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# The Development of Community Education in North Carolina as Reflected by Public Awareness and Response to the Program

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**THE DEVELOPMENT OF COMMUNITY EDUCATION IN NORTH CAROLINA AS  
REFLECTED BY PUBLIC AWARENESS AND RESPONSE TO THE PROGRAM**

*East Tennessee State University*

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**THE DEVELOPMENT OF COMMUNITY EDUCATION IN NORTH CAROLINA  
AS REFLECTED BY PUBLIC AWARENESS AND RESPONSE  
TO THE PROGRAM**

---

**A Dissertation  
Presented to  
the Faculty of the Department of Supervision and Administration  
East Tennessee State University**

---

**In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education**

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**by  
Grace Curtis Vaught**

**May, 1986**

APPROVAL

This is to certify that the Graduate Committee of

GRACE C. VAUGHT

met on the

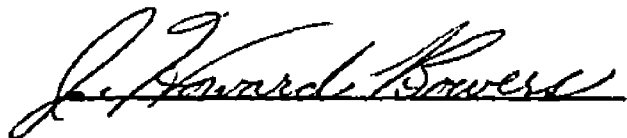
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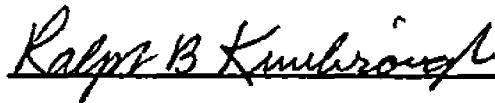
The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Associate Vice-President for Research and Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

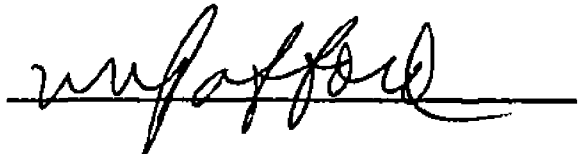


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Signed on behalf of  
the Graduate Council

## ABSTRACT

### THE DEVELOPMENT OF COMMUNITY EDUCATION IN NORTH CAROLINA AS REFLECTED BY PUBLIC AWARENESS AND RESPONSE TO THE PROGRAM

by

Grace Curtis Vaught

The problem of this study was to determine the growth and development of the community education program in North Carolina and to determine if this development was reflected by public awareness and response to the program.

In reviewing the literature and searching manuals of survey instruments, a questionnaire was not found which would answer the specific questions necessary for the study. A questionnaire was designed and field tested utilizing graduate students and participants in a community education workshop sponsored by National Center for Community Education from Flint, Michigan. The validation was completed by leading authorities in the field of community education and community schools.

Demographic data and information for comparing the program at the present time to the second year after the program was established by the North Carolina Legislature in 1977 were collected. The 11 hypotheses were stated in null format. The comparison data pertained to numbers of programs, numbers of participants, numbers of full-time and part-time director/coordinators, utilization of volunteers, recruiting of instructors, efficiency of the advisory committees, and developing of public awareness.

The information requested in the demographic survey included the age, sex, formal preparation, initial certification, length of time employed in current position, type of community being served, and the percent of work time given to community education task. They were also asked to list responsibilities and, if hired part-time, to give their title in the public school system.

All director/coordinators in North Carolina were included in the study and were surveyed for pertinent information. A 73% return was obtained. The analyses of those data were presented in both tabular and narrative form.

Major findings indicated a significant increase in the number of programs being offered, the number of participants and the various ages of the participants. The community school established earliest utilized the services of volunteers to a greater extent than the more recently organized schools. There are significantly more community schools with full-time director/coordinators than part-time director/coordinators. Statistically, newspapers and word-of-mouth are the types of media being used by community schools to develop public awareness to the community education program.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Report The Development of Community Education in North Carolina as Reflected by Public Awareness and Response to the Program

Principal Investigator Grace Curtis Vaught

Department Supervision and Administration

Date Submitted March 24, 1986 Armand Q.

Institutional Review Board, Chairman Armand Q. Lefemine, M.D.



## DEDICATION

This dissertation is dedicated to Dr. Robert G. Shepard, chairman of my doctoral committee for his constant encouragement and enduring patience which made this study possible; to the community educators of North Carolina and the 1985 president of the professional organization, Robert Mason, for all their assistance and contributions necessary for the study.

## ACKNOWLEDGMENTS

Sincere appreciation and thanks are extended to my doctoral committee, Dr. Robert G. Shepard, chairman, Dr. J. Howard Bowers, Dr. William Pafford, Dr. Gem Kate Greninger (retired), Dr. William Acuff (retired), Dr. Charles Burkett, and Dr. Ralph Kimbrough for their guidance, understanding, and moral support throughout the duration of this study.

I would like to express my gratitude to Dr. Paul Kussrow, Appalachian State University, and Dr. Larry Decker, University of Virginia, for their help in the validation of the survey instrument. Also, many thanks to Mr. Jack Fields, Director of Student Teaching, for his confidence and to Ms. Madaline Jenkins, my friend and typist, for her assistance and cooperation.

To my husband, I will be eternally indebted for his faith, patience, love, pride, and friendship during this lengthy endeavor. Loving appreciation goes to our children for their continued belief in me and my abilities.

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## Chapter 1

### Introduction

The concept of community education is not a new philosophy. Basic principles of the concept can be traced back to the Greeks and Romans. Socrates said, over 2,400 years ago, "Not I but the city teaches." Living a good life, he contended, involves much more than the learning of facts (schooling), but grows from lifelong experience (Ayers, 1985, p. 15). Much of America's early education contained elements of community education. The first educational mandate, the Massachusetts Act of 1642, decreed that education is to fulfill a society's need. It stated:

In every towne ye chosen men appointed far managing the prudentiall affajres of the same . . . shall have power to take account from time to time of all parents and masters, and of children, especially of their ability to read and understand the principles of religion and capititall lawes of the country, and to impose fines upon such as shall refuse to render such accounts to them when they shall be required. (Decker, 1973, p. 33)

Some historians of community education point to the settlement houses of the late 19th and early 20th centuries as models of community partnership developed to meet the social, education, and economic needs of newly arrived immigrants (Boo & Decker, 1985), p. 6). Goodlad (1985), in A Place Called School noted, "In the United States, the best known effort, probably, to pioneer and develop the school's broadened commitment to the community began during the 1930s in Flint, Michigan" (p. 350).



Many educators visited the "model" in Flint and returned to their communities and attempted to implant the plan. In most cases, it proved unsuccessful. As a result of the failure of the transplant method, there came about the idea that everyone should do one's own thing in one's own way. There is no one model that works in all communities; in this fact, community education has its strength (Berridge, 1973).

The General Assembly of North Carolina passed the Community Schools Act in June of 1977, and appropriated funds to administrative units who would submit a proposal for the fiscal year 1977-78 (Senate Bill 237). At the time of this writing, 142 of the 143 local educational administrative units in North Carolina have developed a community education program. The stated purposes of one local school (Catawba County, 1977) system are:

1. To encourage greater involvement in the public schools.
2. To encourage greater community use of public school facilities.

Jack Minzey and Clyde LaTarte (1972) reported, "There is more than a verbal tie between the words common, community and communication."

They continued:

Men live in a community, in virtue of the things they have in common; and communication is the way they come to have things in common. What they must have in common are aims, beliefs, aspirations, knowledge--a common understanding--like-mindedness as the sociologists say. (p. 14)

Since no single component of society is responsible for a productive citizenry, and since changes occur constantly, all share in this responsibility and challenge--schools, business, industry, the home,

and the community. Each must work together and share this direction and rise to the occasion (Richardson, 1985).

Long (1982) said, "Through the process of community education, a common understanding between the school and members of the community can develop. The result is a greater use and sharing of human talents and resources" (p. 4).

Boo and Decker (1985) stated, "The goal of community education is simple: a better place for everyone in the community" (p. 5). The concept of community education is a far reaching one and can involve all members of a family in the programs. This investigator became interested in community education while enrolled in a school and community class and was surprised to realize North Carolina had a very extensive and growing program and many people were not aware of it. The concern for this lack of awareness led to this investigation.

### The Problem

#### Statement of the Problem

The problem of this study was to determine the development of community education in North Carolina as reflected by the degree of public awareness and response to the program.

#### Sub-Problem

Subproblems considered to be pertinent to this study were:

1. Has the number of participants increased?
2. Has the number of programs offered increased?
3. Are more age groups responding to the program.

4. Are most coordinators hired for this position as full-time coordinators or are they assigned other tasks?
5. Has the number of community schools increased?
6. What are the most efficient methods used by community schools to develop public awareness?
7. Are the services of volunteers being utilized?

#### Purpose of the Study

The purpose of this study was to examine the community education program in North Carolina to determine to what extent the program had developed since the program was legally established by the legislature in 1977. The program's rate of development is closely related to public awareness developed in those people who participate in and respond to the program.

Data for the present time and for the second year after each community school was established were compared to determine if significant increases were indicated statistically.

#### Significance of the Study

The community education concept is leading the way in the development of a process to help all people of a given community learn more effectively to cope with the special needs of business and industry, than has been possible with uncoordinated community resources (Seay & associates, 1974). This statement was made more than 10 years ago, but is as true today as it was at that time. Community education is a way of looking at public education as a total enterprise. It is

not a program to be added on, a frill to win public support, or a fad to be discarded when the next fad comes along. Community education preaches and practices three essential things:

- Education is a lifelong process.
- Everyone in the community--individuals, businesses, public and private agencies--has a stake in the mission of educating the children of the community.
- Citizens have a right and a responsibility to be involved in deciding how the community's educational resources should be used. (Boo & Decker, 1985, p. 4)

When community education is explained to someone, they are usually noncommittal. Boo and Decker (1985) disclosed that 49 states have at least one designated community education person in the state department. With this national emphasis on community education, one would be led to believe everyone should know about the program. As yet, however, there are citizens that do not know about community education and all the offerings available to them. In this study, the community education coordinators in North Carolina were contacted and asked to answer questions concerning public awareness and response to the community schools' programs offered. The data collected will be useful to the coordinators in determining the best methods for developing public awareness to their programs.

#### Assumptions

The following assumptions were made:

1. Due to the lack of knowledge of the community education program, the study was needed.
2. The questionnaire was valid and reliable for the study.

3. Coordinators responded to the questionnaire as completely as possible and returned it promptly.

4. The information gathered in the survey was useful for members of the state educational committees.

#### Limitations

It was considered necessary to recognize the following limitations:

1. This study was limited to the community education coordinators in North Carolina.

2. The information requested was primarily concerned with two different time periods, the time of this writing (1985) and the second year after the specific community education unit was established.

