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A Study of the Skills of Successful Directors of Community Education in Michigan

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A STUDY OF THE SKILLS OF SUCCESSFUL DIRECTORS OF COMMUNITY EDUCATION IN MICHIGAN

by

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George Kliminski

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CHAPTER I

THE PROBLEM

Introduction

The fact that communities today are in a state of change and bewilderment is well documented by a number of writers and observers. Tonnies (1959) indicated that the culture in which we live today is what he termed a gesselschaft society. It is typified by: lack of concern for others; loss of personal identity; the absence of a sense of well-being; and formalized social controls set by law and enforced by police departments. Other authors such as Toffler (1970) indicated that not only is our society changing, but that it is changing at an ever increasing rate and that today's social institutions have not changed to meet the needs of this changing society. Packard (1972) documented the changing pattern of communities and the changing attitude of people toward their communities.

Our educational institutions have not escaped criticism in this time of change. A large number of community members have been critical of what has been happening in our schools. Spindler (1963) made the following observation on this point:

> The American public school system, and the professional educators who operate it, have been subjected to increasing strident attacks from the public and from within its own ranks (p. 132).

Savino (1969) voiced the same kind of dissatisfaction and concern with the schools and called for some changes when he said:

> There is a new spirit in this country which is both demanding excellence of the schools and offering assistance to help achieve it. But will education follow or lead as communities demand more involvement (p. 22)?

This kind of criticism is not new. Authors have tried to show that the schools have not been attuned to society in general. William Carr (1942) indicated the extent of the isolation of the schools from the community when he wrote the following:

> Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across this moat there is a drawbridge which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to the island in the morning and back to the mainland at night. Why do these young people go out to the island? They go there in order to learn how to live on the mainland (p. 76).

Other theorists such as Illich (1970), Holt (1969), Goodman (1964), and Friedenburg (1965) have demanded that the educational system change and respond to the needs of society today. However, institutions in today's society are not readily changeable. When they do change, they make these changes at a preponderously slow rate. Changes that do take place are ordinarily based upon what has happened in the past and not on what is happening today and what will be happening in the future. Postman and Weingartner (1969) make this point readily apparent in their introduction to Teaching as a Subversive Activity.

A number of educators today see the educational enterprise as a force in helping people find solutions to many of the problems that exist in community life today. An ever increasing number are saying that education can respond to the changes that are taking

place in our society and that educational institutions can help prepare everyone from the oldest to the youngest member of the community for life in that community. The fact that schools are being called on to accept a larger responsibility in today's society can be ably documented. Havighurst (1967) commented on the new direction that schools must take when he stated:

> The quickening pace of social change has given the schools more opportunities and more problems. The new pattern of work and leisure, the enormously expanded functions of the federal government in the field of education, the emergence of a serious problem of unemployed school youth-----these are some of the social changes that require new ideas in education and new ways of teaching (p. v).

Havighurst is not alone in advocating this kind of a role and responsibility for the schools. The trend for the need of schools to assume more responsibility to compensate for changes that people face today is also reflected by Marien (1973) when he says:

> Education, therefore, can no longer be thought of as an activity solely confined to the young. We will be unable to "educate children and youth for life as human beings" as Shane advocates, without being first educated ourselves, as teachers, parents, and citizens. The most important learning needs at present are among adults---not the auto repair and organic gardening kind of adult education, but a serious effort at civic education throughout the community. To effect this, the school must become a learning center, open to all ages and cooperating with school and college-level external degree programs---while avoiding a womb-to-tomb monopoly of learning experiences, both credit and not-for-credit (p. 513).

Provus (1973) further stated that:

> Public schools must undertake to organize resources, both human and physical, within and outside of their attendance areas, in order to provide essential community services and, in the process build a sense of community (p. 658).

A number of writers have felt the urgency of school-community cooperation in attempting to solve the complex needs of society. Studies and writings by Doll (1964), Seay (1954) and Drucker (1963) point out the need for this cooperation. James B. Conant (1963) also pointed out the nature of the need for this cooperative effort:

> The nature of the community largely determines what goes on in the school. Therefore, to attempt to divorce the schools from the community is to engage in unrealistic thinking, which might lead to politics that could wreak havoc with the school and the lives of children. The community and the school are inseparable (p. 53).

In view of the data and writings which indicate that education may indeed help resolve the problems of community life it becomes essential to point out some practical and workable method to make education more responsive to the needs of the community. Since 1935 a program based in the Flint, Michigan, Public Schools has been attemping to involve the community to a greater extent than it had prior to that time. This involvement runs the gamut of everything from plans for civic improvements to the curriculum in the K-12 program; from programs for pre-schoolers to programs for Senior Citizens; from non-credit courses to college credit and graduate credit. This process has been called Community Education in Flint and although the basic rudiments of the concept had been tried in many places prior to this time, this was the beginning of its general acceptance by a wide variety of schools and other institutions. It should also be understood that the concept of Community Education has taken on many changes from the idea which was generated by Frank Manley in Flint in the early 30's. One must recognize that the concept of Community

Education had been tried and practiced in many communities across the United States prior to the adoption of this idea by Flint. A number of places continued to utilize and refine the concept during the time Flint's program was becoming well known. However, because of a plethora of publicity and the benevolence of the Mott Foundation in providing funds for dissemination of information to educators and other interested community members across the United States the Flint model for Community Education became the most widely recognized and copied.

A recent definition of Community Education which seems to have become fairly well accepted by Community Educators is taken from the book, Community Education; From Program to Process (Minzey and Le Tarte, 1972).

> Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization (p. 19).

Minzey (1971), who is recognized as one of the spokesmen for Community Education in the United States today had the following to say about Community Education and the potential it holds for schools and communities:

1. The public school has a capacity for far greater leadership and facilities to further such leadership than it is currently making.

2. Education should be made more relevant to the community.

3. Each child is a Gestaldt requiring consideration of his total environment in his education rather

than just formal schooling.

4. Education is a lifetime process.

5. Education is not just a dissemination of information or mastery of a subject, but it is as John Dewey says "a reconstruction or reorganization of experience which adds to the meaning of experiences and which increases ability to direct the course of subsequent experiences".

6. Community is a feeling not a physical boundary.

7. Problems of our time are solvable.

8. The common good of the community is the goal of all.

9. Ordinary people can influence solutions to problems and are willing to commit themselves to such solutions.

Thus, Community Education as a philosophy for public schools and other educational agencies would seem to have as a major goal the making of both the educational enterprise and the communities which they serve a better place to live. It should be pointed out that Community Education as a concept and the community school along with other agencies as vehicles to carry out that concept respond to the need of coordinating the efforts of school and community. Perhaps Weaver (1969) stated the mood of what is involved with Community Education best when he said:

> Community Education is based on the premise that education can be made relevant to peoples needs and that the people affected by education should be involved in decisions about the program. It assumes that education should have an impact on the society it serves.

Statement of the Problem

The purpose of this study was to determine if the skills exhibited by Directors of Community Education who are considered

successful by Regional Centers for Community Education in Michigan are significantly different than the skills exhibited by a group of randomly selected Directors of Community Education in Michigan.

Importance of the Study

Since the beginning of the new emphasis on Community Education in Flint, Michigan, in 1935, the philosophy has spread across the entire United States. Much of this growth has taken place in the last ten years. Data supplied in Table 1 show the number of school districts which have adopted the Community Education concept in recent years. A projection for further growth has been made by the Mott Foundation (Mott Foundation, 1972). Table 1 also shows the growth which is being projected for Community Education in this country.

Whenever a particular endeavor is attempted the leadership which is involved in that undertaking is a key factor in the success of the venture. Paul Nachitigal (1972) in a recent booklet which reported on the Ford Foundation Comprehensive School Improvement Program stated some findings relative to bringing about educational innovation. He stated that "success or failure of a project probably was determined more by the performance and continued service of the project director than by any other single factor (p. 33)."

The same pattern was apparently true for Community Education. Leo Buehring (1958) stated:

> Success of the community education program is dependent upon intelligent and dedicated leaders. Aside from formal administrative heads, these leaders today are the community school building-directors, especially trained

TABLE 1

THE NUMBER OF SCHOOL DISTRICTS WHICH
HAVE COMMUNITY EDUCATION PROGRAMS
IN THE UNITED STATES

Fiscal Year	Number of Community Education Districts
1967 - 68	89
1968 - 69	152
1969 - 70	195
1970 - 71	340
1971 - 72	480
1972 - 73	571
1973 - 74	871
1977 - 78	*4071

*Projected figure based on long-range plan established by the Charles Stewart Mott Foundation.

for their work (p. 37).

More recently Minzey and Le Tarte (1972) wrote of the importance of the Director of Community Education:

> The director of community education will be the key person in the future development of the program, and since, like most activities, the success is dependent upon the characteristics of the person involved, great care should be taken in the selection (p. 64).

Campbell (1972 b) also indicated the importance of this person when writing about the lasting effects of Community Education programs:

> 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. Manley made the community education coordinator position into a profession in its own right. Today these carefully prepared young men not only administer evening activities and sponsor community councils and block clubs, they also function skillfully and productively with many other individuals and groups on numerous kinds of assignments (p. 196).

With the continued expansion of Community Education it may be more and more important to train leaders in this field who upon completion of a training program will be prepared to assume responsibility for Community Education as a school district-wide Director of Community Education. While training programs for persons involved in Community Education have been on-going since 1954 there has been a lack of a strong concerted effort to train persons specifically for this field. Weaver (1972) had the following to say about the present practices on training Directors of Community Education:

> Up to now training programs have not been crucial because we have selected community educators from among experienced mid-career professionals thus assuring a high degree of competency. However, if we are to staff programs to be developed within the next few years, it is likely that we will have to depend upon less experienced but more highly trained personnel-especially personnel trained in Community development (p. 12).

There is evidence to suggest that training programs for Community Educators are now in progress and that the scope of these training programs is continually expanding in both quality and quantity. The Mott Foundation was involved in early training endeavors. A program which began in 1963 and was originally called the Mott Inter-University Preparation Program for Education Leaders has basically been a program for training Community Educators. The impetus for the program came from Frank Manley when he realized that Community Education was expanding at a rate which far exceeded the number of trained persons available. Bush (1972) indicated the beginning of the preparation program in Flint in the following:

> This problem (lack of trained community education leaders) inspired Manley to look to the Michigan universities for help. He invited the deans of education and professors of educational administration to meet in 1962 and proposed that they develop a consortium utilizing the capabilities of the seven Michigan universities (Michigan State University, University of Michigan, Central Michigan University, Wayne State University, Western Michigan University, Eastern Michigan University and Northern Michigan University), the Flint system and the Mott Foundation to prepare leaders, research problems, and develop and implement community education programs (p. 201).

In addition, there are presently fifteen Regional Centers for Community Education and twenty-six Cooperating Centers which are involved in training programs.

These training programs are usually based upon the techniques

of other educational leadership programs and from suggestions of leaders in this fast growing field. They should however, be based on what practioners in the field need in terms of skills. A model for training Community Educators has been formulated by Johnson (1973) although it too is based upon a survey of the literature including Whitt (1971), Mott Leadership Program Staff (1972), Winters (1972), and Weaver (1972). Of these, only Winters and Weaver were involved in studies pertaining to Community Education. The need to determine the skills necessary to work as a Community Educator based on what Community Educators are actually doing seems to be very important at this point of time.

The recent phenomonal growth rate in the field of Community Education as a concept has left a wide gap between research and practice. A coordinated research endeavor must be undertaken to provide some hard data and facts on which to base further innovations and to enhance further expansion of the concept. In 1971, the Institute for Community Education Development at Ball State University with the cooperation of the National Community School Education Association and the financial assistance of the Sears Foundation sponsored a Research Symposium in Community Education. The stated purpose of the symposium was to "focus on the identification of needed research in Community Education and the development of some master plan to encourage and implement research in the field (Research Symposium in Community Education, 1971, p. 1)." The need for some research dealing with the kind of training which should be made available for Directors of Community Education was listed in

thirteen different items by members of the symposium. Of particular importance to this study was the listing of a need to research the skills which Community Educators need in order to do their job effectively.

In an extensive review of the literature on Community Education the author found very little information dealing with the person who has district-wide responsibility in Community Education. Since much of the original work with Community Education was derived from the Flint model, which featured building level Community School Directors, most of the studies which have been done to date have dealt with this persons role in Community Education. Since many new programs in Community Education are not following the Flint model it appears vital to look at the emerging role of the district-wide Directors of Community Education.

In summary, the need to explore the role of the Director of Community Education is essential for the following reasons:

1. Education is being called upon to provide new and different experiences for a broader variety of audiences than it has in the past. An increasing number of school districts are utilizing the philosophy of Community Education to provide the direction for these changes.

2. There are a very limited number of training programs in relation to need available for persons who have an interest in promoting the concept of Community Education. The programs that are now in existence have primarily been based on techniques for training other educational leaders and not necessarily on the techniques necessary for leadership in Community Education.

3. Very little information is available relative to the skills necessary to promote Community Education on a school district-wide level. Most emphasis in the

past has been on the building level Director of Community Schools.

Hypotheses of the Study

The major objective of this study was to determine if the skills exhibited by Directors of Community Education who are considered successful by Regional Centers for Community Education in Michigan are significantly different than the skills exhibited by a group of randomly selected Directors of Community Education in Michigan.

Hypothesis 1:

Directors of Community Education who are successful will have a higher level of human, technical and conceptual skills than other Directors of Community Education.

Hypothesis 2:

The perception of successful Directors of Community Education relative to their own skills will be similar to the perceptions of their skill by immediate supervisors and selected subordinates.

Hypothesis 3:

The perception of a randomly selected group of Directors of Community Education relative to their own skills will be higher than the perception of their skills by immediate supervisors and selected subordinates.

In addition to the three major hypotheses to be studied the following questions will also be investigated:

I. Is there a difference between successful Directors of Community Education and randomly selected Directors of Community Education on demographic variables? These demographic variables included: age, education, undergraduate major, length of time in Community Education, classroom teaching experience, previous administrative experience and special training in Community Education.

II. What is the ranking of the individual skill areas for successful Directors of Community Education by their immediate supervisors, selected subordinates and themselves?

III. What is the ranking of the individual skill areas for randomly selected Directors of Community Education by their immediate supervisors, selected subordinates and themselves?

Design of the Study

The study was designed to determine whether Directors of Community Education who were designated as successful have higher levels of human, conceptual and technical skills than randomly selected Directors of Community Education.

Population

The population for this study included all Directors of Community Education from school districts in Michigan which received approval for partial reimbursement of the Director of Community Education's salary for the 1972-73 fiscal year.

Sample

The population was partitioned into two groups. The first group consisted of the top forty Directors of Community Education in Michigan as selected by the Regional Centers for Community Education in Michigan. The second group consisted of all Directors of Community Education from school districts in Michigan which received approval for partial reimbursement for the Director of Community Education's salary in the 1972-73 fiscal year and were not

selected as one of the most successful directors by the Regional Centers of Community Education. A random selection of forty directors from the second group was chosen as the sample with which to compare the directors chosen as successful.

Definition of Terms

The following terms are defined in order to avoid semantic confusion throughout the reading of the study.

Community Education

A definition which is becoming accepted by a variety of persons engaged in Community Education has been put forth by Minzey and Le Tarte (1972):

> Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization (p. 19).

Operationally, Community Education is defined as those processes which are under the direction of a Director of Community Education in a community. These include (Johnson, 1973):

> "....budgeting and finance, personnel procurement, administration and operational policy-making in addition to interpreting, adapting, and coordinating his activities with existing programs.... (p. 28)."

Director of Community Education

The Director of Community Education is defined as a full-time

employee of a local school board in Michigan whose major responsibility is to promote, organize, coordinate and direct the Community Education program for the entire school district. The person identified in this study as the Director of Community Education has been an employee of the district in which he works in that capacity for a minimum of one year. In addition, his district has been approved by the State Department of Education in Michigan as one which had run a Community Education Program during the 1972-1973 fiscal year and was eligible for state funding of that position. This position has a number of different names in different school systems, but will be referred to as the Director of Community Education throughout this study.

Director of community schools

The Director of Community Schools is defined as an employee of a local school board whose responsibility for Community Education lies within the community of a local school building. His major task is to act as a catalytic agent and organize, coordinate, and supervise programs within that local school building. He reports to the local building principal and/or the Director of Community Education.

Successful Directors of Community Education

Successful Directors of Community Education are defined as those directors chosen as one of the top forty in the state of Michigan by Regional Centers for Community Education (Eastern

Michigan University, Western Michigan University, Northern Michigan University and Alma College). The number selected from each region was determined by the number of school districts which had state approval for partial reimbursement of the Director of Community Education's salary in the 1972-1973 fiscal year.

Randomly selected Directors of Community Education

Randomly selected Directors of Community Education are defined as those Directors of Community Education whose school district was approved by the state of Michigan for partial reimbursement of the Director of Community Education's salary in the 1972-1973 fiscal year and was not selected as one of the top forty directors by one of the Regional Centers for Community Education in Michigan. A total of forty directors were chosen at random for this study. The number selected in each region was the same as the number of directors chosen as successful from that region.

Immediate supervisor

An immediate supervisor is defined as the person to whom the Director of Community Education reports in a line relationship in a local school district. The title of this person varies from school district to school district, but is usually the superintendent of schools or an assistant superintendent.

Selected subordinate

A selected subordinate is defined as a person who is directly

responsible to the Director of Community Education. This person may be a full-time or a part-time employee of the school district, but is identified as the person who has worked for the director the longest in Community Education. If more than one subordinate has worked for the director for the same length of time the one whose last name would appear first on an alphabetical listing was identified as the selected subordinate.

Human skills

Human skills are defined as those skills which help build cooperative team efforts among people and help sell oneself to others (Katz, 1955, p. 34). A total of fifteen human skills were identified as being helpful for work as the Director of Community Education and are listed in Appendix A.

Conceptual skills

Conceptual skills are defined as those skills which enables one to see the total enterprise and the interrelatedness of the various parts (Katz, 1955, p. 34). A total of twelve conceptual skills were identified as being helpful for work as the Director of Community Education and are listed in Appendix A.

Technical skills

Technical skills are defined as those skills and techniques which are needed by persons involved in Community Education, particularly those involving procedure, method and process (Katz, 1955,

p. 34). A total of thirteen technical skills were identified as being helpful for work as the Director of Community Education and are listed in Appendix A.

Limitations of the Study

The following may be construed as limitations to the study:

1. The data collected are based only on Directors of Community Education in Michigan.
2. The study makes no attempt to differentiate between responsibilities of Directors of Community Education in various sized school districts.
3. The delineation of skills for Community Educators is based upon a review of pertinent literature, consultation with experts in the field of Community Education and the researchers past experiences. It may be assumed that it is not an all inclusive list and that other factors influence the success of Community Educators.

