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## A Report of an Internship with Kalamazoo Adult Education Kalamazoo, Michigan

Charmane Walker  
*Western Michigan University*

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**A REPORT OF AN INTERNSHIP WITH  
KALAMAZOO ADULT EDUCATION  
KALAMAZOO, MICHIGAN**

**by**

**Charmane Walker**

**A Project Report  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Specialist in Education  
Department of Educational Leadership**

**Western Michigan University  
Kalamazoo, Michigan  
August 1985**

A REPORT OF AN INTERNSHIP WITH  
KALAMAZOO ADULT EDUCATION  
KALAMAZOO, MICHIGAN

Charmane Walker, Ed.S.

Western Michigan University, 1985

This report summarizes a 23-week internship with the Community Education program of the Kalamazoo Public School System. It presented the opportunity to work closely with the director of the center and to play an active role in the programs that were offered. Particular projects to work on were given in addition to the regular obligations of the Community Education Director. This paper will provide the reader with a knowledgeable awareness of how the director and supervisors of the program work hand in hand to prepare materials and resources to furnish the students with a worthwhile program. There are various programs held for all ages. The ages range from preschool to senior citizens. The internship gave the intern an insight into the value of the aspect of community education.

## ACKNOWLEDGEMENTS

I would like to thank the individuals who assisted me with this Specialist Project. I am especially grateful to my loving husband and family for their support. I would also like to thank my dear mother-in-law, for her time, patience and care of my children during this study.

Finally, I wish to thank Dr. Larry Schlack and Dr. Charles Warfield, who offered me not only academic assistance and support, but also leadership which means more to me than I can express.

Charmane Walker

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## PREFACE

This paper will present a compendium of my experiences as an intern in community education. During the internship I worked very closely with Edgar Marlettt, Director of the Kalamazoo Public School Community Education Program. I also spent countless hours with Tom McGhagie, Mike Nicholas and Doug Wood, who are supervisors with the Community Education Program.

The directors and supervisors worked together, sharing materials, and ideas to enhance the total program. The internship gave me the chance to observe, participate, and work as a member of the team to fulfill the program goals.

## CHAPTER I

### INTRODUCTION

#### History

Lifelong learning is an ever-evolving concept. It represents a new perspective or attitude toward learners and the learning process throughout the life cycle. The task of adult education is to bring up the rear of the American educational curve, to provide for many a second chance; for some it is a first real opportunity to gain the tools for learning, for coping with a world growing increasingly more technical.

The story of adult education during its brief history is one of building a capacity to respond to the vital challenge. The working system of cooperation and shared responsibility by federal, state and local education agencies is a significant achievement and the account of efforts and accomplishments is impressive. The adult education program functions now with increasing impact as an integral part of the American educational structure, relating already to the broader challenge and mandate--lifelong learning opportunities for all.

The impact of adult education can be emphasized in human terms; men and women acknowledge skills for acquisition as well as skills for coping. They experience the excitement of knowing, the security of knowing how, the success of attaining a job, or a better one,

self-confidence, reliability, and opportunities for planning for the future and a sense of hope and courage to face the plight.

The specialist degree program in the Educational Leadership Department at Western Michigan University requires that an internship be fulfilled in an administrative role. Electing an internship in the area of community education provided the scope desired to acquaint this intern with the issue of community education. It also provided an occasion to become closely involved in its operational practices.

Included in a list of goals and objectives was gaining a better understanding of the operational financing of the institution, gaining awareness of the criteria of productivity for the director, and becoming aware of the director's leader styles.

The Adult Education Program of the Kalamazoo Public Schools provides the opportunity for area citizens age 18 and over to continue their education.

#### Introductory Experiences - Week of 18 February

This document describes the experiences of an internship completed to fulfill the requirements of a Specialist in Education Degree at Western Michigan University.

My major concern was that the task done in the internship be of significant value personally, to the sponsoring organization, and to the community of the assignment.

Once placement with Kalamazoo Adult Education had been approved by the university advisor, the program director discussed methods of recruitment and maintenance of the organization.

This intern was able to assist in the planning for recruitment and was involved in the following activities: participating in the GED program, ABE program, arranging work details, supervising personnel involved in the recruitment program, working with an assigned supervisor, and becoming involved with other personnel and services of the interning organization.

As the intern log indicated, this was a very full 23 weeks, which provided a multiplicity of valuable and rewarding experiences.

#### Objectives of Internship - Week of 25 February

The internship project for the specialist degree program at Western Michigan University designates that the intern must complete a major prospectus for the internship. The completion of the internship will give the intern the experiences that will prepare him/her for the real world. It is also a guide for the intern's advisors in designating work experiences that will benefit the intern and meet his/her personal goals.

Administrators must be aware of the entire educational picture in the community. The internship described here was chosen to give the intern an opportunity to become aware of the many facets of the community education program. It was also designed to allow the intern to have some practical daily experiences which will help him/her to examine the areas of the community education program.

The first objective of this internship included the aspect of becoming aware of the total scope of community education by discussing and observing with the director the components that make up the

community education program.

The effectiveness of the alternative education program for meeting the needs of the students, and also meeting the high school graduation requirements was observed, discussed and examined. Plans were made to visit each program and to discuss with the students the effectiveness of the total school program in reference to the entire program.

It was also very important to be familiarized with the financial aspect of the community education program. Time was spent with the director discussing the financial aspect of the program.

The final objective involved evaluating the effectiveness of the community education program. In addition, this intern wanted to determine whether or not this organization was meeting the needs of the citizens of the community and how many different age groups were being served.

#### Organization Goals - Week of 4 March

Educational planning is not new; many of us engage in some form of planning in our day-to-day activities.

