methods for achieving such goals.

2. Is it necessary to have superintendents and community education directors mutually accept community education's preferred role for the school if schools are to: meet the professional criteria for community education goals, and display the methods for achieving such goals?

The working relationship between the community education director and the superintendent is one that deserves a great deal of attention. In relation to the implementation of the community education process, both have critical roles to play.

Whitt (1971) wrote that "the key to any community school program is the Community School Director. This individual is the coordinator and leader for all aspects of the community education program" (p. 41). Minzey and LeTarte (1972) have argued that the key person in the development of community education will be that of community education director. The community education director may be called community school director, developer, ombudsman or something else, but he/she is the one who is primarily responsible for the development and implementation of community education.

The role and function that the superintendent assumes in a community education district is quite different from what has been evident in the past. Many administrators are not prepared or willing to change their role in regard to community education. Many writers in the community education field (Minzey & Olsen, 1969; Melby, 1972; Moore, 1972; and Kerensky & Melby, 1971) have suggested that the superintendent be ready to share responsibilities and

authority in the process of gaining true community involvement. Moore (1972) stated that "only a few administrators have learned to work in such a situation and there are no complete preparation programs involving this philosophical and operational approach to administration" (p. 170).

Keidel (1969) stated that in relation to the above role change of the superintendent, that:

> His main responsibilities lie in the area of overall direction, tone and tempo of the district; his chief concern is for the attainment of formal goals and objectives. Therefore, his prime function in the community school program is to help establish perspective and priorities, not manage the program itself. In short, he must not be preoccupied with the K-12 program but instead must grasp the total community education concept and be able to perceive the school's role within the broad structure. This, of course, will result in his involvement and lead him to provide the necessary budgetary means to staff and operate the overall program. (p. 83)

With the importance of the community education director in mind, and the impact of the superintendent on community education programs, it may be imperative that both of these persons mutually accept community education's preferred role for the school if the school is to meet the professional standards for goals of community education and display the methods for achieving such goals. Hence, this study has attempted to determine the importance of such mutual acceptance.

3. Is it necessary to have school boards and community education directors mutually accept community education's preferred role for the school if schools are to: meet the professional criteria for community education goals, and display the methods for achieving such goals?

The importance of the community education director to the development and implementation of community education programs has already been illustrated. One must not, however, underestimate the importance of the board of education to the successful implementation of a community education program. This importance becomes evident in any efforts to expand the role and function of the community school. Community education requires that the board support with money, and be involved in, the various programs taking place. This involvement by the board of education will generally require a change in attitudes pertaining to the role of the school. Minzey and Olsen (1969) stated that:

> A change in the role of the school will require a change in the perceived functions of the various levels of control and administration. The board of education will need to be a broader decision-making authority than it has been in the past. The impact of decisions from the board will affect a wider audience, and the board will be called upon to provide for a range of activities of a much wider scope. A change in board attitude toward use of facilities, involvement with community, and financial obligation will be necessary. (p. 34)

Keidel (1969) indicated that the board is in one of the best positions to initiate an open attitude toward the use of school facilities, and to promote interagency cooperation.

Because of the school board's impact on the above matters and the fact that the community education budget is subject to board approval, it also seems imperative that both the community eduction director and the school board mutually accept community education's preferred role for the school if the school is to meet the professional standards for goals of community education and dis-

play the methods for achieving such goals. This study has, therefore, attempted to determine the importance of such mutual acceptance.

4. Is it necessary to have superintendents and school boards mutually accept community education's preferred role for the school if schools are to meet the professional criteria for community education goals and display the methods for achieving such goals?

Because of the depth of education, the board can not make all decisions on its own. The board must rely on the professional staff to supply recommendations pertaining to such things as community education programs. The main staff member supplying such recommendations is the superintendent.

Community education, as an innovative program, does not presuppose that school administrators and policy makers will automatically accept and support the community education philosophy. Carrillo and Heaton (1972) have emphasized the importance of having such people understand and support the concept of community education.

Keidel (1969) stated that:

> As in the case of all other individuals connected with a community school, the 'open' attitude toward the use of facilities and other assets must be an integral part of the superintendents philosophy. It is extremely difficult for interagency cooperation to be a reality if it is not sufficiently stressed and exercised at the highest level. The superintendent, and, in turn, the board of education, are in the best position to do both of these. (p. 83)

There is, therefore, a very important working relationship between the board of education and the superintendent. Each influences the other and both have a great deal of impact on the

nature of a community education program. The decisions they make will, to a large extent, reflect what they believe to be the appropriate role for the school. These decisions will, in turn, affect the community education program.

Because of the importance of both board and superintendent, it seems to be necessary that both mutually accept community education's preferred role for the school if the school is to meet the professional standards for goals of community education and display the methods for achieving such goals. This study has, therefore, attempted to determine the importance of such mutual acceptance.

Hypotheses to be Investigated

With the preceding rationale in mind, the investigator formulated four testable hypotheses. These four hypotheses are:

1. There is a positive relationship between the degree of main school decision makers' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

2. There is a positive relationship between the degree of superintendents' and community education directors' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

3. There is a positive relationship between the degree of school boards' and community education directors' mutual acceptance

of Community Education's preferred role for the school and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

4. There is a positive relationship between the degree of superintendents' and school boards' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

Definition of Terms

The investigator has used certain terms throughout this paper. The following definitions represent the message which the investigator intended to convey by the use of such terms.

1. Role is the character or function that a person or institution assumes.

2. Community Education is "a process that concerns itself with everything that affects the well-being of all citizens within a given community. This definition extends the role of community education from one of the traditional concepts of teaching children to one of identifying the needs, problems, and wants of the community and then assisting in the developing of facilities, programs, staff, and leadership toward improving the entire community" (Minzey & Olsen, 1969, pp. 31-32).

3. Mutual acceptance is acceptance by each person with respect to another or others of a group.

4. Professional standards are the expected behaviors and out-

comes of a professional group or endeavor.

5. Mutual acceptance of Community Education's preferred role for the school is measured by the Community School Role Congruence Questionnaire (CSRCQ); an instrument designed specifically for this study. These role statements are reflective of what the contemporary community education literature indicates should be the preferred role for the school, if the community education process is to take place. (See Appendix A.)

6. Community school districts are those 21 districts in Southwest Michigan which have met the following set of criteria: (See Appendix B for a listing of the school districts involved.)

(a) The school district employs at least one full time director of community education programs.

(b) The district is listed as a community education district by the Community School Development Center at Western Michigan University.

(c) The school district has had the community education director and the superintendent working for the district, in the same capacity, for a minimum of two years prior to the time the study was conducted.

7. Southwest Michigan is the area of Michigan served by the Community School Development Center at Western Michigan University. (See Appendix C.)

8. Meeting the professional standards of community education will be determined in an evaluation of the 21 districts involved in

the study. The evaluation was conducted by use of the Community School District Exemplariness Questionnaire (CSDEQ) and data from the Breakdown of Community School Report (1973-74). (See Appendices D and E.)

9. Community education director is the person identified by the Community School Development Center at Western Michigan University as the person responsible for the overall operation of the community education program.

10. Main school decision makers are considered to be the school board members, superintendents, and community education directors in the identified districts.

Scope and Limitations of the Study

It must be noted that the 21 community school districts that were involved in this study were not considered to be representative of community school districts in general. The student population in the districts ranged from approximately 1,300 to 34,000. The districts were also selected from just one region of the state of Michigan.

It is realized that there are other factors which can determine whether or not a district is able to meet the professional standards of community education. Some of these factors are:

1. Having the necessary funds in order to implement desired programs.

2. Having a community education director who is adequately trained to implement the desired programs of the district (i.e., having the necessary conceptual, technical and human skills that the

job requires).

3. The existence of a willingness on the part of other community agencies to cooperate with the school.

4. Having the community support the programs suggested in the community education literature.

Although there may be other factors which could have affected the outcomes of the study, the districts do represent the entire population of districts, in the region selected for the study, which met the selection criteria. If one or all of the hypotheses tested in this study are accepted, then further study involving different districts and procedures should be considered.

Organization of the Dissertation

Chapter I of the dissertation was devoted to the purpose of the study, a description of the study, a rationale and hypotheses to be investigated, definition of terms, scope and limitations of the study and a description of the organization for the remainder of the dissertation.

Chapter II of the dissertation is devoted to a review of selected literature pertinent to the study. The different areas which were reviewed for this study include an overview of the history and development of community education, the traditional role of the school in community education, and the contemporary role of the school in community education. The adoption of educational innovations, the factors related to success of community education programs, school administrator acceptance of the community education philo-

sophy, and role of superintendents, school boards and community education directors in implementing community education programs are also thoroughly covered. Finally, the characteristics of community education in Michigan and the importance of congruence of role expectations are also mentioned.

Chapter III of the dissertation is devoted to the design of the study, This included the selection procedure, the method of data collection, the development of the instruments used, the hypotheses investigated, and the methods used to analyze the data.

Chapter IV of the dissertation contains the findings from the two data collection methods, an analysis of those findings and the evaluation of the hypotheses.

Chapter V of the dissertation presents a summary of the results of the study, conclusions based on such results, and recommendations for further study.

The appendices contain additional tables, the raw data and copies of the data collection instruments.

CHAPTER II

Review of the Literature

Introduction

In the process of reviewing the related literature for this study, the following nine areas were covered: the history of community education, community education in Michigan, the changing role for the community school, factors related to the success of community education programs, the role of the superintendent in community education, the role of the school board in community education, the role of the community education director in community education, the importance of agreement concerning the role of the community school, and the adoption of educational innovations as it relates to the community education movement.

History of Community Education

During the past three to four decades, there has been a movement in the field of education that has attempted to bring the benefits of learning and education to a larger portion of the American public. This trend is generally referred to as community education. The idea of community education, however, is not a new one for there have been some forms of the concept evident throughout much of the history of man. Hunt (1968) mentioned that community schools may have been first implemented in the days of the Greek philosophers. Totten and Manley (1969) described this situation, wherein the early Greeks and Romans displayed evidence of the concept. These two authors described the following attitude of the philosophers of the time:

> Some of the ancient philosophers viewed education as a process of building up a sense of community responsibility. They agreed

> that the truly educated man was one who was socially moral and determined to make his society better for having lived in it. They were aware of the potency of education as a force in shaping society and advocated an educational system that would be closely in touch with the wants and needs of society. They believed that people could be taught to rely upon their own intelligence and abilities to overcome their difficulties. (p. 15)

The concept of community education as we know it today, however, is based on a developmental process that is quite unique to American education. Seay (1974) stated that:

> The current American concept of community education has developed out of three centuries of experience with schools and with nonschool agencies that have performed various educational functions for the people of communities. Originally, of course, the American school grew out of the desire of small communities to augment the teachings of the home and church by providing somewhat more formal opportunities (in classrooms) for agents of the community (teachers) to stimulate and guide the learning of young citizens. (p. 19)

Because the schools were given the responsibility to perform the above duties, community education has a history of being emphasized most strongly in the schools. The first community schools or community centers, as they were sometimes called, date back to the days of the early settlers of this country. Berridge (1969) clarified the development of community education by stating that only when the term is used broadly can one say that community education began in the Colonial period. This broad use of the term merely refers to the public's use of school facilities for general community purposes.

Solberg (1970) has also been one to state that since the public's use of school facilities for general community purposes can be dated back to the early 1600's in this country, that the community school,

therefore, has a tradition of dating back to that era. Cubberly (1927) stated that "the first recorded use of school facilities for adult evening school was reported in Providence, Rhode Island, in 1810" (p. 1).

There was evidence during the late 1800's, therefore, that the school was starting to make its facilities available to more and more people and for different reasons than strengthening the moral fibre of children. It was during this time that public funds for the support of evening adult programs were first appropriated. The Chicago Board of Education first initiated such a program, and following this breakthrough, more permissive laws were passed by several state legislatures for the purpose of providing public support for evening programs (Mann, 1956).

Decker wrote the following concerning two major movements which laid a firm foundation for the developing community school concept:

> At about this same period of time, two other movements, the Settlement House Movement and the Playground Movement had their beginnings in the urban areas of the country. Each contained elements that are now part of Community Education. The Settlement Houses provided a kind of community center for the underprivileged and poverty stricken and offered them social and educational services. The Playground Movement attempted to bring about social adjustments through the organization of social activities. (Decker, 1972, p. 37)

Hunt (1968) wrote on the increased use of school facilities during the early 1900's:

> In 1905 Chicago constructed a 'fieldhouse' to utilize indoor play equipment. City fathers soon realized they had financed two structures for play and education and that one was full while the other was empty. This uneconomical fact led to the '. . . utilization of the school house as a 'social center' first in Rochester, New York in 1907-09'. Community centers in

> Chicago and New York in the years 1916-1918 used the school plants. Between 1913 and 1917 there were 2,622 centers in the city schools. (p. 4)

One can readily see that the types of activities that were going on during this time were crucial steps in building the community education philosophy.

Hunt (1968) and Seay (1974) both emphasized that the community school movement was to be given added support during the depression years of the 1930's when the Sloan Foundation financed projects to remedy some of the depressed living conditions in the rural areas of Vermont, Kentucky and Florida.

Seay (1974) gave a very thorough account of the many types of experiments and projects that were taking place in many different parts of the country during the 1930's. Many of the projects were attempting to accomplish the types of things for people that characterize community education, even though they didn't call it that.

The community school during this period began to take a form that would be more readily recognized by community educators today. Campbell (1963) wrote:

> 1. Community schools in the early days were organized around legitimate communities, legitimate communities being defined by sociologists as communities where there is a doctor, dentist, hardware store and other institutions that cause people to come to the common center for specialistic services.
>
> 2. Most community schools were located in rural areas.
>
> 3. A commanding purpose of the community school in the past was to shore up the community. This was done in many ways. Leaders from the school assisted with plans to attract new industries to the community. In some instances the superintendent and his staff established or helped to establish a soils testing laboratory, a cannery, a freezer plant, an

> artificial breeders association, a milk testing laboratory, a farm accounting system, a service bureau for business firms and a health center. Many people from the school, pupils as well, helped to beautify the community.
>
> Frequently, the first step in community development was to organize a community council, established primarily to give voice to all agencies. It has been reported that a high school principal made 290 personal visits calling on every family represented in his school, asking what in their opinion the school might do to serve the community more adequately.
>
> 4. Learning in these early community schools was identified with community living. Students learned about state, national, and international problems and their solutions by drawing up analogies from life in the community. It was assumed that the human relations context in the community was the same as that in other settings.

The first definition given for a community school that the author came across was one given by Elsie R. Clapp in Community Schools in Action (1939):

> What does a community school do? First of all, it meets as best it can, and with everyone's help, the urgent needs of people, for it holds that everything that affects the welfare of the children and their families is its concern. Where does school end and life outside begin? There is no distinction between them. A community school is a used place, a place freely and informally for all the needs of living and learning. It is, in effect, the place where living and learning converge. (p. 89)

This was a time when the community school began to be recognized as a major force in getting people to help themselves.

The depression of the 1930's made it necessary, or convenient, for people to turn to the schools for assistance in matters other than teaching their children. People became interested in the true potential of the school in helping with the learning needs of adults and also with recreation. School facilities were beginning to be used more fully throughout the country and the community school

movement began to show its true potential (Berridge, 1969; Seay, 1974).

The nature of the school during this time was discussed by Thrasher (1974) when he reflected back on the period by stating:

> Economic conditions in the early 1930's generated activities that can clearly be identified as a part of the function of the true Community School. Adults and secondary youth were involved in many educational and recreational pursuits that revolved around planning and linking with the school to provide avenues to meet their needs. Examples of such activities that were carried out were: instruction in home canning of meats and vegetables, the organization of town teams in organized sports for men and women, and the quilting bees staged at the school on weekends. (p. 11)

There definitely was coming into being during the 1930's and early 1940's a new philosophic trend known as the community school. Olsen (1954) distinguished between the three major philosophic trends in American school education during the first half of the twentieth century in the following manner:

> 1. Traditional School: it was dominant until about 1910. It was book-centered and related with the community by studying community materials in the classroom.
>
> 2. Progressive School: it was dominant from about 1920 to 1930. It was child-centered rather than book-centered and related school and community by studying community materials and by using the community resource people, taking field trips, taking surveys, and taking children camping.
>
> 3. Community School: gained prominence about 1940. Rather than just being child-centered, it was mainly life-centered. It related school and community by studying community materials, by using the community in the way of resource people, work experience etc., by serving the community in the form of improvement projects and making the school a community center, and involved the community with lay participation and community coordination. (p. 12)

Many of the authors referred to thus far have indicated that

the community school movement had what can best be described as a haphazard and unorganized beginning. There were what could be referred to as community schools in many different parts of the country, and there were agencies and foundations supporting projects which had the best interests of community education in mind. But the community school concept was not in any way reaching the number of schools and school districts that it should have. Thrasher (1974) wrote that "there is no doubt that Community School/Community Education has existed in some degree in many places. It is only in more recent times that there has emerged a more organized and systematic approach to planning and implementing the Community School concept" (p. 11).