3. The review of literature was limited to materials available from Sherrod Library of East Tennessee State University, Johnson City, Tennessee; Catawba County Library, Newton, North Carolina; Lenoir Rhyne College Library and Catawba Valley Technical College Library, Hickory, North Carolina; information from the Charles S. Mott Foundation and publications by the Mid-Atlantic Center of Community Education, University of Virginia, Charlottesville, Virginia; and the Community Education Center at Appalachian State University, Boone, North Carolina.

#### Hypotheses

The following hypotheses, stated in the null form, were developed for this study:

$H_0$ 1 There will be no significant difference between the number of programs offered at the present time by each community education unit

and the number of programs offered by each community education unit in the second year after establishment.

$H_0^2$  There will be no significant difference between the number of participants in the programs offered by each community education unit at the present time and the number of participants in the programs offered by each community education unit the second year after establishment.

$H_0^3$  There will be no significant difference between the various ages of the participants in the community education programs at the present time and the various ages of those who participated in the community education programs the second year after establishment.

$H_0^4$  There will be no significant difference between the number of full-time community education coordinators employed by the state at the present time and the number of full-time community education coordinators employed the second year after establishment.

$H_0^5$  There will be no significant difference between the number of employees hired by the state as full-time community education coordinators and the number of those hired by the state as part-time community education coordinators and are given other job titles.

$H_0^6$  There will be no significant difference between the number of community education units at the present time and the number of community education units in 1979, the second year after establishment by the legislature.

$H_0^7$  There will be no significant relationship between the number of years the community education unit has existed and the number of volunteers utilized by the unit.

H<sub>0</sub><sup>8</sup> There will be no significant difference between the efficiency of newspaper announcements and radio announcements in developing public awareness of the community education programs.

H<sub>0</sub><sup>9</sup> There will be no significant difference between the efficiency of newspaper announcements and TV announcements in developing public awareness of the community education programs.

H<sub>0</sub><sup>10</sup> There will be no significant difference between the efficiency of newspaper announcements and word-of-mouth information in developing public awareness of the community education programs.

H<sub>0</sub><sup>11</sup> There will be no significant difference between the efficiency of newspaper announcements and flyers in developing public awareness to the community education programs.

#### Definitions of Terms

##### Adult Education

Adult education is any process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills or attitudes, or the process by which individuals or agencies try to improve men and women in these ways (Brawer, 1980).

##### After School Care Program

After school care is a program developed to provide a safe haven, learning activities, and just plain fun for children, K-6, who need care while parents work (Mason, 1985).

##### Advisory Council

An advisory council is a committee of citizens organized to advise community school coordinators, administrators, and the local school

boards of education in the involvement of citizens in the educational process and in the use of public school facilities (Senate 237).

#### Community Education

Community education is a philosophical concept which serves the entire community by providing for all the educational needs of all of its members. It uses the local school to serve as a 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 towards the end of self-actualization (Minzey, 1972).

#### Community Schools

Community schools is the term currently applied to a school that has two distinctive emphases--service to the entire community, not merely to the children of school age; the discovery, development, and the use of resources of the community as a part of the educational facilities of the school (Minzey, 1972).

#### Community Schools Coordinator

The community schools coordinator is an employee of a local board of education whose responsibility it is to promote and direct maximum use of the public schools and public school facilities as centers for community development (Senate Bill 237, 1977)

#### Continuing Education

Continuing education is any extension of opportunities for reading, study, and training, to young people and adults following



their completion of or withdrawal from full-time school and college programs; education for adults provided by special schools, centers, colleges, or institutes that emphasizes flexible rather than traditional or academic programs (Brawer, 1980).

### Lifelong Learning

Lifelong learning is learning that is crucial to their personal well-being, workplace skills, and participation in national life; that it takes place not just in education institutions, but through avenues ranging from independent study to the efforts of business, industry, and labor; and that "planning is necessary" at all levels of government to achieve the "goal" of lifelong learning opportunities for all citizens (Brawer, 1980).

### Participant

A participant is one who takes part in or shares in something (Webster's New World Dictionary, 1984).

### Public School Facility

A public school facility is any education facility under the jurisdiction of a local board of education, whether termed an elementary school, middle school, junior high school or high school (Senate Bill 237).

### Public Awareness

Public awareness is the keyed recognition to a concept or product by a logo, idea, or copyright (Reel, 1985).

### Publicity

Publicity is public awareness resulting from the spreading of information in the various communications media; the actions involved in bringing information to public notice; the state of being public or open to the knowledge of a community (New Webster's Dictionary, 1984).

Community education is the concept and community school is the delivery system for the process (Minzey, 1972).

### Procedures

Letters were written to Craig Phillips, Superintendent of Public Instruction and to Sandra Frye, Director of the Division of School-Community Relations, Raleigh, North Carolina, requesting permission to conduct the study. The plans and procedures were also explained in these letters. Frye responded, stating no permission was necessary and that she and Phillips were interested in the results from the study and expressed a willingness to help in any way.

The data were collected through a questionnaire mailed to each community education director/coordinator in North Carolina. The questionnaire was designed by the investigator to determine the development of the community education program in the state by analyzing the answers to the following questions: (1) have the number of programs offered increased, (2) are more people participating in the program, (3) has there been a change in the age of the participants, (4) are most of the coordinators hired for this position on a full-time basis or are they assigned other job titles, (5) have the number of community schools increased, (6) are volunteers' services used, (7) which method of communication is used by community

education director/coordinators most effectively, and how functional are the advisory councils?

The Mid-Atlantic Center of Community Education, Charlottesville, Virginia, was contacted for validation purposes. Larry E. Decker, Director of the Center, returned the questionnaire after he had carefully studied each question and made suggestions for clarification. He was concerned that a survey instrument in print was not being used. A revised questionnaire, incorporating the suggested changes, was returned to him with a copy of the hypotheses and an explanation of how the data were to be used to evaluate the program. Decker returned the instrument with instructions to field test it with two groups (Appendix B).

Paul Kussrow, Director of the North Carolina Center for Community Education, also took part in the validation process by responding to questions relating to specific areas of the program. The instrument was field-tested with graduate students, East Tennessee State University, Johnson City, Tennessee, and at a Community Education Workshop conducted by the Mott Foundation, Flint, Michigan, and the North Carolina Center for Community Education held at Beaufort Community College, Washington, North Carolina,

All community school coordinators were contacted and asked to reply to questions concerning each community education unit in the state. Permission for this survey was granted by the Department of Public Instructions in Raleigh and the information and data will, also, be given to the department for their use.

### Organization of the Study

The dissertation was organized into five chapters:

Chapter 1 contains an introduction to the study, statement of the problem, significance of the study, null hypotheses, assumptions of the study, and limitations of the study. Definitions of terms, procedures, and organization of the study are also included in Chapter 1.

Chapter 2 presents a review of the related literature and traces the development of community education from the colonial period to the time of this study.

Procedures by which the study were conducted are given in Chapter 3.

Chapter 4 presents the data and an analysis of the findings.

The summary, conclusions, and recommendations of the study are included in Chapter 5.

## Chapter 2

### Review of Relevant Literature

Community education is usually thought of as a philosophical concept which gives all members of a community an opportunity to be involved in an educational endeavor. Boo and Decker (1985) stated, "Community education programs take many forms: adult classes, recreational activities, youth clubs, tutoring programs, senior citizens' services, after-school child care programs, school-business partnerships, job preparation, etc." (p. 5).

With only one-fourth of American adults now having children in public schools, it is little wonder that schools in many areas have become isolated, with few ties to many of the residents. Community education offers schools a way to reach out to the larger community--to discover common bonds, form enduring partnerships, and reawaken the lost sense of community (Boo & Decker, 1985). Berridge (1973), called community education an umbrella concept because it is formed by the marshalling of community resources, reduction of overlapping and duplication of programs by other agencies. The resulting cooperation and coordination, in effect, form an umbrella over the community. Gordan and others (1972) continued with this idea, "Under the umbrella phrase 'community education,' health, physical education, and recreation--as well as such relatives as 'leisure time' and 'community recreation,' are cozily compatible" (p. 179).

The community school idea is an important one. It is an idea that schools and other agencies and organizations and groups can serve neighborhoods better if they cooperate in planning and delivering their services. The idea is founded on the belief that this is not only a better way of serving people, but also, is a more efficient way to use the resources, such as people, buildings, energy, and money available in the community. Thigpin (1983) wrote:

Community education happens through people working together. It is not a panacea for all the community's ills; it is definitely not a quick fix. Sometimes it does not work as well as it should, but when it does--when meaningful, widespread citizen involvement occurs--then the power of community education becomes unequivocally evident. It is the process that unlocks the true potential of people; their talents, generosity, and good will act to enhance the lives of all the community. (p. 7)

When community education is defined as a process which achieves a balance and a use of all institutional forces in the education of all the people of a community, a certain cooperation on the part of "all the people" is assumed (Seay & associates, 1974, p. 42).

Minzey (1972) suggested that community education is an educational philosophy which permeates basic beliefs, enlarges, and enhances the role of the public school so that it becomes responsible for all aspects of education as it relates to the community. Marlan (1972) noted, "Community education at its best is a center of learning and activity for every member of the family, with many opportunities for career information and support, perhaps through education of the whole family in a model setting" (p. 146).

The essence of the community education philosophy is that the program must serve and be responsible to the entire community

and not be looked upon as the superintendent's, the board's, a service club's, or some minority organization's (Moore, 1972). Roger Hiemstra (1972) stated, "In this process we think of the community as belonging to all the people who reside there, . . . with a school open most hours of the year, and educational programs designed for, and in cooperation with, the residents" (p. 35).

Thigpin (1983) believed the school curriculum is enhanced when the community is used as a learning laboratory and when community members are used as resources in the instructional program. Volunteer projects, adopt-a-school programs, tutoring sessions, and parenting sessions are just a few of the plusses when teachers use the community education process. Can the concept of community education be helpful to public school faculty members? Long (1982) recognized that the schools should be a catalyst for meeting the educational, cultural, and recreational needs in the following ways:

Home-School Relationships. "You can't get the parents interested in what their children are doing in school." In a community school, parents are likely to change any negative views they may have about the school as they meet with success and satisfaction in programs of their own choosing.

Utilization of Community Resources. "Getting into the community is a great idea, but it is such a hassle." In a community school, the use of community resources increases because teachers feel free to ask local citizens for cooperation in the important task of educating children.

Cultural Opportunities. "The school day is so full that I never have enough time to really give the boys and girls the cultural arts I think they should have." Classes in ballet, music appreciation, creative expression, sculpture, water color and other arts are common offerings in the activity program of a community school.