Planning is a systematic analysis critical to the process of educational curriculum development. It is an ongoing process, concerned not only with where you are headed, but also with what is the best way to proceed.

Steiner (1969) describes planning as "systematically declining in advance what is to be done, where it is to be done, how it is to be done, and who can do it " (p. 48). He further states: "Strategic



planning is the process of determining major goals, policies, and action, which will govern the acquisition, use and disposition of resources to achieve those goals" (p. 50).

Organization Goal: Fusion of Goals  
Weeks of 11 and 18 March

The outline of organizational goals which follows is a good example of strategic planning. It could be used as an effective model for other community education programs.

The major goal areas for Community Education in the Kalamazoo Public Schools for the 1984-85 school year included: community services, improvements to Chenery Auditorium in order to better serve the school district and the community, improvement of the adult education program, improvement of the testing programs for adult education students, an update and review of the adult education curriculum (see Appendix A), promotion of professional growth of staff members, expansion of recruiting efforts, reevaluation of facility use, and, continual upgrading of equipment through replacements. Each of these major goal areas contained several goals as well.

In the area of community services, the district wished to continue its support of school and community based activities. A special effort was directed toward the establishment of the Community Education Center as an integral part of the Kalamazoo Public Schools. The plan included working cooperatively with other administrative staff to have the Community Education Center listed in the Annual Budget. The Community Education Program staff continued to facilitate repairs and the upgrading of systems for Chenery Auditorium. This

effort was intended to help meet the needs of all auditorium users-- both long standing and future customers. In addition, the staff worked with the auditorium manager to provide constant updating of the status and needs for the facility as well as take advantage of the manager's assistance with the production needs of the community education department.

In order to improve the adult high school completion program, the department reviewed, evaluated or made recommendations for curriculum revisions. Course descriptions were updated. A computer lab was installed and the department moved into Phase II in the development of the Career Center. Professional development and student services needs were addressed. In addition, the department continued to investigate ways to expand the program through better recruiting activities, advertising, and community agency contacts.

Training the Adult Basic Education staff to administer and grade the PIAT and the TABE tests for new students was one of many strategies for improving the ABE program. Curriculum and professional development also received attention. As with other programs, there was continued effort to develop computer based systems for monitoring budgets, student information, and inventory. ABE students were also encouraged to use the Career Center to develop employability skills.

A continued effort to work cooperatively with the Kalamazoo County Adult Education Consortium in matters of budget and program direction was pledged. By attending school district functions and school board meetings, the staff attempted to update and coordinate the adult education program with other K-12 programs in the school

district. By attending bi-weekly meetings, the department hoped to maintain good relations with the Department of Social Services, thereby improving recruiting and program planning. Other community resources were tapped as the department collected ideas for recruiting and program development from teachers, students, and administrators throughout the district.

## CHAPTER II

### INTERNSHIP EXPERIENCES

The purpose of this log was to record daily experiences and reactions while working as an administrative intern with Kalamazoo Adult Education, Kalamazoo, Michigan.

The director of the organization had held the position for the past five years and exhibited excellent leadership ability.

The field supervisor for the internship took ample time to discuss the recording of the log, the internship, and my goals for the experience.

Following receipt of approval for this internship, a time schedule was immediately prepared for the recruitment programs and effort made to acquire knowledge of other components in the organization.

Log entries were made daily at the beginning of the internship and during its actual process. The daily entries were organized into weekly summaries for convenient reporting.

The Winter, Spring and Summer terms (240) hours were spent completing items for the prospectus (see Appendix B). Priority for beginning each objective and its scheduled completion were as follows:

February 18 to March 3 -- Agency orientation and getting acquainted with personnel. Discussed objectives of internship.

March 4 to July 22 -- Organizational goals, internship experiences, recreational programs, maintenance of the organization,

productivity, evaluation procedures, director duties, student curriculum, adaptability, achievement of objectives, summation.

Possible options include basic skills improvement, preparation for the General Educational Development (GED) test, completion of a high school diploma, or just taking classes for enrichment. All classes are free to non-high school graduates.

It is evident that community education has a very important role in the total educational program. The intent during this internship was to learn more about the importance of the community educational program. Of particular interest was working with the Adult Basic Education Program, which provides high school completion for non-high school graduates.

#### Adult Basic Education - Week of 25 March

Adult education is instruction for men and women who no longer go to school full time. It is also called "continuing education" or "recurrent education". Adult education includes classes, correspondence courses, discussion groups, lectures, reading programs and other organized learning activities. It does not include such past-times as reading or watching television, though they also may be educational. In the United States about 50 million Americans--more than a fourth of the adult population--participate in some form of adult education.

Men and women enroll in adult education activities for a variety of reasons. Many persons take part in order to improve their job skills. Improved job skills help them to get new jobs or to advance

in the ones they have. Some people want to learn such skills as pottery-making or speed-reading to use in their leisure time. Others participate in adult education programs simply for the joy of learning. They may not plan to use the knowledge in any specific way. Many of these people study such subjects as art, literature and philosophy. Still other adults attend classes to meet people and make new friends.

Adult education differs in several ways from the education of children. Most adults want to learn a skill they can use immediately whereas the children go to school to learn skills they will use after they grow up.

#### GED Programs - Week of 1 April

The General Educational Development Test (GED) is a group of five tests to determine whether an individual has the knowledge equivalent to that of a high school graduate. The tests were developed by the American Council on Education during World War II for the Armed Forces. They have since been adopted for civilian use. The five subject areas are: Test 1-Writing Skills, Test 2-Social Studies, Test 3-Natural Science, Test 4-Reading Skills, Test 5-Mathematics. Adults who are 18 years of age or older who have not completed their formal high school education are eligible to take the tests. To pass the tests, it is necessary to achieve an average standard score of 45 on all five tests with no individual test score under 35. Many individuals may not need extensive preparation. Some may wish to purchase self-study GED preparation books available from local book sellers.