This absence of an organized and systematic approach, however, may not have helped the growing pains of the community school/community education movement; for up until recent times the need for organized community school/community education programs has not been as great as it is now. VanVoorhees (1972) wrote:

> There are many reasons why the philosophies of community schools and community education haven't been developed and tested. When the concept(s) was first appearing, in exploratory form, in print during the 20's and 30's, the ideal opportunity presented itself. The depression struck--but Community Education wasn't ready and so the government stepped in and, under a multitude of titles, within the New Deal, (e.g., CCC, WPA and Social Security) met many of the national, local and individual needs of people through programs similar to those that might take place in community schools or develop from the Community Education process.
>
> With the declaration of war in 1941, our nation was instantly united in a common cause. The problem (the enemy) was easily identified--jobs were plentiful, our needs and goals were common. Community Education and community schools of sorts

> were taking place, though under titles and organizations such as USO, Adult Education, Canteens and bond drives. Community involvement was intense, national pride was high, adults were involved in the armed forces or military production and youths were involved in collecting war materials. We were all involved in something akin to Community Education but no one knew what to call it. (pp. 18-19)

This is not to say that the community school movement died during this period, for there were many ways in which the school took part in helping people during the depression and involving people during World War II (Berridge, 1969; Seay, 1974). It was during the 1930's, for example, that Frank Manley was initiating the community school concept in Flint, Michigan. This program, with financial support from the Mott Foundation, was the seed for growth and popularity of the community school movement as it is known today. The Flint program will be discussed in a later section of this chapter in more detail.

It was not until 1966 that community educators from around the country felt it was imperative that they form a national organization through which the community school concept could grow. This organization, now known as the National Community Education Association (NCEA), is the basis for the organized community education movement in the country today.

Weaver (1974) wrote about the need for trained leaders in the field of community education in order to meet the demands from around the country for such people. Because of the type of demographic and sociological changes which have taken place in this country during the past few years, the community education movement has

experienced such a rate of growth that it is difficult to find trained administrators for programs. During the fiscal year 1971-72, there were 528 school districts in this country identified as having community education programs. This number is expected to increase to 2,600 by 1977-78 (Mott Foundation, 1972). With federal funding of community education and continued support of the Mott Foundation, the growth of community education will continue.

Despite the growth of community education, there exists throughout the field a problem of definition of the concept. One of the main problems is in the distinction between community education and community schools. Minzey (1972) distinguished between the two by stating that "community education is the educational concept: community school is the vehicle by which many services of community education are delivered" (p. 152). Minzey and LeTarte (1972) also wrote that:

> Unfortunately, the strengths and weaknesses of Community Education have often been examined without this basic step (definition of the term). As a result, Community Education has suffered more from misconceptions and misunderstandings than for any other reason. Many activities have been falsely labeled as Community Education, and many Community Education persons have promoted as Community Education things which fall short of the complete definition. Consequently, Community Educators have frequently had to defend their existence in the light of false conceptions and misunderstandings about the true meaning of Community Education and its potential. (p. 3)

In another article, Minzey (1974) stated that too many times Community Education programs are merely programs in adult education or recreation; and, therefore, can and should not be referred to as true community education programs. In the same article, Minzey went

on to describe the current status of community education by writing:

> To best describe the current status of Community Education, one must take into account the dramatic change in the concept over the past few years. Community Education has moved from programs which were added on to the regular school schedule to a philosophical concept that has changed the role of the public schools. Schools which were primarily responsible for the limited education of the children of our communities between the ages of five and sixteen have now perceived an additional responsibility of providing for the educational needs of all members of the community. In addition, these community education oriented schools have addressed themselves to the problems of community service and community development. This does not mean that schools are to be 'all things to all people.' However, it does imply that community schools should provide a catalytic and coordinating role for the community, acknowledging a responsibility to see that community needs are identified and dealt with more effectively. (p. 7)

The emphasis in the community education movement, therefore, is not one of merely having schools open to the public for educational and recreational purposes, but rather expands the role of the school into areas that more readily typifies the current community education concept.

Seay (1974) wrote that the community education concept is difficult to define because any definition tends to restrict the concept. Seay (1974) stated, however, that the community school concept has truly evolved into a community education concept and, therefore, provided this definition: "Community Education is the process that achieves a balance and a use of all institutional forces in the education of the people--all of the people--of the community" (p. 11).

The definition of community education has gone through a type

of metamorphosis that often accompanies innovative ideas. The change has extended the role and the potential of the schools. Community education is no longer restricted to the community school even though it is the most common agent. For purposes of this study, the author views community education in the following way:

> Community education is a process that concerns itself with everything that affects the well-being of all citizens within a given community. This definition extends the role of community education from one of the traditional concepts of teaching children to one of identifying the needs, problems, and wants of the community and then assisting in the developing of facilities, programs, staff, and leadership toward improving the entire community. (Minzey & Olsen, 1969, pp. 31-32)

The above definition very accurately and precisely characterizes community education as described in the current literature. There are, however, many school districts which have considered themselves to be community education districts when in fact they are no more than traditional school districts which are now providing adult education and recreation activities. The reasons for this are many, but one of the main ones is that in those districts, there does not exist a true understanding of what community education is and what it can do. At the same time, there are many districts which are definitely engaged in the true community education process and have experienced success by doing so.

Regardless of the many changes that the community education concept has undergone, there are some ideas about community education which have been present throughout its evolution. Seay (1974) has identified the following six "significant threads from the community education movement":

1. The community school recognized in actual programming the basic fact that education is a continuous process.

2. Educational objectives were stated in terms of desired changes in behavior.

3. Educational activities, supported by appropriate instructional materials, were based upon the problems, needs, and interests of those for whom they were planned.

4. The school served the community and the community served the school.

5. A local community provided a focal point for understanding other, larger communities of people.

6. The community school challenged school and community leaders. (p. 28)

There has also been recent evidence (Weaver & Seay, 1974) that community education is tending to move toward a community based operation rather than a school based one. There are a few communities experimenting with such programs throughout the country. Weaver concluded from a nationwide study, which he conducted in 1972, that "the community education program of the future will be developed cooperatively among the community, the school, and other agencies with legitimate educational aims" (Weaver & Seay, 1974, p. 134).

Community education programs, therefore, do not have to be coordinated by an individual located in a school building, but do require someone with the conceptual and technical skills needed to gain the cooperation that Weaver alluded to (Weaver & Seay, 1974).

Community Education in Michigan

Michigan has long been considered the forerunner in the community education movement as we know it today. It was in Michigan where the first attempts were made to implement community schools on

a large scale in order to serve more people. There were, however, some very successful experiments being conducted in other parts of the country at the same time that community education began to develop in Michigan; because of a variety of factors, however, it was in Michigan where the community school concept displayed prominent success. Because of this, and because this study deals with community education programs in Michigan, the development of community education in Michigan is worthy of more discussion.

One of the projects initiated in Michigan which experienced relative success was an experiment conducted with a grant from the W.K. Kellogg Foundation and in cooperation with the Michigan State Board of Education. This program was intended to determine the potential of the community school concept. The project was funded in July, 1945 in five separate communities throughout Michigan (Seay & Crawford, 1954). These five communities were, therefore, laboratories for studying the effects of community education and determining the best means for implementing community school programs. Seay and Crawford (1954) wrote:

> As the program was being carried out many of the expected results of the experiment were realized. At the same time, new insights concerning the procedures whereby communities develop educational programs to solve problems were gained. (p. 15)

Provisions for continued leadership was not evident, however, for some of the programs involved in the experiment have since been discontinued.

Another Michigan program which was mentioned briefly in a

previous section, was the Flint, Michigan community school program. This program was initiated by the late Frank J. Manley who in 1927 was employed in the Flint public school system as a physical education instructor. Mr. Manley saw children playing in the streets while at the same time the school playgrounds were locked (Minardo, 1972). In 1935, Charles Stewart Mott provided the finances needed to open the school playgrounds for use by children in supervised recreational activities. Funds from the Mott Foundation and the Flint Board of Education have continued to make Flint the primary model for community education programs in the country.

In 1970-71, 1,300 different classes were offered in the Flint schools to an enrollment of 90,000 people. Adult education classes constituted an enrollment of 10,000 people, and people were getting the opportunity to receive high school diplomas who otherwise would not have been (Campbell, 1972).

The community school program in Flint has experienced many of the same growing pains that the community education philosophy in general has experienced. Thrasher (1974) described this change by writing:

> The Mott Foundation Program came into being in the Community School area because school facilities were not being made available for use in the community other than during the regular school day. The concept has evolved into a broader perspective from that beginning. 'Community Education' as described in the most recent publication of the Foundation, is involved with recreation, welfare, employment, cultural arts, child care, health counseling, leisure, legal aid, senior citizens, and job training. (p. 11)

Campbell (1972) wrote: "It is true that Flint did not begin

this operation with a full-fledged concept of community education. Rather, the leaders drifted into it" (p. 195). This description of the Flint program is intended to portray the ability of the educational leaders in Flint to recognize the potential of community education and not restrict themselves to the old community school concept. The Flint program has been an excellent example of a school district which has distinguished between the provision of programs for adults and the community education process. In writing an article for the Community Education Journal, the President of the Flint Board of Education wrote:

> The approach to Community Education is evolutionary. One has only to look at the development of Community Education in Flint over a period of some 37 years to see this verified. Flint did not, in 1935, have the scope of programs, services and facilities it now has. As an example, it was a full 15 years after Charles Stewart Mott made his first grant to the school board that the board began a large scale building project that incorporated the needed space for Community Education as it had been envisioned--a program approach. Now, 28 new schools later, a process approach is emerging, born out of a 1972 look at urban Flint. (Harris, 1974, pp. 17-18)

Flint had many traditions to break in order to move to this process approach, since it was steeped in the tradition of providing programs only. The author does not believe that a school district must necessarily go through the stage of providing programs before it begins process. In fact, many community education programs are initially formed with the process of community education built in.

Michigan was one of six states, as of 1971, in which there was state funding of community education programs (Pappadakis, 1971). This funding has helped many new programs get going and has helped

to improve existing programs in community school districts.

The success that the Flint community education program has enjoyed has been witnessed by thousands of visitors to Flint each year for the past several years. The popularity and the exposure of the Flint program has made it possible to prove the potential of community education so that just recently the community education philosophy has been incorporated into our federal education program (Riegle, 1974).

Michigan has also been the training ground, so to speak, for educators interested in becoming leaders in the community education field. In 1964 the seven state universities in Michigan, through funding from the Mott Foundation, began training programs in the field of community education. By making it possible to learn about community education, as practiced in Flint, more than five hundred interns have been enrolled in full time masters or doctoral programs at the seven state universities. In addition, 1,105 students have been enrolled in part time intern programs directly related to community education (Campbell, 1972).

Many of the students trained in Michigan have taken positions as community school directors, superintendents, principals, or state department personnel. This has definitely strengthened community education programs and efforts in Michigan as well as in other parts of the country.

Michigan also contains more regional centers (4) and cooperating centers (1) than any other state, which makes it possible to service

more of those school districts which have or are planning community education programs. These centers assist community education districts by means of consultant work, in-service programs and news letters concerning current developments within their area.

The school districts included in this study are serviced by the regional center located at Western Michigan University. This center assumes the responsibility of assisting in the job upgrading and improving community education programs within its region.

In 1974 the Michigan Community School Education Association (MCSEA) submitted a position paper to the State Department of Education. It was hoped that the paper would be accepted as representative of the position Michigan would take concerning the community education concept. In this position paper (MCSEA, 1974) there was a rather clear statement concerning the preferred role for the community school in Michigan. The statement read as follows:

> The community school plays a crucial role in implementing community education. The role is limited because schools are only one of many substantial 'educative' influences of the community and the schools do not and cannot control these other educative influences. However, the community school can seek arrangements that maximize the potential for individuals in the community. The community school plays a catalytic role in working with citizens and community agencies to improve opportunities for all age levels. (MCSEA, 1974, pp. 4-5)

The paper summarized its position on the role of the community school:

> In summary, community schools are a partial expression of the overall philosophical concept called Community Education. Community schools act in a catalytic, facilitative and sometimes in a coordinative manner with citizens, agencies, etc. to relate community conditions to community resources, avoiding duplication of effort, improving existing service and assisting in creating new programs when needed. (MCSEA, 1974, p. 7)

The Changing Role for the Community School

The public school system in this country has recently come under heavy attack from educators and non-educators alike. The school has been criticized for failing to meet the educational and living needs of youth in today's world, and is now being given the charge for accountability. Although there are many things that the schools cannot and should not be held accountable for, the schools in this country definitely have not been as productive as they might have been. The schools have been slow to change in order to meet the needs of a changing technological society.

Since the schools have not been willing or able to meet the demands of society, other, more opportunistic people have instituted agencies which are attempting to meet such demands. Boles (1973) wrote:

> On every hand are evidences of spin-off from 'the schools' in the form of agencies developed to help people learn--spun off because (1) the purpose of the schools has become irrelevant to large numbers of learners, (2) the need for learning extends beyond the age levels which the schools were designed to serve, and (3) there is money in it. (p. 24)

The schools in this country are changing, however slow it may be, and have changed throughout history. The functions and purposes of schools are, therefore, quite different than they were 100 years ago.

For purposes of this study, the transition in the role of the public school during the period immediately preceeding the turn of the century will be discussed. For the majority of people attending school prior to that time, the schools functioned in a rather limited role. The schools assumed the main function and responsibility of

providing the basic skills necessary for a child to secure some type of employment.

Thayer and Levit (1966) rather clearly described the nature of the school during colonial times by writing:

> Again we should bear in mind that although the religious motive loomed large in legislation, other interests were also operative. The New Englander was determined that children acquire the means for self-support. Consequently, all compulsory educational legislation provided that parents or guardians who failed to teach their children the elements of some lawful calling, labor, or employment should be deprived of their guardianship and the children apprenticed to someone more responsible. (p. 102)

Parents, therefore, looked to the schools to assist them and share in this responsibility. Today, the schools still must assume this role, but during the turn of the century the writings and philosophy of John Dewey began to shed a new light on the interrelatedness of school and community. Dewey (1916) wrote:

> The development within the young of attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by direct conveyance of beliefs, emotions, and knowledge. It takes place through the intermediary of the environment. The environment consists of the sum total of conditions which are concerned in the execution of the activity characteristic of the living being. The social environment consists of all the activities of fellow beings that are bound up in carrying on the activities of any one of its members. It is truly educative in its effect, in its efforts, in the degree in which an individual shares or participates in some conjoint activity, the individual appropriates the purposes which actuates it, becomes familiar with its methods and subject matters, acquires needed skill, and is saturated with its emotional spirit. (p. 26)

The realization by educators that the process and the importance of learning are so closely intertwined with a person's experiences, resulted in the progressive school era (Olsen, 1954). This

was a time when the foundation of the community education philosophy was formed. This was a time when one of the most important threads of community education became evident (Seay, 1974).

Another distinction between the traditional school and the community school was discussed by Minzey and Olsen (1969) in the following:

> It is likely that the development of community education in schools begins with a concern for the children and an extension of school services and activities. The traditional school maintains a primary concern for the 'three r's' and in fact often publicly disclaims responsibilities for other factors in the child's environment. In the traditional frame of reference, moral values are described as the responsibility of the church, health problems as within the domain of the parents, and recreation and employment as being within the province of other public agencies. (p. 32)

There are, indeed, many educators who continue to advocate the isolation of the school by leaving the concerns of health, recreation, home problems, community problems, etc. to other agencies. Just as the school cannot operate independently from these agencies, these agencies must be aware of what is happening in the school. The role of the school, therefore, has begun to be characterized as one which assumes the responsibility of making sure that all agencies, which affect a child's life and learning, are recognized. (Sumption & Engstrom, 1966)

The role of the school in community education extends the role of the more traditional school. Even though this expanded role included all of the responsibilities which the school has traditionally been burdened with, the school has increased the amount of time that it works with people. Rather than being open to public concerns

for six to eight hours a day, five days a week and nine months a year; the school in community education is now meeting public needs 12-14 hours a day, 7 days a week, and twelve months a year. This makes it possible for the school to provide services and assistance to people of the community on a much larger scale (Minzey & Olsen, 1969).

Community educators, therefore, advocate the expanded role of the school from one limited to teaching the 3 R's to one which is concerned with everything that affects the well-being of people.

The role for the school in community education has not always been so all-inclusive. The early concept of the community school was more concerned with providing different types of programs to a larger number of people and thus utilizing the facilities of the school more completely. The transition of the community school idea in the Flint school system has already been discussed, and shows that the schools in Flint are now schools which are involved in the community education process. Flint no longer is merely a district providing programs and facilities to large numbers of people (Campbell, 1972; Harris, 1974; Thrasher, 1974).

It appears that the schools of today have thus accepted or are being asked to accept a set of responsibilities that are so burdensome that no one institution could handle them. The schools definitely cannot be all things to all people, and they definitely are restricted by the nature of the community in which they serve. But with these things in mind, it is also true that Dewey was correct in believing that the schools do not use up the potential that they

have (Welch, 1971).

Berridge (1969) wrote that "as society has changed, the school has been assigned greater responsibility in the development of the roles of youth and of citizens in the community" (p. 24). Many schools have not been willing or able to accept this added responsibility.