Organization of the Thesis

The thesis will be organized in the following fashion:

Chapter I presents an introduction and rationale for the study, statement of the problem, hypotheses and questions to be investigated, definition of terms used in the study, a brief review of the research design, limitations of the study and an overview of the study.

Chapter II presents a selected review of literature pertinent to the study.

Chapter III presents the research methodology and further description of the research design.

Chapter IV presents the data obtained and data analysis.

Chapter V presents a summary of the results, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This review of related literature will be concerned with six major areas related to this investigation: a brief historical background of Community Education, theories of Community Education, a brief review of educational leadership development, an approach to leadership, three skill approach to leadership training and the skills of Community Educators broken down into human, conceptual and technical skills. The area of skills for Community Education Directors will focus on the background necessary for development of the instrument used to determine the skills of Director of Community Education in this study.

History of Community Education

The idea of Community Education is not a new concept which has suddenly emerged upon the educational scene, but can be traced back to the early Greeks and the Romans. Totten and Manley (1969) described the general attitude of these early philosophers in the following:

> 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 ablilities to overcome their difficulties (p. 15).

Early educational endeavors in the United States made frequent references to the relationship of the schools to their communities and traces of a number of the components of Community Education can be found in the literature of the early part of the 19th Century. Prominent examples of these would include the extension of educational opportunities to adults in what later was called evening school in the large urban areas (Cubberly, 1934), the promotion of agricultural opportunities in rural areas in the 1860's by a number of agricultural societies, particularly the Patrons of Husbadry (Scanlon, 1959), the Hatch Act, passed in 1887, which set up experimental stations which began to take new ideas and practices in agricultural techniques to the farmer where he lived and worked (Scanlon, 1959), and the Smith-Lever Act of 1914 which established the basis for the county extension agent (Scanlon, 1959).

During this same period of time elements of what was to become the concept of Community Education were being promoted in the urban areas through two movements, the Settlement House Movement and the Playground Movement. These are described by Decker (1972):

> 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 (p. 37).

Throughout much of the latter part of the 19th Century many of the elements of what would become Community Education were becoming quite generally accepted.

One of the first mentions of Community Education in the literature was written by Henry Barnard in his "Report on the Conditions and Improvement of Public Schools in Rhode Island". In the report Barnard made mention of the role of an educational institution, the school, in dealing with improvements within the general community and for individual living (Naslund, 1953). Barnard is thereby given credit as being one of the first persons to advocate Community Education through the written form.

During the late 19th Century and the early 20th Century educational philosophy in the United States took a turn toward a more conservative and intellectual stance. The National Education Association through an appointed committee known as "The Committee of Ten" concerned itself with subject matter in secondary schools and admission requirements for college (Solburg, 1970). The following is a summarization by Solburg (1970) of the next 25 years in educational direction for the United States:

> The study and recommendations of the Committee of Ten dominated the proscenium of secondary education for 25 years and the mold it set for education is still evident. No hint of trade and industrial education, of business education, of homemaking education or even of such fields of study as sociology or psychology appeared in the report . . .Small towns, rural areas, and working class urban areas were unable to resist the fashions established in areas where college preparation was dominant. Instruction in rural schools tended to imitate that in urban areas. Teachers were trained for upper and middle-class city schools with little or no preparation for other settings. Textbooks were revised and made uniform,

> but their focus was on the city and on the upper and middle -class life styles. The result was that schools in country and small towns tended to be book-oriented with little relationship to their society (pp. 43-44).

This period of time became known as the traditional school era (Yourman, 1936). Yourman (1936) saw this period of time as the first of three educational eras the United States would go through in the first half of the 20th Century. He characterized the three eras in the following paragraph:

> At first the school saw its objective narrowly, as handing down the factual heritage; the second stage sees the wider meaning of education as adjustment, and bravely seeks to meet all the problems of maladjustment of individuals and communities; the dawning third stage carries back to the community the responsibility for education and leaves with the school the responsibility for leadership and services (p. 328).

Olsen (1954) also divided the period into three distinct movements and described them in the following manner:

1. Traditional School: it was dominant in the early part of the century. It was book-centered and related with the community by studying the community.

2. Progressive School: was dominant in American education during the period between World War I and II. It established a child-centered orientation and established a closer relationship with the use of community resources.

3. Community School: took hold after the Progressive School movement. Its orientation is life-centered. The relationship with the community is extensive through study of community, use of community resources, service to the community, and involvement of the community (p. 12).

The Progressive School movement was championed by such persons as John Dewey (1899) and Joseph Hart (1913). The Community School era began to develop at a rapid rate during the depression as

people looked to the schools to help them solve immediate and long-range problems (Blue, 1970).

The transistion from the textbook centered to the life-centered school was highlighted by Samuel Everett (1938) in a publication devoted to the idea of community schools and Community Education. This was followed closely by other publications by such authors as Clapp (1939) and Olsen (1945), who also advocated the extensive use of the school in helping people in a community solve their own problems. An important factor to consider at this point in the development of the concept of Community Education is how the idea was to be implemented in a local school district. Since many authors did not see the school as the sole resource for the implementation of the philosophy it was left to various communities to address the problem locally and to determine the best way for Community Education to become a viable way of life in that community.

While a number of highly successful experiments were put into operation in the United States, it is sufficient for the purposes of this paper to dwell on the implementation of several programs in Michigan. The results of these programs point out a factor in determining the continuing success of Community Education after the initial implementation phase.

The first was a series of programs implemented through a co-operative effort of the State Board of Education and the W. K. Kellogg Foundation. This experiment was called the Michigan Community School Service Program and began in 1945. Several widely separated rural communities participated in the program to extend the developing

potential of Community Education as a way of coordinating the efforts of a whole community to solve mutual problems (Seay and Crawford, 1954). The authors (Seay and Crawford, 1954) of a report on this project felt that there were many positive changes in the participating communities which would be felt for many years. They found that all of the communities were interested in self-improvement and that excellent but latent leadership was present in all areas. They reported that the program was inconsistent in its efforts to achieve improvement through the local school boards. These communities did not place the responsibility for continuing leadership in a specific person who was assigned to this job by the community or the school district. While it may be conjecture to assume that designating responsibility to an individual to implement the concept of Community Education in these communities would have resulted in more consistent results, a look at a part of the evaluation for the project does imply that continuing leadership was considered to be an important consideration for the future success of Community Education in those communities. Seay and Crawford (1954) indicated their concern for some method to insure continued leadership when they said:

> The third designated weakness may prove in the future not to be a weakness at all. If community self-improvement continues (through the local programs or through some other community organization stimulated by the Community School Service Program) after all subsidy is withdrawn and after the present leaders leave the communities or retire from active work in the programs, then there will be proof that the communities were not dependent upon these factors (p. 120).

Because Community Education has not continued to flourish in all of the communities involved with the project there seems to be an

indication that the lack of continuing leadership may have been the cause.

A second experiment which did place responsibility for implementation of Community Education in an individual assigned to the schools would seem to point out that designation for responsibility for leadership in the local school board could have resulted in a difference. In Flint, Michigan, an individual through the financial benevolence of the Mott Foundation and Charles Stewart Mott began to implement the Community Education concept in 1935. Frank Manley was the person, who through personal dedication to an idea (which was true of a great number of people who originally worked to implement the concept in various places) was able to create an organizational structure which placed the responsibility for Community Education in a person assigned to the schools. In 1951 the Flint Board of Education hired a person whose major task was to implement Community Education on an elementary school area-wide basis (Quinn and Young, 1963). The continuing pattern for the success of Community Education in Flint lies at least in part with the persons who have been called Community School Directors. Campbell (1972 b) indicated the value of assigning a leadership role in Community Education to a person in Flint when he described the importance of the Director of Community Schools:

> 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.

> Manley made the community education coordinator position into a profession in its own right. Today these carefully prepared young men not only administer evening activities and sponsor community councils and block clubs, they also function skillfully and productively with many individuals and groups on numerous kinds of assignments (p. 196).

Olsen (1953) also recognized the necessity for developing the leadership necessary for implementation and continuing supervision of Community Education when he wrote:

> It seems important to secure a sustained leadership if community school work is to move forward. One criticism frequently made is that community school activities are often transitory and ephemeral. The answer to these criticisms is to find ways to continue the work once it has begun. A good technique is to see that responsibility for moving forward is centered in designated people (pp. 128-129).

The importance of the leadership role for the development of Community Education has been further emphasized in Flint with the appointment of a superintendent of schools who is a Community Educator and who has a mandate from the board of education to implement the total concept of Community Education within the school and community.

The idea of Community Education is spreading across the entire United States in this present era. The Mott Foundation has helped hasten the acceptance of the concept of Community Education with financial support to a large network of Universities which have three major objectives. These are (Mott Foundation, 1972):

1. Dissemination of information to local districts about Community Education.

2. Implementation of Community Education in local school districts.

3. Training of persons who are working in Community Education (pp. 9-12).

Through the efforts of these universities and school and community leaders throughout the United States, along with a social setting which calls for system such as Community Education to serve as a catalyst to meet the needs of people, over 700 school districts and communities have adopted Community Education as a philosophy for operation. According to data from the Mott Foundation (Mott Foundation, 1972), six states have legislation which provide dollars to local school districts for Community Education. There is a National Community Education Association and seven state or regional Community Education Associations. In the report, (Mott Foundation, 1972), the Mott Foundation predicts that the concept of Community Education will continue to gain acceptance by school and community leaders at an increasing rate. With this growth in Community Education there seems to be an increased need for leaders with a thorough background in this fast growing field and a need to further define the philosophy.

Philosophy of Community Education

The concept of Community Education as it is now practiced in the United States has developed over most of the Twentieth Century. The basic tenets of the philosophy were established by such people as John Dewey, Maurice Seay, Edward Olsen and Elsie Clapp. There appears to be evidence to suggest that Community Education can and does make a difference in the methods a local community utilizes to bring about change and solve its problems. What then are the basic

principles and the basic ideas and concepts of Community Education?

John Dewey (1916) stressed the idea that the education of a child cannot be separated from the process of living and life outside the school. An experience for a student was only important because it led to learning for future experiences which a person may be confronted with. While Dewey was concerned mainly with the effect learning situations would have on children, other authors felt that the child and his learning were related very strongly to the quality of life within a community. Joseph Hart (1924) was prompted to write the following about the learning environment:

> The problem within education is not in training children, but in the development of a community in which children can grow up to be democratic, intelligent, disciplined to freedom, reverant to the goals of life, and eager to share in the tasks of the age. Schools cannot produce the result; nothing but the community can do so (p. 382).

The idea at this point in time seemed to be the establishment of the fact that schools by themselves do not meet all of the educational needs of youth.

Elsie Clapp (1939) extended the role of the school to include all of the people within a community. In response to the question: What is a community school? She answered:

> First of all, it meets as best it can, and with everyone's help, the urgent needs of the people, for it holds that everything that affects the welfare of the children and their families is its concern. Where does it 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 learning and living converge (p. 89).

Elsie Clapp and others of her time therefore saw the school as a

force which could function as an agent to help solve community problems. Nothing in her definition of a community school indicated that the school was only one of a large number of resources within a community. Every indication about the school in the above definition relates to activities taking place within the school and its environment.

Further clarification and refinement of the concept of Community Education was provided by Maurice Seay (1945) when he defined the community school as "a school that has two distinct emphases —— the service to the entire community, not merely to the children of school age; and discovery, development, and use of the resources of the community as part of the educational facilities of the school". Seay (1953) further amplified that statement in a later publication. He indicated in The Community School Fifty-Second Yearbook that Community Education was a philosophy which had meaning for all education:

> The community school is a school which has a vision of a powerful social force --- a vision capable of being transformed into reality. The vision is engendered by an understanding of the power of education, of what education can accomplish, when put to work in a responsible way. This vision gives aim and direction to community schools (p. 2).

The dimension which had been added to Community Education at that time was an inclusion of other agencies in the concept. Another important factor was the need to cooperate with all resources of a community to facilitate educational opportunity for all members of the community. The idea had now become much more than a series of programs which happened to take place in some school or even

community facility, but had become part of a way of life and a method to solve community problems.

Communities were putting the concept into effect. This can be seen from the following goal statements of Stephenson, Michigan. Here are the objectives for Community Education as listed by Seay and Crawford (1954) for that community:

1. To promote co-operative effort of all the community organizations and of the citizens in making the community a better place in which to live.

2. To co-ordinate, on a voluntary basis, the efforts of existing community agencies and individuals to meet more effectively the needs of the community.

3. To encourage community surveys to determine local resources, conditions and needs.

4. To inform the public of conditions that need improving.

5. To train leaders and encourage democratic action in meeting the needs of the community through the legal and established community agencies (p. 62).

The concept of Community Education was also attracting the attention of the professional educators. Edward Olsen (1953) listed the following as the characteristics of a community school as identified by The National Conference of Professors of Educational Administration:

1. The community school seeks to operate continuously as an important unit in the family of agencies serving the common purpose of improving community living.

2. The community school shares with citizens continuing responsibility for the identification of community needs and the development of subsequent action programs to meet these needs.

3. The community school begins its responsibility for

better living with the immediate school enviornment.

4. The curriculum of the community school is sufficiently comprehensive and flexible to facilitate the realization of its purpose.

5. The community school program is dynamic, constantly changing to meet emerging community needs.

6. The community school makes full use of all community resources for learning experiences.

7. The community school develops and uses distinctive types of teaching materials.

8. The community school shares with other agencies the responsibility for providing opportunities for appropriate learning experiences for all members of the community.

9. The community school recognizes improvement in social and community relations behavior as an indication of individual growth and development.

10. The community school develops continuous evaluation in terms of the quality of living for pupils, teachers, and administrators; for the total school program; and for the community.

11. The pupil personnel services of the community school are co-operatively developed in relation to community needs.

12. The community school secures staff personnel properly to contribute to the distinctive objectives of the school, facilitates effective work and continuous professional growth by members of the staff, and maintains only those personnel policies which are consistent with the school's purpose.

13. The community school maintains democratic pupil-teacher-administrator relationships.

14. The community school creates, and operates in, a situation where there is high expectancy of what good schools can do to improve community living.

15. The community school buildings, equipment, and grounds are so designed, constructed, and used as to make it possible to provide for children, youth, and adults, those experiences in community living

which are not adequately provided by agencies other than the school.

16. The community school budget is the financial plan for translation into reality the education program which the school board, staff members, students, and other citizens have agreed upon as desirable for the community (pp. 197-198).

More recently, Howard McCluskey (1967) enlarged on the concept of Community Education when he wrote:

> The concept of the Educative Community is based on the simple premise that the community itself is educative . . . . . the Educative Community proposes that most persons and agencies in the community have a potential if not actual capacity for education. And even more important, these same persons and agencies should assume a responsibility for their educative role and implement that assumption by making their educational contribution to the community as explicit and effective as possible (p. 1).

Jack Minzey (1972) summarized much of what had been written about the philosophy of Community Education when he wrote an article for Phi Delta Kappa. He issued a challenge to future educators to look upon education in a broad sense to accomplish much within local communities. He included the following in what is a brief amalgam of the definitions of Community Education:

> Community Education is not a combination of disjointed programs or an "add on" to the existing education structure. It is an educational philosophy which has concern for all aspects of community life. It advocates greater use of all facilities in the community, especially school buildings which ordinarily lie idle so much of the time. It has concern for the traditional school program, seeking to expand all types of activities for school age children to additional hours of the day, week, and year. It also seeks to make the educational program more relevant by bringing the community into the classroom and taking the classroom into the community. It includes equal educational opportunity for adults in all areas of education: academic, recreational, vocational, avocational, and social. It

> is the identification of community resources and the coordination of these resources to attack community problems. And finally, it is the organization of communities on a local level so that representative groups can establish two-way communication, work on community problems, develop community power, and work toward developing that community into the best it is capable of becoming (p. 153).

Educational Leadership in Historical Review

The field of educational administration or as it has been called more recently educational leadership is relatively new. Moore (1957) felt that educational administration developed into a profession in the late 1940's and early 1950's. Moore (1957) mentioned a number of developments which turned this area of education into a profession:

1. The official interest in 1947 of the AASA in administrative training programs, as expressed in the adoption of the Planning Committee of the American Association of School Administrators report.

2. The formation of the National Conference of Professors of Educational Administration in 1947. This conference acted in future years as a 'stimulus for research, experimentation and a sharing of ideas'.

3. The establishment of the Cooperative Project in Educational Administration in 1949. The project was jointly sponsored by the AASA and the W. K. Kellogg Foundation. It resulted in the founding and development of cooperative administration programs at seven major universities across the nation. They were to act as regional centers and the programs to be developed were to have 'take over' characteristics (pp. 1-11).

The relationship which was established between the universities and the AASA seemed to be the most important of the factors cited. Moore (1957) said:

> None (of the aforementioned developments) is of more far-reaching importance than the acceptance of mutual responsibility of colleges and administrators for finding and training future leaders in the profession (p. 4).

A relationship which could wed the practitioner with the theorist would hopefully bring about realistic training programs for educational administration. However, this marriage seemed to be a difficult accomplishment which did not happen automatically. Culbertson (1962) discussed the disparity between the ideas of the theorists and the policy-makers in the following:

> Policy-makers and scholars appear virtually to reject one another's premises and so they preclude access of each to the other . . . Once more, the 'brokeage' of schools of education may invent the methods we require for a new pattern of relations (p. 58).

Perhaps a partial solution to the problems lies in making some attempts to close the gap of communications between the two groups (practitioners and theorists). This may be accomplished in part by exposing students in training for educational administration to real situations by utilization of such methods as internships. This type of shared training program also has the advantage of sharing the responsibility of the training for educational administration and giving both the theorist and the practitioner an opportunity for input in the training.

With the advent of many new training programs in educational administration and educational leadership it is appropriate to list the major components of the various programs and the major emphases that institutions of higher learning have deleniated as necessary for maintaining a successful program of training. Winter (1972)

listed the following components which he found in varying degrees in many of the newly established programs for educational administration:

1. An emphasis on student recruitment and selection.

2. Educational administration is a profession not a discipline. Training must integrate the teaching of basic principles with the practice of applying these principles.

3. Multidisciplinary training
   One of the most important and most nearly universal developments has been the involvement of other disciplines and other subject areas in the training of school administrators.