There are also programs offered through the Kalamazoo Public Schools' Adult Education Program which can help prepare individuals to take the tests. Courses taken through the Adult High School offer the bonus of diploma credit. There is no charge for preparatory courses taken by non-graduates. Upon passing the tests, the individual may apply to the State of Michigan, Department of Education, for a High School Equivalency Certificate. Possession of this certificate is valuable when applying for employment even though it is not a diploma. In addition, tests results are evaluated by the Adult High School which may grant credit toward diploma requirements.

#### Financing Community Education - Week of 8 April

The financing of a school district involves many problems. Securing initial funds for the implementation of community education is only one major problem. Secondly, how can the same district become financially supportive of the program is another issue that is involved in the financing of a community education program.

The cost to run a community education system can be high. First, there will be money spent on personnel. The director, teachers, secretaries, janitors are just a few of the personnel who will need to be considered. There will also be expenses involved in housing a program. Special equipment may be needed to perform various tasks.

If a community room is available, there may still be a need for spending money on such things as a stove, sink, refrigerator, tables and other items of necessity.

The federal government has supported community education for

many years. Most states have allocated funds for special programs designed to meet state educational priorities.

The following tables show the budgets for the various community education programs.

#### Meeting - Week of 15 April

After meeting with the director to discuss his personal idealistic and realistic goals for the organization, it was possible to decipher the goals which were relevant to the internship prospectus.

The director pointed out that his major area of concern at this time was short-term goals. He was concerned with the upcoming school year and the availability of full staff instruction. There would be an installation of a new computer system during the term of the internship.

With the planning and introductory work completed on the General Educational Development Test (GED), I began preparing class lists for those students who would begin taking the test during the course of the internship.

After reviewing the plans and consulting with the supervisor, the list was condensed and sent to staff members.

#### Continuing Education for Young Families Week of 22 April

Continuing Education for Young Families is an alternative program where pregnant teenagers can continue to learn in regular classes and receive prenatal instruction which helps them to manage



Table 1

Kalamazoo Community Education Budget  
for Adult Basic Education

Salary:


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Director Salary	\$ 21,717
Secretary Salary	34,553
Sup./Tech. Salary	33,629
Curr. Development	7,200
Counselor Salary	0
Teacher Salary	256,869
Teacher Aids	<u>69,287</u>
Totals	\$ 423,255

Employee Benefits:

Director Health	2,389
Secretary Health	3,628
Sup./Tech. Health	3,200
Director Retirement	1,086
Secretary Retirement	1,728
Sup./Tech. Retirement	1,681
Staff Retirement	16,308
Sick Leave	7,490
Workers Comp.	1,539
Unemployment Comp.	<u>4,161</u>
Totals	\$ 43,210

Purchased Services:

Inservice	2,500
Local Travel	500
Conference/Dues	4,200
Repair Inst. Equip.	3,700
Facility Use	53,128
Teaching Supplies	12,025
Textbooks	15,000
Office Supplies	4,000
Misc. Supplies	10,000
Capital Outlay	41,000
Recruiting	5,000
Transportation	0
Security	<u>5,000</u>
Totals	\$ 156,053
Grand Total	\$ 622,518

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Table 2

**Kalamazoo Community Education Budget  
for High School Completion**

Salary:

Director Salary	\$ 21,717
Secretary Salary	51,709
Sup./Tech. Salary	145,023
Curr. Development	14,000
Counselor Salary	0
Teacher Salary	226,261
Teacher Aids	0
Totals	\$ 458,710

Employee Benefits:

Director Health	2,389
Secretary Health	5,373
Sup./Tech. Health	15,431
Director Retirement	1,086
Secretary Retirement	2,585
Sup./Tech. Retirement	7,251
Staff Retirement	12,113
Sick Leave	6,808
Workers Comp.	1,705
Unemployment Comp.	4,607
Totals	59,348

Purchased Services:

Inservice	2,500
Local Travel	2,000
Conference/Dues	4,800
Repair Inst. Equip.	10,000
Facility Use	116,913
Teaching Supplies	17,000
Textbooks	15,398
Office Supplies	7,000
Misc. Supplies	12,000
Capital Outlay	110,000
Recruiting	10,000
Transportation	0
Security	12,708
Totals	\$ 320,310
Grand Total	\$ 838,368
Contingency	258

Table 3

Kalamazoo Community Education Budget  
for High School Completion

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Projected FTE's	\$ 380,000
FTE Budget Base	2,475
Gross State Aid	940,500
August Payment (85)	122,265
Projected State Aid	818,235
August Payment (84)	139,557
Total Proj. Revenue	957,792
Administrative Fee	47,890
Total Program Rev.	909,903
Total Program Expend.	838,368
Joint Expenditures	29,189
Rev. Over (Under) Exp.	42,346

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Table 4

Kalamazoo Community Education Budget  
for Adult Basic Education

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Projected FTE's	\$ 300,000
FTE Budget Base	2,475
Gross State Aid	742,500
August Payment (85)	96,525
Projected State Aid	645,975
August Payment (84)	25,424
Total Proj. Revenue	794,291
Administrative Fee	39,715
Total Program Rev.	754,576
Total Program Expend.	622,518
Joint Expenditures	16,444
Rev. Over (Under) Exp.	132,059

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their pregnancy and prepare for childbirth. Students who attend CEYF place their children in the licensed Child Care Center. The parents earn credit for the parenting class where they learn about child development and spend time in activities with their own children. Because the program is geared to the special needs of pregnant and parenting teenagers, nurses and social workers are available to help students deal with related concerns or problems.