The changing role for the public school in American society, as it pertains to the community education concept, was described by Berridge (1969):

> The role of the school in society has closely paralleled the social and economic phases of the history of the United States. Over the years the philosophy of community education has also changed. During the period of industrialization, schools were involved in content-oriented community programs. During the thirties, the emphasis shifted to programs characterized as oriented toward social welfare to meet the needs of the social crisis. The concept of community education has changed again since the late fifties to meet the social and educational problems which have arisen since the end of World War II. (p. 25)

The change in the role for the school has also affected the attitude toward curriculum development. Everett (1938) wrote this description of the active vs. passive role of the school in educating the child. He described the dichotomy as:

> All life is educative vs. education is gained only in formal institutions of learning. Education requires participation vs. education is adequately gained through studying about life. Public school systems should be primarily concerned with the improvement of community living and the improvement of the social order vs. school systems should be primarily concerned with passing the cultural heritage. The curriculum should receive its social orientation from major problems and areas of community living vs. the curriculum should be oriented in relation to the specialized aims of the academic subject. (Everett, 1938, p. 10)

This sort of curriculum development is of major importance to the

operation of a community school, for without it, the process of community education is not complete.

The community school, therefore, does differ in many ways from the so called traditional school. When asking the question: How does a community school differ from a traditional type school?, Herman (1972) wrote that the community school is:

> (1) An educational center--a place where children and adults have opportunities for study, learning and cultural enrichment, where learning can take place 18 hours a day or more. A place where educational or vocational skills may be upgraded.
>
> (2) A neighborhood community center--a place where citizens of all ages may take part in such things as sports, physical fitness programs, informal recreation, arts and crafts, musical tutoring and leisure-time activities.
>
> (3) A center for community services--a place where individuals and families may obtain health services, counseling services, legal aid, employment services and homemaking help.
>
> (4) A center for neighborhood and community life--the school as a place that can assist citizens in the study and solution of significant neighborhood problems. (p. 49)

There has been special emphasis on the role of the school to include solving the problems of the inner city and the lower class, deprived child. The potential of the community school, through an implementation of the community education concept, can definitely make this new role for the school an effective one (Kerensky & Melby, 1971; Levine, 1967; Saltzman, 1961).

Kerensky & Melby (1971) referred to the role of the school in a community which is really concerned with the education of the child:

> In the new education centered community, the community school will be the primary agency of oversight and integration in education. It will not take over the functions of the home,

> but when the home fails it will seek to strengthen the home, so it can do better. The school will work in close cooperation with all agencies that can help. When a child does not get an adequate breakfast in the morning, the school will provide it. (p. 102)

The role for the school that the above authors suggest can best be analyzed when laid out by components. Kerensky and Melby (1971) indicated that there were a minimum of twelve such components in an effective community school program. These twelve components were:

(1) Maximized Use of Existing Human and Physical Resources.

(2) Establishment of Cooperative Procedures with Governmental Service Agencies.

(3) Establishment of Cooperative Procedures with Volunteer and Civic Service Organizations.

(4) The Development of Cooperative Procedures with Other Educational Institutions.

(5) The Establishment of Cooperative Procedures with Business and Industry.

(6) The Establishment of Procedures for Self-generating Activities.

(7) The Initiation and Coordination of Special Community Events.

(8) The Establishment of Problem Solving Procedures through the Creation of a Citizens Advisory Council.

(9) The Employment of a Community School Director or Coordinator who Serves to Tie all of the above together and also Serves in the Capacity of an Ombudsman for his Entire Community.

(10) The Establishment of a Climate for Innovation and Change.

(11) Provisions for Heuristics.

(12) Provisions for Serendipity. (Kerensky & Melby, 1971, pp. 167-168)

Since community education does concern itself with such a

large number of things, the author believes that the role for the community school is based on the six components for community education described by Minzey (1974). The components described by Minzey are basic when discussing any community school program and are the ones on which this study is based. The six components are:

1. An Educational Program for School Age Children
2. Use of Community Facilities
3. Additional Programs for School Age Children and Youth
4. Programs for Adults
5. Delivery and Coordination of Community Services
6. Community Involvement (Minzey, 1974, pp. 7; 58)

Accomplishing the many types of tasks that Kerensky, Melby and Minzey suggest will require many more services and personnel than the public school alone could provide. It has been suggested that the only way in which community education can accomplish all of what it proposes to accomplish is to establish what could be referred to as an educative community. This educative community would, therefore, utilize the school as the mobilizing force in getting all of the service agencies working together in a cooperative effort to improve the life of the community (Campbell, 1963; Goslin, 1965; Minzey & Olsen, 1969; Weaver & Seay, 1974).

One of the basic additions to the role of the public school is the added emphasis on lifelong learning. The public schools can no longer expect to use public facilities for servicing only those people of the community in the age range of 5-18. The community school, therefore, has something for everyone, regardless of age (Boles &

Seay, 1974; Maire, 1973; Whigham, 1973).

It has already been mentioned that community education has suffered from misconceptions concerning its definition. There are also many misconceptions concerning the role of the community school in community education. One of the main misconceptions hindering the development of the community education process has to do with how educators within community schools view the community school program. There has been a tendency to develop community school programs in an effort to serve the adults of the community with a high school completion class or with adult enrichment activities. This is too often the extent of the involvement of a school in the community education process. The community education program, therefore, is viewed by administrators and community members alike as an add-on program which has no relationship to other activities taking place in the school or community. These misconceptions tend to prevent the community education program from realizing its true potential (Kerensky, 1972; Minzey, 1972).

The community school must, therefore, make an attempt to distinguish between community school programs and the community education process. Minzey (1972) examined both the program and process ingredients of community education when he stated:

> The program aspect deals with the more overt activities of a community. Previously listed misnomers are usually activities which belong in the program part of community education. Communities have particular needs and the programs are designed to assist in meeting those needs. Therefore, if there is a need for recreation, vocational retraining, or high school completion, the community education program provides the means of meeting it.

> The second aspect of community education is process. This is the attempt to organize and activate each community so that it more nearly reaches its potential for democratic involvement and development. (p. 152)

Factors Related to the Success of Community Education Programs

There are a number of factors which the literature indicates are related to the successful implementation and development of community education programs. There is, however, a severe lack of empirical data related to such factors.

The factors which are related to the development of community education programs, (i.e. the implementation of both program and process) are for the most part, related to the leadership in a school district. The community education concept requires that a change take place in the way in which central office administrators and school boards view education in general and where priorities are to be placed.

The necessary support that a community education program requires will also necessitate certain circumstances which may or may not be present in a traditional school setting. Minzey and Olsen (1969) and Melby (1972) suggested that the successful development of community education programs will require a change in roles and functions of main school decision makers, specifically the superintendent, school board, and principal.

Decker and Pass (1974), referring to the successful operation of a community human resource center, stated:

> A keystone to a school system developing a Community Human Resource Center is the acceptance of broadened responsibility

> by boards of education and educational administrators. They must accept the improvement of society as a prime function of public education. School policy-making bodies and administrators must provide the leadership needed in working in the design and implementation of programs and delivery systems to most effectively meet the total educational needs of the community. (p. 21)

Tirozzi and Chasin (1972) attributed the success of the community education program in New Haven, Connecticut to the commitment of the board of education. Seay (1953) also indicated that the force which puts the community education process in motion is the understanding of educational leaders and laymen of the power of education in promoting social progress. Seay (1953) stated that "the use of the educative process in relating problems and resources makes possible the achievement of the goals of the community school" (p. 13).

Along with this change in the way educators view the function and power of education, there should also be a change in the organization of school staffing. Minzey and Olsen (1969) wrote:

> The change in organization may not be as great in terms of change as it is in terms of additional staff to assist with the new responsibilities. For example, a superintendent who has widespread community responsibility will require professional assistance to help him administer the additional responsibilities. This means that at the system-wide level, additions to the administrative staff will be necessary to carry on the coordination of community activities. Similarly, at the building level, additional staff will be mandatory since the principal will need to expand the school's services in order to cover the new responsibilities. (p. 35)

Bushey (1972), in a study of selected community school programs in the state of Indiana, found that it was necessary to have the commitment of those people who controlled the allocation of money throughout the school district. At the same time, there should have

been a common understanding of the community education philosophy if the community education program was to have any chance of orienting itself to process.

Perhaps the most important factor in the development of a successful community education program is the ability of the community education director to implement the community education philosophy, assuming in the first place that the director understands what the philosophy is.

Campbell (1972) indicated the importance of the community education director to a successful community education program when he wrote:

> Before Frank Manley created the position of community education coordinator (community school director), programs had tended to start out grandiosely and gradually fade into oblivion. It is easy to see why such deterioration occurred. Selected staff members tried to administer community programs on an overload basis. These people often lacked the energy to execute a daytime program and an evening program in addition. (p. 196)

It is imperative, therefore, that a district wishing to develop a viable and productive community education program, hire a trained community education director. The director will make the difference between success and failure.

Kliminski (1974) conducted a study in Michigan in an effort to identify the types of skills that distinguished successful community education directors from those who were not. His sample consisted of 80 districts from the state of Michigan, 40 of whom had been identified as having successful directors or as having successful community education programs.

Kliminski found that directors who had been chosen as successful (determined by the Michigan regional center directors) exhibited significantly higher levels of technical, conceptual and human skills when rated by themselves and their superordinates than did other directors. It was also found that successful directors had a significantly larger number of semester hours of course work in community education, had worked with community education programs a significantly longer period of time and had more intensified training in community education than did other directors.

Community education has appealed to hundreds of school districts throughout the country, many of which are school districts with successful community education programs. There are many more community education programs, however, which do not get past the programming stage. In order to get past this stage and become involved in process of the community, the community education program must have the support and the understanding discussed thus far.

Minzey and LeTarte (1972) described the situation which too many school districts and community education directors have experienced when they wrote:

> The program aspect will grow rapidly. The number of classes and activities will increase and more and more demands will be made upon the time of the director. He will soon find that surveying the community, organizing programs, advertising, staffing, registering, supervising, financing and administering programs will take all of his time and that regardless of his energy and commitment, he will be unable to expand his activities. It is at this point that the commitment of the decision-makers in the school district is most important. For only by adding staff will any expansion be possible. (p. 60)

The type of support that Minzey described is often not present

when the director needs it. The importance of the decision-makers in the district, therefore, will determine which direction the community education program will take. The role and importance of such decision-makers to the community education program will be discussed further, specifically the superintendent and the school board. The importance of the community education director's role to the success of a community school program will also be discussed in more detail.

Role of the Superintendent in Community Education

The superintendent of schools in a community education district is in a position that is crucial to the successful development of a community education program. Because the superintendent is officially designated as the educational leader for the school district, the tone which he sets in relation to community education programs is one which can make or break a community education program.

Keidel (1969) emphasized the importance of the superintendent by the following:

> As in the case of all other individuals connected with a community school, the 'open' attitude toward the use of facilities and other assets must be an integral part of the superintendent's philosophy. It is extremely difficult for interagency cooperation to be a reality if it is not sufficiently stressed and exercised at the highest level. The superintendent, and, in turn, the board of education, are in the best position to do both of these. The superintendent must keep this in mind as he attempts to deal with the many pressures foisted upon him by the exigencies of his job. (p. 83)

Katner (1974) wrote that the superintendent is and will be responsible for the "modification and/or alteration of existing

structures to meet the ever changing educational needs of the community and the ever changing age groupings that represent those needs" (p. 50).

The role and function of the superintendent in a district with community education programs must include more of an emphasis on knowing the community. The superintendent can, therefore, no longer isolate himself from what the community is feeling and thinking (Campbell, 1969, Melby, 1972).

Oakey (1972) wrote:

> Eventually, I see the superintendent of schools being a community service coordinator with two or more principals in each community school. One will serve the instructional needs of the regular school enrollees while the other will coordinate and disseminate all the other services needed by the residents of the area served by the school. (p. 29)

The superintendent will need assistance in order to arrive at this point. Carroll (1972) gathered data concerning the needs of superintendents in order to determine guidelines for service by regional community education development centers. The results of the study indicated that there was more of a need for in-service activities which would acquaint more people in the district with the community education philosophy.

In most community education districts there is one director of community education who conducts programs in several school buildings throughout the district. This person must work with and receive the support of the superintendent when initiating new programs. Martin and Seay (1974) listed several sample job descriptions for the

community education director, and in each of them is stated that the superintendent either delegates duties to the director and/or the director must receive superintendent approval on purchasing equipment or financing programs.

It is, therefore, this working relationship between the superintendent and the community education director that is vital to a successful community education program. The community education director must be sure that the superintendent understands and supports his program. This type of understanding and support is vital if superintendent support is expected when approaching the board for approval of a community education budget.

Role of the School Board in Community Education

Again, there have been no research studies conducted in the field of community education pertaining to the real importance of the board of education so far as successful community education programs are concerned. The lack of research in this area is surprising in light of the obvious importance of the board, especially in policy making matters.

Hurwitz (1973) discussed the situation many boards of education find themselves in when considering the support of a community education program. Hurwitz does an excellent job of summarizing the situation that many community education directors have faced when approaching the board for affirmation of their commitment to the community education program. Hurwitz wrote:

> School boards, in recent years, have been almost overwhelmed by their many problems--problems of school finance, teacher demands, student unrest, education for the disadvantaged--I could go on and on. I do feel that the impending developments in tax reform and the movement toward state support of public education may relieve boards of some of their burdens--particularly those connected with finance and teacher negotiations. And I believe when they stop to think about it--as they soon will--they will realize that the community school is made to order for helping them to cope with many of their problems. (Hurwitz, 1973, p. 9)

Hurwitz went on to stress the importance of the board of education understanding the community education philosophy when he stated that "community education is not so hard to bring about. Any school can be a community school if the educational leadership accepts the philosophy of the community school" (p. 11).

Yeager (1951) wrote that "since the board of education is a policy-making body, it obviously must have some adequate conception of good schools and must be adequately informed concerning the nature and needs of the schools" (p. 126). Katner (1974) also emphasized the importance of informing the board of the importance of utilizing school facilities.

The school board also has a working relationship with the community education director and can certainly affect the success of failure of his/her efforts.

Martin and Seay (1974) illustrated the importance of the board when they described the needed approval of the board in such matters as budget approval, policy-making, and equipment purchasing.

Bottom (1971) further stated:

> Once a flexible role has been agreed upon it must be clearly delineated to those with whom and for whom the Community School

Director works.

> The Board of Education must not only be fully aware of the Community School Director's function, they must be commited to it. If a Community School Director feels he will be called on the carpet every time his program becomes uncomfortable to sensitive members of the school hierarchy, his enthusiasm and output will wane. (Bottom, 1971, p. 24)

Some boards of education not only understand and support the role of the community education director and the community education philosophy, but also assume a leadership role in determining the future development of community education within their districts (Harris, 1974).

Jacobsen (1971), in a study involving all the school board presidents in the state of Iowa, found that generally school board presidents recognize the need for community involvement and support the idea that citizens committees should be used to advise the board. This understanding is vital to the development of programs which are strongly oriented toward the process of community education.

Carrillo and Heaton (1972), Kenney (1973), Koth (1973), and Minzey and LeTarte (1972) are among the many community educators who have emphasized the importance of seeking school board support both in the implementation, and in the development of community education.

There is an ever increasing number of school boards across the country who are showing evidence of strong support and understanding of the community education concept. The development of strong policies which guide the development of the community educa-

tion program are vitally needed in a school district.

Howerton (1974) wrote on the gradual acceptance of boards of education regarding the community education concept:

> Many boards of education and educational leaders were not immediately receptive to the idea of revising the traditional role of the public school. Public demands for additional and varied services often met with resistive moves. If additional community services or personnel were deemed necessary by boards of education, they often were sought only on a temporary basis. Because public schools frequently competed with other community agencies for the same tax dollars, some educators desired that other services be reduced or eliminated in order that additional support for public education might be available. (p. 60)

In spite of this, Howerton went on to say that boards of education are now starting to realize the potential of community education, and gave examples of school board and organizational policies which truly support the growth of community education in a district.

Indeed, every school district could turn its schools into community schools, but continued support by the board of education is needed if the community education programs within these schools are not to become stale.

Role of the Community Education Director in Community Education

The term community education director must be distinguished from the term community school director. Originally, the community school director was concerned with conducting programs at one particular building, and it was not until the 1960's that the term community education director became widely accepted (Kliminski, 1974) The community education director has the responsibility of imple-

menting community education programs throughout a school district and many times has several staff people assisting in individual buildings.

The first community school directors had minimal job qualifications since their main responsibility was the programming of youth and adult recreation and enrichment activities within the school buildings. As community education developed, however, the need for a person to handle a more complex function became evident.

The role of the community education director was described by Whitt (1971) as follows:

> The key to any Community School Program (Community Education Program) is the Community School Director (Director of Community Education). This individual is the coordinator and leader for all aspects of the community education program. He leads when there is a need to develop new programs and to maintain the old; he coordinates when it is essential that he allow others to lead and to encourage others to move forward on their own. The Community School Director (Director of Community Education) is a motivator, an expediter, a learning specialist, a community relations expert, a master of ceremonies, a community action agent, a VISTA volunteer, an evangelist for education, a custodian and clerk, a vice-principal, a counselor, a boy's club leader, a girl's club sponsor, a friend of the neighborhood, and a humanitarian concerned with the welfare of our society. Now if this sounds as if it is too much, he is much more.
>
> For you see, the Community School Program (Community Education Program) is one of involvement, and a person who dares to become involved, must be ready to become whatever type of individual that is necessary in order to enable people to feel secure and to grow. (p. 41)

Weaver and Seay (1974) indicated that the community education director requires a certain set of personal requisites, skills, and knowledge in order to implement the community education concept. Weaver distinguished between what could be called the conventional

community education director (commonly referred to now as the community school director) and the emerging community education director:

Conventional	vs.	Emerging
1. Personal Requisites Charisma Loyalty Dedication		1. Personal Requisites Objectivity Initiative Adaptability
2. Skills Technical Conceptual Human (high degree)		2. Skills Technical (high deg.) Conceptual (high deg.) Human
3. Knowledges Educational Programming Public Relations		3. Knowledges Organizational Mgmt. Human Behavior Social Systems (Weaver & Seay, 1974, pp. 131-132)

With the purposes and aims of the community education concept in mind and the suggested traits and roles for the community education director, one can readily see the importance of the director to the success of a community education program.