Expanding Physical Education Programs. "There is nothing for the students to do after school except look for trouble." In a community school, there are numerous opportunities - before and after school and on weekends -

for boys and girls to develop strong bodies while filling leisure hours with enjoyable health, physical education, and recreational activities.

Wholesome Social Interaction. "I wish all of my students, not just a select few, could be in clubs." The community school helps classroom teachers foster peer group relationships through such organizations as Boy Scouts, Girl Scouts, Campfire Girls, and Red Cross.

Improved Attitude Towards School. "Children may enjoy school and be excited about learning." In a community school, attitudes toward learning are enhanced because the principal and teacher are no longer the only adults modeling intellectual curiosity in the school environment.

Increased Library Circulation. "I wish more of my students enjoyed reading." To help increase children's interest in reading, community schools emphasize the importance and fun of reading for people of all ages.

Improved Working Conditions. "If I only felt safe staying after school to talk with other teachers and prepare the classroom for tomorrow." In many areas, teachers are reluctant to work in their classrooms after school. In community schools, where a variety of activities are planned throughout the day and evening, teachers may often be found working in their classrooms or discussing concerns with each other. These opportunities for sharing benefit children and teachers alike. (pp. 4-5)

The community education concept works well in many environments and with many different types of people. In this review of the literature, a brief survey of the history and development throughout the years will be given.

#### History of Community Education

Decker (1972); in his Foundations of Community Education, described the beginnings of community education in America, with the passage of the Massachusetts Act of 1642. He stated that this Act was typical of those being passed at that time by the other New England Colonies, to establish public education in the new country. In continuing, he wrote, "During the Confederation, the Ordinances of 1785 and 1787 were passed. These land-grant laws, through the use of incentives, encouraged the setting aside of land to be used to further



education" (p. 33). In this manner, a basis for a public school fund in the new states was established.

One of the earliest publications containing much of what is now called the community education philosophy was published in 1845. In his "Report on the Conditions and Improvement of Public Schools in Rhode Island," Henry Bernard talked of the rôle of an educational institution, the school, in improving community and individual living (Decker, 1972). Thus, many think of Bernard as being one of the first advocates of community education.

During the first part of the 19th century, the idea of extending educational opportunities to adults in which was to become evening school began to find favor in the large urban areas. Decker (1972) stated:

By the 1860s various agricultural societies, particularly the Patrons of Husbandry, urged the extension of agricultural institutions opportunities in rural areas. The Hatch Act passed in 1887, established agricultural experimental stations in connection with land-grant colleges and become the foundation of the practice of taking agricultural techniques to the farmer. The Smith-Lever Act in 1914 established the basis for the county extension agents. (p. 46)

In 1862, Louisa Towns and Ellen Murray, who had been sent to St. Helena Island, South Carolina, by the Port Royal Missionary Society of Philadelphia, established the Penn School. This was one of the early comprehensive efforts to use a school and education to bring about cultural changes and improvements to a community. Vocational and industrial classes were taught for the adults living on the island (Decker, 1972).

The concept of the settlement house was also being developed. In 1887 Stanton Colt formed the Neighborhood Guilds on New York's East

Side and by 1892 they were called the University Settlement. The Hull House was founded in Chicago in 1889 by Jane Adams and Ellen Starr, and thus, the Settlement House Movement was firmly established. This movement and the Playground Movement had their beginnings in the urban areas of the country.

Horace Mann, Henry Bernard, and Caleb Mills, in the 19th century, made public schools more responsive to their time. Elements of community education began to rapidly appear in public education. In 1897, Charles Sprague Smith "urged the use of public schools and libraries as civic centers" (Decker, 1972, p. 54). During the early years of the 20th century a broader representation of the nation's educational leadership asked how the traditional system of formal schooling could be improved. Seay and associates (1974) found that,

In 1900 John Dewey was already writing from his experience in developing the experimental school at the University of Chicago. In his widely read, School and Society, was this sentence, "Learning certainly, but living primarily, and learning through and in relation to this living." (p. 20)

John Dewey is given credit for the progressive education movement which was the predecessor of community education. He urged that studies be organized for the purpose of making people more aware of life around them. Thus, vocational subjects should provide more than utilitarian knowledge and skills. In Rochester, New York, Edward J. Ward demonstrated the possibility of developing a community center in 1907. In 1916 Dewey wrote about the school's coordinate role in a system of community education in a way that is still timely:

The school has the function . . . of coordinating within the disposition of each individual the diverse influences of the various social environments into which he enters. One code prevails for the family; another on the streets; a third, in

the workshop or store; a fourth, in the religious association. As a person passes from one of the environments to another, he is subjected to antagonistic pulls, and is in danger of being split into a being having different standards of judgment and emotion for different occasions. This danger imposes upon the school a steadying and integrating office. (Fantini, 1983, p. 34)

It became common in the 1920s and 1930s, to hear communities referred to as educative agencies and to find education was expected to provide leadership in social change. One such community was Gary, Indiana, with William Wirt's program using schools for a wide range of community activities for the students all day, every day of the year. Vocational programs based on the industrial character of the city were inaugurated. Parents and adults were involved in the activities and Wirt's program might have had a greater impact if its success had not been clouded by controversy, but the so called Gary Plan had spread to over 200 cities by 1929 (Decker, 1972).

Goodlad (1984) described the best known effort, probably, in the United States, to pioneer and develop the school's broadened commitment to the community began during the 1930s in Flint, Michigan:

Frank Manley used the schools as recreation centers to attack problems of juvenile delinquency. The concept moved from a program of recreation for children and youth to activities for all community members, over and above the regular school program. Supported by the Mott Foundation, the Flint approach attracted and joined with similar interests to become a national movement. In 1972, the school board set two goals for the community's schools: "to help every citizen of Flint become the best person he is capable of becoming, and to help every neighborhood become the best community possible." These goals nearly state the essence of an ideal form of the community school. (p. 350)

Decker (1972) related, "The model of many of today's community education programs was born out of the problems of the depression. The Flint community School Program began in 1935, and by 1939 was already

being singled out as an outstanding example of community and school cooperation" (p. 52). Also reported in 1938 was a unique educational experience in the Tennessee River Valley where TVA was helping the people of the region develop their economic future, and their social institution as well as controlling the waters of the river and producing a useful by-product, electricity (Seay & associates, 1974). Electricians were needed by TVA but most of the residents were farmers. Training the employees in the skills needed for the tasks ahead began as well as secondary and elementary schools, and adult classes for all the families in the new communities.

A milestone date in the development of the community education philosophy is 1938, the year The Community School edited by Samuel Everett, was published. It was the first book to deal comprehensively with community education and the community school.

By 1939, educational philosophy was again favoring a close relationship between the schools and communities. The American Association of School Administrators published the following statement:

As an integral part of the community the school should join with all desirable social agencies in the continuous rebuilding and improving of group life . . . The evaluation of the work of the school should be in terms of educational and social outcomes in human lives. (Decker, 1972, p. 41)

In 1939, two more important books were published, one of which was a textbook of theory and practice by William Yeager. He suggested that communities should use "Flint Idea" to develop a bond between schools and communities. Clapp's (1939) book provides descriptions of the community school that are still widely used and quoted. In answer to the question, "What does a community school do?," she wrote:

First of all, it meets as best it can, and with everyone's help, the urgent needs of its people, for it holds that everything that affects the welfare of the children and their families is its concern. A community school is a used place, a place used freely and informally for all the needs of living and learning. It is, in effect, the place where living and learning converge. (Decker, 1972, p. 42)

Several accounts are given of how community schools helped to solve community problems during the war years and shortly thereafter. Kempfer (1955) wrote, "Neighborhoods and community activities during World War II showed anew that adults have enough ability to solve their local problems and will do so when adequate stimulation and assistance are available."

In a 1945 yearbook of the National Society for the Study of Education, the community school is defined 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 the use of the resources of the community as part of the educational facilities of the school. (Seay & Crawford, 1954, p.13)

Decker (1972) observed, in the early 1950s, the community education concept was rapidly being put into practice when the education philosophy took an unexpected turn and he related how Edward Olsen described the rapid change in the educational scene.

During the 1930's, 1940's, and the 1950's, the community school concept steadily gained acceptance among most American educators. During those years it appeared to many of us that just as the Progressive Education Movement of the 1920's had profoundly altered the character of American schools generally, so the community education movement which followed would have similar widespread and positive influence. But then came October 4, 1957. That was the day the first little Sputnik [sic], the size of a baseball, was hurled by Russian scientists 'into the first space orbit, emitting as it circled the earth its radio beep-beep-beep. . . . Critics within education as well as those outside it denounced especially those schools which had been trying to develop life-centered curriculum programs. "Back

to the fundamentals," was their battle cry. The total impact upon the schools at all levels was a virtual reversal of the community school trend; the traditional, academic-subject program was again entrenched. Today (1969) we have recovered our technological confidence but we have been properly frightened by our human relations incompetence. (Decker, 1972, p. 55)

Mott, who devoted much of his life and has given generously of his resources to promote community education, in 1972, expressed a hope shared by most community educators:

I see the community education concept spreading all over the United States: yes, even to other parts of the world . . . I see people becoming involved in their local problems, their state, their national problems. They will work together solving their problems, developing new ways of doing things, and as they work together there will develop closer feelings of friendship, cooperation, and understanding which will work towards solving some of the great social problems threatening this nation. (Weaver, 1972, p. 154)

"Community education is both an educational philosophy and a system for community development." Radig (1983) shared this opinion with us and continued:

In the late 1960s and the early 1970s, both theoretician and practitioner realized that the "lighted schoolhouse" and the "community school" would realize their full potential for school and community improvement only when they were coupled with progressive education, community organization, interagency cooperation, and other strategies. (p. 51)

During this same decade, fresh stimulation for community education was coming from several groups of new publications. Pendell Publishing Company in Midland, Michigan, began publishing books and the Community Education Journal, containing reports from specific communities and descriptions of programs. This strengthened the belief in community educations and created new interests. In a report by the Organization for Economic Cooperation and Development, examples are given of

community school systems utilizing schools that have closed because of population changes and economic problems for their classes.