Students at CEYF come from schools throughout Kalamazoo. Credits earned at CEYF are transferred to their home school or, for some, to the Adult High School. It is expected that students will return to their home schools after a semester or two at CEYF. The program exists so that junior and senior high students can continue their education, without interruptions.

The Child Care Center provides safe educational child care for pre-schoolers while their parents attend classes. The center is open when the Kalamazoo Public Schools are open. The toddler program has toys, experienced staff and safe places for the children to play. The pre-school program has educational activities, toys, music, stories and plays. The teachers must have training and experience in child-development. There is a pupil-teacher ratio of approximately one teacher for every four children.

#### Recreational Programs - Week of 29 April

The recreational program within a community education program requires much thought and planning. The program should be geared to provide a sense of satisfaction and enrichment.

Recreation has been defined by Danford (1953) as a "field of activities, freely chosen, possessing potentialities for the enrichment of life through the satisfaction of certain basic individual needs and the development of democratic human relations."

There are many physical recreational activities such as volleyball, basketball, and bowling. The student government organization of the Kalamazoo Adult Education Program also raises money for other leisure activities such as proms, dinners, and receptions. The Student Council also puts on a talent show, Thanksgiving dinners and a Christmas Party.

There is definitely a willingness to accept what the student body presents to the faculty in this area. The decision-making process results in an eventual decision that is best for the school. A cooperative effort is necessary to maintain a good rapport between the students and staff.

Recreation was considered a leisure time activity. Mike Nicholas, supervisor, discussed a questionnaire he had prepared for Vocational Education (see Appendix C).

The survey provided a chance to see exactly what was offered along the lines of vocational education. The survey was prepared to better meet the students' individual plans and needs. There were a total of 122 participants.

**Organizational Goal: Maintenance of the Organization**  
**Weeks of 6 and 13 May**

The stated conceptual objectives of this heading involved the analyzing of behavior which enhances positive interaction between students and staff. Human objectives included learning about modes and channels of communication used with groups or individuals and observing the interaction between students and staff.

The issue of student/staff relationship has been one that the organization has tried to work on whole-heartedly. Interaction was observed between staff and students and this intern had the opportunity to discuss with both sides the issue of staff/student relationships. There were many informal modes that were used to enhance positive interaction. One of the more prevalent modes was the student lounge and candy store. The store was operated by the students. The staff was allowed to come in at any time and talk to students about problems or just have a mutual conversation. This was seen to be a major asset to the organization.

This mode of communication was discussed with the director and supervisor. This was seen as an excellent opportunity to begin getting acquainted with the students on an individual basis.

For the following week this intern had the opportunity of assisting the students in the maintenance of the candy store. It was possible to learn likes and dislikes about the organization and areas where improvement might be made.

### Productivity - Week of 20 May

One of the major points about Community Education which should be made very clear is that it takes dedicated staff to perform its functions. The key person in the development of Community Education will be the director. The director may be called the community services director, community agent, community director, or principal; but no matter what the title, this person is primarily responsible for the development of community education.

What characteristics should a community education director have? By looking at the various tasks that are performed by the director, we can obtain a more complete picture of the characteristics necessary for a person to be an effective director.

The director should be able to maintain open and effective communication with the faculty and administration.

The directors personal qualities are very important and are described by Totten (1971) as follows:

He must be the kind of person to be trusted by people of all ages. He must be free from prejudice with respect to people of any race and/or socio-economic circumstances. Humility and consistency are two essential qualities. The director must be in good emotional and physical health and capable of sustained energy and vigor for long periods of time. Flexibility and adaptability are essential personal qualities. The director should be a good team member and a skillful leader. (p.20)

The scope of the director's job is extremely broad. The director needs to be well organized in order to develop the community with which the director is working.

Adult Education Principal  
Week of 27 May

The principal, as chief administrator, is responsible for the total operation of the educational program and the physical plant. His performance responsibilities included: assistance with the planning of goals and objectives for the program, developing strategies and programs for adult education curriculum improvement, implementation of the goals and objectives of the program, assist in recruitment, selection, and orientation of staff.

The principal is also responsible for evaluating staff members, communicating and assisting in the development of the yearly budget, organizing and administering the school to bring maximum benefits for the school and community, and interpreting, implementing and maintaining district objectives and philosophies.

The adult education principal must hold a secondary teacher certificate. The principal must secure 45 hours of graduate credit inclusive of the masters degree. The principal should hold twenty semester hours of graduate credit in administration, curriculum, supervision and related fields.

The job description of the supervisor is varied. Under the supervision of the Principal/Coordinator of Community Services, the High School Completion Supervisor assists in the supervision and operation of the Kalamazoo Adult High School and provides technical assistance to the development of community information and communication programs.

One of this intern's objectives was to become aware of job



description of supervisors and to be able to suggest appropriate tasks of supervision.

The role of the supervisor was viewed as assisting with the recruitment of students and agency contacts. The supervisor determined student scheduling, credit evaluation of transcripts, life experience credit, and maintaining permanent records. This intern assisted the supervisor with this role.

One major job of the supervisor was to assist with building security. Since some of the internship hours were fulfilled at night, this intern had the opportunity to supervise the building and programs during the evening hours.

Further into the internship assistance was given the supervisor with the distribution of textbooks, teaching supplies and materials.

#### Evaluation Measures - Week of 3 June

There are generally four terms which are used frequently in reference to measurement in education. The first term is "assessment". This term generally refers to the rate or amount of educational components. The second term, "accountability", refers to a responsibility for outcomes in education. Administrators, teachers, and boards of education share the job of producing educational results. The third appraisal is referred to as "evaluation". The evaluation process implies both examining and judging of educational programs. Stufflebeam (1971) defines educational evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives" (p. 40). If the evaluation is

to provide useful information helpful to this decision-making process, the specific purpose of the evaluation must be defined.