VanVoorhees (1969) wrote:

> The key to the success of any community school program will be the ability of the community school coordinator to identify the problems and needs of the people and to implement solutions in form of programs through either the physical program of the community school or by initiating programs through other agencies and institutions. (p. 72)

Keidel (1969) also emphasized the importance of this position when he wrote:

> He (the Community School Coordinator) is the heart of a community school program, or ought to be. If it were possible to centralize to some degree the responsibility for the success or failure of a program (and, frankly it may not be possible) the primary focus would be the CSC. (p. 78)

With the importance of the superintendent, the board of education, and the community education director in mind, it becomes readily apparent that the success of a community education program will depend to a large degree on whether or not their working relationship is characterized by at least some agreement on what the school can and should be doing, and should continuously work together on the development of community education within their school district.

Importance of Agreement Concerning the Role of the School

There have been found no research studies in which comparisons have been made concerning the opinions of superintendents, school boards, and community education directors concerning the ideal role for the public school. There has been, however, testimony given to the fact that this sort of agreement was necessary in the successful development of various school district's community education programs.

Wing (1972) stated that the community education program in Provo, Utah owed its success to the fact that there was an atmosphere characterized by many educators and city officials thinking and feeling the same way.

Peets (1970) found that there was a significant relationship between the amount of goal agreement among board of education members and administrators and the degree of success in affecting change. The perceptions these board members and administrators had concerning the goals of public education would be related to the role they felt

was appropriate for the school.

Zei (1971), in a study of eight districts in a Midwestern State, found the following:

> 1. Public school administrators and teachers indicated a high degree of congruency in their perceptions of the secondary school's responsibilities.
>
> 2. None of the selected characteristics such as geographic location, age, sex, income, amount of education, size of family, religious preference, and attendance of respondent's children at public, private, or parochial schools created any significant differences in the perceptions of the public secondary school function between and among the public school administrators and teachers.
>
> 3. Public school administrators and teachers were in very close agreement in their perceptions of the public secondary school's responsibilities. Furthermore, there was exhibited an extremely high rank order correlation between the degree of congruency existing between educators and citizens and their expectations of the public secondary school.

There have been a few studies conducted concerning the perceptions of various groups concerning the goals of community education, and the extent to which the goals for community education are evident in selected community education programs.

Saad (1974), in a study conducted in Flint, Michigan, found that the attitudes of school-community advisory councils toward the goals defined by the Flint Board of Education were not related to such demographic factors as sex, age, and level of income.

Parson (1974) in a study which evaluated the extent to which components of community education were evident in the Iowa public schools found that apparently the goals for schools in Iowa do not include the community education components to a great extent.

In a study conducted by Ahola (1969), in three different commun-

ities, found that there was general agreement among the community leaders relative to the basic aims and objectives of community education.

Mayhew (1972) conducted a study in which he tried to determine the attitudes of people toward the potential of community education and its functions. He found that there was a wide variance in the minds of several segments of the population as to what constituted a proper set of concepts for inclusion in the curricula of adult education, K-12 education, and community education.

Stark (1974), in a study of attitudes of opinion leaders in 30 school districts of Michigan, found that of the 210 leaders involved in the study, there was a significant difference between the attitudes of opinion leaders from districts with community education and those opinion leaders from districts without community education, concerning the extended use of school facilities. He found that opinion leaders from the school districts having no community education programs were less positive in their attitudes toward the use of community resources than were opinion leaders from school districts in which community education programs were in operation.

The research conducted in community education indicates that there is general agreement as to the general goals of community education and that people are generally satisfied with what community education can do for their school district. There is not any evidence, however, related to opinions of people concerning what role

they feel the school should assume in the community education process and whether or not agreement on this role has any effect on the success of a community education program. The literature, however, seems to indicate that this type of agreement is necessary and that the school does have a definite role to play.

Adoption of Educational Innovations as it Relates to Community Education

Change processes and the adoption of educational innovations will be discussed here because of the fact that community education has been one of the few major changes in education within the last few decades. Community education must, therefore, undergo the same process of adoption that other major innovations have.

There has been much written dealing with change processes, but the discussions here will be limited to change in general and change processes as they relate to this study. Change is a very necessary but complex process. Goodlad (1970) stated that "we are only slightly better off today with respect to knowing how change is wrought than we were twenty years ago" (p. 11).

Fantini (1971) wrote that "we cannot avoid the need to change, if only because the society cannot sustain present circumstances for very long" (p. 200). Other authors such as Toffler (1970) have indicated that even though our society is changing at an ever increasing rate, the social institutions in this country are not changing quickly enough to meet the demands of society.

Our educational institutions have been extremely slow in adapting to the changes in society. Rubin (1970) stated that:

> We must be led, therefore by those who have unfettered themselves from the past and who understand the future, by those, in short, who value the right things. There have been times in man's history when the need for distinguished leadership was especially urgent. We appear to be at such a time again. (p. 116)

Community education can provide the leadership that is necessary to meet the demands of our changing society for adaptability is basic to the community education concept. There are certain forces, however, in a community education district which affect the power of community education to implement change. Meade (1971) wrote that "change is most often spawned by those in power, and therefore, it is those with power who must overcome the inadequacies that exist" (p. 224).

For the most part, the power that Meade referred to is situated in the board of education and the superintendent of a school district, as far as community school development is concerned.

There has been much written which points to the superintendent as a key factor in the change process. Rogers (1965) indicated a lack of research, however, pertaining to the superintendent and his relationship to the change process:

> Our past research in educational diffusion has been rather unimaginative, and has been the almost sole property of one university. Few studies have been completed with teachers (only one such study was encountered in a search of the literature) as the unit of adoption, and only one study of school superintendents, in spite of their importance in school adoption decisions. (p. 60)

Rajendra (1971) conducted a study related to the educational change process in one school district and concluded that the perceived support of the superintendent was crucial to the central office and other administrators and eventually to the total district staff.

The superintendent appeared to set the overall tone for change.

Other authors (Brickell, 1961; Carlson, 1964, 1965; Rubin, 1970) have all emphasized the importance of the superintendent in the adoption of educational innovations.

In discussing the role of the superintendents in the adoption of modern math, Carlson (1964) stated:

> A second assumption may have been present though implicit in prior studies of diffusion in school districts which have ignored the superintendent. It is that his position in the organizational structure, specifically his subordination to the school board, renders him powerless and thus not consequential in the matter of acceptance of new practices. The data presented here argue against the validity of this assumption also, though the line of argument is less direct. (p. 340)

The board of education has also been pointed out as a major factor in the change process and the adoption of innovations. MacKenzie (1964) concluded from a series of case histories concerning change that:

> In the descriptions collected, boards of education appeared to be influential participants in change. Many instances were discovered where changes were ordered by boards over objections of the professional staff. Boards were observed to exert, in some cases, a very direct influence on the general climate within education goes forward. (p. 412)

From what has been written in the field of community education, there seems to be a great deal of agreement on the power of the superintendent and the board in matters concerning the adoption of innovative programs. It is surprising, therefore, that very little research has been done in the field so that a better insight could be had into formulating closer relationships between these people and the community educator.

Seay (1974) emphasized the fact that community education has been going through adoption pains for quite some time when he stated:

> The community school challenged leaders to be innovative. They had to be innovative in the beginning of the period between 1930 and 1960 because they were working with a new untried idea. Innovation invited criticism, of course, from those who preferred traditional ways or who had vested interests in the status quo and from all those who feared change. Community school leaders were accused of rocking the boat. (p. 41)

Community educators are still rocking the boat in many communities and will probably continue to do so; for the very nature of community education is based on responding to and leading in the change process in order to meet the needs of the changing communities in which the programs are located.

The process of going through change in community education development is most strongly recognized when there is an attempt to develop community education programs to their full potential.

Talbot (1973) very clearly stated the relationship to change in community education by the following:

> Change from the familiar to the questionable or unknown comes painfully and I fear Community Education is currently facing that trauma.
>
> You can have a community education program under the old definition and not change much--just add a few classes at the school in the evening and invite in the family instead of just the father or mother and you've got the traditional community education program. But if you want to have Community Education under the new concept, you've got to change. Oh, you don't have to do things differently than you've always said they should be done; but you will have to do them differently than they have been done. And that, my friends, produces trauma. (p. 8)

The changes which must take place within a school district in

order to change from a traditional type school district to a community education district will require a knowledge of where the power lies within a district, and then convincing that power structure that community education is a concept that needs their support. The change is not easy if true community education is going to take place within a district, but with a common understanding of what community education is and what it can do, support and success will follow.

CHAPTER III

Design of the Study

Introduction

This chapter will be devoted to a discussion of: the instruments used to collect the data, the population selected for the study, the method of data collection, the data collected, the hypotheses investigated, and the statistical methods used to test the hypotheses.

Instrumentation

As stated, this investigation was to determine if there was a positive relationship between the degree of mutual acceptance of Community Education's preferred role for the school and the degree to which a school met the professional criteria for goals and methods of achievement.

Two variables were, therefore, identified in order to determine this relationship. The first variable, the independent variable, reflected whether or not the main school decision makers were in agreement with each other concerning the role of the school, while at the same time accepting of a professional community education philosophy concerning this role. This variable was referred to, in short, as "mutual acceptance."

The second variable, the dependent variable, reflected the degree to which a district met the professional standards for community education. This variable was referred to, in short, as the "meeting of professional standards."

In order to assign values to the first variable, the Community School Role Congruence Questionnaire (CSRCQ) was administered. In order to determine what values to assign to the second variable, a two part evaluation instrument was used. The development of these instruments and the way in which the responses were analyzed will be discussed next.

The determination of mutual acceptance. The Community School Role Congruence Questionnaire was designed to measure the degree to which a variety of policy makers agreed with each other concerning the role of the school. The instrument consisted of 30 statements. There were six statements for each of five community education components described by Minzey (1974).

Minzey described six components of community education, but the first component was not included since the investigator assumed that all schools consider the provision of educational programs for youth as a role of the school. The components used in designing the questionnaire were:

I Use of community facilities

II Additional programs for school age children and youth

III Programs for adults

IV Delivery and coordination of community services

V Community involvement

The role statements on the CSRCQ were, therefore, based on the above five components and on a review of the literature.

When completing the CSRCQ the respondents were asked to rate

each of the role statements as follows:

TD: total disagreement with a statement

MD: moderate disagreement with a statement

SD: slight disagreement with a statement

SA: slight agreement with a statement

MA: moderate agreement with a statement

TA: total agreement with a statement

The respondents were informed that their ratings should reflect their own philosophy concerning the role of the school; not what may have characterized their particular district.

Each of the components for community education consisted of six statements distributed throughout the CSRCQ as follows:

1. Component I was represented by items 6,10,15,19,26 and 29.
2. Component II was represented by items 1,5,9,13,20 and 24.
3. Component III was represented by items 3,8,18,22,28 and 30.
4. Component IV was represented by items 2,4,11,14,17 and 25.
5. Component V was represented by items 7,12,16,21,23 and 27.

Reliability of the CSRCQ was determined by two administrations of the questionnaire to a group of 20 people. A sample of both educators and non-educators was given a copy of the instrument to complete. The same group was then given the same questionnaire two weeks later in order to determine if any of the items should be changed or eliminated.

Because of the way in which "mutual acceptance" was determined for this study, reliability of the statements on the CSRCQ was

figured on the basis of whether or not the sample respondents rated a statement in a "like manner" on both administrations of the questionnaire. What the investigator meant by "like manner" was that when a respondent rated a statement in either the agreement range or disagreement range on the first administration of the questionnaire, then that respondent also rated that statement with the same range on the second administration.

For the two administrations of the questionnaire, Table 1 indicates the percentage of the 20 respondents who rated a particular item in a "like manner" and the percentage who rated a particular item in an "unlike manner."

It should be noted that most of the deviations in rating were due to respondents varying their responses between the two choices of "slight agreement" and "slight disagreement" and were not radical shifts from one end of the scale to the other.

Upon return of the questionnaires from the study population, the following process took place in order to analyze the data:

1. For items 1,2,5,6,7,8,10,13,14,15,16,17,18,19,21,22,23,24, 26,27 and 30, responses were changed to a numerical value as follows:

TD changed to 1

MD changed to 2

SD changed to 3

SA changed to 4

MA changed to 5

TA changed to 6

Table 1

Consistency of Responses on

the CSRCQ Reliability Study

Component	Item No.	No. Responding in "like manner"	%	No. Responding in "unlike manner"	%
I	6	20	100	0	0
	10	20	100	0	0
	15	20	100	0	0
	19	20	100	0	0
	26	18	90	2	10
	29	18	90	2	10
II	1	20	100	0	0
	5	19	95	1	5
	9	18	90	2	10
	13	20	100	0	0
	20	19	95	1	5
	24	20	100	0	0
III	3	20	100	0	0
	8	18	90	2	10
	18	19	95	1	5
	22	20	100	0	0
	28	19	95	1	5
	30	19	95	1	5

Component	Item No.	No. Responding in "like manner"	%	No. Responding in "unlike manner"	%
IV	2	19	95	1	5
	4	20	100	0	0
	11	19	95	1	5
	14	19	95	1	5
	17	20	100	0	0
	25	20	100	0	0
V	7	20	100	0	0
	12	18	90	2	10
	16	19	95	1	5
	21	20	100	0	0
	23	19	95	1	5
	27	18	90	2	10

2. In order to prevent repetitious responses, the investigator has stated many of the items in terms exactly opposite of community education's preferred role for the school. Because of this, responses to items 3,4,9,11,12,20,25,28 and 29 were changed to a numerical value as follows:

TD changed to 6

MD changed to 5

SD changed to 4

SA changed to 3

MA changed to 2

TA changed to 1

Therefore, for both of the above sets of items, responses of 4, 5 or 6 represented acceptance of what the community education literature indicated should be the role of the school. Responses of 1, 2 or 3 represented non-acceptance of what the community education literature indicated should be the role of the school.

In order to determine how the board of education viewed the role of the school, a median board response was determined. For example, if five members on a school board responded to a statement in the following manner:

Board member #1 rated a statement with a 6

Board member #2 rated a statement with a 5

Board member #3 rated a statement with a 6

Board member #4 rated a statement with a 4

Board member #5 rated a statement with a 4

the median board response for that statement was computed as follows:

Board member #1 = 6

Board member #3 = 6

Board member #2 = 5 ---------- 5 was the median

Board member #4 = 4

Board member #5 = 4

The board response for the above example was, therefore, considered as 5. The median board response was based on the number of board members returning the questionnaire. If a district had only one board member responding to the questionnaire, then that board's response was considered to be the response indicated by that one board member.

Since each of the components for community education are somewhat independent of each other, the investigator analyzed each component separately for each of the hypotheses tested. Therefore, when testing each hypothesis, an "acceptance value" was assigned to each district as well as an evaluation score in relation to each of the five components.

When testing each hypothesis in relation to any particular component, the investigator determined whether or not a school district's main school decision makers were in agreement with each other, concerning the role of the school, while at the same time accepting of the community education philosophy concerning that role. When the specified group of decision makers were in such agreement, that district was rated as exhibiting "mutual acceptance" of Community Education's preferred role for the school. If there was not such

agreement, the district was rated as not exhibiting "mutual acceptance." The following example will be used in order to illustrate this procedure:

The hypothesis being tested in the following example related to school board members, superintendents and community education director in terms of their mutual acceptance of Community Education's preferred role for the school. The hypothesis being tested is in reference to the six statements of Component I.

If all three respondents rated a statement with either a 4, 5 or 6, that district was rated as having mutual acceptance on that statement. If one or more of the respondents rated the statement with either a 1, 2 or 3, that district was rated as not having mutual acceptance. Determination of mutual acceptance would therefore be computed as follows:

School District X

Component I

Statement 1.	Board	(1,2,3) (4,5,6)
	Superintendent	(1,2,3) (4,5,6)
	Community Education Director	(1,2,3) (4,5,6)
Statement 2.	Board	(1,2,3) (4,5,6)
	Superintendent	(1,2,3) (4,5,6)
	Community Education Director	(1,2,3) (4,5,6)
Statement 3.	Board	(1,2,3) (4,5,6)
	Superintendent	(1,2,3) (4,5,6)
	Community Education Director	(1,2,3) (4,5,6)

Statement 4.	Board	(1,2,3) (4,5,6)
	Superintendent	(1,2,3) (4,5,6)
	Community Education Director	(1,2,3) (4,5,6)
Statement 5.	Board	(1,2,3) (4,5,6)
	Superintendent	(1,2,3) (4,5,6)
	Community Education Director	(1,2,3) (4,5,6)
Statement 6.	Board	(1,2,3) (4,5,6)
	Superintendent	(1,2,3) (4,5,6)
	Community Education Director	(1,2,3) (4,5,6)

Since in the above example, there was mutual acceptance on four of the six statements (1, 3, 4 and 5), District X would be evaluated as having mutual acceptance on Component I in respect to this particular hypothesis. Mutual acceptance had to be demonstrated on at least four of the six statements, otherwise the district would have been evaluated as not having mutual acceptance on Component I.