Boone and associates (1980) published the following report on the history of community education in the United States:

A study of the history of Community Education for Development (CED) indicates several phases. First, beginning in the 1920s and continuing into the 1940s, was the development of community-based programs for the poor, ethnic minorities, or social deviants. In Michigan efforts were made to organize and provide leadership training for community councils in more than 300 communities during the 1930s and 1940s. The 1940s also witnessed various types of local self-help community development work, such as community self-study in the state of Washington and the cooperative effort in Nova Scotia. Also during this period various universities began training programs for change agents and planners. The second phase, which began in the early 1940s, focused on the community school as the force for change. A project in Flint, Michigan, for example, inspired by Charles Stewart Mott, attracted the attention of educators nationwide. In the third phase of CED's history the community school movement continued, but now the school was seen as a focal point for input from all agencies within the community. The current and fourth phase is marked by a renewed emphasis on defining CED more broadly; today, community schools collaborate with other agencies to provide education for the development needs of the public. In the next phase we may well see greater stress on citizens participating in decision making and problem-solving through the workings of CED councils, and all agencies and institutions that have an educative potential will help to facilitate the whole enterprise. (p. 233)

The National Commission On Excellence in Education report in A Nation at Risk is paraphrased by Boo and Decker (1984) in the following statement,

"educational reform should focus on the goal of creating a Learning Society"—a society "that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes." The commission members didn't call it "community education," but the Learning Society they described has been the goal of Community education for almost 50 years. (p. 1)

Community Education Organizations and Centers

On April 19, 1966, the National Community School Education Association (NCSEA) was formed (Decker, 1972, p. 57). Its purpose was to promote and expand community schools and to establish schools as an integral and necessary part of the educational plan of every community. Anderson (1972) stated, "With a current membership of over 1,200 and a full-time executive director, NCSEA speaks with an increasingly strong national voice for the entire community education movement (p. 161). McCluskey (1972), in describing the new professional organization said, "The NCSEA is a young, vigorous organization clearly essential to the development of the field. Its annual meeting, publication, and the year-round services of its headquarters staff provide indispensable sources of information and inspiration" (p. 163).

The community education concept has gained wide acceptance across the United States. A number of states have enacted legislation to provide funds for support of the programs, and bills before both houses of Congress would provide funds for the promotion of community education nationally (Seay & associates, 1974). Also, the Mott Foundation established centers in universities across the country to distribute materials and information and to assist in developing community education programs in each state.

In an article entitled, "Action Fronts in Community Education," Anderson (1972) wrote:

On October 12, 1971, Senators Frank Church (Idaho) and Harrison A. Williams, Jr. (New Jersey) introduced in the United States Senate a bill (S. 2689) to promote and develop and the expansion of community schools throughout the nation.



The bill which was referred to the Senate Committee on Labor and Public Welfare, was designated the Community School Center Development Act. This act would aid in the development of community schools in two ways:

First, federal grants would be available to sustain and strengthen existing community education centers located at colleges and universities throughout the nation. Federal grants would be available to institutions of higher learning to establish and develop community education centers.

Second, federal grants in each of the 50 states would be available to establish new community school programs and for the expansion of existing programs. These grants would help pay for professional preparation and salaries of community education coordinators as well as other expenses. (p. 160)

McCluskey (1972) believed in the current formative stage in the community education movement, the role of the university centers is crucial. He continued his statement with university regional centers have a fourfold advantage:

They are close to the action; they can bring the combined resources of several states to bear on comparable problems; they are more programmatically than administratively involved and thus freer to emphasize problems of leadership over those of management; they are able to make a special claim on the resources of the universities with which they are associated, (p. 163)

Thigpin (1984), in Link, the Tennessee State Department of Education publication, reported that all nine state universities in Tennessee had established regional centers for community education. Seay and associates (1974) related, "The growth of community education in Minnesota offered the nation an example of simultaneous development of many factors contributing to the successful implementation of the community education concept" (p. 366). Some of these developments were the establishment of a regional center at St. Thomas University in 1972-73; and state leaders in education and legislature acted to bring about conditions for the support of education in Minnesota,

In Community Focus (1985, March-April), a publication by the North Carolina Association for Community Education, Bartow Houston described the regional center located on the campus of Appalachian State University:

Established in November, 1973 by Appalachian State University's College of Education, the North Carolina Center for Community Education provides leadership which promotes the process of identifying the needs, wants and concerns of individuals living within North Carolina communities. Furthermore, the Center facilitates the application of human and community resources to meet those concerns, thereby encouraging citizen participation, interagency collaboration, community development and life-long learning.

The Center was instrumental in the establishment of the North Carolina Association for Community Education (NC-ACE), passage of the 1977 Community Schools Act, and most recently, establishment of a new Regional Community Education Access Center at Beaufort County Community College.

Although the Center's state-wide efforts continue through conferences, institutes, workshops and consultancies, its impact on the community education movement is most evident through its Master of Arts degree in Community Education. Accredited as the state's only M.A. leadership degree program in community education in 1979, the Center now has an active alumni of over 100 graduates. (p.4)

Mason (1985) president of the North Carolina Association of Community Education (NC-ACE), in a statement of the mission of the state professional organization for community educators reported:

The purpose of the NC-ACE is:  
To provide leadership which promotes the process of identifying the needs, wants, and concerns of individuals living within a defined community. Further, NC-ACE will facilitate the application of human and community resources to meet those concerns, thereby encouraging citizen participation, interagency collaboration, community development, and lifelong learning so as to enhance the quality of life for each community member.

### Adult Education

Community education, adult education, and recreation are often used interchangeably. There is a basic difference between community education and the programming available through adult education, recreation and the like. This difference is primarily a conceptual one, a difference in goals and objectives, rather than specific differences in existing programs (Minzey, 1972). The term "adult education" has as many definitions as there are educators giving definitions to the expression. Brawer (1980) gave a definition, "Any process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills or attitudes, or the process by which individuals or agencies try to improve men and women in these ways" (p. 6). In the Challenge, published by the North Carolina Adult Association, Lamb (1983) answered the following questions.

What is an adult learner? The adult student is 18 or older (or younger if concurrently enrolled in high school), but in several institutions is "any student under 18-22 years." Adult learners may be adults with special needs to upgrade employment, social, and economic opportunities.

In what way should adult students be regarded as "different" from other students? They are different in that more of them work full-time and have family and community responsibilities than the traditional students. Higher education has often been geared towards "finishing," but adult learners are interested in lifelong learning.

What special accommodations should the institutions make for adult students? Institutions which were not involved in adult education early now must over-compensate in reaching out to adult learners. Readmission procedures should be simplified for adults who must drop in and out frequently. Having to reapply each time can be irritating. People needing special skills do not have time for prerequisites.

What are the threats and opportunities offered by the adult learner to our institutions? Problems arise when students with extremely different objectives (college transfer vs. casual interest in the topic for example) are enrolled in the same course. Teaching strategies must accommodate the differences and other differences resulting from the wide range of ages in the same classroom. Professional educators and their association must present viable alternatives and solutions to politicians and to the public. (p. 8)

The Tennessee Department of Education (1980) published a handbook for community school instructors to assist in developing and improving their skills as a teacher of adults. In the "Introduction" of this manual, the writer stated, "As the knowledge base of our world expands, more and more adults are deciding that some sort of continuing education is needed in their lives." He continued,

The community school is often an ideal place for adults to enroll in continuing education courses offered by a variety of community agencies and institutions. The community school offers convenience facilities geared toward a multitude of learning activities, and the opportunity to share experiences and gain new understandings in a neighborhood setting.

While many adults sign up for a course to learn a new skill to fill excess leisure time, others wish to acquire knowledge in order to manage their busy lives better. In either case, adults generally come to class for a specific reason and are enthusiastic and eager learners.

The program of adult education may be designed to increase functional literacy, to make for better civic and social understanding, to offer health or physical education, and to provide occupational adjustments, readjustment or advancement. It may also be to establish opportunities for social and physical recreation, or to guide in the moral, physical and spiritual phases of personal living (Englehardt & Englehardt, 1940).

Adult education has been a part of this nation's educational process since early colonial times. Thatcher (1963) related,

In colonial times evening schools existed as private undertakings conducted for profit. Historical documents show evening schools in New York State as early as 1661. Such schools were established in Boston in 1724, in Philadelphia in 1734, in Charleston, South Carolina, in 1744. From 1750 to 1820, they grew steadily, indicating in those early times a need for adult education. These schools were open both to youth and adults and offered both vocational and cultural subjects. In 1823 Massachusetts appropriated \$75 for an evening school and increased the support until 1854 the evening school was supported entirely by public funds. (p. 1)

Important milestones in adult education, according to Kempfer (1955) are:

- 1661 Earliest reference to evening schools, New Amsterdam (New York)
- 1826 First lyceum started, Millsbury, Massachusetts
- 1833 First tax-supported library, Peterborough, New Hampshire
- 1859 Copper Union Forums opened in New York City
- 1873 Society to Encourage Studies at Home founded
- 1874 Chatauqua Institution founded
- 1876 University extension movement started
- 1883 The Correspondence University founded at Utica, New York
- 1911 State Board of Vocational and Adult Education established in Wisconsin
- 1914 Smith-Lever Act established Extension Service in the U.S. Department of Agriculture
- 1914 Moonlight schools established in North Carolina
- 1917 Smith-Hughes Act established vocational education in public school for adults and youth above age fourteen
- 1918 First full-time state supervisors of adult education appointed. New York and South Carolina
- 1918 First vocational rehabilitation law enacted in Massachusetts
- 1924 Department of Adult Education established by the National Education Association
- 1926 American Association for Adult Education organized
- 1926 National Home Study Council organized
- 1932 Des Moines, Iowa, selected for 5-year forum experiment
- 1933 Federal emergency program of education for youth and adults started
- 1935 American Youth Commission organized by American Council on Education
- 1936 Federal Forum Project inaugurated by U.S. Office of Education
- 1940 Vocational and military training established for youth and adults through national defense

1942 The Armed Forces Institute (predecessor to USAFI) established  
 1942 United Nations Educational, Scientific, and Cultural Organization founded  
 1947 National Training Laboratory in Group Development organized by the National Education Association  
 1951 Adult Education Association of the United States of America organized  
 1951 Fund for adult education established. (p. 4)

The milestones do not end with the last date listed nor can one accept this as a complete list of developments in adult education. For example, World War I had its impact on education in at least two ways. The war revealed the low educational level of the enlisted men and the general lack of technological knowledge and development. It was not just the immigrant who had little or no education but was also the native born. The post war period marks the beginning of modern adult education both in concept and in growth of the program. National adult organizations were formed. The Department of Immigration Education of the NEA, formed in 1921, soon became the Department of Adult Education in 1924 (Thatcher, 1963).