Formative evaluation and summative evaluation are two different methods of evaluation. Formative evaluation stresses the assessment of the progress of the program in its early stages of development with a view to improvement rather than waiting to evaluate at the conclusion of the activity (Popham, 1972).

Procedures for Evaluation of Staff,  
Students and Curriculum  
Weeks of 10 and 17 June

The evaluation of staff members of the center are done by the director. Mr. Marlett utilizes the Kalamazoo Public Schools appraisal form. There is no formalized evaluation process.

Students are evaluated by their teachers. Individualized scores are recorded based on test results. Individual teachers may use their own sets of objectives in grading pupil performance.

The curriculum is evaluated by students with a vocational educational survey. Students are asked whether or not they would be interested in daytime or nighttime class offerings; if they have transportation to and from these off-campus classes; and which classes they would be interested in taking.

Organizational Goal: Adaptability  
Week of 24 June

Leadership Styles

The final objective of the internship was to determine situations

requiring different leader styles. Leadership is of particular importance to effective supervision.

The director's leadership style is one of training staff members to be leaders. The staff has to be updated on all issues. The director emphasized the issue of leaders being very protective of their "territories".

In observing the executive director of the organization, it is found that his leadership style is one of openness and delegation.

McGregor's Theory (Boles & Davenport, 1975):

1. The average man dislikes work and will avoid it if possible.
2. Due to a dislike of work, workers must be coerced, controlled and threatened with punishment to get them to make adequate efforts toward achievement of organizational goals.
3. The average worker prefers to be directed, wants to avoid responsibility, has little ambition, and seeks security above all. (p. 22)

The intern found that the director practiced the behaviors described by McGregor's Theory Y (Boles & Davenport, 1975). According to Theory Y:

1. Expenditures of physical and mental effort in work is as natural as play or rest.
2. External control and threat of punishment are not the only ways to get workers to achieve organizational goals.
3. People will exercise self-direction and self-control to achieve organizational objectives to which they are committed. The average worker will accept and seek responsibility.
4. Commitment to objectives is a function of the rewards associated with their achievement. Such rewards are: ego and self-actualization needs.

5. Workers can be creative and display ingenuity as they identify organizational problems.

6. We utilize a small part of the worker's intellectual potentialities in the present conditions of modern industrial life. (p. 22)

The final chapter of this project was dedicated to the achievement of this intern's objectives. All areas of the prospectus were implemented and followed through. It is important for this intern to evaluate the objectives of the prospectus in the following chapter.

## CHAPTER III

### ACHIEVEMENT OF OBJECTIVES

#### Evaluation - Week of 1 July

In the course of the internship with Kalamazoo Adult Education, this intern was able to meet all stated objectives as listed in the prospectus (See Appendix A). The following outlines and statements explain the achievements.

#### Organizational Goal: Fusion of Goals Week of 8 July

The conceptual objectives under this heading included the goals of the organization and how new goals are implemented. Also, the area of the operational financing of the organization was addressed.

The affective realm dealt with the personal idealistic and realistic goals of the director.

The leadership aspect of this area dealt with the methods of acknowledgement for staff members.

#### Organizational Goal: Productivity Week of 15 July

Under this heading, the conceptual objectives included becoming familiar with the guidelines and job descriptions of supervisors and the director. Evaluation measures were also looked at for assessing staff proficiency.

The internship log indicated that much time was spent in the conceptual and human areas. Technical skills, not stated in the prospectus, were developed by working closely with the field supervisor, the director and staff members.

The internship provided an opportunity to meet the stated objectives by exhibiting acquired leadership skills to the satisfaction of the field supervisor, director and university supervisor.

Organization Goal: Maintenance of the  
Organization and Adaptability  
Week of 22 July

The stated conceptual objectives of this heading involved discussing the planning process with the director, and discussing rationale for situations requiring different leadership styles. Human objectives included analyzing leadership styles and communication between students and staff members.

#### Conceptual Skills Objectives

Objective A.1. To learn the goals of the center.

Consulting the director for the goals of the center was not an easy task. The goals were finally received and statements were then able to make concerning the process in which they were required.

Objective A.2. To learn the operational goals for financing.

This objective involved working with the executive director in assessing the budget and submitting a new budget for the next calendar year.

### Affective Skills Objective

Objective A.1. To become aware of the personal idealistic and realistic goals of the director.

This objective involved the discussion of short- and long-term planning for the organization.

### Leadership Skills Objective

Objective A.1. To learn methods of acknowledgement for the staff.

This objective was accomplished by observing individuals and discussing with the director avenues that are used to acknowledge members of the staff.

### Organizational Goal: Productivity

Objective A.1. To become aware of job descriptions of supervisors.

Review of available statements on job descriptions and resumes of personnel's qualifications assisted the completion of this objective.

Objective A.2. To determine procedures for evaluation of staff and students.

This objective was completed by closely reviewing all written guidelines, evaluation statements, forms, and informal methods of evaluation.

Organizational Goal: Maintenance  
of the Organization

Leadership

Objective A.1. To analyze behavior which enhances positive interaction between students and staff.

Positive remarks, rewarding good results, eliminating negative comments were styles of communication that were used to create a positive climate.

Organizational Goal: Adaptability

Objective A.1. To become aware of areas which require long- or short-term planning.

Leadership

Objective A.1. To gain awareness of the criteria of productivity for the director.

Review of available statements, policies. A job comparison was done to determine whether or not task actually happens.

Objective A.2. To acquire knowledge of areas and methods used to budget time.