4. Field experiences and Internships. This concept has been refined and has gained most of its momentum in educational administration, during the 1950's and 60's.
   We need to translate into preparation requirements the information we now have concerning the community leadership job that has been identified as necessary for school superintendents. This may have implications for undergraduate education as well as for graduate study. Assuredly it argues for an internship or some similar field experience as a supplement to on-campus study.

5. Emphasis on Human Relations Training
   Because the educational administrator's major stock in trade is marshalling human resources, attention has centered upon the administrator's development as a leader . . . The growing body of knowledge in leadership and human relations is becoming an important part of the literature for study by administrators.

6. Emphasis on Community Relations
   The increase in the amount of research done in the communities by social scientists and its resultant findings, influenced educational administration training programs. The result was greater emphasis in community relations (pp. 89-90).

There seems to be little question that programs for training leaders in the field of educational administration is a flourishing

activity at many institutions today. We can adapt from these programs and establish a training program for leaders in the field of Community Education.

An Approach To Leadership Training

An important assumption which one must make when developing a program in educational administration is that leadership can indeed be developed and learned and that specific skills which lead to effective administration exists and can be identified. Drucker (1966) stated that effectiveness as an administrator is not a result of intellegence, knowledge, or imagination, but that it is a result of practice. He further implied that administrative skills can be learned but not taught.

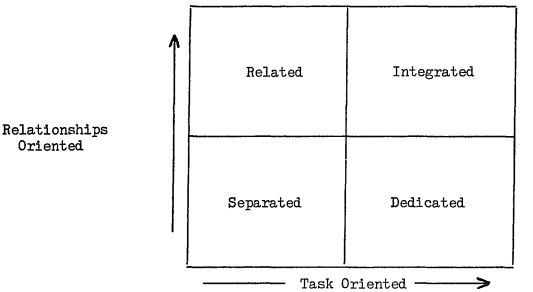
Many authorities view leadership as being situational. That is, that each situation calls for a particular style of leadership. This means that a leader may function in an autocratic manner in one type of situation and be effective. If he operated in a democratic manner in that same situation he might very well be perceived as being ineffective.

Halpin (1966), Blake (1964), Kohn and Katz (1960) and Getzel (1958) all agreed that good leadership necessitates and dictates that the leader utilize different styles of leadership in different types of situations. More recently, Reddin (1970) suggested that there are four basic management or leadership styles. These are illustrated in Figure 1 and Weaver (1974) quotes Reddin as follows:

> The labels "integrated", "dedicated", "related"

and "separated" form the 3-D basic styles and were chosen to avoid the suggestion that some styles are much better than others. The integrated style with Task Orientation and high Relationship Orientation is so named as it describes managerial behavior with high Task Orientation but low Relationships Orientation that is behavior which is dedicated to the job. The related style having high Relationship Orientation alone is related to subordinates. The separated style is a basic style with low Task Orientation and low Relationships Orientation. This style then is separated from both Task Orientation and Relationship (p. 14).

Figure 1
Four Basic Leadership Styles - from Reddin (1970)



Reddin's 3-D theory and others like it seem to dictate that a leader or a manager possess a set of skills so that he will be able to approach each situation he faces effectively. Katz (1955) outlined a three phase approach to the skills of an effective administrator which has been widely accepted and is used by many training programs today. This approach has been accepted by both the field of business and industry and the field of education. The basic

concern which Katz (1955) had was to base the training and selection of persons for leadership functions on what they do (the skills they exhibit in carrying out their job), rather than on what they are (their innate traits and characteristics). The approach utilized by Katz to define the skills necessary for leadership was broken down into three categories which were; human skills, technical skills and conceptual skills.

Three Skill Approach to Leadership

Human skills

Human skills are defined as those skills which help build co-operative team efforts among people and help sell oneself to others. Human skills are primarily concerned with working with people. "This skill is demonstrated in the way the individual perceives (and recognizes the perceptions) of his superiors, equals, and subordinates, and in the way he behaves subsequently (Katz, 1955, p. 34)."

Technical skills

Technical skills are defined as those skills and techniques which are needed in a specific kind of activity, particularly those involving procedure, method and process. Of the three types of skills necessary for leadership this one is the most easily recognized and the most commonly accepted (Katz, 1955).

Conceptual skills

Conceptual skills are those skills which enable one to see the total enterprise and the interrelatedness of the various parts. These skills are the ones which will help the educator envision what the results of an experiment will be on the educational institution and the community as well as the persons directly involved. By recognizing the effect that a decision made in one area will have on other areas of the total enterprise the leader will make decisions which are good for all parts of the organization rather than a part of the organization (Katz, 1955).

In discussing the practicality of the three skill approach to training and selection of leaders Katz (1955) said:

> This approach suggests that executives should not be chosen on the basis of their apparent possession of a number of behavior characteristics or traits, but on the basis of their possession of the requisite skills for the specific level of responsibility involved (p. 40).

Katz (1955) further suggested that executives are developed and not born leaders. In the following statement Katz suggests a possible training approach for leaders.

> This three-skill approach emphasizes that good administrators are not necessarily born: they may be developed. It transcends the need to identify specific traits in an effort to provide a more useful way of looking at the administrative process. By helping to identify the skills most needed at various levels of responsibility, it may prove useful in the selection, training and promotion of executives (p. 42).

History in the field of educational administration has borne out the prophesies of Katz. A look at training programs which are on-going shows that many of them are utilizing the three skill approach to their training. William Roe and Thelbert Drake (1974)

advocate this training method for principals; Donald Lew and Hebert Rudman (1963) propose this approach for training school administrators; the skills approach has been advocated for the preparation of Community Educators by the Mott Foundation (1970) an it is the basis of a training program proposed by Johnson (1973) for leaders in the field of Community Education.

In summarizing some of the research involving the skills approach to leadership Johnson (1973) stated:

> Campbell (1964) applauded Katz for his work in clarifying the relationship between knowledge and skill. Livingston (1971) said that skills essential for managers are those involving opportunity finding, problem finding, and problem solving. These seemingly belong in the conceptual area. Livingston (1971) noted in his research the lack of such skills may account for the many failures of individuals in top-level positions even though they may have been highly successful in lower hiearchical positions. Kuriloff (1972) identified ten basic rloes that the manager is called upon to carry out in the course of his work. Some of the roles require technical competence, some interpersonal competence, and some a combination of the two. Kuriloff (1972) felt that through a study of these roles that a set of competencies important to successful leadership could be derived and that they could be observed in the overt behavior of an individual seeking advancement in management as he performs his job. Examination of the competencies suggested by Kuriloff appears to confirm that these competencies are sub-categories of the technical, human and conceptual skills championed by Katz (p. 30).

There clearly seemed to be a great deal of evidence to suggest that the skills approach to training leadership had potential and could be effective.

The Director of Community Education

The Director of Community Education is a relatively new role

in education. The term derives from community school director which does not appear in the literature until 1951 (Becker, 1972). Originally the community school director was responsible for the supervision of Community Education functions at a school building. Not until the early 1960's when a relatively large number of school districts and communities began to adopt Community Education did the term Director of Community Education come into widespread acceptance. This person had a primary responsibility to implement Community Education in the school system and community and often had others working for him in Community Education. The early directors of community schools had minimal job qualifications and professional requirements. Frank Manley described the typical early director in an interview with Richard Pendell (1972) before he died:

> All our directors were handpicked. We didn't go through the personnel department or give tests to applicants. We picked out people that had a feeling for our program, people that were really human and felt that they wanted to do something for their fellow men, people who were dedicated and had the right kind of attitude, people willing to work . . . We were looking for real people who had a real purpose in life, people who wanted to help people help themselves (p. 27).

Gradually, as the role changed and Community Education was apparently accepted to a greater extent in communities the director took on greater and broader responsibilities and needed a wider variety of skills to perform the job well. A description of the role the Director of Community Education was expected to play was written in 1969 by Gerald Keidel (1969). A point of interest in this description was the lack of mention of process in Community Education and the prominence of program.

> A Community School Coordinator (Director of Community Education) is expected to develop (when necessary) and coordinate (when possible) programs which will ultimately lead to the betterment of individuals and the strengthening of the community. It takes not only an awareness of what is needed, but a faculty to bring it about (p. 78).

As the philosophy of Community Education evolved and grew the tasks of the Director of Community Education continued to change. This change in the complexity of the role of the director necessitated a still greater variety of abilities. The role and qualifications of the director have been discussed and written about by an increasing number of practioners and theorists. Each description seems to indicate that the director be a well trained person with exceptional abilities. Several examples of the qualifications for a director are provided below and a typical job description for the person to occupy the position of Director of Community Education is provided in Appendix C. Whitt (1971) described the Director of Community Education 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 boys' club leader, a girls' club sponsor, a friend of the neighborhood, and a humantarian 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).

Minzey and Le Tarte (1972) added the following when depicting the role of the Director:

> He (the director) should work well with people and be able to establish good rapport in a short time. He should be a good administrator, able to organize, execute, delegate, and plan. He should relate well to adult, youth and children. He should possess leadership characteristics which will make it possible for him to play both active and passive roles according to what is needed to bring the community into successful interaction (p. 64).

Finally, Hartvigsen (1972) said:

> The community school director (Director of Community Education), to be accepted by people, must have an understanding of their limitations as well as their potentialities. He must be a person of great flexibility concerning his demands of himself as well as of other people. He must understand, in a comprehensive fashion, the work of the community school in helping people of all ages - almost from the cradle to the grave - to solve problems. He must be more efficient, in many aspects of public school administration than has been traditionally required. He must be a good educational psychologist. He must understand child growth and development. He must understand adult needs in this same respect. He must be minimally skilled in evaluation, statistics, record-keeping, legal involvements, and in research as well as in organization, administration and the principles of educational instruction (p. 42).

Maurice Seay (1974), in a very recent publication, commented on the emergence and the importance of leadership for Community Education. He also outlined the types of professional forces which have become necessary to implement the concept. In the following statement, he pulls together and approximates much of what has been described in this review:

> As the community education concept has become alive, vital, and expansive, many new positions have been created. Now there is a cadre of educational leaders whose primary responsibility is to implement and research the process and the programs of community education and to desseminate information about the process and the programs. Among those leaders are community education directors, community education coordinators, staff members of community education development centers in universities, staff member of state departments of education who are assigned responsibilities for representing a states interest in the conduct of community education programs, officers of the national and state community education associations, and university professors whose specialized expertise lies in the community education concept. These educational leaders are the "avant guard" leading America from the school-centered concept that dares to attempt to achieve a reasonable balance and an effective use of all the institutional forces in the education of all people (p. 8).

Skills of Community Educators

The foundation of the skills defined for Directors of Community Education in this study are based on the Mott Inter-University Leadership Program's listing of skills which should be learned during the student's participation in that program. They are broken down into technical, conceptual and human skills and read as follows (Mott Leadership Center, March 2, 1970):

A. Technical Skills

1. To lead groups toward goal attainment.
2. To create an organizational climate in which all members may make significant contributions.
3. To function effectively under stress.
4. To utilize personal influence, authority and power in goal attainment.
5. To communicate effectively in oral and written

form.

B. Conceptual Skills

1. To make logical interpretations and applications of research.

2. To identify and use appropriate leadership styles.

3. To make critical analyses of readings. presentations, and behavioral observations.

4. To diagnose failures in the functioning of organizations.

5. To diagnose priority needs of the organization and its members.

6. To evaluate programs and practices.

7. To coordinate efforts of group members to achieve goals.

8. To conceptualize one's own theory of community educational leadership, to represent that model graphically and to defend it.

C. Human Skills

1. To deal with others with whom he works so as to be perceived as patient, understanding, considerate and courteous.

2. To encourage staff suggestions and criticisms.

3. To delineate clearly the expectations held for members of the group of organization.

4. To attack ideas of group members without being perceived as attacking the person himself.

5. To lead a group while maintaining a balance between 'group maintenance' and 'task maintenance' behaviors.

6. To recognize and cope with 'risk'.

7. To demonstrate initiative and persistence in goal attainment.

8. To delegate responsibility.

9. To demonstrate indepth knowledge of the field of Community Education.

10. To maintain personal composure and control in the face of conflict and frustration.

11. To lead groups comprised of members over whom he exerts no power.

12. To convey empathy and concern for others. (page not numbered)

In addition to the above training guidelines, a number of persons have conducted studies and made recommendations related to the Community Educator and his role in education. Weaver (1972) interviewed 245 people from all parts of the United States in an attempt to determine the primary goals for Community Education. Based on this study he proposed some skill and training requirements for Community Educators. The basis for his projections lie in the identification of six processes which become functions of Directors of Community Education. These functions are coordinating, surveying, demonstrating, programming educational opportunity, training and promoting the school. Weaver (1972) further broke these functions down to a proportionate mix of human, technical and conceptual skills based on the Katz (1955) breakdown of skills for administrators. Weaver's (1972) projection for the functions and skill mixes needed by Community Educators is shown in Table 2.

Weaver (1974) also formulated a program for training Community Education leaders in the immediate future. In the description of the program, Weaver (1974) listed seventeen functions, skills and abilities that he felt were essential for work as a Community Education leader. These functions, skills and abilities were listed

TABLE 2

PROJECTED SKILL AND TRAINING REQUIREMENTS
FOR THE COMMUNITY EDUCATOR BASED
UPON THE EMERGING MODEL

PROCESS	SKILL MIX	TRAINING COMPONENTS
COORDI-NATING	Concept. 40%	Organizational & Behavioral Analysis
	Tech. 20%	Management
	Human. 40%	Sociology & Social Work Communication
SURVEYING	Concept. 20%	
	Tech. 40%	Survey Research & Practice
	Human. 40%	Sociology & Social Work Communication
DEMON-STRATING	Concept. 20%	Theory of Education Leadership
	Tech. 40%	Group Process
	Human. 40%	Psychology & Sociology
PROGRAM-MING ED. OPPOR-TUNITY	Concept. 20%	Organizational & Behavioral Analysis
	Tech. 60%	Programming Personnel Administration
	Human. 20%	Psychology & Sociology
TRAINING	Concept. 33 1/3%	Organizational & Behavioral Analysis
	Tech. 33 1/3%	Group Process Learning Theory
	Human. 33 1/3%	Psychology & Sociology
PROMOTING THE SCHOOL	Concept. 20%	Organizational & Behavioral Analysis
	Tech. 20%	Communications
	Human. 60%	Public Relations

only after an extensive review of the literature related to the training of educational administrators and leaders. The review covered material written by Ramseyer, Harris, Pond and Wakefield (1955), Farquhar and Piele (1972), Boles (1970) and Likert (1961). The following is the list:

1. Setting goals
2. Making policy
3. Determining roles
4. Coordinating administrative functions and structure
5. Appraising effectiveness
6. Working with community leadership to improve effectiveness
7. Using the educational resources for the community
8. Involving people
9. Communicating
10. Managing conflict
11. Making decisions
12. Managing change
13. Innovating
14. Programming
15. Risk-taking
16. Leading groups
17. Listening

While the three training programs which have been described above include many of the skills which experts in Community Education feel are essential for successful participation as a Community

Education leader a look at three studies related to the functions of the Community Education Director is worthwhile. Johnson (1972) developed a leadership training model for Community School Directors after an extensive review of the literature. This review included information on leadership training in general and Community Education. In the model which is shown in Table 3 Johnson (1972) proposed that the following are functions of the Community School Director:

1. Administration
2. Community involvement
3. Coordinating
4. Demonstrating leadership
5. Finance
6. Personnel management
7. Planning
8. Programming
9. Public relations
10. Recruiting
11. Surveying
12. Training (p. 165)

Two other studies have dealt quite extensively with the role and expectations of the Community Educator. Winters (1972) identified seven functions of Directors of Community Education. They were:

1. Community assessment
2. Programming

TABLE 3

LEADERSHIP TRAINING MODEL FOR COMMUNITY SCHOOL DIRECTOR III

Functions	Skill-mix		Training components
	Conceptual	- L	Management
	Human	- M	Communications
1. Administration	Technical	- M	Management
	Conceptual	- M	Sociology
2. Community	Human	- M	Public relations
involvement	Technical	- M	Institutional coordination
	Conceptual	- M	Organizational & behavioral anal
	Human	- M	Communications
3. Coordinating	Technical	- M	Community coordination
	Conceptual	- M	Management
4. Demonstrating	Human	- M	Psychology
leadership	Technical	- M	Management
	Conceptual	- M	Finance
	Human	- L	Communications
5. Finance	Technical	- H	Finance
	Conceptual	- M	Personnel management
6. Personnel	Human	- M	Communications
management	Technical	- M	Personnel management
	Conceptual	- M	Organizational & behavioral anal.
	Human	- M	Group processes
7. Planning	Technical	- M	Programming
	Conceptual	- L	Research & evaluation
	Human	- M	Communications
8. Programming	Technical	- M	Evaluation
	Conceptual	- M	Public relations
9. Public	Human	- M	Communications
relations	Technical	- M	Public relations
	Conceptual	- M	Management
	Human	- M	Public relations
10. Recruiting	Technical	- M	Communications
	Conceptual	- L	Survey research
	Human	- M	Communications
11. Surveying	Technical	- M	Survey research
	Conceptual	- M	Research & evaluation
	Human	- M	Psychology, sociology
12. Training	Technical	- M	Evaluation

L - Low
M - Medium
H - High

3. Communication

4. Community coordination

5. Institutional coordination

6. Finance

7. Change agent (p. 179)

Becker (1972) identified the following areas which people in his study considered of great importance in determining whether or not others in the educational hierarchy perceived the Director of Community Schools as an effective leader:

1. Attitude toward his job

2. Leadership skills

3. Managerial skills

4. Innovativeness

5. Technical competence (p. 82)

The skills and job functions which have been identified in the above discussion are based on a review of the literature. None of the studies cited actually determined whether or not Directors of Community Education actually possessed these skills to any extent. The skills are based on conjecture that Community Educators will possess the same sets of abilities as other administrators and leaders.

The questionnaire which has been utilized in the present study listed forty human, conceptual and technical skills which were derived from the above discussion. This questionnaire is presented in Appendix A.

In chapter II the literature relevant to the present study was examined. The review focused on a brief history of Community Education, the philosophy of Community Education, educational leadership in historical review, an approach to leadership training, three skills necessary for leadership, the Director of Community Education and the skills which a Director of Community Education needs to perform his job effectively.

CHAPTER III

DESIGN OF THE PROBLEM

Review of the Problem

The purpose of this study has been to determine whether or not Directors of Community Education who have been selected as the most successful in Michigan have higher levels of human, conceptual and technical skills than a randomly selected group of Directors of Community Education in Michigan. Chapter III was designed to provide information regarding the population, sample, instrumentation and data collection for the study.