Adult education was dropped completely in the Depression years as schools had to cut costs. With the coming of World War II, Thatcher (1963) wrote how the federal government came into the picture with its wartime training programs:

It was limited, however, to training for wartime industry. But the war again pointed up the educational needs of adults, and again it was the large number of illiterates rejected by the draft boards, the even greater number in the Armed Forces with such limited education that fundamental educational programs had to be developed, and still greater number of men with practically no background in basic science or with no technical knowledge skills who had to be taught to handle products of science and industry that brought their educational needs into focus. (p. 40)

Many adults had traveled to new places and had taken unexpected employment during the wartime years. These new experiences had made many realize the need for more education. Kempfer (1955) stated that numerous surveys report a high and growing interest in adult education:

In 1944 the American Institute of Public Opinion, announced 34 percent of a national representative sample of the adult population had expressed a desire to enroll in adult education courses. Thirty-one months later, in July, 1947, 41 percent of a similar sample indicated the same desire. On March 18, 1950, after another sampling, the institute reported, "One phenomena of life in the United States these days is the tremendous and growing interest in adult education courses. More than 45 million people are taking, have taken, or would take such courses. . . . This is approximately half the total number of adults in the country." (p. 4)

In the prevailing view of society, it is with the major task of children and youth to go to school, study, and learn and the major task of the adult to get a job and work. In brief, childhood and youth are the time for learning and adulthood a time for working. Knowles (1973) believed this is beginning to change.

. . . but the dormant thrust of society's expectation and equally of his self expectations is that for an adult the learning role is not a major element in his repertoire of living. Thus both society and the adult view himself as a non-learner. Our theory is that this failure to internalize the learner role as a central feature of the self is a substantial restraint in the adult's realization of his learning potential. Or more positively stated, if and when an adult thinks that studying, learning, and the intellectual adventure is as much a part of life as his occupation and obligation to his family, he will be much more likely to achieve a higher level of intellectual performance. Briefly, it is proposed that the potential is there but it needs self and societal support to bring the potential to fruition. (p. 154)

The voluntary nature of adult education requires programs to keep relatively close to the immediate concerns of the people. Adults demand education with intrinsic merit, education that serves their recognized needs. When an activity helps them solve their problems

and makes behavior changes they want and need to make, they will participate in large numbers (Kempfer, 1955, Minzey (1972) : : stated,

Successful adult education programs do not just happen; they result from careful planning and aggressive recruitment campaigns. Local mass media can be of great assistance. Advertisements through brochures, newspapers, matchbook covers, radio, T.V., posters, notices in church bulletins, milk cartons from local dairies, and flyers stuffed in grocery bags, can all tell people of the program's existence and provide basic information. In addition, some personal contact can be achieved by recruiting college and high school students for a door-to-door campaign and by asking water and electric meter readers to leave brochures. (p. 88)

The obstacle that might stop adult education from fulfilling its potential is not financial, administrative or philosophical. The greatest obstacle is the method of delivery. To be a successful teacher in an adult program requires more than subject matter competency. It requires more than previous teaching experience at the elementary or secondary level, which might not even be important. What is important is that instructors of the adult learner need to understand the unique nature of adult education, the basic principles of instruction and the adult learner. It must always be remembered that each person is an individual and should be treated as such (Deering, 1982).

"In North Carolina there are more than 835,620 adults who have less than an eighth grade education." This statement was made by Robert W. Scott (1984), president of the Department of Community Colleges in North Carolina, in a speech concerning the problem of illiteracy in the state. He continued:



There are 1.5 million people, more than a third of the adult population, in North Carolina who have not finished high school. In sixty-two of North Carolina's 100 counties more than half the adults over 25 never completed high school. These figures document a condition that is unacceptable in North Carolina. . . . we must have the involvement of ministers, doctors, social workers, employers and friends . . . your help and the help of many other to find these adults who need to learn. (p. 2)

Catawba Valley Technical College, Hickory, North Carolina, is one of the community colleges in North Carolina reaching only a small percentage of these adults who need help. The Adult Basic Education program offers a second chance to those who left school for numerous reasons and now realize they need these basic skills of reading, writing, and mathematics computation to function well in society (Marschalk, 1985).

#### Continuing or Lifelong Learning

In 1787 Thomas Jefferson sent a letter (ASCD, 1968) to James Madison, and in this letter he wrote, "Above all things I hope the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty" (p. 34). One should note, the writer did say the children should be educated, but that the common people should be given this opportunity. Olsen (1963) believed education should not be limited to children and teenagers. All citizens in the towns and the country should use the educational resources of the schools in solving the day-by-day problems of their lives. Olsen stated: "Now they believe that the major purpose of education is lifelong participation of all persons in effective democrat social living, and that each individual should have

equal opportunity for the fullest possible development of his capacities" (p. 17).

Kempfer (1955) proposed that lifelong education has become necessary because our constantly changing world presents a continuous stream of problems which must be solved if our culture is to endure. He believed many adults have a hunger for learning which arises from four causes:

1. Rise in the educational level
2. Demands of the changing culture
3. The influence of war
4. The need for human association (p. 8).

The concept of lifelong learning and continuing education seem to overlap. The 1976 Amendment to Title I, Higher Education Act, stated,

that the American people need lifelong learning; that it is crucial to their personal well-being, work place skills, and participation in national life; that it takes place not just in educational institutions, but through avenues ranging from independent study to the efforts of business, industry, and labor; and that 'planning is necessary' at all levels of government to achieve the 'goal' of lifelong learning opportunities for all citizens. (Brawer, 1980, p. 9)

Warden (1978) quoted from former president Gerald R. Ford:

Opening up the doors of the neighborhood school can provide needed services to parents who want guidance in raising their children, to the elderly who want to act as volunteers in schools, to adults seeking improved job skills, and to people of all ages looking for hobbies and recreation. Every neighborhood, regardless of size, has many potential students, volunteers, and tutors. Every community has a variety of agencies and organizations which provide services and offer advice to its citizens. And every neighborhood has at least one public school facility where these activities can be carried out. Community education can bring these resources together to enable schools to provide more services and to offer an opportunity for citizens to share their skills and knowledge with others. (p. 6)

Community education means many things to many people but to some it seems an opportunity for a new spirit of outreach by the schools for teaching new skills, for fulfilling more people intellectually and for developing new interests. Community education offers an opportunity for every person—man, woman, child—to continue his learning to the extent of his ability and interests (Marland, 1972).

Harrington (1977) said, "The continuing professional education produced by the information explosion was far from perfect" (p. 27). He felt the courses were usually too short, often too narrowly technical, and centered more on the techniques than understanding. They did change as time went on and by the middle of 1970 had permanently altered the attitude of many Americans toward lifelong education.

An interest in lifelong education grows, and education for adults has an opportunity of building upon generations of accumulated educational research and experience (Kempfer, 1955). Brawer (1980) defined continuing education as both credit and noncredit offerings for adults, and courses offered at the community college. She continued,

In the sense of people returning to college after high school completion or after courses taken and even after degree(s) earned in a collegiate setting, the continuing nature of education is emphasized over and over again. (p. 3)

Marschalk (1985) reported about a program developed by Lenoir Rhyne College, Hickory, North Carolina. The 1981 program was called "Lifelong Education." The director stated, "We have children, we have younger children, we have traditional college students, young

adults and working adults. We have all of them on the campus all the time" (p. 9a). The program operates the Evening College and Elderhostel which features summer classes for the 60-plus set. Classes, workshops, and institutes are well planned for the "Non-traditional" college student to lure him into the campus classroom. The director of the program believed the next step in the "Lifelong Education" planning is to target area business and industries with offers of developing short and long term classes and taking these to the employees at their places of employment instead of the employees coming to the college.

Olsen (1972) wrote,

Unless learning is joined directly with living, much of it is a futile deception, a meaningless academic game. This is why the 2 X 4 X 6 X 9 school must go--the school which assumes that education should be confined to two covers of a textbook, the four walls of the sheltered classroom, the six hours of the usual school day, and the nine months of the traditional school year. In its place must come the truly functional community school - the kind of school which knows that all life educates, organizes the core of its curriculum directly around the basic life concerns of human beings today, helps everyone of all ages to become more deeply aware of the vast gulf between our democratic declarations and discriminatory dealings, confronts students frankly and creatively with the burning issues of our time, which thereby challenges youth and adults together to build a truly worldwide society with dignity and decency for all. (pp. 176-177)

Decker (1980) wrote "Community schools are open the entire year, 18 hours a day or longer. They become places where people of all ages gather to learn, to enjoy themselves and be involved in community problem-solving efforts" (p. 7). One of the goals he listed was the "Expanded use of school facilities." The following items are included in this goal:

\* To expand the use of physical and human resources of the school for community purposes.

\*To establish public schools as learning and social centers for all ages and sectors of the community.

\*To use schools to provide cooperative home-school-community relationships.

\*To use the schools as community service centers for meeting supplementary and alternative educational, social, health, cultural and recreational needs and wants. (p. 7)

### Community Schools Advisory Council

Organizations need advisory boards to assist with decisions for change and for development; community education is not an exception. The term "community schools advisory council" means a committee of citizens organized to advise community school coordinators, administrators, and local boards of education in the involvement of citizens in the educational process and in the use of public school facilities (Senate Bill 237, 1977). Nance (1978) listed the functions of the advisory council:

#### 1. Fact finding

Without proper information to base plans on, the resultant programs may not be relevant to the need or may be duplicate programs. Fact finding also involves the establishment of a community data base and bank for assessing and determine community needs, interest and resources.

#### 2. Planning

We all know that good programs do not just happen. They are the results of good planning. Council members assist the community schools director in planning by helping to supply needed facts and information pertinent to sound planning. They may be accomplished through a survey or some other type of data gathering.

#### 3. Communication and coordination

It is impossible for a community school director to communicate with everyone in the community. Council members can assist him by talking to agencies, groups and most important of all community members. When the public understands what you are trying to accomplish they are likely to support your efforts.

#### 4. Activating new resources

There isn't any new way for a community education director to be aware of other resources in and out of the community. The council should play an active role in acquiring information about untapped resources.