This was fulfilled by observing the ways that the director spends his time. This intern was able to point out ways and areas that time is budgeted. In accomplishing this objective, I became active in planning the process for short- and long-term goals in the daily team meetings.



Leadership

Objective A.1. To determine situations requiring different leader styles.

In accomplishing this objective, the director was very willing to discuss his own leadership style. Then it was possible to compare the appropriateness of style to the situation.

## CHAPTER IV

### SUMMARY OF THE STUDY

The purpose of the internship was to acquaint the intern with the leadership performance, duties and responsibilities of the director of the Kalamazoo Adult Education Program.

The major focus of the internship was to develop my own awareness of the principle duties of an administrator.

Some of the highlights of the internship were: discussion with director and supervisors, problem solving, becoming aware of own leadership style, and evaluation of the program and staff.

The need for community education is growing rapidly. The school systems in many cities have established community schools to serve the entire community. There is a growing need for community schools to provide general and vocational educational for adults as well as children.

Today, a number of professional associations promote education for adults. One, the Adult Educational Association of the United States of America (AEA/USA), includes adult-education directors, university professors, and others in adult education. The National Association for Public Continuing and Adult Education is an organization for adult educators in public schools.

The public as a whole should be concerned with the future of community education. The combined efforts of the community and school will help others to see the importance of community education.

Togetherness is the key to a growing community. When society realizes that there will always be a need for community education, only then can we really begin to meet the challenge of adult education.

#### Future of Community Education

Kenneth Boulding (1967) stated: "One thing we can say about man's future with a great deal of confidence is that it will be more or less surprising."

Two major trends are likely to continue for at least another ten years: the population will grow, and technology will continue to increase. Within these general areas, Shinn (1967) states that there are five movements presently in operation which will reshape our society.

We are presently experiencing a large worldwide population increase. This will present many ethical and social problems to the society. Although technology can expand production to meet the needs of the increased population, there will be a tendency toward increased family planning. This increasing population will create many worldwide ethical and religious conflicts presented by a large population. Many of the beliefs and concepts that we presently hold will have to be rethought.

Before we can decide what avenue to take in educational programming for the future, we should look exactly at what we are doing. John Goodlad (1967) points out that there is little relationship between school success and goals that are claimed as educational goals.

It is very important that when we plan for the future we do it very carefully. We should not lose sight of the most valuable assets of education. Paul Miller (1967) states that give basic goals remain constant:

1. To learn about self and seek self realization.
2. To learn about others and the art of human relations.
3. To learn about economic life, so that he may be fed, clothed, sheltered.
4. To learn about organized man and his civic responsibility because if you please, make it more certain that self-preservation becomes possible.
5. To learn to battle the elements with attendant successes and failure, and thus to become a philosopher to contemplate the purpose of things. (p.4)

Community Education in the future must be established on the foundation that people must be involved in community decisions that affect them.

**APPENDIX A**  
**COURSE CODES AND DESCRIPTIONS**

## COURSE CODES AND DESCRIPTIONS

<u>Code</u>	<u>Description</u>	<u>Code</u>	<u>Description</u>
100	Business Department	200	English Department
111	- Accounting I	211	- American Literature
112	- Accounting I	212	- American Literature
113	- Accounting II	213	- Bit of Lit
114	- Accounting II	214	- Bit of Lit
115	- Accounting III	215	- World Literature
116	- Accounting III	216	- World Literature
121	- Business & Consumer	221	- Mass Media
122	- Business & Consumer	222	- Mass Media
123	- Career Communications	223	- Novels
124	- Career Communications	224	- Novels
125	- Clerical Record Keeping	225	- Short Stories
126	- Clerical Record Keeping	226	- Short Stories
131	- Office Block	231	- Basic Writing
132	- Office Block	232	- Basic Writing
133	- Office Machines	233	- Creative Writing
134	- Office Machines	234	- Creative Writing
135	- Office Simulation	241	- Grammar/Spelling
136	- Office Simulation	242	- Grammar/Spelling
141	- Shorthand I	243	- Spelling/Vocabulary
142	- Shorthand I	244	- Spelling/Vocabulary
143	- Shorthand II	251	- Business English
144	- Shorthand II	252	- Business English
145	- Speed Writing	253	- Communications
146	- Speed Writing	254	- Communications
151	- Typing I	255	- Modern Communications
152	- Typing I	256	- Modern Communications
153	- Typing II	257	- Speech & Drama
154	- Typing II	258	- Speech & Drama
155	- Typing III	261	- Personal Communication
156	- Typing III	262	- Personal Communication
157	- Basic Typing	263	- DAV-Communication Skills
158	- Basic Typing	265	- Speech
161	- Computer Application Software	266	- Speech
162	- Computer Application Software	267	- Speech/Video Production
163	- Computers/Personal Use	268	- Speech/Video Production
164	- Computers/Personal Use	271	- English I
165	- Introduction to Computers	272	- English I
166	- Introduction to Computers	273	- English II
167	- Computer Programming	274	- English II
168	- Computer Programming	275	- English III
171	- Keyboarding	276	- English III
172	- Keyboarding	281	- English Alternative
174	- Word Processing I	282	- English Alternative
175	- Word Processing I	291	- Reading I
176	- Word Processing II	292	- Reading I
177	- Word Processing II	293	- Reading II
		294	- Reading II
		295	- Reading III
		296	- Reading III