For the above sample hypothesis, mutual acceptance would be determined for each of the five components, for each of the districts, by use of this procedure. Thus for each district, a score of 1 or a score of 0 was assigned, with 1 representing mutual acceptance on the component and 0 representing the fact that a district did not have mutual acceptance on the component.

Determination of the meeting of professional standards. The degree to which a community education program met the professional standards of community education was determined by use of a two part instrument. The investigator evaluated each district based on the results of this two part instrument.

The first part of the evaluation instrument was the Community School District Exemplariness Questionnaire which was completed by the community education directors involved in the study. Points used to evaluate each district were based on the responses to the CSDEQ with such responses being assigned a point value in the following manner: (Table 2 illustrates the composition of the CSDEQ.)

1. For the CSDEQ Part A, a point value of A=one point, B=two points, C=three points and D=four points was assigned.

2. For the CSDEQ Part B, a point value of No=two points and Yes=four points was assigned for items 1-7. For item 8, No=four points and Yes=two points.

3. For the CSDEQ Part C, one point was given for each item checked plus one point for each appropriate activity added by the respondent. Appropriateness was determined by the investigator.

4. For the CSDEQ Part D, the number circled for each statement indicated the point value assigned. For example, if a 1 was circled, a score of 1 point was assigned, if a 2 was circled, a score of 2 points was assigned etc.

The second part of the evaluation instrument required data from the Breakdown of Community School Report which is published annually by the Community School Development Center at Western Michigan University. This report was used in order to answer the following questions:

1. To what extent was the community education concept incorporated into all the schools of the district?

2. To what extent was the community education program working

Table 2

Composition of the CSDEQ

Section[a]	Number of statements	Type of response
A	8	Appropriate response circled. Either: A B C D
B	8	Appropriate response checked. Either: ____NO ____YES
C	10[b]	Each appropriate activity checked. ____Stated activity ____Stated activity ____Stated activity ____Stated activity etc.
D	7	Appropriate response circled. Either: 1 2 3 4

Note.

[a]The items in any one section did not relate to only one particular component.

[b]Section C gave the respondents the opportunity to list any other activities which they believed to be appropriate for this section. The investigator determined appropriateness and assigned one point for each appropriate activity listed by the respondent.

with other agencies within the community?

3. To what extent was the community education program reaching the adult population of the district?

4. To what extent was the community education program reaching the youth of the district? (See Appendix E.)

In order to determine the point value for each of the above four items, a point value of A=one point, B=two points, C=three points and D=four points was assigned. The investigator utilized the resulting scores in order to further evaluate each district.

The number of points assigned to each of the responses was determined by the investigator. The items representing each component were distributed throughout each of the sections of the total evaluation instrument. The exception to this was section C, which contained items only related to Component V. It was intended, therefore, that the number of points assigned to an item, representing a particular component, in one section would carry the same weight as an item, representing that same component, located in another section. The exception to this was a No answer in section B. The investigator did not want to overly penalize districts with marginal programs who felt they did not quite warrant a Yes answer.

This total evaluation instrument was also based on five components of community education as described by Minzey (1974). Each district was, therefore, assigned an evaluation score for each component. The evaluation score for Component I was used in testing each hypothesis related to Component I, the evaluation score for Component II was used in testing each hypothesis in relation to Component II etc.

Some of the items on the evaluation instrument related to more than one component, therefore, the value assigned to each of those items was used more than once, depending on the component being tested.

Determination of each district's evaluation score, for each component, was computed as follows:

1. Component I was represented in the CSDEQ by items A-1, A-2, A-6, B-1, D-2, D-3 and D-4, and in the Breakdown data by item 1. Therefore, a maximum of 32 points could have been assigned as an evaluation score for Component I.

2. Component II was represented in the CSDEQ by items A-1, A-2, A-3, A-7, B-1 and D-1, and in the Breakdown data by items 1 and 4. Therefore, a maximum of 32 points could have been assigned to any one district as an evaluation score for Component II.

3. Component III was represented in the CSDEQ by items A-1, A-2, A-4, A-5, A-8 and B-5, and in the Breakdown data by items 1 and 3. Therefore, a maximum of 32 points could have been assigned as an evaluation score for Component III.

4. Component IV was represented in the CSDEQ by items A-6, B-4, D-2, D-3, D-4, D-5, D-6 and D-7, and in the Breakdown data by item 2. Therefore, a maximum of 36 points could have been assigned to any one district as an evaluation score for Component IV.

5. Component V was represented in the CSDEQ by itmes A-1, A-2, B-2, B-3 and C-1 through C-5. Since a district could have received one point for each activity listed by the respondent in section C, the maximum number of points a district could have received for Component V depended on the number of activities checked and listed by the respondent.

Population

At the time of the study, there were 60 school districts in Southwest Michigan which had community school programs. Of these 60 school districts, 21 districts were selected to represent the population for this study. The selection was based on the following set of criteria: (See Appendix B for a listing of the school districts involved.)

(a) The school district employed at least one full time director of community education programs. The investigator believed that only when a director had full time, and not half time, responsibilities for community education programs could he/she initiate the types of programs on which the evaluation was based.

(b) The district was listed as a community education district by the Community School Development Center at Western Michigan University. There may have been some school districts in Southwest Michigan which were operating in a fashion similar to a community school. These districts generally operate only so far as providing a few programs and providing school facilities to the entire community on a limited basis.

(c) The superintendent and the community education director had been working in the district, in the same capacity, for a minimum of two years. Since the development of community education programs takes time, the impact of a first year superintendent or community education director may be negligible.

There were only 21 school districts in Southwest Michigan which met the above criteria. At the time of the study, the districts which

comprised the population had been in operation as community education districts for a period ranging from 2 to 12 years. This variable, along with others such as: size of the district, training of the director, age, etc., were not overtly considered in this study.

Method of Data Collection

The superintendents from each of the 21 districts were contacted by the investigator in order to determine a willingness on their part to be involved in the study. A telephone call proved to be sufficient for all but two of the superintendents. One superintendent requested that the investigator go to the district and speak with him and the community education director concerning the study. After a short visit, they both agreed to take part.

Another superintendent requested that the investigator send one copy of the CSRCQ so that he could better determine if his district should be included. Upon examining the questionnaire, the superintendent contacted the investigator by mail and agreed to take part in the study.

The superintendents involved in the study were asked to complete the CSRCQ and were asked to return it to the investigator via a self addressed, stamped envelope. The superintendents were also given a packet of materials to distribute to the board members and the community education directors in their districts. The packets consisted of a CSRCQ for each board member, a CSRCQ for each community education director, a cover letter to each requesting their participation in the study and self addressed, stamped envelopes which were to be used in order to return the completed questionnaires to

the investigator.

Each copy of the CSRCQ was coded in the upper right hand corner so the investigator could identify the returned questionnaires. The code signified the district involved and the position held (i.e., superintendent, board member, or community education director).

Upon receiving a completed copy of the CSRCQ from a district's community education director, a copy of the CSDEQ was then sent to that director. The investigator waited two weeks after receiving the CSRCQ before sending the CSDEQ so that the response to one would not greatly affect the type of response on the other.

The CSDEQ was also coded for data analysis purposes, with the code signifying the district it came from. This form also included a cover letter to each director and a self addressed, stamped envelope which was used to return the completed questionnaire.

The superintendents were told initially that a summary of the results of the study would be sent to them upon the conclusion of the study. The community education directors were also given the opportunity to indicate on the CSDEQ form whether or not they would like a copy of such a summary. All of the cover letters, attached to the questionnaires, emphasized that complete confidentiality of responses would be maintained.

Data Collected

Each superintendent and every board member received the CSRCQ. The community education directors from the 21 districts also received the CSRCQ and were subsequently given the CSDEQ.

The percentage of individuals who returned the CSRCQ are listed

Table 3

Percent of Responses to the CSRCQ

District	% Return From Superintendents	% Return From Board Members	% Return From Directors
A	100	57	100
B	100	14	100
C	100	43	100
D	100	29	100
E	100	71	100
F	100	71	100
G	100	57	100
H	100	43	100
I	100	71	100
J	100	57	100
K	100	29	100
L	100	29	100
M	100	100	100
N	100	43	100
O	100	29	100
P	100	29	100
Q	100	57	100
R	100	71	100
S	100	100	100
T	100	71	100
U	100	71	100

in Table 3. All of the directors returned the CSDEQ for a 100% return.

Even though only 53% of the total number of board members responded to the CSRCQ, 100% of the districts were represented by at least one board member response. Data analysis included all of the 21 districts which constituted the population for the study.

Hypotheses Investigated

1. There is a positive relationship between the degree of main school decision makers' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

Independent variable--the degree of main school decision makers' mutual acceptance of Community Education's preferred role for the school.

Dependent variable--the degree to which the school meets the professional criteria for community education goals and methods of achievement.

2. There is a positive relationship between the degree of superintendents' and community education directors' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

Independent variable--the degree of superintendents' and community education directors' mutual acceptance of Community Education's preferred role for the school.

Dependent variable--the degree to which the school meets the

professional criteria for community education goals and methods of achievement.

3. There is a positive relationship between the degree of school boards' and community education directors' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

Independent variable--the degree of school boards' and community education directors' mutual acceptance of Community Education's preferred role for the school.

Dependent variable--the degree to which the school meets the professional criteria for community education goals and methods of achievement.

4. There is a positive relationship between the degree of superintendents' and school boards' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

Independent variable--the degree of superintendents' and school boards' mutual acceptance of Community Education's preferred role for the school.

Dependent variable--the degree to which the school meets the professional criteria for community education goals and methods of achievement.

Statistical Methods Used to Test the Hypotheses

In order to test the above hypotheses, a positive relationship was determined by use of the point-biserial correlation coefficient r_{pb}.

Glass and Stanley (1970) suggested the use of the point-biserial correlation coefficient in a situation in which one variable yields nominal-dichotomous measures and the other yields interval or ratio measures.

The dichotomous measure was determined by use of the procedure discussed previously with: "Mutual acceptance" = 1, and not "mutual acceptance" = 0.

When testing each hypothesis, therefore, each district was assigned a value of either 1 or 0 for Component I, Component II, etc.

The interval measure was determined by use of the 2 part evaluation instrument discussed previously. Each district was, therefore, assigned an evaluation score for each component. The evaluation score assigned each of the components was used when testing each of the 4 hypotheses.

When each hypothesis was tested, in relation to each component, all districts had been assigned an "acceptance value" of either 1 or 0, and an evaluation score. The r_{pb} was thus computed using the following formula: (Glass & Stanley, 1970, p. 163.)

$$r_{pb} = \frac{\bar{X}_{.1} - \bar{X}_{.0}}{s_x} \sqrt{\frac{n_1 n_0}{n(n-1)}}$$

In the above formula, the symbols represent the following values:

$\bar{X}_{.1}$ was the mean evaluation score, on a component, of those districts which displayed "mutual acceptance."

$\bar{X}_{.0}$ was the mean evaluation score, on a component, of those districts which did not display "mutual acceptance."

s_x was the standard deviation of all (n) evaluation scores.

n_1 was the number of districts displaying "mutual acceptance."

n_0 was the number of districts not displaying "mutual acceptance."

n was the total number of districts ($n_1 + n_0$).

There were, therefore, 20 r_{pb} values computed, since each of the 4 hypotheses was tested in relation to each of the 5 components. The resulting coefficient, therefore, determined if there was a positive correlation between the evaluation score, on each individual component, and acceptance.

The null hypothesis ($H_0: \bar{\mu}_1 = \bar{\mu}_0$) was tested against the alternate hypothesis ($H_1: \bar{\mu}_1 > \bar{\mu}_0$), where $\bar{\mu}_1$ represented the mean evaluation score, on a component, of those districts which displayed "mutual acceptance", and $\bar{\mu}_0$ represented the mean evaluation score, on a component, of those districts which did not display "mutual acceptance."

Since the hypotheses tested were directional, a one-tailed t-test was used to test the null hypotheses at the .05 level of significance.

The following formula (Glass & Stanley, 1970, p. 318) was used to determine the t value:

$$t = \frac{r_{pb}}{\sqrt{(1-r_{pb}^2) / (n-2)}}$$

The t values derived from the above formula were checked against Student's t-distribution (Glass & Stanley, 1970, p. 521) with n minus 2 degrees of freedom, in order to determine significance.

Summary

This chapter has been devoted to a discussion of the general design of the study. The main topics discussed were instrumentation, population, method of data collection, the data collected, the hypotheses investigated, and the statistical methods used to test the hypotheses.

Both of the instruments used were developed by the investigator based upon a review of related literature, the literature in community education, and on the advice of a number of community educators. The population was not randomly selected but represented all of the districts in Southwest Michigan which met the criteria for the study.

The data were collected by use of a mail and return mail process. All of the districts and positions were represented in the data analysis with a total of 66% of the questionnaires being returned.

The null hypotheses were tested by use of the point-biserial correlation coefficient. A one-tailed t-test was used to test the null hypotheses at the .05 level of significance.

CHAPTER IV

Presentation and Analysis of Data

Introduction

This chapter will be devoted to the analysis of the data collected. The analysis of the data is divided into four sections, one for each of the hypotheses tested. Each section indicates the results of each hypothesis tested. The four hypotheses were tested in relation to each of the following five components:

I Use of community facilities

II Additional programs for school age children

III Programs for adults

IV Delivery and coordination of community services

V Community involvement

Hypotheses Investigated

Hypothesis 1

There is a positive relationship between the degree of main school decision makers' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

When testing Hypothesis 1, there were five point-biserial correlation coefficient (r_{pb}) values computed, one for each of the five components. A one-tailed t-test was used to test the null hypothesis ($H_0: \bar{x}_1 = \bar{x}_2$) at the .05 level of significance.

Testing Hypothesis 1 on Component I. When testing Hypothesis 1,

on Component I, the investigator attempted to determine if, in relation to Component I, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents, board members, and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 4 presents the data used to test Hypothesis 1, in relation to Component I.

Table 4

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 1 on Component I

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	8	27.88	2.64	.84*	19
Not mutual acceptance	13	26.62	3.57		

SD^a=3.24 r_{pb}=.19 *one-tailed p=.21

Note.

[a]In tables 4 through 23, the SD score in this position represents the overall standard deviation of the districts' evaluation scores.

Because t=.84, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component I, was not supported.

Testing Hypothesis 1 on Component II. When testing Hypothesis 1, on Component II, the investigator attempted to determine if, in relation to Component II, the mean evaluation score of those districts

displaying "mutual acceptance," involving superintendents, board members, and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 5 presents the data used to test Hypothesis 1, in relation to Component II.

Table 5

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 1 on Component II

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	11	27.27	2.90	.83*	19
Not mutual acceptance	10	26.10	3.41		

SD=3.13 r_{pb}=.19 *one-tailed p=.21

Because t=.83 which was less than the 1.73 necessary to be significant at the .05 level, the hypothesis tested, for Component II, was not supported.

Testing Hypothesis 1 on Component III. When testing Hypothesis 1, on Component III, the investigator attempted to determine if, in relation to Component III, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents, board members, and community education directors, was significantly greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 6 presents the data used to test Hypothesis 1, in relation to Component III.

Table 6

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 1 on Component III

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	16	28.25	2.67	1.47*	19
Not mutual acceptance	5	26.20	2.59		

SD=2.74 r_{pb}=.32 *one-tailed p=.08

Because t=1.47, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component III, was not supported.

Testing Hypothesis 1 on Component IV. When testing Hypothesis 1, on Component IV, the investigator attempted to determine if, in relation to Component IV, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents, board members, and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 7 presents the data used to test Hypothesis 1, in relation to Component IV.

Because t=.35, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component IV, was not supported.

Testing Hypothesis 1 on Component V. When testing Hypothesis 1, on Component V, the investigator attempted to determine if, in rela-

Table 7

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 1 on Component IV

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	8	27.63	3.16	.35*	19
Not mutual acceptance	13	26.92	4.86		

SD=4.21 r_{pb}=.08 *one-tailed p=.36

tion to Component V, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents, board members, and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 8 presents the data used to test Hypothesis 1, in relation to Component V.

Table 8

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 1 on Component V

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	8	20.38	4.75	1.01*	19
Not mutual acceptance	13	18.69	2.72		

SD=3.61 r_{pb}=.23 *one-tailed p=.16

Because t=1.01, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component V, was not supported.

Results of testing Hypothesis 1, in relation to all five components. When testing Hypothesis 1, in relation to each of the five components, there were no significant findings, even though there were positive correlations in each instance.

There was only one component, in relation to programs for adults, which produced a t value (1.47) approaching the t value of 1.73, which was required for significance at the .05 level.