#### 5. Evaluation

One of the most important functions of the council should be to assist in the evaluation of the total program. Evaluations would be ongoing and continuous. The evaluation process should be based upon measurable goals and objectives. Many a program has failed to get public support because their program efforts could not be measured and productivity was unassessable. (p. 10)

Cochran and others (1980) discussed the role of the advisory council as determining the purposes and goals which provide the framework for the work of the community schools program:

The advisory committee's most common goal is that of assessment and reviews. This is an ongoing and continuous process designed to ascertain whether or not the occupational or career education program is providing the type of education that real situations demand. It provides an opportunity for citizens in the community to assess program goals and objectives, to provide input for curriculum decisions, and to suggest improvements and additions that will enable the school to better serve the needs of the community. (p. 30)

Problems are usually easier to find than the resources needed to address them. When representatives of community agencies and organizations get together to identify, develop, and share resources, that is team work. Integrated into the practice of community education is the identification of resources to meet the existing and emerging needs of a community. Kramlinger stated, in Community Education Today, 1985:

As community education practitioners, we are constantly seeking resources to help us provide and coordinate programs and services within our local communities, based on these identified needs. I have found the community education advisory council to be an effective tool in the identification of needs and resources in our local community.

Many of the community education advisory council members represent civic organizations, service groups, or businesses. Council members bring a wealth of information to the advisory council, and each one can open doors for the community education program by being the introductory contact with various community agencies and organizations. (p. 10)

The council should be composed of representatives from the school staff, community agencies, school-community organizations, parents, non-parents, senior citizens, youths, businessmen, clergy, etc. (Carrilo & Heaton, 1972). Boo and Decker (1985) advised:

If local advisory councils are developed, decisions must be made about the best methods for collecting citizen input, and an understanding must be reached on the limits of citizen responsibility. The specific role of the advisory council must be defined in the community education plan. Councils may have policy-making authority in specific areas, or be strictly advisory. (p. 9)

Councils provide information on educational needs and interests, identify potential community leaders, give advice on educational programs, and work to improve cooperation and understanding between school personnel and committee citizens (Heimstra, 1972, p. 45).

Berridge (1973) suggested:

Councils have a dual purpose: (1) advising the directions the community education project and (2) providing the growth related activities to individuals. (p. 98)

Duties of the councils vary according to their purpose and also scope of involvement. The purpose of the councils in the process of community education is to reinforce the concept of involvement. It is a positive tool which enhances the community and its individual citizens. Councils are, in reality, the democratic process in action. (p. 101)

The Community Education Workshop manual stated the standing committees of the advisory council should be:

1. Youth program committee
2. Adult education committee

3. Community volunteer recruitment committee
4. Welcome and social committee
5. School curriculum and facilities committee

The Community Education Workshop manual, also, stated the membership of the council shall consist of 13-17 active members.

Membership should include representatives from:

1. Parents
2. Certified school staff
3. Classified school staff
4. Students (elementary, junior high, and high school)
5. Organized school groups (PTA)
6. Organized community groups (home-owners association)
7. Senior citizens
8. Businesses
9. Churches
10. Community school coordinator and principal (resource people to the council, non-voting members) (p. 44)

In the manual published by the Mott Foundation, Community Education Workshop, a section entitled "Strategies for Establishing a Community Education Program in Any Town, U.S.A." developed by the University of Oregon related how to establish a community council.

The make-up of the community council will be determined by the characteristics of each community. Members are usually selected because of their ability to represent the community, their enthusiasm for community education, their willingness to give of their time and talents and their capacity to work with other community representatives. The council, however, is public with meetings being publicized and always open to new members. Meeting dates should be determined by the council. Initially, the Community School Director will have to assume leadership of the council. However, as soon as possible, the council should determine its own leadership and the Director should assume the role of consultant and technical advisor to the council. The Community School Director should use his ingenuity to advise training opportunities for the council to assist them in the advisory efforts.

The (National or Regional) Center staff is available to work with Community Advisory Councils and to make suggestions on the role and composition of such groups. (p. 5)



### Financing Community Education

As with most new programs comes the question: great idea but how do you pay for it? Community education is not an exception. With school boards already experiencing financial difficulties, many school systems are hesitant about beginning any new programs. First the program will not "cost a lot of money to run;" and secondly, there are enough resources (most probably) already available in the community if cooperative arrangements can be developed, and if there is a genuine interest among the many elements in a community to share resources for the improvement of community life (Kentucky, 1978, p. 11).

The Flint, Michigan, plan beginning in 1926 with a \$6,999 gift from an industrialist, Charles Stewart Mott, is the best example today of a city Community School. The Charles Stewart Mott Foundation, established soon after the initial grant in 1926, continues to pay a portion, while taxpayers also pay a part of the costs for a remarkably successful program (Graham, 1963).

In 1945 the State Department of Public Instruction in Michigan proposed to the W. K. Kellogg Foundation that the Community School idea, "now spreading rapidly in Michigan and in other states as well should be put to a rigorous experimental test" (Graham, 1963, p. 465).

In the Kentucky Handbook for Community Education (1978), "A Plan of Action" was given for establishing and financing the community education program.

Step I - Someone must initiate the action. The school superintendent, school principal, a civil group, an interested lay citizen, mayor, county judge, social worker--it doesn't matter who.

Step II - Involve as many elements in the community in determining where possible sources of funds and/or services can be found. Contact the state Community Education Director and/or seek program development assistance from a college or university involved in community education.

Step III - Develop a budget outline, describing some possible needs. Consider the following:

- Staff salaries;
- Cost of program services;
- Supplies and materials;
- Extra cost for utilities and custodial services;
- Salaries for part-time, hourly instructors and other employees;
- Equipment needs;
- Staff training expenses/workshop costs, mileage and travel costs.

Step IV - Begin to identify and check out possible sources of funds and services available. At this point it is important to note a budget for community education can be developed that includes: direct cash allocations, in-kind services from cooperating entities, and direct services from cooperating agencies and organizations. (p. 11)

Pappadakis & Totten (1972) reminded, "When all schools in a district are converted into community schools on an organized basis the increased cost is between 6 and 8%" (p. 193). In Public Schools: Use Them, Don't Waste Them, edited by Kaplan (1975) the following statement was given under the heading "Your Tax Dollar:"

Our public schools are to an appalling degree unused for long periods, representing an abuse and an extravagance that America simply cannot afford.

The cost for supporting our school systems has nearly tripled during the past decade to almost \$50 billion. Nevertheless, the typical school is locked up about 50 percent of the time. (p. 6)

In a matter of days, our schools will be closing for the summer and in large part will be unused and utterly wasted until the kids go back in the fall.

This is a real squandering of resources. It is, in the words of Senator Frank Church, D-Idaho, "a kind of disuse of schools and an extravagance that modern America cannot abide." (p. 6)

The federal government has played an important role in the spreading of community education. The Mott Foundation Special Report (1982) stated,

In 1974, Congress passed the Community Education Act, which appropriated \$3 million a year for community education programs for local, state and higher education institutions, establishing a federal Office of Community Education. The legislation and funding were terminated in 1982.

State governments also provide support for community education in a number of ways, ranging from philosophical support to funding. Other supportive agencies include national and state community education associations, national organizations such as the national Parent-Teachers Associations and the U.S. Conference of Mayors, as well as local organizations and citizen groups. (p. 13)

The Mott Report stated, "Federal funding has essentially ended. State support varies, but only 19 states have legislation that funds community education programs" (p. 14). North Carolina is one of the 19 states with fundings by the state legislature. Senate Bill 237 ratified by the General Assembly of North Carolina, June 1977, gave the following mandate:

The State Board of Education is authorized to allocate funds to the local boards of education for the employment of community schools coordinators and for other appropriate expenses upon the approval of a program submitted by a local board of education and subject to the availability of funds. In the event that a local board of education already has sufficient personnel employed performing functions similar to those of a community schools coordinator, the State Board of Education may allocate funds to that local board of education from other purposes consistent with this article.

Funds allocated to a local board of education shall not initially exceed three-fourths of the total budget approved in the community schools program submitted by a local board of education. (Article 7A, 115-73.4)

Tennessee does not have state funding by the legislature, but has a Center for Community Education which was established in 1973 with the assistance of a grant from the C. S. Mott Foundation. The Community Education Profile, published by the Center in the Spring of 1983, asked the question, "What does the community education concept mean to a community?" One of the answers pertained to finances:

Brings About Financial Savings. By avoiding needless duplication of facilities, equipment, and personnel, existing resources--especially the schools--are available for more community use. Because maximum use is made of existing facilities, new ones need not be built. Activities within the community are not duplicated, thus freeing funds for better use.

As early as 1919, Marie Turner Harvey started a community school at Kirksville, Missouri. She transformed a dilapidated one-room schoolhouse into a clean, well-heated, attractive school by persuading the school board to invest small sums and by soliciting labor from parents and others in the community. Clapp in Community Schools in Action published in 1939 related to how the Sloan Foundation financed attempts to improve diet, housing, and clothing through teaching better practices to children in rural communities in Kentucky, Florida, and Vermont (Graham, 1963). Boo and Decker (1985) gave examples of community programs, a few of these are:

- Salem, Oregon, in spite of severe budget cuts has expanded the number of community schools in the district from 12 to 28 in recent years.

- In Tucson, Arizona, the public schools were facing typical urban problems, from declining enrollment to vandalism. As a result, community education in Tucson focused on improving learning in the schools through the use of resources already available in the community.
- In rural Gloucester County, Virginia, a school system with only 3,000 students joined local human services organizations, county government agencies and departments, and civic groups . . . through cooperation residents received in one year more than \$90,000 in new services without additional cost to the taxpayers. A cost-benefit study showed that \$2.30 in services were provided for every \$1.00 spent.
- Newton, Massachusetts, Community Schools receives half of its public funding from the school system and half from the city. The initial appropriation is used to pay for core staffing and to provide challenge grants to local community school committees. (p. 19)

Another example was a grant from American Express Foundation to the Broward County, Florida, Community Education Foundation which will open up new career opportunities for public school graduates. That is team work (Today, 1985, p. 1). All across North Carolina in counties including Haywood, Wilkes, Ashe, Alleghany, Wake, and Duplin local school systems are plunging into the business of establishing local education foundations. With cuts in federal government funding, public schools are relying on the private sector for support. The corporate sector in many areas has become involved with educational foundations. A recent study showed 91% of Chief Executive Officers felt they had an obligation to meet the needs of their communities. One such officer is Pete Kulynych, founding Director of Lowe's Companies in North Wilkesboro (Watson, 1985).

A total of 21 grants (13 of which went to community schools) amounting to \$4,000 were awarded by the North Carolina Educational Opportunity Project - Phase II Committee at its meeting on

December 9, 1983. The committee received 26 grant applications requesting \$5,898 in project support funds. A total of 28 counties in North Carolina will be served by the projects approved at the meeting (Rapp, 1984).