Source of the Data

Population

The population for this study consisted of all Directors of Community Education in the state of Michigan as identified by the state department. This list included all school districts which received partial reimbursement for the salary of a Director of Community Education during the 1972-1973 fiscal year. A total of 158 school districts from the state appeared on this list. By guidelines established by the state, a school district must have a K-12 enrollment of no less than 1800 students to be eligible for reimbursement. Excluded from the study were the school districts of Detroit, because if its size in relation to the rest of the

school districts in Michigan and Flint, because of its long history in the development of Community Education. Also excluded were districts in which the Director of Community Education had worked for a period of less than one year by November 15, 1973.

Criteria for sample selection

The population was partitioned into two groups. The first group consisted of the forty most successful Directors of Community Education in Michigan. Each Regional Center for Community Education in Michigan (Alma College, Eastern Michigan University, Northern Michigan University, and Western Michigan University) selected those Directors from their area which they felt were the most successful. This was done on a proportionate basis which meant that the same percentage of successful Directors in relation to the number of Directors was chosen from each area. Each Regional Center was considered to have personnel who were experts in the field of Community Education who knew all the Directors of Community Education in their area and would be able to make choices which were relatively accurate. This format provided a method which should have turned out a representative sample of the most successful persons operating Community Education programs in the state of Michigan.

The second group consisted of all Directors of Community Education from the aforementioned population who were not chosen as one of the most successful Directors from their region. The Directors in this group were assumed to have been successful in their jobs but not to the same extent as the Directors which were chosen by

the Regional Centers as being the most successful. Since they have remained in their present jobs for at least one year it is assumed that their employers are satisfied by their performance. From this second group a randomly selected group was chosen. This group consisted of forty Directors of Community Education and the number selected from each region matched the number from that region selected as the most successful. All selections were kept confidential and at no time did the persons from either group know which group they belonged to.

Description of the Sample

Within the sample were Directors of Community Education from school districts ranging in size from approximately 2000 students to those districts with over 25,000 students. In some cases the Director was the only person in the school district with a specific responsibility for Community Education while others had staffs of up to fifteen persons working specifically with Community Education in the district. Only three persons in the two groups were female and the total range in age was from the early 20's to 65. However, it should be pointed out that the majority of persons in the sample were between 25 and 40 years of age. Almost all of the Directors had previous education experience before assuming their present responibilities and most of them had some special training to prepare for their jobs in Community Education. The job titles varied considerably with some being called Directors of Community Education some being called Coordinators of Community Education, some with the

title of Assistant Superintendent and still others with a title that connotated some adult education responsibility.

Description of the Instrument

The approach to the development of the instrument utilized in the present study was essentially patterned after the design utilized in drawing up the Tennessee Rating Guide (Kimbrough, 1959). The Tennessee staff had a panel of experts in a large school system identify the top sixteen and the bottom sixteen principals in terms of effectiveness in their school district (Kimbrough, 1959). The Tennessee Rating Guide which had been developed based on the literature and observations of characteristics of administrators was than administered to the principals. At a later date the instrument was further refined and tested.

The questionnaire which was developed for the present study was based on a review of related literature comprised of educational administration (leadership) training and Community Education training programs. These included studies by Winters (1972), Becker (1972), Weaver (1972 & 1974), Johnson (1973), Boles (1970), Katz (1955), Ramseyer, Pond and Wakefield (1955), Farquhar and Piele (1972) and Likert (1961).

The three skill approach to leadership training was the basis of all questions which were included in the study. Each question was based upon some information which was gleaned from the above mentioned studies and would seem to be an accurate measure for success as a Director of Community Education. The list of questions

was not meant to be all inclusive of the skills required by a Director of Community Education, but is rather a list of the typical skills that are needed to be successful in this position.

Care was taken to make the questions indicative of the changing nature of Community Education so that the results of the study would not show a set of skills needed by the persons who occupied the position as Director of Community Education in the past.

Pilot Study

After the original questionnaire had been formulated and approved by members of the doctoral committee a pilot study was undertaken to attain some validity of the instrument. Persons involved in the pilot study included experts from the field of Community Education as well as representatives from the subordinate and superordinate groups to Community Educators who would fill out the final questionnaire. Eight Community Education experts, six Directors of Community Education, six persons who were subordinate to a Director of Community Education and six persons who were in a superordinate role to a Director of Community Education were involved in the validation of the instrument. A number of items were reworded, added to or omitted from the questionnaire as a result of the pilot study.

Collection of Data

Because of the size of the sample and the geographic locations of the persons to be surveyed it was decided to conduct a mail distribution of the questionnaire. The researcher felt that a large

response would be possible because of the relative newness of Community Education in the state and because of personal aquaintances with many of the people to be included in the survey.

On December 10, 1973, a package of materials containing a cover letter which explained the purpose of the study and directions for the Director of Community Education, a copy of the questionnaire for the Director of Community Education, a selected subordinate and the immediate supervisor, and a self-addressed stamped envelope for the return of the completed questionnaire. Also enclosed was a stamped post card which the three groups of people were to return upon filling out the questionnaire. This allowed the researcher to determine which people had returned the survey when following up on responses. Each of the questionnaires was color coded to enable the researcher to know which group had completed the study for purposes of analysis.

On January 14, 1974, a follow-up set of materials was sent to all Directors from which a full set of questionnaires had not been returned. March 17, 1974, was selected as the cut off date for returned questionnaires. Table 4 shows a summary of the questionnaires which were sent to and received from Directors of Community Education and their selected subordinates and immediate superordinates by that date. The highest percentage of return (87.5%) was from the randomly selected Directors of Community Education. The lowest percentage of return (75%) was from the immediate superordinates of the randomly selected Directors. The overall percentage of return from all groups was (80.8%). Because of the relatively

TABLE 4

SUMMARY OF QUESTIONNAIRES
SENT AND RETURNED

Group	Number Sent	Number Returned	Return Percentage
Successful Directors of Community Education	40	34	85.0%
Subordinates of Successful Directors	40	31	77.5%
Superordinates of Successful Directors	40	33	82.5%
Randomly Selected Director of Community Education	40	35	87.5%
Subordinates of Random Directors	40	31	77.5%
Superordinates of Random Directors	40	30	75.0%
	240	194	80.8%

high rate of return of the questionnaires non-respondents were not felt to be a problem with the statistical analysis of the data and no further efforts were made to collect data from them.

Data Analysis

The data was analyzed with the aid of the Instructional Computer Service's Office at Eastern Michigan University. This was done through their computer system after the data had been coded and key-punched on a set of cards. The coding process included placing a numerical value on each question and answer from the questionnaire. The person responding (successful Director, subordinate, superordinate, randomly selected Director, subordinate, superordinate) was also coded to enable the researcher to separate out the data from each respondent for purposes of analysis.

Several tests of statistical analysis were utilized in the study. The t-test was used to determine whether or not any differences between the self rating of the Directors chosen as successful and randomly selected Directors existed on the mean score of each skill. The same test was used to discern differences between mean scores of respective subordinates and superordinates when they rated their Director. Further analysis of the skills of successful Directors and randomly selected Directors was accomplished by use of the test for Analysis of Variance. This test was used to determine if differences existed between the means of a self rating, subordinate rating and superordinate rating for successful Directors and for randomly selected Directors. Where the Analysis of Variance

showed a significant difference in these ratings Tukey's test for multiple comparisons was used to determine where these differences existed.

The Chi Square test and the t-test were utilized to analyze the differences in the demongraphic variables which existed between the successful group of Directors and the randomly selected group of Directors. The Chi Square was chosen in situations where responses were ordinal in nature and the t-test was chosen where responses were interval in nature.

Finally, a simple ranking of the skills by each group of persons responding to the questionnaire was compiled for each group of Directors. Graphs were used quite liberally to assist the writer in the clarification and presentation of all data. Levels of significance where applicable were reported at the .01 and the .05 level.

Chapter III included a description of the population and an explanation of the selection process utilized for securing the sample for the study. A short description of the development and refinement of the questionnaire used in the study was also included. This was followed by a description of the methodology for data collection and a review of the method used for the analysis of the data. Chapter IV will cover the analysis of the data collected.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Overview of the Problem

The present study was designed to determine whether or not Directors of Community Education in Michigan who were chosen as the most successful had higher levels of technical, conceptual and human skills than other Directors of Community Education in Michigan. The study design also included a number of demographic variables with which the researcher hoped to identify differences in the backgrounds of the most successful and other Directors of Community Education.

Findings

Question one

Do Directors of Community Education who have been chosen as the most successful in Michigan by the Regional Centers for Community Education have a higher level of technical, conceptual and human skills than randomly selected Directors of Community Education in Michigan? The answer to this question was found by looking at three separate alternative hypotheses. They were:

$H_1(A)$ Successful Directors of Community Education will have significantly higher technical, conceptual and human skills than other Directors of Community Education in Michigan when comparing means of self ratings on those skills.

Table 5 shows the results of the t-test on each of the

TABLE 5

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SELF RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF THIRTEEN TECHNICAL SKILLS

Technical Skills (a)	Successful Director Self Rating Mean Score	Standard Deviation	Random Director Self Rating Mean Score	Standard Deviation	t
1	4.1050	.687	4.0000	.594	1.33
2	4.2647	.710	3.9429	.802	1.76*
3	4.2647	.666	4.0000	.728	1.58
4	4.0294	.717	3.9429	.639	0.53
5	4.1765	.797	4.0286	.664	0.84
6	3.7059	.871	3.9143	.702	1.10
7	4.0882	.712	3.7714	.942	1.57
8	4.0882	.753	3.8857	.676	1.18
9	4.1471	.657	3.8571	.810	1.63
10	4.4706	.662	3.9143	.818	3.10**
11	4.0882	.753	3.6857	.715	2.27*
12	4.0294	.717	3.6571	.684	2.21*
13	4.5588	.613	4.4571	.657	0.67
Total	54.1176	5.741	51.0571	5.150	2.33*

(a) for list of skills see Appendix A

N=69 degrees of freedom=67

* .05 level of significance $\pm$ 1.67

** .01 level of significance $\pm$ 2.39

thirteen technical skills as well as a combined total of the technical skills. Skills 2, 11 and 12 had a significant difference at the .05 level when comparing self ratings of the two groups of Directors. These skills dealt with the areas of creating an organizational climate in which all members made contributions and promoting and setting up programs for all segments of the community. Skill 10, which dealt with managing all phases of finance for Community Education had a significant difference at the .01 level. The combined technical skills also showed a .05 level of significance when comparing the self ratings on the technical skills. The randomly selected group rated themselves as having a higher level of technical skill in only one area which was communications through the written form and this was not significant at the .05 level.

The first phase of $H_1(A)$ was therefore accepted at the .05 level of significance for technical skills and it can be concluded that a self rating of successful Directors of Community Education and a self rating of other Directors of Community Education on technical skills which were designated as being helpful for work in Community Education will show a difference weighted in favor of the successful Directors.

Table 6 shows the results of the t-test on each of twelve conceptual skills as well as the combined set of conceptual skills. Skills 21 and 23 had a score which was significant at the .05 level. These two skills were similar in nature as the former dealt basically with risk taking for bringing about changes and the latter dealt

TABLE 6

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SELF RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF TWELVE CONCEPTUAL SKILLS

Conceptual Skills (a)	Successful Director Self Rating Mean Score	Standard Deviation	Random Director Self Rating Mean Score	Standard Deviation	t
14	3.6765	.684	3.6286	.690	0.29
15	4.3235	.535	3.9429	.591	2.80**
16	4.4118	.701	4.0000	.728	2.39**
17	4.5294	.615	4.1143	.796	2.42**
18	4.1176	.769	3.9143	.702	1.15
19	4.1176	.769	3.9143	.658	1.18
20	4.3824	.604	3.9429	.906	2.36**
21	4.4412	.561	3.9714	1.043	2.32*
22	4.0000	.739	3.8857	.758	0.63
23	4.6765	.475	4.4000	.651	2.01*
24	4.6176	.697	4.4000	.907	3.16**
25	4.2647	.751	4.0286	.785	1.28
Total	51.5588	5.189	47.7429	6.133	2.79**

(a) for list of conceptual skills see Appendix A

N=69 degrees of freedom=67

* .05 level of significance t 1.67

** .01 level of significance t 2.39

with decision making as it related to the Director's job. Conceptual skills 15, 16, 17, 20 and 24 had a score which showed a significant difference between the self ratings at the .01 level. Skills 16, 20 and 24 were all related as they dealt with understanding and interpreting the concept of Community Education. Skill 15 covered the area of attitude of others concerning the Director's leadership and skill 17 dealt with determining priorities of community need. The combined self ratings on all the conceptual skills also showed a difference which was significant at the .01 level. The second phase of $H_1(A)$ was also accepted, but at the .01 level of significance.

Table 7 shows the results of the t-test on each of fifteen human skills as well as the result of the t-test for a combination of all the human skills. Skills 27, 29, 31, 37 and 39 had a score which was significant at the .05 level. While all of these skills had common elements running through them, skills 29, 37 and 39 dealt more specifically with a general ability to relate to and with people in various types of settings. Skill 27 was related to encouraging staff suggestions and criticisms and skill 31 dealt with taking risks associated with being a Director of Community Education. The findings in the human skills area which related to risk taking confirmed findings dealing with this skill from the conceptual skills area. In addition, skills 26, 34 and 40 had a score which was significant at the .01 level. Skill 26 dealt with exhibiting patience and understanding in dealing with people. Skill 34 involved an understanding of the concept of Community

TABLE 7

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SELF RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF FIFTEEN HUMAN SKILLS

Human Skills (a)	Successful Director Self Rating Mean Score	Standard Deviation	Random Director Self Rating Mean Score	Standard Deviation	t
26	4.4706	.615	3.9714	.891	2.70**
27	4.5294	.504	4.2000	.797	2.04*
28	3.9706	.717	3.8286	.923	0.71
29	3.8824	.537	3.6000	.615	1.99*
30	4.1176	.686	4.0000	.542	0.79
31	4.2059	.729	3.8857	.796	1.74*
32	4.2941	.760	4.1143	.676	1.04
33	4.0588	.736	3.8000	.964	1.25
34	4.3824	.739	3.5714	.850	4.22**
35	4.1765	.716	4.0000	.642	1.08
36	4.1176	.769	3.9429	.684	1.00
37	4.6765	.475	4.3143	.796	2.29*
38	4.3235	.589	4.2000	.677	.81
39	4.4412	.660	4.1429	.692	1.83*
40	4.6765	.475	4.2000	.719	3.24**
Total	64.3235	5.938	59.7714	7.162	2.87**

(a) for list of human skills see Appendix A

N=69 degrees of freedom=67

* .05 level of significance $\underline{t}$ 1.67

** .01 level of significance $\underline{t}$ 2.39

Education and skill 40 dealt with working with people who have different degrees of authority. The combined human skills also showed a difference which was significant at the .05 level.

The third phase of $H_1(A)$ was also accepted at the .05 level of significance and it can be concluded that a self rating of successful Directors and a self rating of other Directors in Michigan will show significant differences on human skills designated as helpful for work in Community Education with the difference favoring the successful Directors.

The results of an analysis of self ratings of the two groups of Directors indicates that $H_1(A)$ should be accepted. In the technical skills and human skills areas the acceptance was significant at the .05 level. In the conceptual skills area the acceptance was at the .01 level of significance. In all cases the level of significance favored the successful Directors. A final note should be made about the fact that on only one skill did the randomly selected group rate themselves higher than the successful group of Directors. The skill was communications in written form and the differences were no significant.

$H_1(B)$ Successful Directors of Community Education will have significantly higher technical, conceptual and human skills than other Directors of Community Education in Michigan when comparing means of subordinate ratings on those skill.

Table 8 shows the results of the t-test on each of the thirteen technical skills and a composite of all technical skills when comparing subordinate ratings of successful and other Directors of Community Education in Michigan. Although there was a significant

TABLE 8

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SUBORDINATE RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF THIRTEEN TECHNICAL SKILLS

Technical Skills (a)	Successful Director Subordinate Rating Mean Score	Standard Deviation	Random Director Subordinate Rating Mean Score	Standard Deviation	t
1	4.3226	.791	4.0968	.790	1.12
2	4.2903	.824	3.8710	1.088	1.71*
3	4.4839	.677	3.9032	1.012	2.66**
4	4.3871	.667	4.0000	1.065	1.72*
5	4.4839	.769	4.1613	.735	1.69*
6	4.2258	.762	4.1935	.749	0.17
7	4.1290	.957	4.0323	.912	0.41
8	4.4516	.624	4.1290	.885	1.66
9	4.3226	.832	4.1613	.860	0.75
10	4.3871	.803	3.8710	.991	2.25*
11	4.1935	.873	4.1290	.885	0.29
12	4.1613	.820	4.0323	.795	0.63
13	4.5806	.564	4.1613	1.036	1.98*
Total	51.4412	17.156	46.7143	19.024	1.08

(a) for list of technical skills see Appendix A N=62 degrees of freedom=60

* .05 level of significance $\pm$ 1.67 ** .01 level of significance $\pm$ 2.39

difference at the .05 level for skills 2, 4, 5, 10 and 13 and a significant difference at the .01 level for skill 3 the combined rating of subordinates for all technical skills showed no significant differences at the .05 level. Skill 2 and 10 which dealt with creating an organizational climate for group members and managing finances related to Community Education respectively were also identified as skills where significant differences existed by the self ratings of Directors. The other skill areas in which differences were significant on subordinate ratings were functioning under stress (skill 3), utilizing personal influence and authority to attain goals (skill 4), communication in oral form (skill 5) and scheduling facilities (skill 13). That some differences existed was demonstrated by the fact that six of the thirteen technical skills showed a significant difference at no less than the .05 level. $H_1(B)$ was rejected at the .05 level for technical skills.