Hypothesis 2

There is a positive relationship between the degree of superintendents' and community education directors' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

When testing Hypothesis 2, there were five r_{pb} values computed, one for each of the five components. A one-tailed t-test was used to test the null hypothesis ($H_0: \bar{x}_1 = \bar{x}_2$) at the .05 level of significance.

Testing Hypothesis 2, on Component I. When testing Hypothesis 2, on Component I, the investigator attempted to determine if, in relation to Component I, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 9

presents the data used to test Hypothesis 2, in relation to Component I.

Table 9

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 2 on Component I

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	16	27.31	3.55	.53*	19
Not mutual acceptance	5	26.40	2.07		

SD=3.24 r_{pb}=.12 *one-tailed p=.30

Because t=.53, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component I, was not supported.

Testing Hypothesis 2, on Component II. When testing Hypothesis 2, on Component II, the investigator attempted to determine if, in relation to Component II, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 10 presents the data used to test Hypothesis 2, in relation to Component II.

Because t=.41, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component II, was not supported.

Table 10

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 2 on Component II

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	18	26.83	3.09	.41*	19
Not mutual acceptance	3	26.00	4.00		

SD=3.13 r_{pb}=.09 *one-tailed p=.34

Testing Hypothesis 2, on Component III. When testing Hypothesis 2, on Component III, the investigator attempted to determine if, in relation to Component III, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 11 presents the data used to test Hypothesis 2, in relation to Component III.

Table 11

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 2 on Component III

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	20	27.95	2.67	1.41*	19
Not mutual acceptance	1	24.00	0.00		

SD=2.74 r_{pb}=.31 *one-tailed p=.09

Because t=1.41, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component III, was not supported.

Testing Hypothesis 2, on Component IV. When testing Hypothesis 2, on Component IV, the investigator attempted to determine if, in relation to Component IV, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 12 presents the data used to test Hypothesis 2, in relation to Component IV.

Table 12

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 2 on Component IV

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	15	26.20	3.65	-1.75*	19
Not mutual acceptance	6	29.67	4.84		

SD=4.21 r_{pb}=-.37 *one-tailed p=-.05

Because t=-1.75, which was significant at the .05 level, but not in the direction expected, the hypothesis tested, for Component IV, was not supported.

Testing Hypothesis 2, on Component V. When testing Hypothesis 2, on Component V, the investigator attempted to determine if, in

relation to Component V, the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 13 presents the data used to test Hypothesis 2, in relation to Component V.

Table 13

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 2 on Component V

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	15	19.47	3.78	.26*	19
Not mutual acceptance	6	19.00	3.46		

SD=3.61 r_{pb}=.06 *one-tailed p=.40

Because t=.26, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component V, was not supported.

Results of testing Hypothesis 2, in relation to all five components. When testing Hypothesis 2, in relation to each of the five components, one component, related to the delivery and coordination of community services, produced a negative correlation of -.37. This indicated a significant relationship (p=-.05), but was not in the direction expected. Even though a correlation of .37 was higher than any other produced thus far, it only produced a coefficient of

determination (r^2) of .14. Therefore, only 14% of the variance on one variable, evaluation score, could be attributed to the other variable, acceptance.

One of the components, in relation to programs for adults, produced a t value of 1.41 which was approaching the t value of 1.73 which was required for significance at the .05 level.

Hypothesis 3

There is a positive relationship between the degree of school boards' and community education directors' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

When testing Hypothesis 3, there were five r_{pb} values computed, one for each of the five components. A one-tailed t-test was used to test the null hypothesis ($H_0: \bar{x}_1 = \bar{x}_0$) at the .05 level of significance.

Testing Hypothesis 3, on Component I. When testing Hypothesis 3, on Component I, the investigator attempted to determine if, in relation to Component I, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 14 presents the data used to test Hypothesis 3, in relation to Component I.

Because t=.79, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component I, was not supported.

Table 14

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 3 on Component I

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	10	27.70	2.41	.79*	19
Not mutual acceptance	11	26.55	3.88		

SD=3.24 r_{pb}=.18 *one-tailed p=.22

Testing Hypothesis 3, on Component II. When testing Hypothesis 3, on Component II, the investigator attempted to determine if, in relation to Component II, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 15 presents the data used to test Hypothesis 3, in relation to Component II.

Table 15

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 3 on Component II

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	12	27.17	2.79	.74*	19
Not mutual acceptance	9	26.11	3.62		

SD=3.13 r_{pb}=.17 *one-tailed p=.24

Because t=.74, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component II, was not supported.

Testing Hypothesis 3, on Component III. When testing Hypothesis 3, on Component III, the investigator attempted to determine if, in relation to Component III, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 16 presents the data used to test Hypothesis 3, in relation to Component III.

Table 16

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 3 on Component III

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	17	28.00	2.78	.80*	19
Not mutual acceptance	4	26.75	2.63		

SD=2.74 r_{pb}=.18 *one-tailed p=.22

Because t=.80, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component III, was not supported.

Testing Hypothesis 3, on Component IV. When testing Hypothesis 3, on Component IV, the investigator attempted to determine if, in relation to Component IV, the mean evaluation score of those districts

displaying "mutual acceptance," involving school boards and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 17 presents the data used to test Hypothesis 3, in relation to Component IV.

Table 17

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 3 on Component IV

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	12	27.83	4.13	.78*	19
Not mutual acceptance	9	26.33	4.42		

SD=4.21 r_{pb}=.18 *one-tailed p=.22

Because t=.78, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component IV, was not supported.

Testing Hypothesis 3, on Component V. When testing Hypothesis 3, on Component V, the investigator attempted to determine if, in relation to Component V, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and community education directors, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 18 presents the data used to test Hypothesis 3, in relation to Component V.

Table 18

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 3 on Component V

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	10	19.70	4.42	.42*	19
Not mutual acceptance	11	19.00	2.86		

SD=3.61 r_{pb}=.10 *one-tailed p=.34

Because t=.42, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component V, was not supported.

Results of testing Hypothesis 3, in relation to all five components. When testing Hypothesis 3, in relation to each of the five components, there were no significant findings, even though there were positive correlations in each instance.

Hypothesis 4

There is a positive relationship between the degree of superintendents' and school boards' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

When testing Hypothesis 4, there were five r_{pb} values computed, one for each of the five components. A one-tailed t-test was used to test the null hypothesis ($H_0: \bar{\mu}_1 = \bar{\mu}_0$) at the .05 level of significance.

Testing Hypothesis 4, on Component I. When testing Hypothesis 4, on Component I, the investigator attempted to determine if, in relation to Component I, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and superintendents, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 19 presents the data used to test Hypothesis 4, in relation to Component I.

Table 19

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 4 on Component I

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	12	27.83	2.21	1.19*	19
Not mutual acceptance	9	26.11	4.20		

SD=3.24 r_{pb}=.26 *one-tailed p=.12

Because t=1.19, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component I, was not supported.

Testing Hypothesis 4, on Component II. When testing Hypothesis 4, on Component II, the investigator attempted to determine if, in relation to Component II, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and superintendents, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 20 presents the data

used to test Hypothesis 4, in relation to Component II.

Table 20

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 4 on Component II

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	11	27.27	2.90	.83*	19
Not mutual acceptance	10	26.10	3.41		

SD=3.13 r_{pb}=.19 *one-tailed p=.21

Because t=.83, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component II, was not supported.

Testing Hypothesis 4, on Component III. When testing Hypothesis 4, on Component III, the investigator attempted to determine if, in relation to Component III, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and superintendents, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 21 presents the data used to test Hypothesis 4, in relation to Component III.

Because t=.80, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component III, was not supported.

Table 21

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 4 on Component III

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	17	28.00	2.78	.80*	19
Not mutual acceptance	4	26.75	2.63		

SD=2.74 r_{pb}=.18 *one-tailed p=.22

Testing Hypothesis 4, on Component IV. When testing Hypothesis 4, on Component IV, the investigator attempted to determine if, in relation to Component IV, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and superintendents, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 22 presents the data used to test Hypothesis 4, in relation to Component IV.

Table 22

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 4 on Component IV

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	9	28.33	3.64	1.05*	19
Not mutual acceptance	12	26.33	4.56		

SD=4.21 r_{pb}=.24 *one-tailed p=.15

Because t=1.05, which was less than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, in relation to Component IV, was not supported.

Testing Hypothesis 4, on Component V. When testing Hypothesis 4, on Component V, the investigator attempted to determine if, in relation to Component V, the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and superintendents, was greater than the mean evaluation score of those districts not displaying "mutual acceptance." Table 23 presents the data used to test Hypothesis 4, in relation to Component V.

Table 23

Comparison of Mean Evaluation Scores and Degree of Acceptance for Hypothesis 4 on Component V

Degree of Acceptance	n	Mean Score	SD	t	df
Mutual acceptance	12	20.58	4.30	1.90*	19
Not mutual acceptance	9	17.67	1.32		

SD=3.61 r_{pb}=.40 *one-tailed p=.04

Because t=1.90, which was greater than the 1.73 necessary for rejection of the null hypothesis at the .05 level, the hypothesis tested, for Component V, was supported.

Results of testing Hypothesis 4, in relation to all five components. When testing Hypothesis 4, in relation to each of the five components, only one component, in relation to community involvement,

indicated a relationship in the expected direction. However, the resulting coefficient of determination (r^2) was only .16. Therefore, only 16% of the variance on one variable, evaluation score, could be attributed to the other variable, acceptance.

Summary

This chapter was devoted to the analysis of the data collected. The hypotheses tested related to the importance of having main school decision makers mutually accept Community Education's preferred role for the school. The hypotheses stated that such acceptance was necessary if a district was to meet the professional criteria for community education goals and methods of achievement.

There were four hypotheses tested. Each hypothesis was tested in relation to five components for community education. Therefore, 20 *t* values were computed in order to test the null hypotheses at the .05 level of significance. A *t* value of 1.73 was necessary for significance with n minus 2 degrees of freedom.

Of the 20 *t* values, only one was significant in the direction expected. Hypothesis 4, on Component V, produced this one significant finding. Hypothesis 4 referred to "mutual acceptance" between superintendents and board members, and Component V was in reference to statements dealing with community involvement. At the same time, it should be noted that a positive correlation existed between the evaluation scores, on each individual component, and acceptance, of each individual component, on 19 of the 20 tests conducted.

CHAPTER V

Summary, Conclusions, and Recommendations

This final chapter will be devoted to a review of the problem and procedures used, a summary of the major findings, and a presentation of final conclusions. Finally, recommendations for further research are stated.

Review of the Problem

This study hypothesized that there was a positive relationship between the degree of main school decision makers' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school met professional criteria for community education goals and methods of achievement.

Main school decision makers included the superintendents, school board members, and community education directors from the subject school districts.

Acceptance of Community Education's preferred role for the school was measured by the Community School Role Congruence Questionnaire (CSRCQ). Meeting professional criteria for community education goals and methods of achievement was measured by the Community School District Exemplariness Questionnaire (CSDEQ). Both of these instruments were centered around five suggested components for community education programs (Minzey, 1974), and were both developed by the investigator.

Consistent with the purpose of the study, the investigator formulated four testable hypotheses which stated:

1. There is a positive relationship between the degree of main school decision makers' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

2. There is a positive relationship between the degree of superintendents' and community education directors' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

3. There is a positive relationship between the degree of school boards' and community education directors' mutual acceptance of Community Education's preferred role for the school, and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

4. There is a positive relationship between the degree of superintendents' and school boards' mutual acceptance of Community Education's preferred role for the school and the degree to which the school meets the professional criteria for community education goals and methods of achievement.

Review of the Design of the Study

The investigator selected 21 school districts from Southwest Michigan to represent the population for the study. The districts were selected from the region of Michigan served by the Community School Development Center at Western Michigan University. Other

than meeting the criterion of being located in that particular region, the subject districts also had to employ at least one full time community education director, and be districts in which the superintendent and community education director had been working in the same capacity for a minimum of two years.

The superintendents from each of the districts completed a copy of the CSRCQ and distributed copies of the CSRCQ to each board member and to the community education director from his district. Subsequently, the community education director from each of the districts completed a copy of the CSDEQ.

The data received from these instruments were used to analyze each of the hypotheses. A positive relationship was determined by use of the point-biserial correlation coefficient (r_{pb}). A one-tailed t-test was used to test the null hypotheses at the .05 level of significance.

Summary of Major Findings

In testing each of the hypotheses, the investigator found the following:

Hypothesis 1. In testing Hypothesis 1, the investigator found that there were no significant differences between the mean evaluation score of those districts displaying "mutual acceptance," involving superintendents, board members, and community education directors, and the mean evaluation score of those districts not displaying "mutual acceptance." Therefore, "mutual acceptance," involving these three groups of decision makers did not have any apparent

effect on the districts being able to meet the professional criteria for community education goals and methods of achievement.

When testing Hypothesis 1, in relation to each of the five components, all resulting correlations were in the direction expected but not to the point of being significant at the .05 level.

Hypothesis 2. In testing Hypothesis 2, the investigator found that, in relation to each of the five components, there were not sufficient data to support the hypothesis. Positive correlations resulted from four out of the five components. One component, Component IV, produced a relatively large negative correlation. Component IV was in reference to statements dealing with delivery and coordination of community services.

One must be cautious, however, in inferring too much from this because the measures used were not completely independent and it is possible, therefore, that the actual finding of one out of twenty tests producing significance at a $p=.05$ is due to chance rather than a true underlying difference. Furthermore, a point-biserial correlation coefficient of .37 may be interpreted as less than 14% of the variation in evaluation being accounted for by the variation in acceptance. Even if it were significant, 86% of the variation would still be unexplained.

Therefore, "mutual acceptance," involving superintendents and community education directors, did not have any apparent effect on the districts being able to meet the professional criteria for community education goals and methods of achievement.

Hypothesis 3. In testing Hypothesis 3, the investigator found no significant differences between the mean evaluation score of those districts displaying "mutual acceptance," involving school boards and community education directors, and the mean evaluation score of those districts not displaying "mutual acceptance." Therefore, "mutual acceptance," involving these two groups of decision makers did not have any apparent effect on the districts being able to meet the professional criteria for community education goals and methods of achievement.

When testing Hypothesis 3, in relation to each of the five components, all resulting correlations were in the direction expected but not to the point of being significant at the .05 level.

Hypothesis 4. In testing Hypothesis 4, in relation to each of the five components, the investigator found that all resulting correlations were in the direction expected, with one component indicating a significant positive relationship. That one component was Component V, which reflected statements dealing with community involvement. However, because of the size of the population, the level of significance, and a coefficient of determination of .16, the investigator concluded that there were not sufficient data to support the hypothesis. Regardless of significance on Component V, therefore, only 16% of the variation in evaluation could be accounted for by the variation in acceptance, which would leave 84% of the variation unexplained.

Therefore, the investigator must conclude that "mutual acceptance," involving superintendents and school boards, did not have any apparent effect on the districts being able to meet the professional criteria for community education goals and methods of achievement.

Final Conclusions

Because only 1 out of the 20 tests conducted indicated a significant positive relationship, something which very well could have occurred by chance, the resulting data did not support any of the hypotheses tested.

There were, however, positive correlations produced in 19 of the 20 tests conducted which indicated that there may have been some tendency toward support of the hypotheses, had a different approach been taken.

The investigator believes, therefore, that further research should be conducted, in order to produce more conclusive findings. Recommendations for such further research will be discussed next.

Recommendations

As stated in Chapter II, the community education literature places the superintendent, the school board, and the community education director in strategic positions, in terms of their effect on the success of a community education program. The results of this investigation seem to indicate that even though these decision makers do affect a community education program, that the effect, as measured by the instruments used in this study, is not of any major significance. However, the investigator suggests that a change in the design may produce more significant results. The following are suggested:

1. A revision of the CSDEQ may produce a more statistically independent instrument. Because the items representing the compo-

nents were not completely independent of each other, the score a district received in reference to a particular component was used, in most instances, in reference to other components. Therefore, the CSDEQ should be revised so that the component evaluation scores are more independent of each other. Perhaps another objective method of evaluating community education districts could be developed and/or utilized.

2. Because the subject districts numbered only 21 and were representative of the entire population, perhaps a random sample of districts from a much larger population would produce more meaningful results. This procedure would be more likely to control for any existing extraneous variables.

3. Even though each of the 21 districts was represented by at least one board member response, only 53% of the total number of board members responded to the CSRCQ. Perhaps a personal visitation to subject districts, in order to solicit responses from board members, would produce a higher percentage of board returns.

Future research studies should be conducted in order to gain more knowledge concerning the implementation and development of community education programs. This study has indicated, although not supported, that the rationale discussed in Chapter II may be correct in regard to the importance of superintendents, school boards, and community education directors to the success of community education programs. The recommendations for future research which could further support such rationale are:

1. A more exhaustive study, involving a larger number of districts, randomly selected from all districts in the state of Michigan, should be conducted. Broader generalizations would result but caution would have to be observed, for in-depth evaluations of community education programs are costly and difficult.

2. It would be of value to determine if superintendents and board members from districts with community education programs differ from superintendents and board members from districts without community education programs, in terms of their acceptance of Community Education's preferred role for the school. Community education directors should affect change within a district. A study of this type would determine if a change in attitudes toward the role of the school is one of the results of a community education program.

3. It would be of value to determine if the degree to which the board of education accepts Community Education's preferred role for the school is, indeed, representative of the community at large.