The Mott Foundation has as one of its chief interests the expansion of community education. Projects supported by this foundation are based upon a philosophy which comprehends lifelong education, truly accepting its continuing nature and cumulative quality (Seay & associates, 1972). In the Mott Foundation Special Report (1982) an overall view of the support programs is given:

Since 1935, we have funded programs to provide opportunities for people, such as after-school recreational activities for youth and adults; adult education; family education; health education and preventive health care; special education for the handicapped, and delinquent, drop-out prone and pregnant teens; rehabilitation programs for adult offenders, vocational and remedial education. We have funded experiments in education and schooling, such as mastery teaching, magnet schools, computer-assisted instruction, work/study programs, differentiated staffing and team teaching, reading, mini-grant incentive programs for teachers and school effectiveness models. And we have consistently supported programs promoting interagency cooperation and community involvement. (p. 4)

#### Community School Coordinator/Director

The implementation of the community school concept within any given elementary or secondary school presupposes the employment of a specially trained professional staff member who is charged with the responsibility of being the catalyst that causes or allows the needs of the neighborhood or community to be met at or through the school. "The thousands of men and women who now hold this unique role

in school systems throughout the nation are generally known as Community School Coordinators or Community Education Directors," according to the Community Education Workshop (1985, p. 32).

The term "community schools coordinator" means an employee of a local board of education whose responsibility it is to promote and direct maximum use of public schools and public school facilities as centers for community development (North Carolina Senate Bill 237).

This document continued with the following information:

- The coordinator shall be responsible for:
- (1) providing support to the community schools advisory councils and public school officials;
  - (2) fostering cooperation between the local board of education and appropriate community agencies;
  - (3) encouraging maximum use of community volunteers in the public schools; and
  - (4) performing such other duties as may be assigned by the local superintendent and the local board of education, consistent with the purposes of this article. (Article 7A, 115-73-7)

In a chapter of the workshop manual, titled, "Strategies for Establishing a Community Education Program in Any Town U.S.A.," a plan for the selection of Community School Directors (Workshop) was given,

The development steering committee or other designated bodies should establish job descriptions and procedures for the recruitment and selection of Community School Directors.

Since the Community School Director must work with school personnel, community people, and community agencies, it is strongly suggested that all three groups be involved in the selection process. This group should ideally be composed of the school building principal, some staff members, representatives of existing school groups, parents, non-parents, senior citizens, youth, businessmen, community agencies, etc. (p. 4)

The Center for Community Education located at Tennessee State University, Nashville, Tennessee, in Community Education Profile (1983)

gave the following descriptions of coordinators and their roles:

Community School Directors work in close cooperation and in harmony with the school's faculty and administrative staff. The Director is responsible to the people of the community, while serving under the direction of the building principal. In most programs, the Community School Director assumes his responsibility for summer and weekend activities at his school.

Community School Directors acquaint themselves with the children, families and businessmen living and working within the school's attendance area. They become aware of the wants and needs of the people in the community. They also survey the human and physical resources available within the community.

Community School Directors are coordinators of the various educational, cultural, social and recreational activities for the community. They become involved in the areas of juvenile delinquency, adult education, community involvement, enrichment programs, senior citizen activities, job retraining and upgrading, activities creating inter-racial harmony, recreation and other social and cultural services for all age groups.

The Community School Director's role is not a "one man operation." A Director does not work alone. His primary responsibility is to serve as a catalyst that will create a nucleus of well-informed citizens and professionals who work to create an enlightened community.

The work of the Community Director touches all facets of the community. Schools are open around the clock, around the year, serving the needs of all the people. (p. 8)

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 of the community school coordinator (Minzey, 1972, p. 53). Carillo and Heaton (1972) wrote " . . . the appropriate school official will take the lead in establishing the job description and procedures for recruitment and selection of a community education coordinator" (p. 166). They continued by reminding that since the coordinator must work with



school personnel, community people, and community agencies, it is strongly suggested that all three groups be involved in the selection process.

The Board of Education of Montgomery County, Kentucky, in giving a job description of the Community Education Director, reported the duties of the Director will include but not be limited to the following:

- A. The Director will have total responsibility to operate an effective community recreation-community education program for the entire community. His direct responsibilities will be limited to preschool programs, adult program, and other out-of-school programs but may be assigned other duties and functions at the discretion of the School Superintendent.
- B. The Director will plan activities that involve use of both school and City-County recreational and educational facilities after school hours, weekends, and during the summer months.
- C. He will plan recreation and education programs around the interests and needs of young and elderly citizens, secure facilities, equipment, supplies, and personnel.
- D. He will provide a continuous program of information and education to various community and government organizations and to the general public.
- E. He is the liaison person with local, State, and Federal agencies whose functions bear a relationship to the Community Education and Recreation system.
- F. He prepares grant applications, plans fund-raising campaigns, and seeks funds from all available sources for operation of the above described programs and activities.
- G. He will be responsible for the supervision of all Recreation Commission facilities such as offices, equipment and parks.
- H. He will perform the duties of Secretary-Treasurer and Executive Director of the Recreation Commission keeping sound financial records, minutes, and documents as necessary.
- I. He will account to the Superintendent of Schools for all funds, expenditures, budgets connected to the Community Education program. (Kentucky, 1978, pp. 30-31)

The task assigned to the coordinator/director seems almost overwhelming and appears to be too large for any one person. But if the coordinator understands and assumes his role as that of being a coordinator, his task is somewhat lightened; however, he is just possibly the busiest person in the community (Berridge, 1973). The author related another point of view concerning coordinators:

Some community projects attempt to initiate community education with a part-time person. It should be apparent by now that a part-time coordinator cannot actually coordinate, due to the lack of time, and therefore assume the role of a director. The over-all philosophy of the entire project is closely tied to the decision to employ a full-time or part-time person. Whenever the concept is not fully perceived or when community education is thought only to be an activity program, a part-time person is employed. Some people in the field insist the coordinator should teach half a day so that he can get to know the children. But this is not just a project for children, it is a community project. (p. 65)

#### Volunteers In Community Education Programs

The community schools coordinator/director has recognized a wealth of help available for the community schools program, the volunteer. In the early days of the history of our country, it was an understood fact, neighbors helped neighbors. Again, in the Depression era, neighbor-helping-neighbor was just something everyone did. With the number of older and retired people wanting to have something to occupy their hours, they can be beneficial to the community schools program. Minzey and LaTarté (1972) in Community Education: From Program to Process said,

Some of the personnel needs can be met by using volunteers from the community. Each community has people who have special skills or hobbies and who are willing to donate their time. Some persons will want to volunteer because they want to be useful,

while others will be motivated to work for little or nothing because of their tax status in relation to their retirement income. (p. 212)

In the February 1984 issue of Link, published by the Tennessee Department of Education, the following statement was made:

From the businessman to the senior citizen, from the parent to the newlywed, from the teacher to the high school student, the people of the Volunteer State are experiencing renewed interest and opportunities for the involvement in public education by volunteering time, energy, and talent. (p. 1)

The Tennessee Department of Education has also developed a school volunteer network, a school volunteer brochure and handbook (Link, 1984). Wilson County Schools in North Carolina (1984) has a handbook for teachers working with volunteers. In one example, the author stated, "It has been estimated that five million volunteers work in American schools, with approximately 300 contributing time and talent in the Wilson County Schools." The following quotation was included in this handbook:

Volunteerism has outgrown the image of the middle class or affluent housewife who has time on her hands. If volunteers are to be used creatively, this stereotype must be buried and replaced with broader definitions. Anyone who freely gives something others need--whether it is their time, their talent, or the use of their personal property--is a volunteer. Males and females, the young and the old from all cultural and economic backgrounds are potential volunteers. (p. 2)

Winecoff and Powell (1976) in Organizing a Volunteer Program wrote,

One valuable resource which should be an integral part of all schools, especially community schools, is the increased use of volunteers and paraprofessionals in the regular instructional and extended day program. Such an approach on four major assumptions:

1. For change to be effective and sustained the community must be involved in decision-making, programming, implementation, and assessment.

2. Schools belong to the community and should provide opportunities and programs for the involvement of persons of all ages in that community.
3. The schools should be a focal point for a wide variety of student and adult services.
4. Talented community people are available in any community to assist with the instructional and service programs; what is needed is leadership in recruiting, training, managing, and assessing the effectiveness of those persons. (p. 6)

The Vision (1984), an eight-year report published by the governor's office in North Carolina, stated in the introduction,

One of the proudest and noblest traditions in North Carolina is that of volunteering.

The volunteer, an individual who provides needed community services without asking for or receiving monetary gain, has played a key role in this state's history. (p. 2)

The governor of North Carolina, in 1978, established laws and policies to encourage volunteerism in employees of the state departments. Executive Order Number 48 officially encouraged volunteer activity in state government, gave volunteers serving in state government programs coverage under the Tort Claims provisions of state statutes, and required that volunteer experience be required as work experience (Vision, 1984). He also established a council, the Governor's Office of Citizen Affairs (GOCA), which supported the opinion that the true value of volunteers would never be known because volunteers did not work to get recognized and to be counted. In 1980, a survey was made in each department of the government with surprising results. If all the tasks had been performed by paid staff, the cost would have been more than \$200 million.

In a poll conducted in 1982, a much more comprehensive attempt was made to measure the number of volunteers in both the public

and private sector of the state.' GOCA consulted with the North Carolina Office of State Budget and Management to write the questions and analyze the results. The report stated,

The most revealing statistic was the high number of adults who said they volunteered in some way . . . , 71 percent of all North Carolinians over 18 volunteered in some way. This was nearly 20 percent higher than the national average of 51 percent as measured by the Gallup Poll. Individuals in the 30 to 49 year age and those with higher incomes and education tend to have higher than average rates of volunteer involvement. The two reasons most frequently cited by respondents who volunteered in at least one of the four specified "traditional" activities were "wanting to help others" (97%) and "just for enjoyment" (86%).

The average amount of time reported being spent by volunteers was 17 hours per month. Approximately one in five volunteers reported spending more than 20 hours in the average month. Percentages are not always the best illustration. Based on the population of the state at that time, these percentages mean the 3,000,000 North Carolina adults volunteered and their work totaled over 60,00,000 hours of help to others. (Vision, 1984, pp. 13-14).