Table 9 shows the results of the t-test on each of twelve and the total of conceptual skills when comparing subordinate ratings of successful and other Directors of Community Education in Michigan. Significant differences at the .05 level existed on skills 14, 16, 19, 21, 22 and 23. Skill 16 involved the ability to evaluate new programs and practices of Community Education and apply them to the local community. Skills 21 and 23 were related to risk taking and making decisions which were necessary on the job. All three of these skills which were just mentioned were also rated significantly different by self ratings of the two groups of Directors. Skill 14 was similar to skill 16 and dealt with application of new research

TABLE 9

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SUBORDINATE RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF TWELVE CONCEPTUAL SKILLS

Conceptual Skills (a)	Successful Director Subordinate Rating Mean Score	Standard Deviation	Random Director Subordinate Rating Mean Score	Standard Deviation	t
14	4.0968	.700	3.7742	.669	1.85*
15	4.4839	.811	4.1935	.946	1.30
16	4.3871	.615	4.0000	1.000	1.84*
17	4.2903	.739	4.1935	.980	0.44
18	4.1935	.601	4.0000	.816	1.06
19	4.2581	.575	3.9032	1.012	1.70*
20	4.4839	.769	4.1613	.860	1.56
21	4.3871	.761	3.9677	1.080	1.77*
22	4.3226	.702	3.9355	.772	2.07*
23	4.6129	.667	4.2581	.965	1.68*
24	4.5484	.675	4.2903	.864	1.31
25	4.1613	.969	3.8065	1.276	1.23
Total	47.6176	16.017	42.9429	17.489	1.16

(a) for list of conceptual skills see Appendix A

N=62 degrees of freedom=62

* .05 level of significance t 1.67

** .01 level of significance t 2.39

in Community Education to practical situations. Skills 19 and 22 dealt with the formation of short and long range goals of Community Education and coordinating the efforts of people to carry out these goals. However, the total of all conceptual skills was not significant at the .05 level and $H_1(B)$ was rejected for conceptual skills.

Table 10 shows the results of the t-test on each of fifteen and the total of human skills when comparing subordinate ratings of successful and other Directors of Community Education in Michigan. Human skills 29, 31 and 34 showed a significant difference at the .05 level. These skills were essentially based on criticizing the ideas of group members without being perceived as criticizing the person himself (skill 29), maintaining a balance for task maintenance and group maintenance when leading a group (skill 30), taking risks on the job (skill 31) and demonstrating knowledge in the field of Community Education (skill 34). Skills 29, 30 and 34 were also rated significantly different when comparing the ratings of the Directors themselves in an earlier part of this chapter. Once again, the combined human skills did not have a difference at the .05 level and $H_1(B)$ was rejected at that level. Subordinates did not rate the successful and other Directors of Community Education significantly different on human skills.

$H_1(B)$ was rejected in all of the three areas studied and the conclusion that there were no significant differences at the .05 level on ratings by subordinates on technical, conceptual or human skills was reached by the researcher. However, one should not overlook the significant differences of the ratings on many individual

TABLE 10

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SUBORDINATE RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF FIFTEEN HUMAN SKILLS

Human Skills (a)	Successful Director Subordinate Rating Mean Score	Standard Deviation	Random Director Subordinate Rating Mean Score	Standard Deviation	t
26	4.2258	.990	4.1290	.991	0.38
27	4.1613	.934	3.7419	1.094	1.62
28	3.8065	.873	3.8065	.946	0.00
29	4.0323	.912	3.5484	1.028	1.96*
30	4.3226	.702	3.8065	.946	2.44**
31	4.4839	.677	4.0968	.790	2.07*
32	4.1935	.873	3.8065	1.138	1.50
33	4.1935	.910	4.1290	.885	0.28
34	4.4516	.723	4.0645	.854	1.93*
35	4.1935	1.014	4.1290	.957	0.26
36	4.0968	.908	3.9355	.929	0.69
37	4.2581	.773	4.0000	1.033	1.11
38	4.1935	.833	3.9677	.875	1.04
39	4.2903	.739	4.1290	.922	0.76
40	4.3871	.844	4.2258	.884	0.74
Total	57.7059	20.267	52.7143	21.547	0.99

(a) for list of human skills see Appendix A

N=62 degrees of freedom=60

* .05 level of significance t 1.67

** .01 level of significance t 2.39

items and the fact that the technical, conceptual and human skills all showed some differences weighted in favor of the successful Directors when comparing the ratings of the subordinates of the two groups.

$H_1(C)$ Successful Directors of Community Education will have significantly higher technical, conceptual and human skills than other Directors of Community Education in Michigan when comparing means of superordinate ratings on those skills.

Table 11 shows the results of the t-test on each of thirteen technical skills and a total of all technical skills when comparing superordinate ratings of successful and other Directors of Community Education in Michigan. The superordinates seemed to be the most discriminating of the three groups in their rating of the Directors. The technical skills area showed a $\underline{t}$ score which was significant at the .05 level on skills 3, 4, 5, 6, 7, 8 and 10. Significant differences at the .01 level also existed on skills 1, 2, 9, 11, 12 and 13. The total technical skills rating was significant at the .01 level as well. The superordinates ratings showed a significant difference at the .05 level or less on every technical skill. There seemed to be little question that superordinates felt that successful Directors exhibited higher levels of technical skills than the other Directors of Community Education in Michigan. $H_1(C)$ was therefore accepted at the .01 level for technical skills. Because all technical skills were judged significantly different by the two groups of superordinates the researcher has not attempted to list all of these skills in the text. For a list of these technical skills see Appendix A

TABLE 11

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SUPERORDINATES RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF THIRTEEN TECHNICAL SKILLS

Technical Skills (a)	Successful Director Superordinate Rating Mean Score	Standard Deviation	Random Director Superordinate Rating Mean Score	Standard Deviation	t
1	4.4242	.663	3.8000	.805	3.37**
2	4.4848	.619	3.5667	.811	5.06**
3	4.3030	.637	3.8333	.986	2.27*
4	4.0909	1.011	3.6000	.855	2.07*
5	4.2727	.839	3.7333	.868	2.51*
6	3.8788	.781	3.5333	.776	1.76*
7	4.3939	.704	3.9667	.850	2.18*
8	4.4242	.663	3.9333	.868	2.54*
9	4.5455	.711	3.8667	.900	3.34**
10	4.0606	.966	3.5667	.898	2.10*
11	4.5758	.663	3.8333	.834	3.93**
12	4.3333	.595	3.7667	.774	3.27**
13	4.7273	.452	4.0000	.695	4.97**
Total	54.8529	11.046	42.0000	18.615	3.47**

(a) for list of technical skills see Appendix A

N=63 degrees of freedom=61

* .05 level of significance t 1.67

** .01 level of significance t 2.39

Table 12 shows the results of the t-test on each of twelve conceptual skills and a composite of all the conceptual skills when comparing the superordinate ratings of successful Directors and other Directors of Community Education in Michigan. A significant difference at the .05 level was found on skills 14, 18 and 22. All of the other conceptual skills had a significant difference at the .01 level. These included skills 15, 16, 17, 19, 20, 21, 23, 24 and 25 as well as the composite score of all conceptual skills. In the conceptual skills area the superordinates rated the successful Directors as having a higher level of skill in each skill area at the .05 level of significance or less. $H_1(C)$ was accepted at the .01 level for conceptual skills. The conceptual skills are listed in Appendix A. Since levels of all conceptual skills were judged higher for the successful group by superordinates no attempt has been made to list the skills in the text of this paper.

Table 13 shows the results of the t-test on each of fifteen human skills and the composite of those skills for the superordinate ratings. Human skills 36 and 37 were significantly different at the .05 level. The rating for skills 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39 and 40 were significantly different at the .01 level. This level of significance (.01) was also true for the total of human skills. The third phase of $H_1(C)$ was accepted at the .01 level. The technical skills are listed in Appendix A and no attempt has been made to list them in the text of this paper because they all were judged significantly different when comparing successful and other Directors by superordinate ratings.

TABLE 12

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SUPERORDINATE RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF TWELVE CONCEPTUAL SKILLS

Conceptual Skills (a)	Successful Director Superordinate Rating Mean Score	Standard Deviation	Random Director Superordinate Rating Mean Score	Standard Deviation	t
14	3.8182	.796	3.4333	.858	1.88*
15	4.5152	.667	3.8667	.860	3.36**
16	4.4545	.617	3.8000	.925	3.33**
17	4.5758	.614	3.9667	.850	3.28**
18	4.2727	.574	3.7000	.915	3.00*
19	4.4242	.751	3.8333	.950	2.75**
20	4.6364	.549	3.9667	.928	3.52**
21	4.4848	.755	3.7333	1.112	3.16**
22	4.2121	.696	3.7333	1.015	2.20*
23	4.6667	.479	4.0667	.785	3.70**
24	4.5152	.667	4.0000	.830	2.73**
25	4.3030	.883	3.6000	.675	3.52**
Total	51.2059	9.451	39.7143	16.384	3.55**

(a) for list of conceptual skills see Appendix A

N=63 degrees of freedom=61

* .05 level of significance t 1.67

** .01 level of significance t 2.39

TABLE 13

SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN SUPERORDINATE RATING OF DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS ON EACH OF FIFTEEN HUMAN SKILLS

Human Skills (a)	Successful Director Superordinate Rating Mean Score	Standard Deviation	Random Director Superordinate Rating Mean Score	Standard Deviation	t
26	4.4545	.506	3.8000	1.126	3.02**
27	4.3333	.645	3.6667	.922	3.35**
28	3.9091	.843	3.3667	.765	2.67**
29	4.1818	.635	3.6000	.724	3.40**
30	4.4545	.617	3.8000	.887	3.43**
31	4.5152	.667	4.0000	.947	2.51**
32	4.3333	.816	3.6667	.922	3.04**
33	4.2424	.663	3.7333	.868	2.63**
34	4.5758	.663	3.8333	.913	3.72**
35	4.2727	.674	3.7333	.944	2.63**
36	4.1818	.769	3.8333	.791	1.77*
37	4.4545	.617	4.1333	.819	1.77*
38	4.3636	.653	3.8333	.874	2.74**
39	4.4848	.566	3.8333	.913	3.44**
40	4.3333	.736	3.8333	.791	2.60**
Total	63.2059	12.839	48.3143	22.409	3.37**

(a) for list of human skills see Appendix A

N=63 degrees of freedom=61

* .05 level of significance $\underline{t}$ 1.67

** .01 level of significance $\underline{t}$ 2.39

There was little doubt that superordinates of successful Di-Rectors rated those Directors higher on technical, conceptual and human skills than did superordinates of randomly selected Directors of Community Education. $H_1(C)$ was accepted at the .01 level for all three types of skill.

Of particular interest were the individual skills that all three groups felt that significant differences in the level of skill existed. In the technical skills area two skills were so indicated. They were creating an organizational climate in which all members may make significant contributions and managing Community Education finances. In the conceptual skills area all three groups felt there was a significant difference in evaluating new programs and practices of Community Education and applying them to where the Director worked, taking risks to bring about change and making decisions related to the Director's job. Finally, agreement was reached on differences in the human skills area in criticizing ideas of group members without being perceived as criticizing the individual, risk taking and demonstrating an in depth knowledge of the field of Community Education. All of these differences were weighted in favor of the successful Directors.

Question two

Do Directors of Community Education who have been chosen as the most successful in Michigan have the same perception of their technical, conceptual and human skills as their immediate superordinates and selected subordinates?

TABLE 14

ANALYSIS OF VARIANCE FOR EACH OF THIRTEEN TECHNICAL SKILLS OF SUCCESSFUL DIRECTORS BETWEEN SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING

Technical Skills (a)	Self Rating Mean Score	Subordinate Rating Mean Score	Superordinate Rating Mean Score	F Ratio
1	4.2059	4.3226	4.4242	0.958
2	4.2647	4.2903	4.4848	1.540
3	4.2647	4.4839	4.3030	0.229
4	4.0294	4.3871	4.0909	0.022
5	4.1765	4.4839	4.2727	0.051
6	3.7059	4.2258	3.8788	0.147
7	4.0882	4.1290	4.3939	1.725
8	4.0882	4.4516	4.4242	0.470
9	4.1471	4.3226	4.5455	1.531
10	4.4706	4.3871	4.0606	2.141
11	4.0882	4.1935	4.5758	2.605
12	4.0294	4.1613	4.3333	1.259
13	4.5588	4.5806	4.7273	1.651
Total	54.1176	51.4412	54.8529	0.732

(a) for a list of technical skills see Appendix A

degrees of freedom=2/87

* .05 level of significance F Ratio 2.81

TABLE 15

ANALYSIS OF VARIANCE FOR EACH OF TWELVE CONCEPTUAL SKILLS OF SUCCESSFUL DIRECTORS BETWEEN SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING

Conceptual Skills (a)	Self Rating Mean Score	Subordinate Rating Mean Score	Superordinate Rating Mean Score	F Ratio
14	3.6765	4.0968	3.8182	0.027
15	4.3235	4.4839	4.5152	0.690
16	4.4118	4.3871	4.4545	1.417
17	4.5294	4.2903	4.5758	3.366*
18	4.1176	4.1935	4.2727	1.009
19	4.1176	4.2581	4.4242	1.237
20	4.3824	4.4839	4.6364	1.314
21	4.4412	4.3871	4.4848	1.553
22	4.000	4.3226	4.2121	0.158
23	4.6765	4.6129	4.6667	1.815
24	4.6176	4.5484	4.5152	1.549
25	4.2647	4.1613	4.3030	1.536
Total	51.5588	47.6176	51.2059	1.301

(a) for a list of conceptual skills see Appendix A

degrees of freedom=2/87

* .05 level of significance F Ratio 2.81

HO1 There are no significant differences between the self rating, subordinate rating and superordinate rating of successful Directors of Community Education on technical, conceptual or human skills.

Table 14 shows the F ratio for each of the thirteen technical skills and a total of the technical skills. The Analysis of Variance was not significant at the .05 level on any technical skill nor for the sum of the technical skills. The technical skills phase of HO1 was therefore accepted at the .05 level.

Table 15 shown the F ratio for each of the twelve conceptual skills. The ratio on item seventeen was significant at the .05 level. A further analysis of this skill by the use of Tukey's test indicates that the differences existed between the self rating and the subordinate rating and the superordinate rating and the subordinate rating. Table 16 shows the results of Tukey's test on conceptual skill seventeen which dealt with diagnosing priority needs of the community and its members.

TABLE 16

TUKEY'S T-TEST FOR CONCEPTUAL SKILL SEVENTEEN (a) COMPARING SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING OF SUCCESSFUL DIRECTORS

Group	Mean	Difference Between Means	Tukey's T
Self Rating	$\bar{X}.1 = 4.5294$	$\bar{X}.1 - \bar{X}.2 + .6176$	$T = 3.39^*$
Subordinate Rating	$\bar{X}.2 = 3.9118$	$\bar{X}.1 - \bar{X}.3 = .0882$	$T = 0.49$
Superordinate Rating	$\bar{X}.3 = 4.4412$	$\bar{X}.2 - \bar{X}.3 = -.5294$	$T = -2.91^*$

(a) for conceptual skill 17 see Appendix A
* .05 level of significance T 2.82

$MS_W = 1.272$
$N = 30$

Although the Analysis of Variance on conceptual skill seventeen was significant at the .05 level the total of all conceptual skills was not significant at that level. HO1 is therefore accepted at the .05 level for conceptual skills.

Table 17 shows the results of an Analysis of Variance for the fifteen human skills. As can be seen, human skills 26 and 40 have an F ratio which was significant at the .05 level and skills 27 and 37 have an F ratio which was significant at the .01 level. Tables 18, 19, 20 and 21 give the results of Tukey's test for each respective human skill found to have a significant F ratio. These skills dealt with working with others so they would perceive the Director as patient and understanding (skill 26), encouraging staff suggestions (skill 27), conveying empathy and concern for others (skill 37) and working with people who have different degrees of authority (skill 40).

As can be seen from the results of tables 18, 19, 20 and 21 the self rating differed significantly from the subordinate rating on human skills 26, 27, 37 and 40. In all cases the significance was at the .05 level except for skill 37 where the difference was significant at the .01 level. Because the Analysis of Variance for the total human skills was not significant at the .05 level HO1 was accepted at that level of significance for human skills. Therefore, all three phases of HO1 were accepted at the .05 level of significance. While the Analysis of Variance was not significant in any of the total skill areas it should be pointed out that on conceptual skill seventeen the rating of both the self rating and superordinate

TABLE 17

ANALYSIS OF VARIANCE FOR EACH OF FIFTEEN HUMAN SKILLS OF SUCCESSFUL DIRECTORS BETWEEN SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING

Human Skills (a)	Self Rating Mean Score	Subordinate Rating Mean Score	Superordinate Rating Mean Score	F Ratio
26	4.4706	4.2258	4.4545	2.965*
27	4.5294	4.1613	4.3333	4.025**
28	3.9706	3.8065	3.9091	1.850
29	3.8824	4.0323	4.1818	1.132
30	4.1176	4.3226	4.4545	1.092
31	4.2059	4.4839	4.5152	0.613
32	4.2941	4.1935	4.3333	1.626
33	4.0588	4.1935	4.2424	0.666
34	4.3824	4.4516	4.5758	1.167
35	4.1765	4.1935	4.2727	1.007
36	4.1176	4.0968	4.1818	1.132
37	4.6765	4.2581	4.4545	5.007**
38	4.3235	4.1935	4.3636	2.131
39	4.4412	4.2903	4.4848	2.442
40	4.6765	4.3871	4.3333	3.459*
Total	64.3235	57.7059	63.2059	2.095

(a) for a list of human skills see Appendix A

degrees of freedom=2/87

* .05 level of significance F Ratio 2.81

** .01 level of significance F Ratio 3.72

TABLE 18

TUKEY'S T-TEST FOR HUMAN SKILL TWENTY-SIX (a) COMPARING SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING OF SUCCESSFUL DIRECTORS

Group	Mean	Difference Between Means	Tukey's T
Self Rating	$\bar{X}.1 = 4.4706$	$\bar{X}.1 - \bar{X}.2 = .6177$	$T = 3.32^*$
Subordinate Rating	$\bar{X}.2 = 3.8529$	$\bar{X}.1 - \bar{X}.3 = .1417$	$T = 0.49$
Superordinate Rating	$\bar{X}.3 = 4.3235$	$\bar{X}.2 - \bar{X}.3 = -.4706$	$T = -2.54$

(a) for human skill 26 see Appendix A
* .05 level of significance T 2.82

$MS_W = 1.1937$
$N = 30$

TABLE 19

TUKEY'S T-TEST FOR CONCEPTUAL SKILL TWENTY-SEVEN (a) COMPARING SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING OF SUCCESSFUL DIRECTORS

Group	Mean	Difference Between Means	Tukey's T
Self Rating	$\bar{X}.1 = 4.5294$	$\bar{X}.1 - \bar{X}.2 = .6176$	$T = 3.36^*$
Subordinate Rating	$\bar{X}.2 = 3.7941$	$\bar{X}.1 - \bar{X}.3 = .3235$	$T = 1.76$
Superordinate Rating	$\bar{X}.3 = 4.2059$	$\bar{X}.2 - \bar{X}.3 = .4118$	$T = 2.24$

(a) for human skill 27 see Appendix A
* .05 level of significance T 2.82

$MS_W = 1.1474$
$N = 30$

TABLE 20

TUKEY'S T-TEST FOR HUMAN SKILL THIRTY-SEVEN (a) COMPARING SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING OF SUCCESSFUL DIRECTORS

Group	Mean	Difference Between Means	Tukey's T
Self Rating	$\bar{X}.1 = 4.6765$	$\bar{X}.1 - \bar{X}.2 = .7941$	$T = 4.46^{**}$
Subordinate Rating	$\bar{X}.2 = 3.8824$	$\bar{X}.1 - \bar{X}.3 = .3530$	$T = 1.76$
Superordinate Rating	$\bar{X}.3 = 4.3235$	$\bar{X}.2 - \bar{X}.3 = -.4411$	$T = -2.48$

(a) for human skill 37 see Appendix A
** .01 level of significance T 3.72

$MS_W = 1.0749$
$N = 30$

TABLE 21

TUKEY'S T-TEST FOR HUMAN SKILL FORTY (a) COMPARING SELF RATING SUBORDINATE RATING AND SUPERORDINATE RATING OF SUCCESSFUL DIRECTORS

Group	Mean	Difference Between Means	Tukey's T
Self Rating	$\bar{X}.1 = 4.6765$	$\bar{X}.1 - \bar{X}.2 = .6765$	$T = 3.64^{*}$
Subordinate Rating	$\bar{X}.2 = 4.0000$	$\bar{X}.1 - \bar{X}.3 = .4706$	$T = 2.53$
Superordinate Rating	$\bar{X}.3 = 4.2059$	$\bar{X}.2 - \bar{X}.3 = -.2059$	$T = 1.11$

(a) for human skill 40 see Appendix A
* .05 level of significance T 2.82

$MS_W = 1.1818$

rating was significantly different from the subordinate rating at the .05 level. On human skills 26, 27, 37 and 40 the self rating was significantly different from the subordinate rating at the .05 level or less.