4. A study should be conducted in which one could determine the factors which influence board members and superintendents to be more accepting of the community education philosophy. From the data collected in this study, the investigator observed that there were some board members and superintendents who were very supportive of Community Education's preferred role for the school. However, there were other districts in which the board members and superintendents were not supportive. If success doesn't result in acceptance, or vice versa, at least to a significant degree, then determining what

does influence acceptance is an important area for investigation.

5. Finally, a study should be conducted which will determine the extent to which school boards and superintendents make decisions concerning the daily operation of community education programs. Autonomy of decision making, involving the community education director, may determine the effect school board and superintendent attitudes have on the community education program.

Summary

This investigation has dealt with the effect of main school decision makers, in terms of their opinions regarding the ideal role for the school, on the success of community education programs. Even though the hypotheses formulated for this study were not supported, the investigator believes that further, more extensive research will provide information that is vitally needed in the community education field. It was stated in Chapter II that a great deal of information needs to be gathered concerning the processes of change and the adoption of educational innovations in general. If community educators wish to effect change within their communities and the education field, then more conclusive findings in this area, as it pertains to community education program development, should be actively sought.

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APPENDIX A

Community School Role

Congruence Questionnaire

and

Cover Letters

Position Statements on the Ideal Role for the Public School

Directions: The following statements refer to opinions regarding a number of issues, related to the role of the school, about which some people agree and others disagree. Please mark each statement in the right-hand margin according to your agreement or disagreement. Your responses should apply only to your own philosophy concerning the ideal role for the school and not to what may characterize your particular district. Mark each of the statements as follows:

SA: Slight Agreement	SD: Slight Disagreement
MA: Moderate Agreement	MD: Moderate Disagreement
TA: Total Agreement	TD: Total Disagreement

1. The school should provide a variety of recreational activities for school age youth.	TD	MD	SD	SA	MA	TA
2. The school should be responsible for making sure that all community agencies work together in order to reduce duplication and waste of services.	TD	MD	SD	SA	MA	TA
3. The school should not be responsible for providing educational programs for adults.	TD	MD	SD	SA	MA	TA
4. The school should not be concerned with the overall coordination of community activities and services.	TD	MD	SD	SA	MA	TA
5. The school should be responsible for providing a wide range of activities for all school age children, both public and private.	TD	MD	SD	SA	MA	TA
6. The school should be responsible for providing facilities to various community agencies in order to enable those agencies to better serve the community.	TD	MD	SD	SA	MA	TA
7. The school should be actively engaged in increasing the amount of community involvement in the school district.	TD	MD	SD	SA	MA	TA
8. The school should provide the equipment needed in adult enrichment classes (e.g., film developing equipment, potter's wheels etc.).	TD	MD	SD	SA	MA	TA

9. The school should not be expected to finance recreational activities for youth.	TD	MD	SD	SA	MA	TA
10. The school should work with other community agencies in determining the best use of school facilities.	TD	MD	SD	SA	MA	TA
11. The school should not support with facilities and/or resources the educational efforts taking place outside of the school.	TD	MD	SD	SA	MA	TA
12. The school should not be considered as the agency within a community which is best suited for initiating community involvement.	TD	MD	SD	SA	MA	TA
13. The school should be responsible for providing a share of the money needed to assess the recreational needs of youth.	TD	MD	SD	SA	MA	TA
14. The school should provide the finances needed for a community needs assessment program.	TD	MD	SD	SA	MA	TA
15. The school should not be responsible for providing school facilities which meet the needs of the total community but rather the needs of one particular group (i.e., school age children).	TD	MD	SD	SA	MA	TA
16. The school should attempt to deal with all the issues which are of major importance to the community	TD	MD	SD	SA	MA	TA
17. The school should be responsible for providing a share of the money needed for the delivery and coordination of community services.	TD	MD	SD	SA	MA	TA
18. The school should provide recreational activities for adults.	TD	MD	SD	SA	MA	TA
19. The school should think of its buildings as being community facilities which are sometimes used for the education of children.	TD	MD	SD	SA	MA	TA
20. The school should not be expected to provide year-round recreational activities for youth.	TD	MD	SD	SA	MA	TA

21. The school should take it upon itself to assist with such things as voter registration in order to strengthen community involvement.	TD	MD	SD	SA	MA	TA
22. The school should provide equal educational opportunities to both K-12 students and the community at large.	TD	MD	SD	SA	MA	TA
23. The school should be as concerned with solving community problems as it is with meeting the needs of students.	TD	MD	SD	SA	MA	TA
24. The school should be just as responsible for the provision of recreational and enrichment activities for youth as any other agency in the community.	TD	MD	SD	SA	MA	TA
25. The school should not sponsor programs which are conducted in buildings not owned and operated by the school district.	TD	MD	SD	SA	MA	TA
26. The school should provide the community with complete access to school facilities.	TD	MD	SD	SA	MA	TA
27. The school should be just as concerned about the solution of social problems as it is about educational problems.	TD	MD	SD	SA	MA	TA
28. The school should not, under any circumstances, reassign or reschedule school personnel (e.g. teachers) in order to accommodate adult education needs.	TD	MD	SD	SA	MA	TA
29. When providing school facilities to community groups, the school should realize some amount of profit (i.e., charge above and beyond what it costs the school to operate such facilities).	TD	MD	SD	SA	MA	TA
30. The school should provide programs for the senior citizens of the community.	TD	MD	SD	SA	MA	TA

Kalamazoo, Michigan

(Date)

(Superintendent)
(Subject District)

Superintendent:

For the record, a brief recap of our recent telephone conversation may be in order. I am a doctoral candidate in Educational Leadership at Western Michigan University.

As a research project for a dissertation I have chosen to investigate the perceptions of Superintendents, School Boards and Community Education Directors in respect to the ideal role for the public school. There are 21 districts in Southwest Michigan which meet the criteria for the study and your district is one of them.

The variables which I hope to measure in each of the subject districts are:

1. The degree to which school board members and superintendents agree concerning the ideal role for the public school.

2. The degree to which school board members and community education directors agree concerning the ideal role for the public school.

3. The degree to which superintendents and community education directors agree concerning the ideal role for the public school.

4. The degree to which the programs in your district reflect the methods of achieving the goals of community education.

I am asking that you help me collect the needed information by doing the following:

a. Complete one of the enclosed questionnaires and return it to me via a self addressed, stamped envelope.

b. Distribute a questionnaire to each of your board members at the next opportune time and request that they complete the questionnaire and mail it back to me via the enclosed self addressed, stamped envelopes.

c. Distribute one of the questionnaires to your community education director and request that he return it to me via the enclosed self addressed, stamped envelope.

You can be assured that all responses will be kept completely anonymous. The questionnaires are coded only for purposes of data analysis. In the final report of this project, there will be no way in which the subject districts may be identified. In return for this opportunity provided me, I intend to share with you the data I collect in your district and a copy of the final research report when the project is completed.

I am very grateful for the understanding and help you have afforded me thus far. I assure you that I realize how busy you are and thankful that you realize the importance of receiving data from each of the subject districts.

Thank you again for agreeing to help me with this study.

Sincerely,

Steve E. Bojorquez
Dept. of Educ. Leadership
Western Michigan University

Kalamazoo, Michigan

(Date)

Dear Board of Education Member:

Attached you will find a short pencil and paper questionnaire concerning what you believe should be the ideal role for the public school. Your district has been selected for and all board of education members from 21 districts in Southwest Michigan are being asked to participate in a research study I am conducting as part of advanced study in education at Western Michigan University.

Please take the five minutes or so that are necessary and complete the exercise and return it to me. A stamped envelope has been provided for your convenience. Please remember that your responses are to be kept anonymous, although the form is coded for data analysis purposes.

This research project has been generally explained to your superintendent and has his approval. General findings only will be provided him prior to the end of the current school year.

I assure you that I realize that the nature of your job places many demands on your time but I'm sure you'll agree that there is a great need for research in the field of community education. Thank you, in advance, for your kind consideration and cooperation in filling out and returning this questionnaire.

Sincerely,

Steve E. Bojorquez
Dept. of Educ. Leadership
Western Michigan University

Kalamazoo, Michigan

(Date)

Dear Community Education Director:

Attached you will find a short pencil and paper questionnaire concerning what you believe should be the ideal role for the public school. Your district has been selected for and all community education directors from 21 districts in Southwest Michigan are being asked to participate in a research study I am conducting as part of advanced study in education at Western Michigan University.

Please take the five minutes or so that are necessary and complete the exercise and return it to me. A stamped envelope has been provided for your convenience. Please remember that your responses are to be kept anonymous, although the form is coded for data analysis purposes. Upon receiving your completed questionnaire, I will send you another brief exercise that will supply me with the much needed data relative to the study.

This research project has been generally explained to your superintendent and has his approval. General findings only will be provided him prior to the end of the current school year.

I assure you that I realize that the nature of your job places many demands on your time but I'm sure you'll agree that there is a great need for research in the field of community education. Thank you, in advance, for your kind consideration and cooperation in filling out and returning this questionnaire.

Sincerely,

Steve E. Bojorquez
Dept. of Educ. Leadership
Western Michigan University

APPENDIX B

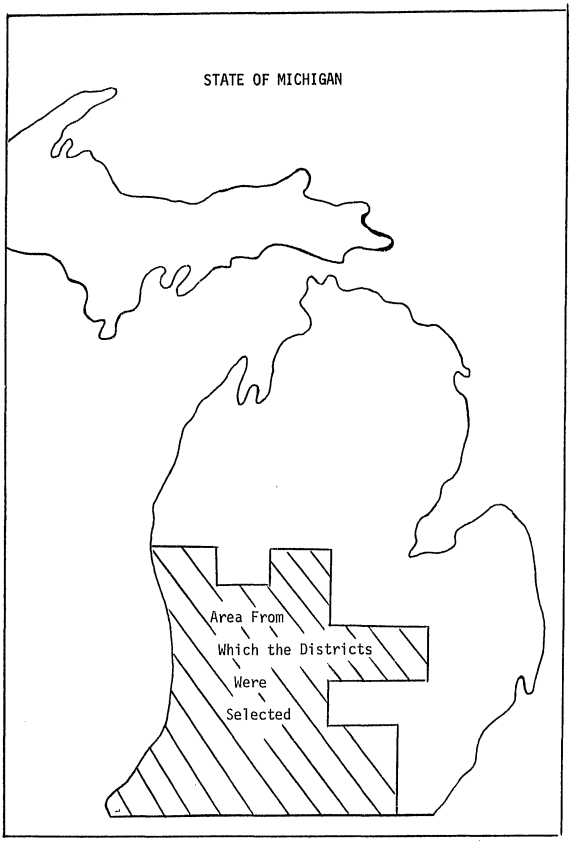
School Districts Involved in the Study

School Districts Involved in the Study

Bellevue Public Schools	Bellevue, Michigan
Berrien Springs Schools	Berrien Springs, Michigan
Brandywine Public Schools	Niles, Michigan
Caledonia Community Schools	Caledonia, Michigan
Charlotte Community Schools	Charlotte, Michigan
Comstock Public Schools	Comstock, Michigan
Delton Public Schools	Delton, Michigan
Fruitport Community Schools	Fruitport, Michigan
Grand Rapids Public Schools	Grand Rapids, Michigan
Grandville Public Schools	Grandville, Michigan
Kalamazoo Public Schools	Kalamazoo, Michigan
Kelloggsville Public Schools	Wyoming, Michigan
Muskegon Public Schools	Muskegon, Michigan
Northview Public Schools	Grand Rapids, Michigan
Orchard View Public Schools	Muskegon, Michigan
Paw Paw Public Schools	Paw Paw, Michigan
Portage Public Schools	Portage, Michigan
Reeths-Puffer Schools	North Muskegon, Michigan
Rockford Public Schools	Rockford, Michigan
Thornapple-Kellogg Schools	Middleville, Michigan
Wyoming Public Schools	Wyoming, Michigan

APPENDIX C

Area From Which the Subject Districts Were Selected



APPENDIX D

Community School District

Exemplariness Questionnaire

and

Cover Letter

Community School Goals and Methods of Achievement

A. Directions: Encircle the letter that corresponds with the most appropriate response.

1. How many days per week are your school facilities available for use by recognized community groups?

   A. Not available
   B. 5 days
   C. 6 days
   D. 7 days

2. How many hours per day, on the average, are your school facilities available for community use?

   A. Don't know
   B. 8-10
   C. 11-12
   D. 13-14

3. How much emphasis does your district place on providing enrichment activities for youth? (e.g. painting, photography etc.)

   A. None
   B. Slight
   C. Moderate
   D. Extensive

4. How much emphasis does your district place on providing enrichment activities for adults?

   A. None
   B. Slight
   C. Moderate
   D. Extensive

5. How much emphasis does your district place on providing a variety of activities and programs for senior citizens?

   A. None
   B. Slight
   C. Moderate
   D. Extensive

6. When was the last study conducted in your district which was designed to detect duplication and waste of community services?

   A. No such study has taken place
   B. 10 or more years ago
   C. 5-10 years ago
   D. Within the last 5 years

7. How much emphasis does your district place on providing recreational activities for youth (e.g. summer sport programs, intramurals etc.)?

   A. None
   B. Slight
   C. Moderate
   D. Extensive

8. How much emphasis does your district place on providing programs which will reach all of the various publics in your community?

   A. None
   B. Slight
   C. Moderate
   D. Extensive

B. Directions: Check the most appropriate response.

1. Are your school buildings open to youth for recreational purposes during the summer months?

   ____No ____Yes

2. Is there an item in your job description which encourages you to seek out community problems?

   ____No ____Yes

3. Does your community education program have an organized community advisory council?

   ____No ____Yes

4. Have there been any in-service activities in your district which have been designed to acquaint the K-12 teaching staff with community education concepts and goals?

   ____No ____Yes

5. Does your district sponsor an Adult Basic Education program?

   ____No ____Yes

6. Has your school offered its facilities to any community agencies in order for those agencies to have another base from which to operate?

   ____No ____Yes

7. Does your district supply any of the equipment needed in adult enrichment classes (e.g. photography equipment, painting easels, etc.)?

____No ____Yes

8. When your district provides facilities to community groups, are those groups charged a fee above and beyond what it costs the district to operate such facilities?

____No ____Yes

Directions: The following items are just a few of the many kinds of activities a community education program can be involved in aside from school-based programs. Check the activities, if any, which your district has been involved in during the past 12 months.

____1. Voter registration assistance

____2. Programs in homes for the elderly (e.g. convalescent homes).

____3. Programs for the homebound

____4. Forming ad hoc action groups in order to solve a pressing community problem.

5. Getting community members involved in solving such problems as: (Please Check)

____Inadequate street lighting

____Inadequate sanitation

____Consumer complaints

____General housing problems

____Juvenile delinquency

____Fund raising for charitable groups

Others: (Please list.)

_____

_____

_____

_____

D. Directions: Encircle the number that corresponds to your estimate of the frequency which each behavior occurs in your district.

1 = Rarely occurs
2 = Sometimes occurs
3 = Often occurs
4 = Very frequently occurs

1.	Community surveys are conducted which are designed to assess the recreational needs of youth.	1 2 3 4
2.	Efforts are made to reduce duplication and waste of community services and facilities.	1 2 3 4
3.	Existing community facilities are considered when planning the construction of new school facilities.	1 2 3 4
4.	The community education program utilizes other facilities in addition to school facilities.	1 2 3 4
5.	There is in existence an open, two-way system of communication between the school and other service agencies.	1 2 3 4
6.	The services provided by non-school agencies are taken into consideration when making programming decisions for the school.	1 2 3 4
7.	Meetings are held, involving the community education director, principals, teachers etc., in an effort to integrate the community education program with the K-12 curriculum.	1 2 3 4

Kalamazoo, Michigan

(Date)

(Community Education Director)
(Subject District)

Dear Community Education Director:

Thank you very much for the time you took to complete the questionnaire I sent to you concerning the ideal role for the public school. As I mentioned in my letter to you at that time, I would follow up your reply with another brief questionnaire.

Enclosed you will find that questionnaire. Would you please take the five minutes or so that are necessary to complete it and return it to me via the self-addressed, stamped envelope.

Again, I realize how busy you are and I assure you that this will be the last request I'm going to make. Remember that your responses are to be kept anonymous, although the form is coded for data analysis purposes.

Thank you again for your time and consideration.

Sincerely,

Steve E. Bojorquez
Dept. of Educ. Leadership
Western Michigan University

APPENDIX E

Community School District Evaluation - Part II

Community School District Evaluation - Part II[a]

1. The percentage of the schools in the system designated as community schools.

Formula = $\frac{\text{The number of schools designated as community schools}}{\text{The total number of schools in the district}}$

A. 0-25%
B. 26-50%
C. 51-75%
D. 76-100%

2. The number of agencies involved with the community education program.

A. 0-5
B. 6-10
C. 11-15
D. 16-20

3. The degree of involvement of adults in the community education program.

Formula = $\frac{\text{The number of adults enrolled in programs}}{\text{The total population of the district}}$

A. 0-5%
B. 6-10%
C. 11-15%
D. 16% or more

4. The degree of involvement of youth in the community education program.

Formula = $\frac{\text{The elementary enrollment in community education programs}}{\text{The student population of the district}}$

A. 0-25%
B. 26-50%
C. 51-75%
D. 76-100%

Note.