<u>Code</u>	<u>Description</u>	<u>Code</u>	<u>Description</u>
300	<u>Fine/Practical Arts/Languages</u>	431	- Welding
311	- Art I	432	- Welding
312	- Art I	433	- Welding/Machine Shop
313	- Art II	434	- Welding/Machine Shop
314	- Art II	441	- Auto Body Repair I
315	- Art III	442	- Auto Body Repair I
316	- Art III	443	- Auto Body Repair II
321	- Commercial Design	444	- Auto Body Repair II
322	- Commercial Design	445	- Auto Engine Tune-up I
331	- Music Appreciation	446	- Auto Engine Tune-up I
332	- Music Appreciation	447	- Auto Engine Tune-up II
341	- French I	448	- Auto Engine Tune-up II
342	- French I	451	- Auto Mechanics I
343	- French II	452	- Auto Mechanics I
344	- French II	453	- Auto Mechanics II
345	- German I	454	- Auto Mechanics II
345	- German I	461	- Drafting I
347	- German II	462	- Drafting I
348	- German II	463	- Drafting II
351	- Latin I	464	- Drafting II
352	- Latin II	465	- Fraphic Arts
353	- Latin II	466	- Graphic Arts
354	- Latin II	471	- Machine Shop I
355	- Spanish I	472	- Machine Shop I
356	- Spanish I	473	- Machine Shop II
357	- Spanish II	474	- Machine Shop II
358	- Spanish II	481	- Machine Operation
361	- Clothing	482	- Machine Operation
362	- Clothing	483	- Machine Repair
371	- Creative Cookery	484	- Machine Repair
372	- Creative Cookery	491	- Home Maintenance
373	- Foods	492	- Home Maintenance
374	- Foods	493	- Small Appliance Repair
381	- Home & Family Living	494	- Small Appliance Repair
382	- Home & Family Living	495	- Small Engine Repair
383	- Parenting	496	- Small Engine Repair
384	- Parenting		
391	- Home Economics I	500	<u>Mathematics Department</u>
392	- Home Economics I	511	- Algebra I
393	- Home Economics II	512	- Algebra I
394	- Home Economics II	513	- Algebra II
		514	- Algebra II
400	<u>Industrial Arts Department</u>	515	- Pre-Algebra
411	- Woodcrafts	516	- Pre-Algebra
412	- Woodcrafts	517	- Pre-Algebra/Geometry
421	- Woodworking I	518	- Pre-Algebra/Geometry
422	- Woodworking I	521	- Consumers Math
423	- Woodworking II	522	- Consumers Math
424	- Woodworking II	523	- Computer Programming
425	- Woodworking III	524	- Computer Programming
426	- Woodworking III		

<u>Code</u>	<u>Description</u>
531	- Business Math
532	- Business Math
533	- General Math
534	- General Math
535	- Math I
536	- Math I
541	- Math for Daily Living
542	- Math for Daily Living
543	- Practical Math
544	- Practical Math
551	- Geometry I
552	- Geometry I
553	- Geometry II
554	- Geometry II
561	- DAV-Math Skills
571	- Applied Math
572	- Applied Math

#### 600 Physical Education/GED

611	- Fun & Fitness
612	- Fun & Fitness
621	- Swim & Gym
622	- Swim & Gym
631	- Health Guidance
632	- Health Guidance
641	- Gym
642	- Gym
691	- GED
692	- GED

#### 700 Science Department

711	- General Science
712	- General Science
713	- Earth Science
714	- Earth Science
715	- Life Science
716	- Life Science
717	- Physical Science
718	- Physical Science
721	- Biology I
722	- Biology I
723	- Biology II
724	- Biology II
731	- Chemistry
732	- Chemistry
741	- U.S. Geography
742	- U.S. Geography
743	- World Geography
744	- World Geography

<u>Code</u>	<u>Description</u>
800	<u>Social Studies Department</u>
811	- U.S. History - Colonial
812	- U.S. History - Civil War
813	- U.S. History - Colonial
814	- U.S. History - Colonial
815	- U.S. History - Civil War
816	- U.S. History - Civil War
817	- U.S. History - Atomic Age
818	- U.S. History - Atomic Age
821	- Government
822	- Government/Ec. Alternative
823	- Government/Ec. Alternative
831	- Consumers Economics
832	- Consumers Economics
833	- Consumers Issues
834	- Consumers Issues
835	- Career Explorations
836	- Career Explorations
841	- Anthropology
842	- Anthropology
843	- Psychology
844	- Psychology
845	- Sociology
846	- Sociology
851	- Michigan History
852	- Michigan History
853	- World History
854	- World History
861	- Current Events
862	- Current Events
863	- Law for the Layman
864	- Law for the Layman
865	- Modern Social Problems
866	- Modern Social Problems
871	- Social Studies Alternative
872	- Social Studies Alternative
873	- U.S. Geography
874	- U.S. Geography
875	- World Geography
876	- World Geography

#### 900 Adult Basic Education Dept.

911	- GED Prep
922	- Pre-GED Reading
933	- Reading
944	- Mathematics
951	- ABE - McKercher
952	- ABE - Edison
953	- ABE - St. Joseph Lodge



<u>Code</u>	<u>Description</u>
954	- ABE - Kal. Correction Center
955	- ABE - Kal. Reg. Psy. Hospital
956	- ABE - County Jail
957	- ABE - General Motors
958	- ABE - Galesburg/Augusts
966	- ESL (English as Second Language)
977	- Communications
988	- Job Club

**APPENDIX B**  
**MAJOR INTERNSHIP PROSPECTUS**

Major Internship Prospectus

**Intern:** Charmane Walker

**Sponsoring Organization:** Community Education Center  
Kalamazoo Public Schools

**Field Supervisor:** Mr. Ed Marlett, Director of Community Education

**University Advisor:** Dr. Larry Schlack

**Major Focus of Experience:** The roles and responsibilities of a Community Director

**Duration:** Thirty weeks, commencing Wednesday, February 20, 1985

**Rationale:**

Education is an everchanging process. Public relations is the means society has decreed as the best way to provide a formal education for all of the people. The role of the school is not diminished, except by the need for cooperative action when it recognizes the fact that there are many educational agencies in every community that have legitimate educational aims and that agency has a right to serve and be served.