Question three

Do randomly selected Directors of Community Education in Michigan have the same perception of their technical, human and conceptual skills as their immediate superordinates and selected subordinates?

> HO2 There are no significant differences between the self ratings, subordinate ratings and superordinate ratings of randomly selected Directors of Community Education on technical, conceptual or human skills.

Table 22 show the F ratio for each of the thirteen technical skills and a total of the technical skills. As seen from the Table, only technical skill 6 had an F ratio which was significant at the .05 level or less. Table 23 provides data on Tukey's T test to analyze where the differences existed. As can be seen from the Table, the difference existed between the subordinate rating and the superordinate rating at the .01 level. Skill 6 was communications in written form.

Although a significant difference existed on one technical skill when comparing the self rating, subordinate rating and superordinate ratings of randomly selected Directors the total of the technical skills showed no such difference. The first phase of

TABLE 22

ANALYSIS OF VARIANCE FOR EACH OF THIRTEEN TECHNICAL SKILLS OF RANDOMLY SELECTED DIRECTORS BETWEEN SELF RATING SUBORDINATE RATING AND SUPERORDINATE RATING

Technical Skills (a)	Self Rating Mean Score	Subordinate Rating Mean Score	Superordinate Rating Mean Score	F Ratio
1	4.0000	4.0968	3.8000	1.302
2	3.9429	3.8710	3.5667	0.691
3	4.0000	3.9032	3.8333	0.266
4	3.9429	4.0000	3.6000	1.734
5	4.0286	4.1613	3.7333	1.770
6	3.9143	4.1935	3.5333	5.13**
7	3.7714	4.0323	3.9667	0.56
8	3.8857	4.1290	3.9333	0.989
9	3.8571	4.1613	3.8667	1.038
10	3.9143	3.8710	3.5667	0.836
11	3.6857	4.1290	3.8333	1.439
12	3.6571	4.0323	3.7667	1.170
13	4.4571	4.1613	4.0000	1.334
Total	51.0571	46.7143	42.0000	1.560

(a) for list of technical skills see Appendix A

degrees of freedom=2/81

* .05 level of significance F Ratio 2.821

** .01 level of significance F Ratio 3.740

HO2 was accepted at the .05 level of significance.

TABLE 23

TUKEY'S T-TEST FOR TECHNICAL SKILL SIX (a) COMPARING SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING OF RANDOMLY SELECTED DIRECTORS

Group	Mean	Difference Between Means	Tukey's T
Self Rating	$\bar{X}.1 = 3.8571$	$\bar{X}.1 - \bar{X}.2 = -.2858$	T =-2.01
Subordinate Rating	$\bar{X}.2 = 4.1429$	$\bar{X}.1 - \bar{X}.3 = .3571$	T = 2.51
Superordinate Rating	$X.3 = 3.5000$	$X.2 - X.3 = .6429$	T = 4.53**

(a) for technical skill 6 see Appendix A
** .01 level of significance T 3.72

$MS_W = .5661$
N = 28

Table 24 shows the F ratio for all the conceptual skills and a total of the conceptual skills of the three ratings of randomly selected Directors. Since no significant differences were found at the .05 level the phases of HO2 dealing with conceptual skills for randomly selected Directors of Community Education was accepted.

Table 25 presents data for an Analysis of Variance of the fifteen human skills and a total of all human skills for the three ratings of the randomly selected Directors. Only human skill 34 which dealt with demonstrating an indepth knowledge of Community Education had a F ratio significant at the .05 level. Data for Tukey's T test is provided in Table 26 for an analysis of the origin of the difference. The difference in this case was significant at the .05 level and existed between the self rating and the

TABLE 24

ANALYSIS OF VARIANCE FOR EACH OF TWELVE CONCEPTUAL SKILLS OF RANDOMLY SELECTED DIRECTORS BETWEEN SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING

Conceptual Skills (a)	Self Rating Mean Score	Subordinate Rating Mean Score	Superordinate Rating Mean Score	F Ratio
14	3.6286	3.7742	3.4333	1.903
15	3.9429	4.1935	3.8667	0.990
16	4.0000	4.0000	3.8000	0.351
17	4.1143	4.1935	3.9667	0.570
18	3.9143	4.0000	3.7000	0.485
19	3.9143	3.9032	3.8333	0.135
20	3.9429	4.1613	3.9667	0.740
21	3.9714	3.9677	3.7333	0.440
22	3.8857	3.9355	3.7333	0.999
23	4.4000	4.2581	4.0667	1.376
24	4.4000	4.2903	4.000	1.274
25	4.0286	3.8065	3.6000	0.988
Total	47.7429	42.9429	39.7143	1.073

(a) for list of conceptual skills see Appendix A

degrees of freedom=2/81

* .05 level of significance F Ratio 2.821

TABLE 25

ANALYSIS OF VARIANCE FOR EACH OF FIFTEEN HUMAN SKILLS OF RANDOMLY SELECTED DIRECTORS BETWEEN SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING

Human Skills (a)	Self Rating Mean Score	Subordinate Rating Mean Score	Superordinate Rating Mean Score	F Ratio
26	3.9714	4.1290	3.8000	0.843
27	4.2000	3.7419	3.6667	2.154
28	3.8286	3.8065	3.3667	1.971
29	3.6000	3.5484	3.6000	0.018
30	4.0000	3.8065	3.8000	0.349
31	3.8857	4.0968	4.0000	0.505
32	4.1143	3.8065	3.6667	1.349
33	3.8000	4.1290	3.7333	1.435
34	3.5714	4.0645	3.8333	2.865*
35	4.0000	4.1290	3.7333	1.360
36	3.9429	3.9355	3.8333	0.053
37	4.3143	4.0000	4.1333	0.894
38	4.2000	3.9677	3.8333	1.424
39	4.1429	4.1290	3.8333	0.764
40	4.2000	4.2258	3.8333	1.776
Total	59.7714	52.7143	48.3143	0.883

(a) for list of human skills see Appendix A

degrees of freedom=2/81

* .05 level of significance F Ratio 2.821

subordinate rating.

TABLE 26

TUKEY'S T-TEST FOR HUMAN SKILL THIRTY-FOUR (a) COMPARING SELF RATING, SUBORDINATE RATING AND SUPERORDINATE RATING OF RANDOMLY SELECTED DIRECTORS

Group	Mean	Difference Between Means	Tukey's T
Self Rating	$\bar{X}.1 = 3.5000$	$\bar{X}.1 - \bar{X}.2 = -.5714$	T = -3.36*
Subordinate Rating	$\bar{X}.2 = 4.0714$	$\bar{X}.1 - \bar{X}.3 = -.3214$	T = -.189
Superordinate Rating	$\bar{X}.3 = 3.8214$	$\bar{X}.2 - \bar{X}.3 = .2500$	T = 1.47

(a) for human skill 34 see Appendix A
* .05 level of significance T 2.82

$MS_W = .8020$
N = 28

Once again, although one human skill had group ratings which were significantly different at the .05 level, there were no significant differences for the total human skills. The third phase of HO2 was accepted at the .05 level of significance. With the acceptance of all three phases of HO2 it can be concluded that no significant differences existed between the ratings of self, subordinates and superordinates on technical, human and conceptual skills for randomly selected Directors of Community Education in Michigan.

Question four

Are there any differences in demographic variables when comparing successful Directors of Community Education to a randomly selected group of Community Educators in Michigan? These

demographic variables included age, number of semester hours of coursework in Community Education, years in present position, years of experience in Community Education, years experience as a classroom teacher, size of the school district, level of education, undergraduate major, previous administration experience and special preparation for the position as Director of Community Education.

> H03 There are no significant differences on demographic variables when comparing successful Directors of Community Education to other Directors of Community Education in Michigan.

Table 27 presents the data for analysis of the differences in age, semester hours of Community Education coursework, time in present position, experience in Community Education, experience as a classroom teacher and size of the school district when comparing successful and randomly selected Directors of Community Education in Michigan. One of the variables, coursework in Community Education was significantly different at the .01 level and another experience in Community Education was significant at the .05 level. Of interest to the researcher was the negative score on the item time spent as a classroom teacher. This score was approaching significance at the .05 level with successful Directors having spent an average of almost two years less in the classroom than did the randomly selected group of Directors.

The remaining demographic variables were analysed by means of the Chi Square. These variables included the level of educational attainment by the Director, undergraduate degree of the Director, previous administrative experience and special training for work as

TABLE 27

SIGNIFICANCE OF DIFFERENCE OF MEANS ON DEMOGRAPHIC VARIABLES BETWEEN DIRECTORS CHOSEN AS SUCCESSFUL AND RANDOMLY SELECTED DIRECTORS

Demographic	Mean	Standard Deviation	t
Age (in years)			
Successful Director	35.9412	8.090	-.54
Random Director	36.9714	7.774	
Semester Hours of Work in Community Education			
Successful Director	18.1471	12.515	3.34**
Random Director	8.8286	10.615	
Time in Present Position (in years)			
Successful Director	4.7647	2.618	.49
Random Director	4.4571	2.638	
Experience in Community Education (in years)			
Successful Director	6.2647	3.527	2.30*
Random Director	4.6000	2.379	
Experience as Classroom Teacher (in years)			
Successful Director	5.3235	5.618	-1.39
Random Director	7.0286	4.554	
Size of School District (K-12 enrollment)			
Successful Director	6712	6850	.32
Random Director	6194	6701	

degrees of freedom=67 N=69

* .05 level of significance $\pm$ 1.99

** .01 level of significance $\pm$ 2.63

the Director of Community Education

As one can discern from Tables 28, 29, 30 and 31 there was one area of significant difference on the Chi Squares of the demographic variables. Generally speaking the longer the period of concentrated special training for Community Education the Director received the higher his chances seemed to be for success as a Director. Table 30 while not significant at the .05 level indicates that other administrative experience is not expecially helpful for predicting success as a Director of Community Education and there seems to be almost no difference in the level of education or in the undergraduate major for predicting success as a Director of Community Education.

In summarizing HO3 there were no significant differences at the .05 level on the following variables: age, time in present position, experience as a classroom teacher, size of school district, educational level, undergraduate major, and previous administrative experience and HO3 was accepted for them. However, HO3 was rejected at the .05 level or less for the following demographic variables: number of semester hours of coursework in Community Education, number of years experience in Community Education and special training for Community Education.

Question five

What are the rankings of the forty technical, conceptual and human skills and the mean scores for each for successful Directors

TABLE 28

RELATIONSHIP BETWEEN LEVEL OF EDUCATION AND SUCCESS AS A DIRECTOR OF COMMUNITY EDUCATION

Group	BA or BS	MA or MS	Ed.Sp. or Dr.
Successful Directors	2	30	2
Random Directors	5	27	3

Chi Square = 1.6295
2 degrees of freedom
.05 level of significance Chi score 5.991

TABLE 29

RELATIONSHIP BETWEEN UNDERGRADUATE MAJOR AND SUCCESS AS A DIRECTOR OF COMMUNITY EDUCATION

Group	Pysical Ed. or Recreation	Any other Major
Successful Directors	11	23
Random Directors	12	23

Chi Square = .0103
1 degree of freedom
.05 level of significance Chi score 3.841

TABLE 30

RELATIONSHIP BETWEEN PREVIOUS ADMINISTRATIVE EXPERIENCE AND SUCCESS AS A DIRECTOR OF COMMUNITY EDUCATION

Group	No Previous Experience	Building Principal	Any Other Experience
Successful Directors	27	3	4
Random Directors	24	3	8

Chi Square = 4.7188
2 degrees of freedom
.05 level of significance Chi score 5.991

TABLE 31

RELATIONSHIP BETWEEN SPECIAL TRAINING FOR COMMUNITY EDUCATION AND SUCCESS AS A DIRECTOR OF COMMUNITY EDUCATION

Group	2 Week Training	6 Week Training	Year Long Internship	University Degree Progran	None
Successful Directors	4	8	13	3	6
Random Directors	10	4	3	3	15

* Chi Square = 14.0004
4 degrees of freedom
* .01 level of significance Chi score 13.2770

of Community Education from Michigan when rated by themselves, their immediate superordinates and their selected subordinates?

These rankings are shown in Table 32 with no attempt being made to draw inferences from the data. Of some interest may be the fact that the range for self ratings was from 3.6765 to 4.6765, for subordinate ratings the range was from 3.8065 to 4.6129 and for the superordinate ratings the range was from 3.8182 to 4.7273. The superordinate ratings range started and ended the highest for this group. Subordinates range started and ended the lowest. Other observations related to question 5 and the rankings of the skills for successful Directors are listed under question 6.

Question six

What are the rankings of the forty technical, conceptual and human skills and the mean scores for each for randomly selected Directors of Community Education in Michigan when rated by themselves, their immediate superordinates and their selected subordinates?

These rankings are shown in Table 33 and as with the successful Directors no attempt has been made to draw inferences from the data. Again, there may be some interest in the fact that the range for the self rating was from 3.5714 to 4.4571, for subordinate ratings the range was from 3.5484 to 4.2903 and for the superordinates the range was from 3.3667 to 4.1333. The superordinates range started the lowest and ended the lowest for this group which was

TABLE 32

RANKINGS AND MEANS OF THE FORTY TECHNICAL, CONCEPTUAL AND HUMAN SKILLS FOR SUCCESSFUL DIRECTORS OF COMMUNITY EDUCATION BY SELF, SUBORDINATE AND SUPERORDINATE RATINGS

Self Rating		Subordinate Rating		Superordinate Rating	
Skill # (a)	Mean	Skill # (a)	Mean	Skill # (a)	Mean
14	3.6765	28	3.8065	14	3.8182
6	3.7059	29	4.0323	6	3.8788
29	3.8824	14	4.0968	28	3.9091
28	3.9706	36	4.0968	10	4.0606
22	4.0000	7	4.1290	4	4.0909
4	4.0294	12	4.1613	29	4.1818
12	4.0294	25	4.1613	36	4.1818
33	4.0588	27	4.1613	22	4.2121
7	4.0882	11	4.1935	33	4.2424
8	4.0882	18	4.1935	5	4.1727
11	4.0882	32	4.1935	18	4.2727
30	4.1176	33	4.1935	35	4.2727
18	4.1176	35	4.1935	3	4.3030
19	4.1176	38	4.1935	25	4.3030
36	4.1176	6	4.2258	12	4.3333
9	4.1471	26	4.2258	27	4.3333
35	4.1765	19	4.2581	32	4.3333
5	4.1765	37	4.2581	40	4.3333
1	4.2059	2	4.2903	38	4.3636
31	4.2059	17	4.2901	7	4.3939
2	4.2647	39	4.2903	1	4.4242
3	4.2647	1	4.3226	8	4.4242
25	4.2647	9	4.3226	19	4.4242
32	4.2941	22	4.3226	16	4.4545
38	4.3235	30	4.3226	26	4.4545
15	4.3235	4	4.3871	30	4.4545
20	4.3824	10	4.3871	37	4.4545
34	4.3824	16	4.3871	2	4.4848
16	4.4118	21	4.3871	21	4.4848
21	4.4412	40	4.3871	39	4.4848
39	4.4412	8	4.4516	15	4.5152
26	4.4706	34	4.4516	24	4.5152
10	4.4706	3	4.4839	31	4.5152
17	4.5294	5	4.4839	9	4.5455
27	4.5294	15	4.4839	11	4.5758
13	4.5588	20	4.4839	17	4.5758
24	4.6176	31	4.4839	34	4.5758
23	4.6765	24	4.5484	20	4.6364
37	4.6765	13	4.5806	23	4.6667
40	4.6765	23	4.6129	13	4.7273

(a) for list of skills see Appendix A

TABLE 33

RANKINGS AND MEANS OF THE FORTY TECHNICAL, CONCEPTUAL AND HUMAN SKILLS FOR RANDOM DIRECTORS OF COMMUNITY EDUCATION BY SELF, SUBORDINATE AND SUPERORDINATE RATINGS

Self Rating		Subordinate Rating		Superordinate Rating	
Skill # (a)	Mean	Skill # (a)	Mean	Skill # (a)	Mean
34	3.5714	29	3.5484	28	3.3667
29	3.6000	27	3.7419	6	3.5333
14	3.6286	14	3.7742	2	3.5667
11	3.6571	25	3.8065	10	3.5667
12	3.6857	28	3.8065	4	3.6000
7	3.7714	30	3.8065	25	3.6000
33	3.8000	32	3.8065	29	3.6000
28	3.8286	2	3.8710	27	3.6667
9	3.8571	10	3.8710	32	3.6667
8	3.8857	3	3.9032	18	3.7000
22	3.8857	19	3.9032	5	3.7333
31	3.8857	22	3.9355	21	3.7333
6	3.9143	36	3.9355	22	3.7333
10	3.9143	21	3.9677	33	3.7333
18	3.9143	38	3.9677	35	3.7333
19	3.9143	4	4.0000	12	3.7667
2	3.9429	16	4.0000	1	3.8000
4	3.9429	18	4.0000	16	3.8000
15	3.9429	27	4.0000	26	3.8000
20	3.9429	7	4.0323	30	3.8000
36	3.9429	12	4.0323	14	3.8182
21	3.9714	1	4.0645	3	3.8333
26	3.9714	31	4.0968	11	3.8333
1	4.0000	34	4.0968	19	3.8333
3	4.0000	8	4.1290	34	3.8333
16	4.0000	11	4.1290	36	3.8333
24	4.0000	26	4.1290	38	3.8333
30	4.0000	33	4.1290	39	3.8333
35	4.0000	35	4.1290	40	3.8333
5	4.0286	39	4.1290	9	3.8667
25	4.0286	5	4.1613	15	3.8667
17	4.1143	9	4.1613	8	3.9333
32	4.1143	13	4.1613	7	3.9667
39	4.1429	20	4.1613	17	3.9667
27	4.2000	6	4.1935	20	3.9667
38	4.2000	15	4.1935	13	4.0000
40	4.2000	17	4.1935	24	4.0000
37	4.3143	40	4.2258	31	4.0000
23	4.4000	23	4.2581	23	4.0667
13	4.4571	24	4.2903	37	4.1333

(a) for list of skills see Appendix A

the opposite of their start and finish for the successful Directors. The self rating for this group started and finished the highest.