[a]The information needed for the above calculations was obtained from the Breakdown of Community School Report (1973-1974).

APPENDIX F

Raw Data From The CSRCQ--

For All Districts

Raw Data for School Districts A-G on the CSRCQ

Item No.	District A Sup	Dir	Bd[a]	District B Sup	Dir	Bd	District C Sup	Dir	Bd	District D Sup	Dir	Bd	District E Sup	Dir	Bd	District F Sup	Dir	Bd	District G Sup	Dir	Bd
1	5	6	5.0	5	6	5.0	5	6	6.0	6	6	6.0	6	6	6.0	6	6	5.0	5	6	5.5
2	3	5	4.0	5	5	2.0	5	5	2.0	6	6	4.5	6	6	4.0	4	5	6.0	6	4	4.0
3	2	6	6.0	5	6	6.0	6	6	6.0	6	6	6.0	6	6	6.0	6	6	6.0	5	6	6.0
4	2	6	5.0	6	5	5.0	5	6	4.0	6	6	6.0	4	6	6.0	4	6	5.0	6	6	4.5
5	4	6	4.0	6	6	2.0	6	6	5.0	5	4	5.5	6	6	4.0	6	6	5.0	2	2	4.5
6	5	5	5.0	6	6	2.0	6	6	5.0	6	6	5.5	5	6	5.0	6	6	5.0	5	3	5.0
7	5	5	5.5	6	6	5.0	6	6	6.0	6	6	6.0	6	6	5.0	6	6	6.0	5	6	5.5
8	5	5	5.0	5	6	3.0	5	5	5.0	6	6	4.0	6	6	4.0	6	6	5.0	5	6	5.5
9	1	5	3.5	2	5	5.0	2	3	5.0	6	6	6.0	6	6	6.0	4	5	4.0	3	1	4.0
10	4	4	6.0	5	6	3.0	5	6	6.0	5	3	6.0	6	6	5.0	6	5	3.0	4	6	3.5
11	4	5	5.0	5	6	3.0	5	6	5.0	6	6	3.0	2	6	5.0	4	6	6.0	3	6	4.5
12	6	4	4.5	5	6	5.0	5	6	4.0	6	6	6.0	6	6	5.0	4	6	5.0	5	5	4.0
13	4	5	3.5	6	6	3.0	6	6	3.0	6	6	5.0	6	6	5.0	4	6	3.0	5	2	3.0
14	3	4	3.0	5	6	3.0	5	5	1.0	5	6	1.5	6	6	4.0	4	5	1.0	4	5	2.0
15	5	6	5.0	5	6	5.0	6	6	6.0	6	6	5.5	6	6	6.0	5	6	6.0	5	2	4.0
16	1	5	3.5	2	6	3.0	4	5	5.0	3	4	5.0	6	6	4.0	4	4	2.0	4	5	3.5
17	3	5	4.0	6	6	4.0	5	6	5.0	4	4	4.0	6	6	3.0	4	4	1.0	4	6	2.0
18	4	6	5.0	6	6	5.0	5	6	5.0	6	6	5.5	6	6	4.0	5	6	5.0	4	6	5.5
19	6	5	2.0	6	6	3.0	5	1	3.0	6	6	2.0	1	6	1.0	6	6	1.0	3	2	1.0
20	1	6	4.5	5	6	5.0	5	6	4.0	6	5	5.0	6	6	5.0	4	6	3.0	4	5	5.0
21	3	4	4.0	5	6	3.0	5	6	4.0	6	6	5.5	6	6	4.0	4	6	6.0	4	4	3.0
22	3	6	4.0	6	6	4.0	6	6	5.0	6	6	4.5	3	6	4.0	5	6	5.0	4	2	3.5
23	3	4	2.0	6	6	5.0	4	6	2.0	4	6	1.0	3	6	4.0	4	6	4.0	5	2	1.5
24	4	5	3.5	5	6	6.0	5	6	5.0	6	6	6.0	3	6	5.0	4	6	4.0	5	3	4.0
25	1	6	3.0	5	6	1.0	6	6	6.0	6	6	5.5	6	6	6.0	4	6	6.0	2	6	4.0
26	1	5	4.0	6	5	5.0	5	5	3.0	6	6	3.5	6	6	4.0	6	6	3.0	4	2	3.0
27	4	5	3.5	2	6	5.0	5	6	2.0	6	6	3.0	6	6	5.0	4	5	4.0	4	3	3.5
28	6	2	5.0	5	6	4.0	6	5	5.0	6	6	4.5	1	6	5.0	4	6	5.0	4	2	4.5
29	6	6	4.5	6	5	5.0	6	6	4.0	6	6	4.5	1	6	6.0	6	6	6.0	5	6	5.5
30	4	5	5.0	6	6	6.0	6	6	6.0	6	6	5.5	6	6	5.0	6	6	3.0	6	6	6.0

Note.

[a]The board value represents the Median board response.

Raw Data for School Districts H-N on the CSRCQ

Item No.	District H Sup	Dir	Bd[a]	District I Sup	Dir	Bd	District J Sup	Dir	Bd	District K Sup	Dir	Bd	District L Sup	Dir	Bd	District M Sup	Dir	Bd	District N Sup	Dir	Bd
1	6	6	6.0	6	6	6.0	6	6	6.0	5	6	4.5	6	4	5.5	6	5	6.0	6	6	5.0
2	6	5	1.0	5	4	4.0	6	4	3.5	5	5	1.0	6	6	3.0	3	5	2.0	5	5	4.0
3	6	6	5.0	6	6	6.0	6	6	6.0	5	6	5.0	6	6	3.0	5	6	6.0	6	2	6.0
4	5	5	5.0	6	6	5.0	1	1	6.0	5	6	6.0	6	6	5.0	4	4	6.0	5	4	4.0
5	6	6	5.0	5	5	5.0	6	6	3.5	5	6	1.5	6	4	5.0	1	6	5.0	5	4	2.0
6	6	5	5.0	6	6	4.0	5	6	5.0	4	5	1.5	6	5	4.0	5	6	4.0	5	4	4.0
7	6	5	6.0	6	6	6.0	6	6	6.0	6	6	6.0	6	6	5.5	5	5	5.0	6	3	5.0
8	6	5	2.0	5	6	5.0	5	6	3.0	6	5	3.0	6	6	6.0	5	6	4.0	5	4	5.0
9	5	2	3.0	6	5	5.0	3	6	2.5	5	2	3.0	2	4	6.0	5	4	3.0	5	4	4.0
10	5	5	6.0	4	6	5.0	6	6	3.0	5	6	3.0	6	5	4.0	5	5	5.0	6	4	4.0
11	5	5	6.0	6	3	5.0	3	6	5.5	5	5	1.5	3	5	6.0	5	6	5.0	5	5	5.0
12	2	5	5.0	6	3	2.0	5	6	3.5	4	6	3.0	6	6	5.5	2	5	3.0	5	4	4.0
13	6	5	4.0	6	4	5.0	5	6	5.0	5	4	1.0	2	6	5.5	6	5	3.0	5	5	5.0
14	2	2	3.0	4	5	4.0	5	5	1.0	3	2	1.0	2	5	5.0	2	4	1.0	5	4	4.0
15	4	5	5.0	6	5	6.0	5	6	6.0	3	6	4.0	6	6	6.0	5	6	6.0	6	4	4.0
16	2	2	5.0	4	3	1.0	5	5	1.0	4	5	1.5	6	6	3.5	5	2	4.0	2	4	2.0
17	2	5	2.0	6	5	4.0	5	6	1.0	4	4	1.0	1	6	4.0	5	2	4.0	5	5	5.0
18	5	5	5.0	6	4	6.0	4	6	4.0	4	5	2.5	5	5	5.0	5	5	4.0	5	4	5.0
19	3	5	1.0	5	6	4.0	1	5	1.0	2	5	1.0	2	5	3.5	5	5	4.0	1	4	2.0
20	3	5	3.0	6	3	4.0	2	5	5.0	4	5	1.0	5	4	5.5	2	4	2.0	5	4	4.0
21	5	3	2.0	6	5	5.0	4	4	1.0	5	5	5.0	6	5	6.0	5	6	4.0	5	4	4.0
22	3	3	5.0	5	6	6.0	3	6	3.0	1	6	2.0	5	6	6.0	4	6	5.0	5	4	4.0
23	3	3	3.0	4	2	4.0	2	6	1.0	4	6	2.0	5	5	5.0	4	3	5.0	5	4	2.0
24	6	5	5.0	6	4	5.0	4	6	3.0	4	4	1.0	6	4	5.0	5	3	5.0	5	5	4.0
25	5	5	6.0	6	6	6.0	4	6	4.5	5	6	2.5	4	6	5.0	5	6	4.0	3	4	4.0
26	2	5	4.0	4	5	5.0	5	6	3.5	4	5	4.0	6	5	3.0	1	3	5.0	3	4	3.0
27	6	5	4.0	4	2	5.0	4	5	2.5	6	5	1.5	5	5	4.5	5	6	5.0	5	4	5.0
28	5	5	2.0	6	5	5.0	6	6	3.0	5	6	3.0	1	6	5.0	5	6	5.0	4	4	3.0
29	1	5	6.0	4	6	6.0	6	6	6.0	6	6	6.0	6	3	5.5	2	6	5.0	6	3	5.0
30	6	5	6.0	6	6	6.0	6	6	4.5	5	6	4.5	6	6	6.0	5	3	4.0	6	6	6.0

Note.

[a]The board value represents the Median board response.

Raw Data for School Districts O-U on the CSRCQ

Item No.	District O Sup	Dir	Bd[a]	District P Sup	Dir	Bd	District Q Sup	Dir	Bd	District R Sup	Dir	Bd	District S Sup	Dir	Bd	District T Sup	Dir	Bd	District U Sup	Dir	Bd
1	6	6	3.0	5	6	4.5	5	6	6.0	5	6	6.0	6	6	5.0	6	6	6.0	6	5	6.0
2	5	6	5.0	3	6	3.0	3	1	3.0	4	3	4.0	6	6	5.0	5	6	1.0	5	5	5.0
3	6	6	5.0	5	6	6.0	1	6	6.0	6	6	6.0	6	6	6.0	6	6	6.0	6	6	6.0
4	6	6	6.0	3	6	3.5	6	1	4.0	4	6	5.0	6	6	6.0	5	5	3.0	5	6	6.0
5	6	6	1.5	4	6	3.5	5	2	5.0	5	6	5.0	6	6	5.0	6	6	6.0	6	6	5.0
6	6	6	1.0	3	6	2.5	6	4	5.0	5	6	2.0	6	6	4.0	6	6	6.0	5	5	5.0
7	6	6	5.0	3	6	5.0	6	6	6.0	6	6	5.0	6	6	6.0	6	6	6.0	6	5	6.0
8	6	6	4.5	4	6	3.5	5	6	5.0	4	6	4.0	5	6	4.0	6	6	6.0	6	6	5.0
9	5	5	1.5	4	6	2.0	4	5	3.0	3	6	5.0	5	6	4.0	5	5	2.0	2	3	4.0
10	6	6	3.0	3	6	5.0	5	1	5.0	5	6	5.0	6	6	5.0	6	6	4.0	3	5	6.0
11	5	6	3.0	4	6	5.0	4	6	5.0	4	6	5.0	6	6	5.0	5	6	6.0	6	5	4.0
12	6	6	3.5	4	6	3.5	6	6	5.0	4	6	4.0	6	6	5.0	5	5	6.0	5	6	5.0
13	6	6	1.5	4	1	2.5	4	2	4.0	4	6	5.0	6	6	4.0	6	6	1.0	5	4	4.0
14	5	5	1.5	3	5	2.5	2	5	3.0	4	6	1.0	5	6	3.0	5	5	1.0	3	5	4.0
15	6	6	2.0	3	6	2.0	2	5	5.0	5	6	6.0	6	6	6.0	6	6	6.0	6	5	5.0
16	6	5	3.5	1	5	2.0	2	1	3.0	5	3	3.0	4	5	3.0	2	6	2.0	4	6	4.0
17	6	4	2.0	2	6	2.0	1	2	4.0	3	6	5.0	5	6	3.0	2	4	2.0	4	5	4.0
18	6	6	4.0	4	6	2.0	5	6	5.0	5	5	5.0	6	6	6.0	5	6	6.0	6	4	4.0
19	5	6	1.5	2	6	2.0	2	5	5.0	6	3	3.0	5	6	4.0	5	6	1.0	6	5	4.0
20	5	6	1.0	3	6	2.0	3	6	6.0	5	6	4.0	6	6	4.0	2	6	1.0	6	3	4.0
21	5	6	4.0	2	6	4.5	5	6	4.0	6	6	5.0	5	6	6.0	5	6	5.0	6	4	4.0
22	5	6	3.5	4	6	5.5	5	1	3.0	6	6	6.0	6	6	6.0	6	6	6.0	6	6	4.0
23	4	5	2.0	2	6	3.5	3	2	2.0	6	3	3.0	4	6	4.0	5	6	2.0	6	6	4.0
24	5	6	3.5	5	6	3.5	2	1	4.0	5	6	6.0	6	6	4.0	6	6	5.0	5	6	4.0
25	5	6	4.0	5	6	4.0	5	6	4.0	2	6	5.0	6	6	6.0	2	6	2.0	6	6	4.0
26	6	6	3.5	4	3	2.5	5	6	5.0	3	6	3.0	5	6	4.0	6	6	6.0	5	5	5.0
27	4	6	3.5	3	6	3.0	4	2	5.0	5	4	4.0	6	6	5.0	5	6	5.0	6	6	4.0
28	4	6	1.5	2	4	2.5	4	6	5.0	4	6	2.0	5	6	5.0	5	6	4.0	6	5	4.0
29	6	6	2.5	6	6	4.5	6	6	5.0	4	6	6.0	6	6	5.0	5	6	6.0	6	5	5.0
30	6	6	5.0	5	6	3.5	5	6	6.0	5	6	5.0	6	6	6.0	6	6	6.0	6	6	5.0

Note.

[a]The board value represents the Median board response.

APPENDIX G

Raw Data From The CSDEQ and

the Breakdown of Community School Report--

For All Districts

Raw Data From All Districts

on the CSDEQ--Sections A-B

District	Item Scores--Section A								Item Scores--Section B							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
A	4	4	4	4	2	1	4	3	4	2	2	4	2	4	4	4
B	4	4	3	4	4	1	4	4	4	4	2	2	4	2	4	2
C	4	4	4	4	4	1	4	4	4	4	4	2	2	4	4	4
D	4	2	3	3	2	1	4	3	4	4	4	2	2	4	4	4
E	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
F	4	4	4	3	3	4	4	4	4	4	4	2	2	4	4	4
G	4	2	3	3	3	1	3	3	2	4	4	2	4	4	4	4
H	4	4	3	4	4	1	4	3	4	2	4	4	2	4	4	4
I	4	2	4	4	3	4	4	4	4	4	4	2	4	4	4	4
J	4	3	3	4	2	1	4	4	4	4	4	4	4	4	4	4
K	2	3	3	4	4	1	4	4	4	4	4	2	4	4	4	4
L	4	4	2	4	4	4	4	3	4	4	4	4	4	4	4	4
M	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
N	4	4	4	4	2	4	4	3	4	4	4	2	2	4	4	4
O	4	4	4	4	4	1	4	4	4	4	4	4	4	4	4	4
P	3	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4
Q	4	4	4	4	2	4	4	3	4	4	4	4	2	4	4	4
R	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
S	4	4	4	4	3	1	4	4	4	2	4	4	4	4	4	4
T	4	3	3	4	4	4	4	3	4	4	4	4	2	4	4	4
U	4	4	3	4	4	4	3	3	4	2	4	4	4	4	4	4

Raw Data From All Districts on the

CSDEQ--Sections C,D, and Breakdown Data

District	Total Points Section C	Item Scores--Section D							Breakdown Data			
		1	2	3	4	5	6	7	1	2	3	4
A	5	3	2	1	4	3	3	4	4	2	1	1
B	3	2	2	2	4	4	4	1	4	1	1	1
C	1	2	4	3	4	4	3	3	4	3	4	4
D	3	2	3	4	4	3	4	3	4	2	3	1
E	6	3	4	4	4	4	3	4	4	3	4	4
F	2	2	3	4	4	4	3	4	4	2	3	1
G	4	2	3	4	3	4	3	1	4	1	3	2
H	4	2	2	4	3	3	4	1	4	3	3	2
I	4	2	2	2	4	3	2	3	4	3	3	4
J	2	2	2	4	3	4	4	3	4	2	2	2
K	4	1	3	2	2	3	2	2	1	3	1	1
L	2	2	4	4	3	3	3	3	2	4	4	2
M	10	4	3	4	4	4	4	4	4	3	3	2
N	6	2	3	2	3	3	3	2	4	2	1	1
O	5	4	4	3	4	4	4	3	4	3	4	2
P	3	3	3	2	4	3	3	2	4	4	4	3
Q	2	1	3	3	2	4	1	4	4	1	2	1
R	15	2	4	4	4	4	4	4	4	3	3	1
S	8	4	4	4	3	3	3	3	4	2	4	4
T	3	2	3	4	2	3	4	2	4	1	4	2
U	3	1	3	1	4	3	3	2	2	4	3	2