Now, in a period of resources scarcity and criticism of waste, the possible contributions of all forces in the education of the people are made readily appreciated and accepted. The growing need for lifelong education becomes more and more obvious. Education for adults becomes an increasingly necessary part of community education.

For many years, students who could not succeed in the regular formal setting, needed an outlet. These students, along with others who had dropped out of school, felt an inner need to continue their education. The community school, in fulfilling its function in

community education, may be viewed as a cafeteria of human services.

In the course of this internship experience, it is expected that the intern will learn the complete scope of community education by talking with the director about the elements which make up a local community education program.

Organizational Goal: Fusion of Goals

<u>Conceptual</u>	<u>Experience</u>	<u>Outcome</u>
Learn the goals of the center.	Read or ascertain statement of goals.	Be able to retrieve statements of goals.
Learn the operational goals financing.	Read statements on budget.	Specify budget under which the school operates.

Affective:

Become aware of the personal idealistic and realistic goals.	Discuss goals with director.	Specify goals.
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Leadership:

Learn method of acknowledgement for the staff.	Observe and ask the director to identify ways to acknowledge staff.	List the ways the director shows acknowledgement.
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Organizational Goal: Productivity

Become aware of the job description of supervisors.	Read job description. Compare.	Be able to suggest appropriate task of supervisor.
Determine procedures for evaluation of staff, students.	Review written statements and forms.	Acquire samples of appropriate procedures.

Leadership

Gain awareness of the criteria of productivity for the director.	Assess productivity, read any policies.	Comparison of job evaluation and what actually happens.
Acquire knowledge of areas and methods used to budget time.	Observe ways the director spends time. Compare.	Be able to point out ways and areas time is budgeted.

**Organizational Goal: Maintenance of the Organization****Leadership:**

Analyze behavior which enhances positive interaction between students and staff.

Observe interaction.

Record communication modes and channels used with groups.

**Organizational Goal: Adaptability**

Become aware of areas which require long- or short-term planning.

Discuss planning process with director.

Outline areas and type of change.

**Leadership:**

Determine situations requiring different leader styles.

Discuss rationale with director for each situation.

Compare the appropriateness of style to situation.

**APPENDIX C**  
**VOCATIONAL EDUCATION SURVEY**

**Prepared by:**  
**Michael J. Nicholas, Supervisor**  
**Kalamazoo Adult High School**

**April 22, 1985**

Kalamazoo Adult High School  
Vocational Education Student Survey - Winter 1985

We are considering expanding our vocational offerings both on and off campus. Please fill out the survey below so that we can better plan to meet your needs.

1. What is your age?    ☐ Under 18    ☐ 18-20    ☐ 21-25  
                          ☐ 26-30    ☐ 31-35    ☐ 36-40    ☐ 41-50  
                          ☐ 51-60    ☐ 61-70
2. What is your sex?    ☐ Male    ☐ Female
3. What is your race?    ☐ American Indian    ☐ Black  
                          ☐ Asian    ☐ Hispanic    ☐ White and others
4. What is your expected graduation date?    ☐ June 1985    ☐ Jan. 1986  
                          ☐ June 1986    ☐ 1987    ☐ 1988    ☐ Unsure?
5. Would you be interested in daytime vocational education classes offered at off campus locations?  
                          ☐ LNHS    ☐ KCHS    ☐ Downtown    ☐ other
6. Would you be interested in nighttime vocational education classes offered at off campus locations?  
                          ☐ LNHS    ☐ KCHS    ☐ Downtown    ☐ other
7. Do you have your own transportation to and from these off-campus classes?  
                          ☐ Yes    ☐ No
8. Would you attend classes when offered with Kalamazoo High School students?  
                          ☐ Yes    ☐ No
9. From the classes listed below, which ones would you be interested in taking? (Please circle your interests.)  
                  Welding    Machine Shop    Drafting    Printing    Automotive  
                  Electronics    Graphic Arts    T.V. & Radio    Construction Trades  
                  Distributive Ed.    Other \_\_\_\_\_



Vocational Education Student Survey  
Winter 1985

Total Participants 122

1. What is your age?

Under 18	7
18 - 20	40
21 - 25	18
26 - 30	18
31 - 35	8
36 - 40	8
41 - 50	5
51 - 60	5
61 - 70	2

2. What is your sex?

Male	35
Female	72

3. What is your race?

Indian	5
Black	56
Asian	2
Hispanic	2
White	49

4. Expected graduate date?

June 1985	50
Jan. 1986	20
June 1986	17
1987	0
1988	2
Unsure	13

5. Daytime Voc. Ed. Classes?

LNHS	10
KCHS	22
Downtown	45
Other	19

6. Night Voc. Ed. Classes?

LNHS	2
KCHS	23
Downtown	35
Other	20

7. Own transportation?

Yes	69
No	40

8. Attend with H.S. students?

Yes	63
No	29

9. Interested in following classes?

Welding	13
Machine Shop	15
Drafting	10
Printing	17
Automotive	23
Electronics	16
Graphic Arts	15
T.V./Radio	27
Construction Trades	13
Distributive Ed.	9
Other	40

Other responses:

Child Care	2
Computer	5
Music	3
Bus Driver	
Clerical Secretary	3
Speech & Drama	
Jail Guard	
Medical Lab	
Telephone Operator	
Physical Educ.	3
Law Enforcement	
Cooking	
Nursing	
Sales/Marketing	
Disc Jockey	
Business & Acc't.	
Word Processing	
Interior Design	
Taxidermy	

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