The rankings of the successful and other Directors by themselves, their subordinates and superordinates seems to yield very little data. Two skills appeared in the top five rankings for both groups of Directors by each group which provided the ratings. These skills were scheduling facilities effectively (skill 13) and making decisions related to the job (skill 23). While the means on the ratings for successful Directors were generally higher, the general order of the rankings by all three groups of raters appear to be somewhat similar for both groups of Directors. Basically, both groups of Directors appeared to have approximately the same order of the skills by ranking with successful Directors simply receiving higher ratings from self, subordinates and superordinates.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Overview

The major purpose of this research project was to determine whether successful Directors of Community Education had higher levels of technical, conceptual and human skills which were designated as helpful for success in the field of Community Education than other Directors of Community Education in Michigan. An analysis of a number of demographic variables for each group of Directors was also undertaken to determine if Directors chosen as successful by the Regional Center for Community Education had any significant differences in their backgrounds than other Directors. The variables which were studied included undergraduate major, level of education, other administrative experience, special training for Community Education, age, semester hours of Community Education coursework, number of students in school district, time in present position, experience as a classroom teacher and experience in Community Education.

Procedures

Forty of the most successful Directors of Community Education were selected by the Regional Centers for Community Education from Michigan. Forty other Directors were chosen at random from the list of Directors who were responsible for implementation of the

concept in districts approved by the Michigan Department of Education for partial reimbursement of the salary for the Community Education Director. Each of the eighty Directors was sent a questionnaire designed by the researcher which listed thirteen technical skills, twelve conceptual skills and fifteen human skills which were deemed helpful for work in a position such as Director of Community Education. The Director also received a form which asked for information on a number of demographic variables. In addition, the immediate superordinate and a selected subordinate of each Director also filled out the questionnaire on the skills in which each of these people rated the Director of Community Education that he worked with.

The information received from the various groups was than analyzed in an attempt to answer six basic questions that the present study was designed to answer. The basic tests which were utilized included the t-test, Chi Square, Analysis of Variance and Tukey's T. These were used to test the following alternative and null hypotheses:

H_1(A) Successful Directors of Community Education will have significantly higher technical, conceptual and human skills than other Directors of Community Education in Michigan when comparing means of self ratings on those skills.

H_1(B) Successful Directors of Community Education will have significantly higher technical, conceptual and human skills than other Directors of Community Education in Michigan when comparing means of subordinate ratings on those skills.

H_1(C) Successful Directors of Community Education will have significantly higher technical, conceptual and human skills than other Directors of Community

Education in Michigan when comparing means of self ratings on those skills.

HO1 There are no significant differences between the self rating, subordinate rating and superordinate rating of successful Directors of Community Education in Michigan on technical, conceptual or human skills.

HO2 There are no significant differences between the self rating, subordinate rating and superordinate rating of other Directors of Community Education in Michigan on technical, conceptual or human skills.

HO3 There are no significant differences on demographic variables when comparing successful Directors of Community Education to other Directors of Community Education in Michigan.

In addition a ranking of the skills for successful Directors and other Directors was compiled for each group of respondents to the questionnaire (self rating, subordinate rating and superordinate rating).

Discussion and Conclusions

The first alternative hypothesis, that successful Directors of Community Education will exhibit higher levels of technical, conceptual and human skills than other Directors of Community Education in Michigan when measured by self ratings was accepted at the .05 level of significance for total technical skills. $H_1(A)$ for the total conceptual skills and total human skills on this comparison was accepted at the .01 level of significance. In addition, technical skills 2, 10, 11 and 12 were significantly different at the .05 level or less, conceptual skills 15, 16, 17, 20, 21, 23 and 24 were significantly different at the .05 level or less and human

skills 26, 27, 29, 31, 34, 37, 39 and 40 were significantly different at the .05 level or less. Tables 5, 6 and 7 in Chapter IV present these data. A brief review of these skills indicated that the technical skills rated significantly different by self ratings of the two groups of Directors included: creating an organizational climate in which all members may contribute (skill 2), managing Community Education finances (skill 10) and setting up and promoting programs for all members of the community (skill 11 & 12). The conceptual skills included: being viewed as a leader (skill 15), ability to evaluate new programs of Community Education and apply them to a local community as well as interpreting the concept of Community Education (skill 16, 20 & 24), diagnosing priority needs in a community (skill 17) and taking risks and making decisions related to the job (skill 21 & 23). Finally, the human skills on which successful Directors were judged higher on self ratings included: dealing with others as a patient and understanding person (skill 26 & 37), working with staff (skill 27, 29, 39 & 40), understanding Community Education (skill 34) and taking risks (skill 31). For more details on these skills see Appendix A.

The second alternative hypothesis, $H_1(B)$, was rejected for the total technical, conceptual and human skills at the .05 level of significance. This hypothesis dealt with ratings of subordinates on technical, conceptual and human skills and hypothesized that successful Directors would have higher ratings. However, many individual skills showed a significant difference at the .05 level or less when comparing subordinate ratings. These included technical

skills 2, 3, 4, 5, 10 and 13, conceptual skills 14, 16, 19, 21, 22 and 23 and human skills 29, 30, 31 and 34. Tables 8, 9 and 10 in Chapter IV present these data. A brief review of the skills which the subordinates of the two groups of Directors rated significantly different included the following technical skills: creating an organizational climate in which all members may contribute (skill 2), utilizing personal power and authority to accomplish goals and functioning under stress (skills 3 & 4), oral communications (skill 5), managing Community Education finances (skill 10) and scheduling facilities effectively (skill 13). The conceptual skills on which the subordinate ratings differed included: evaluating research in Community Education to the local schools and utilizing that information in the local community determine short and long range goals (skills 14, 16 & 22), coordination of groups to accomplish goals (skill 19) and taking risks and making decisions (skills 21 & 23). The human skills on which the subordinates differed included: maintaining a balance for task and group maintenance (skill 30), being critical of a person's ideas without being critical of the person (skill 29), taking risks (skill 31) and demonstrating an understanding of Community Education (skill 34). For more details on the technical, conceptual and human skills see Appendix A.

The third alternative hypothesis, $H_1(C)$, was accepted at the .01 level for the total technical, conceptual and human skills. The findings indicated that superordinates of successful Directors will rate them higher than the superordinates of other Directors on technical, conceptual and human skills. In addition, every one of

the individual skills was found to have a significant difference at the .05 level or less when comparing the superordinate ratings of the two groups of Directors. See Appendix A for a list of all of the skills.

When looking at the individual skills on which the three groups all rated the Directors as significantly different, some commonalities do exist. Skills 2, 10, 13, 16, 21, 23, 29, 31 and 34 were all significantly different for all three groups. An analysis of the type of technical skills that the two groups of Directors were found to be significantly different in yields the information that the random group of Community Education Directors does not create an organizational climate in which all members may make contributions to the extent that the successful group does. Perhaps the above indicates an unwillingness on the part of the other Directors to be democratic and a tendency to be autocratic in nature. The other technical skills in which there was a difference for all three groups dealt with finances for Community Education and scheduling of facilities.

In the conceptual skills area the areas of common agreement dealt with evaluation of new practices in Community Education and applying them to where the Director worked and skills dealing with taking risks and making decisions. The implication which all three of these skills have for success in Community Education is important. If Community Education is an innovative philosophy which functions in part to bring about changes in the way educational and other community resources are brought to bear on community problems it

seems that the Director of that program must be continuously updated on new practices and philosophies to bring these changes about. Obviously he must also be prepared to take some risks and be able to make decisions related to his job.

An analysis of the human skills on which the three groups agree brings up two of the areas already mentioned. A lack of understanding of the concept of Community Education on the part of the random group of Directors is apparent as one looks at skill 34. These findings also correspond with the findings in the conceptual skill area. The element of risk taking was also again pinpointed as a factor which leads to success in Community Education. Finally, the technical skill of creating a viable organization was underscored by the agreement on human skill 29 which presents the successful Director as being more able to work with individuals within a group.

There seems to be little question that Directors who were designated as successful demonstrate higher levels of technical, conceptual and human skills, particularly as viewed by superordinates. Brown (1966) indicated that this type of finding should not be unusual as superordinates "are paid to make inter-individual discriminations (p. 37)". The same notion was advanced by Moser (1957) in a study dealing with the leadership patterns of school superintendents and principals. The self rating also verified the fact that successful Directors do exhibit higher levels of technical, conceptual and human skills than other Directors. While many individual skills did not show a significant difference in the

ratings by self and subordinates only one individual skill did not show a difference in the ratings weighted in favor of the successful Director. This rating in the area of written communication as viewed in a self rating. Perhaps the difference can be explained by the fact that most Directors view much of their communications as verbal and tend to downgrade their writing skill.

The first null hypothesis, HO1, was accepted at the .05 level. There were no significant differences on the total technical, conceptual or human skills of successful Directors when comparing ratings of self, subordinate and superordinate. However, several individual skills were rated differently by at least one of the groups rating the successful Directors. Conceptual skill 17 was significantly different at the .01 level when utilizing the Analysis of Variance. Upon further analysis with Tukey's T-Test it was found that both the self rating and the superordinate rating were significantly higher than the subordinate rating. This skill essentially dealt with working with different kinds of people. In the technical skill area four skills were found to have signifcantly different ratings at the .05 level or less. In all of these skills the self rating was significantly different from the subordinate rating. The superordinate rating on skills 26, 27 and 37 was also quite close to being significantly different from the subordinate rating. All of the skills in the human area in which the subordinate's rating was different from the self rating dealt with relationships with people and understanding people. The researcher has concluded that the Director and his superordinate may be slightly

task oriented when trying to complete some objective. At times this task orientation may leave the subordinate feeling that the Directors are not as concerned with the feelings of people as they might be. Technical skill 40 was the only other skill on which the ratings differed and here again the differentiation occurred between the self rating and the subordinate rating. Essentially, there was agreement on the skills of the Director when comparing the self, subordinate and superordinate ratings. For more data on this hypothesis see Tables 14 through 22 in Chapter IV.

The second null hypothesis, HO2, was also accepted at the .05 level as there were no significant differences between self ratings, subordinate ratings and superordinate ratings of randomly selected Directors on total technical, conceptual or human skills. Once again, as in the case of the successful Directors, there were some significant differences on a few items of the skills area. Technical skill 6 had a rating by the superordinate that was significantly lower than the rating by the subordinate. This difference was significant at the .01 level. This breakdown was particularly interesting in that skill number 6, written communication, was the only skill on which the random group of Directors rated themselves higher than did the successful group of Directors. In looking at rankings, the superordinates of the random Directors ranked this skill second from the bottom which was the identical ranking by the superordinates of the successful Directors. The random Directors subordinates however ranked this skill for their Directors sixth from the top. The type of written communications with which each group may have

been familiar may have influenced their rating. For example, the subordinates may deal mainly with memos etc; while the superordinates may deal with more detailed written projects. There was only one other skill in which the other Director's raters had significant differences. The difference existed on skill 34, demonstrating an indepth knowledge of Community Education. The random group of Directors felt that they had more of an indepth knowledge in the concept than did their subordinates. One must recognize that the self ratings, subordinate ratings and superordinate ratings of the successful group of Directors were almost unanimously higher than the same ratings for the other Directors of Community Education. This difference between the ratings probably accounts for the fact that the ratings for each group of Directors were not significantly different within those groups. The findings also substantiate the idea that successful Directors will have higher levels of technical, human and conceptual skills than other Directors of Community Education. There is also a strong indication that the Directors themselves along with the respective subordinates and superordinates tend to agree with this basic thought.

In attempting to analyze HO3, the reader is reminded to keep in mind the findings of the previous hypotheses. If one has reached the conclusion, as the researcher has, that successful Director of Community Education do exhibit higher levels of the three skills areas than do other Directors of Community Education than some reasons for those high levels of skill are shown by looking at the demographic variables. Because no significant differences were

found on seven of the ten variables there is an even stronger reason to look at the three that were significantly different. All three of the variables which were found to be different when comparing the two groups of Directors dealt directly with the background a person would have for understanding the concept of Community Education. The successful Directors had over twice as many semester hours of coursework in Community Education as did the other Directors. The t - ratio for this comparison was significant at the .01 level. This factor becomes even more important when one considers the fact that there was little difference between the two groups in level of education. Apparently the extensive preparation in Community Education was a factor in success and not the number of semester hours of graduate credit. Another factor which lends credability to this conclusion is the significant difference in special training for the position as Director of Community Education. The more intensified the training that the Directors had for Community Education the higher their chances were for being chosen successful. For more information in this area see Table 31 in Chapter IV which provides data to show that the Chi Square score is significant at the .01 level when comparing successful and other Directors in the special training they have had for that position. Training programs which were compared included the two week internship, six week internship, year long internship, university program or no special training. The above conclusions are also strengthened by the findings that the lenght of time working with Community Education was significantly different for successful and other Directors. The successful

Directors, while having had less classroom teaching experience and similar previous administrative experience backgrounds had significantly more experience in Community Education than did the other Directors.

Age, time in present position and number of students in the school district were not significantly different when comparing the two groups of Directors. One interesting factor studied was the undergraduate major of the two groups. Because Community Education has sometimes been considered a logical field for physical education and recreation majors the findings here may serve as somewhat of a surprise to some groups of persons. The successful and other Directors had virtually no difference in undergraduate majors when looking at physical education and recreation as compared to any other major. While approximately one third of the successful and other Directors had undergraduate majors in physical education and recreation this did not seem to influence their being chosen in the successful group.

The overall findings tend to substantiate the beliefs of Drucker (1966) who stated that leadership is a learned function. There was general agreement that successful Directors had higher levels of skill and spent more time in Community Education training. The findings in the demographic variables seem to strongly indicate that the more emphasis the Director has had on Community Education while in training the better his chances are for success. The findings also seem to amplify the admonitions of Minzey and Le Tarte (1972), Seay (1974) and others when they indicate that of prime importance when

attempting to operationalize a Community Education program is proper leadership in the form of a skilled Community Educator who has been trained for that task. Hetrick (1973) concluded his dessertation with the warning that excellence in school administration is needed more than ever today. He added, "The same thing is true of the present Community Education movement. Improving our present training and selection process to assure the identification of this kind of leadership is imperative (pp. 105-106)."

Recommendations

Because the data gathered for this study tend to show that Directors of Community Education who are considered the most successful do have higher levels of technical, conceptual and human skills than other Directors of Community Education the researcher recommends that persons who exhibit these skills be given serious consideration when hiring persons for those positions. The study also supported evidence presented by Winters (1972) which suggested that persons may be trained specifically for positions such as the Director of Community Education and that the more intensified the training program the better the probability of preparing the person adequately for this type of position. Therefore, the recommendation that persons who have had intensified special training in Community Education be hired as Director of Community Education and that if persons with the desired training are not available provisions for training be made for the person hired.

The questionnaire which was utilized in the present study may

also be used to help evaluate persons who are presently employed as Directors of Community Education. The writer has been involved with a number of Directors who have used the instrument for that purpose. If the instrument is used to help identify areas of skill in which the Director is weak and prompts those Directors to strengthen those areas of skill, the efforts taken in the development of the instrument will have been well spent.

The apparent mix of conceptual, technical and human skills is approximately evenly distributed for both successful and other Directors of Community Education. Weaver (1972) had projected some skill and training requirements for Community Educators based on extensive data. While those projections are still valid the information developed during this study suggests that a relatively equal emphasis should be placed on each skill area in a training program. With the advent of more emphasis on competency based preparation programs in education the various skills which have been used in the questionnaire for the present study would be a starting point for such competency based programs.

Implications for Future Research

1. Further refinement of the instrument designed for this study is recommended with emphasis placed on new developments in the skills needed to function as a Director of Community Education. Additional information on the Director of Community Education and the skills which are helpful for that type of position is becoming more available.

Niles (1974) has recently completed a study dealing with the cognitive map of Directors of Community Education, and Doug McCombie, a present doctoral student at the National Center for Community Education, is involved with a study which has been designed to develop a competency based training program for communication skills in Community Education. With additional new information with which to modify the questionnaire used in the present study even more benefit could be derived from using that instrument for evaluation of Community Education Directors.

2. Replication of the present study utilizing some other mechanism for the selection of successful Directors is also recommended. This process would insure against a bias on the part of the Regional Center selection process and help to further validate the study instrument.
3. Because of the changing nature of the philosophy of Community Education and the corresponding change in job responsibilities of the Director of Community Education in local communities a recommendation is made to replicate the present study in Michigan at two year intervals. This would insure an update on the skills of Community Educators and feed back information for continued excellence in training programs. This continued replication would further validate the study instrument.
4. Because Community Education has experienced a rapid expansion in the past ten years to many regions of the United

States, the recommendation is made to replicate the present study using the Directors of Community Education in the entire country as the population base. The findings of a study of this type would be particularly useful for future national training programs for Directors of Community Education.

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APPENDIX A

Letters and Questionnaire

for Directors of Community Education

Dear Community Educator:

The Community Education movement is rapidly spreading across Michigan and the country. This rapid growth is creating the need for more and more personnel with training in Community Education. As a person who has been involved in the field as a Director, and more recently as a student, I am as aware as you are that a strong training program which meets the needs of those interested in Community Education must be made available. Many people are raising the question about the type of training the prospective Director should go through.

In an effort to help determine the training program needed, I am presently conducting a study related to the human, conceptual and technical skills of persons in this position. The study design calls for the Director of Community Education in a school district, his immediate supervisor and a selected subordinate to fill out a questionnaire. The school districts included in the study have been selected from the districts which received partial reimbursement for the salaries of Directors of Community Education in Michigan during 1972-1973.

Many persons have helped me in the development of this study and the design of the instrument. They include present and former Directors, Regional and Cooperating Center for Community Education Directors, Mott Interns, National Center for Community Education staff and other university people.

In order to help with the administration of the study you are being asked to complete a questionnaire and distribute copies to your immediate supervisor and to the subordinate who has worked for you the longest in Community Education (either full or part time). If more than one subordinate has worked for you the same length of time the questionnaire should be given to the one whose name would appear first on an alphabetical listing.

I would like to point out to you that each response will be kept entirely confidential and that no personal identity has or will be made with any response. The various colors of the questionnaire will allow me to group the responses of the Directors, supervisors and subordinates as they come in.

I would like to take this opportunity to thank you for your cooperation in helping me collect this data. I will send you an abstract of the complete study, which will hopefully be completed in April. May I please request that you complete the instrument as soon as possible. It should only take about 10-15 minutes of your time and this would allow me to began analysis of the data at the earliest possible date.

Sincerely,

George Kliminski

Dear Community Educator:

During December you received a set of questionnaires designed to provide data for a study of the skills of Directors of Community Education. These were mailed to eighty school districts in Michigan which the state listed as districts which were to receive partial reimbursement of the Director of Community Education's salary for the 1972-1973 fiscal year. You were identified as the director of the program.

It was requested that you as the Director of Community Education fill out a questionnaire. Also, that a questionnaire be given to your immediate supervisor and to a subordinate. The subordinate was to be identified as the person who had worked for you the longest (either full or part time). In the event that more than one person had worked for you the same length of time the person to receive the questionnaire was the one whose last name would appear first on an alphabetical listing.

As you may remember a post card was attached to each questionnaire which was to be filled out and sent back at the same time as the questionnaire to enable me to keep account of the persons that had returned the forms. I am extremely pleased with the response I have had to date. However, I find that I am unable to analyze the data and continue work on my dissertation until I receive at least 53 more questionnaires from the field. I therefore am enclosing a questionnaire for those people from your area who have not returned a post card to me. I realize that some people filled out the questionnaire and did not send back the post card. Please have these people disregard this second notice. The following which are checked have not sent back a questionnaire from your district. Please distribute the form to them and ask them to fill it out for me.

Director of Community Education _____
Selected Subordinate _____
Immediate Supervisor _____

Enclosed with each form is a stamped, self-addressed envelope.

Thank you for helping me collect the data which will enable me to complete my study. I will send you a copy of the abstract upon its completion.

Sincerely,

George Kliminski

P.S. Having worked in a similar position to the one you hold while at Rockford, Michigan, I really can appreciate how busy you are at this time. However, may I request that the questionnaire be returned as soon as possible.

As you know Community Education is experiencing rapid growth throughout Michigan. This growth has expanded the need for persons trained as Directors of Community Education.

To help ascertain the type of training which should be made available to people preparing in this field I am currently working on a study to determine the skills which Directors of Community Education currently exhibit.

Because you work with (or are) the Director of Community Education in your district you are being asked to fill out an instrument related to his skills. All responses will be kept confidential and at no time will there be any personal identity made with any questionnaire.

I would like to have you keep the following definitions in mind as you complete each section of the questionnaire:

1) Community Education is defined as a philosophical concept which serves the entire community be providing for all of the educational needs of its community members. It uses the local school to serve as a catalyst for bringing resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward self-actualization (Le Tarte & Minzey 1972). It would further be defined as those programs and processes under the direction of a Director of Community Education in a school district (or someone with a similar title).
2) Technical Skills are those skills and techniques which are needed by persons involving procedure, method and process.
3) Conceptual Skills are those skills which enable one to see the total enterprise and the interrelatedness of the various parts.
4) Human Skills are those skills which help build cooperative team efforts among people and help sell oneself to others.

As you complete the questionnaire please place it in the stamped envelope and mail it to me. Also, check the approprite place on the postcard and mail that as well. I would appreciate it if you could complete the instrument as soon as possible so that I can began analysis of the data.

Thank you for your time and effort on my behalf. I will send an abstract of the completed study to your Director of Community Education as soon as the study is complete.

Sincerely,

George Kliminski

Director of Community Education -- Data Sheet

1. What is your age?_____

2. What is the highest academic degree you have attained?
   B.A. or B.S. _____
   M.A. or M.S. _____
   Specialist _____
   Doctorate _____

3. What are your areas of academic preparation?
   Undergraduate
   Major_____
   Minor_____
   Graduate
   Area of Concentration_____

4. How many graduate credit hours have you completed in Community Education?
   Quarter _____
   Semester_____

5. Number of years in present position? _____

6. Number of years in Community Education? _____

7. Number of years as a school administrator? _____

8. What other administrator positions have you held?

9. Number of years as a classroom teacher? _____

10. Number of K-12 students in your school system? _____

11. Is your school district primarily rural_____suburban_____ urban_____.

12. I feel that Community Education (check one)
   _____ is fully implemented and accepted in our school district.
   _____ is not full implemented and will remain the same in our school district.
   _____ will be expanded in our school district.
   _____ will be reduced or discontinued in our school district.

13. I have had the following type(s) of specialized training for my role as Director of Community Education.
   _____ 2 week workshop in Flint.
   _____ 6 week workshop in Flint.
   _____ Mott Internship (full year)
   _____ University degree program
   _____other (describe)

Director of Community Education Skills Inventory

Please indicate the skill level that you feel you possess on each item listed. Keep in mind the definition of Community Education, technical skills, human skills and conceptual skills as listed on the previous page as you complete each section. Circle the number which best describes your level of skill on each item (1 indicates a low skill level and 5 indicates a high skill level).

Technical Skills:

1. I am able to lead groups toward goal attainment.
   1 2 3 4 5

2. I create an organizational climate in which all members may make significant contributions.
   1 2 3 4 5

3. I function effectively under stress.
   1 2 3 4 5

4. I utilize personal influence and authority in goal attainment.
   1 2 3 4 5

5. I communicate effectively in oral form.
   1 2 3 4 5

6. I communicate effectively in written form.
   1 2 3 4 5

7. I listen to others and accurately analyze the message they are attempting to convey.
   1 2 3 4 5

8. I am able to assess the community wants and needs.
   1 2 3 4 5

9. I am able to identify various types of resources within the community.
   1 2 3 4 5

10. I am able to manage all phases of finance that relate to Community Education.
    1 2 3 4 5

11. I effectively promote Community Education programs with all segments of the community.
    1 2 3 4 5

12. I am able to set up appropriate programs for all segments of the community.
1 2 3 4 5

13. I am able to schedule physical facilities effectively.
1 2 3 4 5

Conceptual Skills:

14. I am able to apply research to practical situations involving Community Education.
1 2 3 4 5

15. I feel that others view me as a leader.
1 2 3 4 5

16. I am able to evaluate new programs and practices of Community Education and apply them to my community.
1 2 3 4 5

17. I am able to diagnose priority needs of the community and its members.
1 2 3 4 5

18. I am able to deal with different types of people in different situations.
1 2 3 4 5

19. I coordinate efforts of group members to achieve goals.
1 2 3 4 5

20. I understand Community Education and am able to convey the philosophy to others with whom I work.
1 2 3 4 5

21. I am able to take 'risk' in bringing about change.
1 2 3 4 5

22. I am able to develop both long and short term goals for Community Education.
1 2 3 4 5

23. I am able to make decisions related to my job.
1 2 3 4 5

24. I understand the relationship between Community Education and the K-12 program.
1 2 3 4 5

25. I provide an opportunity for my associates to improve their professional skills.
1 2 3 4 5

Human Skills:

26. I deal with others with whom I work so as to be perceived as patient, understanding, considerate and courteous.
1 2 3 4 5

27. I encourage staff suggestions and criticisms.
1 2 3 4 5

28. I delineate clearly the expectations held for members of groups I work with.
1 2 3 4 5

29. I criticize ideas of group members without being perceived as criticizing the person himself.
1 2 3 4 5

30. In leading a group I am able to maintain a balanced concern for the task at hand and group morale.
1 2 3 4 5

31. I take calculated 'risks' in my job.
1 2 3 4 5

32. I demonstrate initiative and persistence in goal attainment.
1 2 3 4 5

33. I delegate responsibility.
1 2 3 4 5

34. I demonstrate in depth knowledge of the field of Community Education.
1 2 3 4 5

35. I maintain personal composure and control in the face of conflict and frustration.
1 2 3 4 5

36. I am able to lead groups comprised of members over whom I exert no real authority.
1 2 3 4 5

37. I convey empathy and concern for others.
1 2 3 4 5

38. I am able to resolve misunderstandings and conflicts between groups/persons with whom I work.

1 2 3 4 5

39. I am able to get people to work together.

1 2 3 4 5

40. I am able to work with people who have different degrees of authority.

1 2 3 4 5

APPENDIX B

Letter and Questionnaire

for Subordinates and Superordinates

As you know Community Education is experiencing rapid growth throughout Michigan. This growth has expanded the need for persons trained as Directors of Community Education.

To help ascertain the type of training which should be made available to people preparing in this field I am currently working on a study to determine the skills which Directors of Community Education currently exhibit.

Because you work with (or are) the Director of Community Education in your district you are being asked to fill out an instrument related to his skills. All responses will be kept confidential and at no time will there be any personal identity made with any questionnaire.

I would like to have you keep the following definitions in mind as you complete each section of the questionnaire:

1) Community Education is defined as a philosophical concept which serves the entire community by providing for all of the educational needs of its community members. It uses the local school to serve as a catalyst for bringing resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward self-actualization (Le Tarte & Minzey 1972). It would further be defined as those programs and processes under the direction of a Director of Community Education in a school district (or someone with a similar title).
2) Technical Skills are those skills and techniques which are needed by persons involving procedure, method and process.
3) Conceptual Skills are those skills which enable one to see the total enterprise and the interrelatedness of the various parts.
4) Human Skills are those skills which help build cooperative team efforts among people and help sell oneself to others.

As you complete the questionnaire please place it in the stamped envelope and mail it to me. Also, check the approprite place on the postcard and mail that as well. I would appreciate it if you could complete the instrument as soon as possible so that I can began analysis of the data.

Thank you for your time and effort on my behalf. I will send an abstract of the completed study to your Director of Community Education as soon as the study is complete.

Sincerely,

George Kliminski

Director of Community Education Skills Inventory

Please indicate the skill level that you feel the Director of Community Education in your school district possesses on each item listed. Keep in mind the definition of Community Education, technical skills, human skills and conceptual skills as listed on the previous page as you complete each section. Circle the number which best describes his skill on each item. (1 indicates a low level and 5 indicates a high level) To shorten the questionnaire the pronoun he is used to indicate the term Director of Community Education.

Technical Skills:

1. He is able to lead groups toward goal attainment.
   1 2 3 4 5

2. He creates an organizational climate in which all members may make significant contributions.
   1 2 3 4 5

3. He functions effectively under stress.
   1 2 3 4 5

4. He utilizes personal influence and authority in goal attainment.
   1 2 3 4 5

5. He communicates effectively in oral form.
   1 2 3 4 5

6. He communicates effectively in written form.
   1 2 3 4 5

7. He is able to assess the community wants and needs.
   1 2 3 4 5

8. He is able to identify various types of resources within the community.
   1 2 3 4 5

9. He listens to others and accurately analyzes the message they are attempting to convey.
   1 2 3 4 5

10. He is able to manage all phases of finance that relate to Community Education.
    1 2 3 4 5

11. He effectively promotes Community Education programs with all segments of the community.
1 2 3 4 5

12. He is able to set up appropriate programs for all segments of the community.
1 2 3 4 5

13. He is able to schedule physical facilities effectively.
1 2 3 4 5

Conceptual Skills:

14. He is able to apply research to practical situations involving Community Education.
1 2 3 4 5

15. I view him as a leader.
1 2 3 4 5

16. He is able to evaluate new programs and practices of Community Education and apply them to the community.
1 2 3 4 5

17. He is able to deal with different types of people in different situations.
1 2 3 4 5

18. He is able to diagnose priority needs of the community and its members.
1 2 3 4 5

19. He coordinates efforts of group members to achieve goals.
1 2 3 4 5

20. He understands Community Education and is able to convey the philosophy to others with whom he works.
1 2 3 4 5

21. He is able to take 'risks' in bringing about change.
1 2 3 4 5

22. He is able to develop both long and short term goals for Community Education.
1 2 3 4 5

23. He is able to make decisions related to his job.
1 2 3 4 5

24. He understands the relationship between Community Education and the K-12 program.
1 2 3 4 5

25. He provides an opportunity for his associates to improve their professional skills.
1 2 3 4 5

Human Skills:

26. He deals with others with whom he works so as to be perceived as patient, understanding, considerate and courteous.
1 2 3 4 5

27. He encourages staff suggestions and criticisms.
1 2 3 4 5

28. He delineates clearly the expectations held for members of groups he works with.
1 2 3 4 5

29. He criticizes ideas of group members without being perceived as criticizing the person himself.
1 2 3 4 5

30. In leading a group he is able to maintain a balanced concern for the task at hand and group morale.
1 2 3 4 5

31. He demonstrates initiative and persistence in goal attainment.
1 2 3 4 5

32. He takes calculated 'risks' in his job.
1 2 3 4 5

33. He delegates responsibility.
1 2 3 4 5

34. He demonstrates indepth knowledge of the field of Community Education.
1 2 3 4 5

35. He maintains personal composure and control in the face of conflict and frustration.
1 2 3 4 5

36. He is able to lead groups comprised of members over whom he exerts no real authority.
1 2 3 4 5

37. He conveys empathy and concern for others.
1 2 3 4 5

38. He is able to resolve misunderstandings and conflicts between groups/persons with whom he works.
1 2 3 4 5

39. He is able to get people to work together.
1 2 3 4 5

40. He is able to work with people who have different degrees of authority.
1 2 3 4 5

APPENDIX C

Job Description

for Director of Community Education

Job Description for Director of Community Education

EMPLOYMENT CONDITIONS

(1) Twelve month contract.
(2) The same contract benefits as other employees of the Ypsilanti School District except as specified by the employment contract.
(3) Salary range: Negotiable within salary range for directors within the school district.
(4) Employed by the Board of Education and responsible to the superintendent.
(5) Responsible for the Community Education program in the Ypsilanti School District.

QUALIFICATIONS

(1) A graduate degree in Community Education.
(2) A teaching certificate.
(3) Must be adept in human relations with people of all ages and backgrounds.
(4) Must have demonstrated a minimun of 1 year successful administrative experience in one of the following areas: community schools, recreation, youth agencies, community development, adult education, social work, or any commercial business dealing with the needs of people.
(5) Must agree to reside within the Ypsilanti area by 6 months from date of hire.
(6) Must meet any necessary additional requirements required for participation in reimbursement programs established by the State of Michigan.

DUTIES

Promotion and Public Relations

(1) Promote the Community Education concept to all people through obtainable media, such as newpapers, radio, TV, printed material, posters, etc.
(2) Publicize educational, cultural and recreational programs either separately or in cooperation with other existing agencies in the school district.
(3) Publicize and promote both the Community Education concepts and existing programs by appearing before local groups.
(4) Prepare or help plan exhibits for display in local area buildings or at professional conventions and conferences.
(5) Be willing to make time to see any school personnel and/or community citizens in regard to the concepts and program.

(6) Help Community Education Coordinators establish neighborhood advisory councils.
(7) Report to the Community Education Commission.

Coordination and Cooperation With Outside Agencies

(1) Work to coordinate all programs, whether they are educational, cultural, recreational, or health programs, by cooperating with all existing educational leadership, community agencies, governments, industries, and social agencies.
(2) Coordinate all community use of the school buildings without partiality to schools, agencies, governments, etc.
(3) Develop cooperative projects and activities with existing community units and resources.
(4) Serve on Community groups to develop new, or redevelop old, facilities for uses applicable to the Community Education program. Also advise the superintendent in the area of building and grounds development in relationship to Community Education programs.

Programming

(1) Develop new programs in specified areas when need is demonstrated by either Community School Coordinators, area citizens, or local agencies, or government organizations.
(2) Seek the advice and aid of existing agencies, community government organization units and social services to locate resources for new programs.
(3) Seek to extend existing community programs through cooperation with existing community sources.
(4) Become familiar with the social and economic structure and needs of the community and apply this knowledge to program development.
(5) Work toward a balanced year-round program which would include activities and involvements for children, youth, adults and senior citizens.
(6) Cooperate with building principals and teachers in developing enrichment or remedial programs in specified areas.

Recruitment

(1) Recruit prospective Coordinators and recommend for hiring to the superintendent and the Board of Education.
(2) Hire any ancillary staff necessary to run the best program possible within the proposed budget (recreation leaders, teachers, medical specialists, clerical persons, custodians, etc.)

General Management (within Community Education Program)

(1) Maintain liaison and cooperation with school administrators in matters of space usage, program development and problems incurred during the course of this program. The building administrators

will attempt to cooperate with the Community Education Director.
(2) Provide continual leadership and direction to the Community Education staff.
(3) Explore and coordinate efforts to obtain local, state, federal and private financial support for community education programs.
(4) Prepare payroll and budgets, and claims for governmental aid.
(5) Approve expenditures and fee charges.
(6) Approve request for new materials and equipment.
(7) Control inventory.
(8) Supervise office (clerical) staff.
(9) Maintain files with personnel records, program records, attendance records, financial records, resource records, etc.
(10) Coordinate registration for programs.
(11) Handle all routine correspondence, telephone communication and routine reports.
(12) Broaden job description for the Community School Coordinators as the program grows.
(13) Establish job requirements and descriptions of other personnel needed for the Community Education Program.
(14) Perform other related Community Education duties when assigned by the superintendent.

Evaluation

(1) Establish a formal system of evaluation of the total program on a regular basis and make recommended changes in programming or resource use.
(2) Evaluate Community School Coordinators on a regular basis and make recommended changes in personnel.
(3) Encourage continual ongoing evaluation of local programs by local neighborhood advisory councils.
(4) Recognize that community criticism and praise are forms of evaluation. Respond accordingly and be innovative and creative about new ideas and suggestions.

Professional Growth

(1) Attend state and national conferences in Community Education or related areas as financial conditions permit.
(2) Attend, participate and help plan local or state workshops in Community Education or related areas.
(3) Be aware of research and current trends in the area of Community Education (Ypsilanti Task Force, 1974).