In the Wilson County Volunteer Handbook (1984) the following statement indicated a volunteer should:

- A. Be a reliable, friendly, flexible, mature adult.
- B. Love children.
- C. Feel deeply his obligation as a citizen to support and help the schools in their effort to educate each child to the limit of his capacity.
- D. Communicate with the teacher, principal, chairpersons of the program, or the program coordinators. (p. 4)

The National School Volunteer Program, with headquarters in New York City, has funds from many foundations and has developed a training program and other guidelines for school volunteers. A number of school systems require all volunteers working in their school to complete this training course before being permitted to serve in the schools

Burt, 1973; p. 14). Winecoff and Powell (1976) list the components of a volunteer program:

- A. Identification or development of trainers and training materials.
- B. Volunteer orientation and strength assessment.
- C. Generic volunteer skill development training.
- D. Specific volunteer skill development training. (p. 11)

These authors continue by describing what the design of a volunteer training program requires:

1. Flexibility to adjust to the great diversity of entry level skills and knowledge of the participants and to adjust to their non-regular school schedules.
2. Self or small group pacing to provide a cost-effective method of training one or more volunteers at any one time during the year and to allow continual skill improvement at the convenience of the participant.
3. Ease of revision to adapt to the changing needs of teachers and students. (pp. 10-11)

Volunteers are involved in a variety of activities to supplement and support the teachers. Kasworm (1973) said every way possible should be used to involve potential participants in order to increase the likelihood that they will provide transportation, make local arrangements, assist with recruitment of participants, and prepare newsletters. Pappadakis and Totten (1972) stated,

Some of the added no-cost learning services are those of volunteer nature: individual tutoring, auxiliary assistance to individuals or class groups in the day school, backyard playgrounds for children, vocational training for youth in home or shop, volunteer music groups, tutoring of shut-ins, volunteer assistance with recreational and sports activities, late-afternoon activities for children at the schoolhouse conducted by teachers on a volunteer basis, the development of a swimming pool with voluntary contributions, etc. (p. 192)

Gonder (1981) believed the controversy over minimum competency decreased because parents who came into the schools as volunteers would generally find things are not as bad in the classroom as they seem in the headlines. Volunteers also stretch resources at a time when every cent counts and volunteers lower the adult-pupil ratio in the classroom. The author continued,

The sensitive school district tries to recruit volunteers from all races and ethnic groups to serve the needs of the students. Another rich source of volunteers is the retired community. Older persons have both the time and a lifetime of skills and experience to share. In today's mobile society, they are the children's only contact with their grandparent's generation. Students and employed persons are also willing to volunteer. (p. 300)

A retirement community, Harbor Springs, Michigan's program has received national recognition. The senior citizens needed a place to meet, enrollment at the local high school had dropped. Doane (1985), an administrator, suggested the senior citizens use a room at the high school for their meeting place. This move led to the program involving the regular day time students integrated with the older people. The younger people found themselves assisting the seniors and the seniors helped the regular students. Strong relationships developed; one example was a blind high school student helping an elderly blind person learn to read Braille.

Schoeny and Gilbreath (1982), in discussing volunteers, said:

National and state trends are to involve parents and community residents on an increasingly more intense level. These trends are bringing the community into the classroom and the classroom into the community. The purpose of these materials (Utilizing Community Resources in the Classroom), is to provide a vehicle to help teachers through in-service activities, utilize

community resources to individualize and enhance classroom experience by the effective use of volunteers, community resources, field trips, home visits, and community education concepts. (p. 2)

In Service Learning, a report from the advisory committee appointed by the governor of North Carolina to study volunteering, the coordinator of Macon County Community Schools stated, "Those involved in volunteering take it seriously. They love it and are excited about it."

Burt (1973) reminded educators, knowledgeable and skilled volunteers do not appear by accident. No matter how dedicated and well-meaning their involvement, they will be ineffective unless they are given orientation and training. The National School Volunteer Program (NSVP) with headquarters in New York City has funds from grants and has developed a training program and guidelines for volunteers.

The North Carolina School Volunteer Program (NCSVP) was organized in 1981. The NSVP invited all states interested in organizing affiliate chapters to do so with the national organization furnishing the guidelines. The state organization was assisted financially the first year through a "Start-Up" loan from the NSVP and a Mott Foundation Incentive Grant from Appalachian State University's Center for Community Education. Since the beginning, the NCSVP has worked to fulfill its purpose:

1. encourage the use of volunteers in the classroom, schools and school systems;
2. improve the knowledge, skills, and competencies of school volunteers and of school personnel who work with volunteers so that students receive greater benefits from volunteer services;



3. increase the number and quality of organized school volunteer programs to benefit more students, volunteers, and communities;
4. enhance their partnership between educators and citizens;
5. expand the opportunities for all citizens to contribute to education; and
6. serve as a vehicle for informing advocates to strengthen the public schools of North Carolina (Making a Difference, p. 3).

The organization has pledged to continue to work cooperatively with other state groups and organizations to strengthen community education in North Carolina. It is well for the educator to remember.

#### Public Relations

The public must be aware of the community education concept and all the programs that are available to them. The public relations programs in community education often become the responsibility of the community education coordinator/director simply because few programs can hire full-time public relations directors. To establish a good public relations program, a community school director must keep seven specific objectives in mind:

1. first, determine the goals your public relations program must accomplish,
2. get to know the community by identifying the different "publics" that need to be reached,
3. set up a time schedule,
4. establish a budget based upon priorities and stay within the budget,
5. determine the tools of communication or which media will best reach your community,
6. train your staff members in all phases of public relations using the programs to teach and train on a continuing basis,
7. evaluate the public relations program. At the end of the year an overall evaluation is essential to determine if the beginning goals were successfully met. It is also beneficial to evaluate each program during the course of the year. Often this will help correct deficiencies (Russell, 1976, p. 7)

McCafferty (1977) studied the effectiveness of the dissemination of information concerning community education by the mass media and reported that those who received their information from a personal source rated the community education more effective than those receiving their information from another source. This study also indicated the respondents between the ages of 17-45 were more likely to receive the information from a personal source, while those 46 years and older were more likely to receive their information from an impersonal source. McCafferty concluded,

It is the non-traditional student who, because of the present decline in traditional student enrollments in most institutions, is not being actively courted and aggressively recruited. This new focus on communicating with the non-traditional students is being accompanied by increased use of the mass media, which has been a non-traditional source of communication by educational institutions in the past

Personal contact is certainly the most effective means of communicating with the public and the most effective form of personal contact is face-to-face, person-to-person conversation (Minzey, 1972).

Cutlip (1973) believed community relations should never be seen as mere publicity-getting, which is a vitiating weakness of many educational public relations programs. He proposed,

Public relations may be likened to an iceberg, three-fourths of it is unseen below the surface. The one-fourth--publicity--that sticks above the water is too often taken to be the whole iceberg. The unseen three-fourths--research, planning, and evaluation--are generally more important in the long run. (p. 8)

Many school districts feel a good public relations program centers around the need for the public schools to put their best

foot forward, to brighten their image, or to somehow "sell" the public. Any program attempting to do only this will never totally succeed. Two-way communication is the basis for all good public relations. The typical school-community relations approach has been predicted on the necessity of bringing the community along with the predetermined school plans and programs (Minzey, 1972).

In the manual, Community Education Workshop (1985) this suggestion for developing a publicity program was expressed,

Develop a publicity strategy which will build a positive image for your organization. There are several avenues open to your organization. If you don't already have one, you should consider a neighborhood newspaper or newsletter. This will assure communication with the neighborhood about association activities and accomplishments. You can also distribute flyers describing your group. Try public service announcements on radio and television. If all of these resources are at your disposal, you should use all; if not, you can start by developing a newsletter, and expand into other areas as your group grows. (p. 3)

If possible, have a live-wire public relations person. To sell a product, publicity is necessary and for this, use newspaper, radio, TV, handouts, posters, and flyers (Raye, 1985). In describing the effectiveness of each of these, Minzey (1972) maintained,

Knowing how to use mass media well is an important tool to community education. As previously indicated, personal contact is superior to the mass media, but is impractical for communicating with the general public. Mass media can be effective and, if used properly, can communicate an intended message to literally thousands of people at a relatively low cost. (p. 144)

Communicating with the public through newspapers may take several different forms; paid and public service advertisements, regular news articles, editorials, and letters to the editor. (p. 145)

Radio remains an extremely effective communication media. It has not been replaced by television. Radio is growing yearly and is a very healthy, dynamic industry. Many community educators, when considering radio advertising, consider using only that time available through radio stations that is

granted free for public service purposes. While public service advertisements do provide a means of communicating over the radio, it must be understood that these ads are aired at those times when the listening audience is the smallest. (p. 148)

Television has the greatest impact potential of any of the mass media systems. It is also the most expensive and most difficult to utilize. Because of this, great care must be exercised when deciding to use television to communicate to a large audience. Television should be saved for those times when it is important to present a concept or an idea; one that can best be demonstrated pictorially or through demonstration. (p. 150)

Intensive use of mass-media is now necessary and promises to become more essential in the future as patterns of urbanization become more complex, and as the demands for community education increase (Seay & associates, 1974).

To define community education to the public should be one of the main goals of the public relations program so that the concept of community education is understood and accepted by all members of the community. Another goal is to develop public awareness to the programs and to get the public involved in the process. Russell (1976) believed the public relations person should identify the "publics" and tailor the communications to the specific needs and interests so that different types of people will be influenced:

A good way to define the audience that needs to be reached by the public relations program is to look at community members and what they like to do. A retirement community may be influenced by appeals relating to community education for senior citizens, while a heavily populated teenaged area might require publicity concerning programs geared to their interest. Children must not be forgotten as members of the community if there are community education programs set up for them.

A check on the ratio of men to women, the number of minorities, and the average educational level of the community will determine special appeals that communications should include.

When all of these audiences are identified, communication can be planned to reach the different kinds of community members. The point to remember here is that communications cannot be aimed at one audience, and the public cannot be considered as one audience. Each of the community's members will have different types and varying degrees of interest in the community education program. The public relations program must identify these interests and develop communications for the groups to be reached on the basis of this analysis. (pp. 11-13)

Minzey (1972) concluded there are four essential principles underlying good community school relations. These principles are:

1. The public school is a public enterprise.
2. Public schools are responsible for the maintenance of academic freedom; for providing an atmosphere of free inquiry and a desire for the truth.
3. Participation by citizens is a necessity.
4. Two-way communications are essential.

Would it be possible to change a few words and change these four principles from basic ingredients within a good school-relations program to basic principles within a good community education plan? In reading the printed materials now available on public school relations, one is impressed with the similarity between what public relations men consider good public relations and what community educators consider good teaching. It would be easy, then to draw the conclusion that community education is, in reality, a good public relations program and community educators are basically good public relations directors. (p. 137)

#### Community Education for the Special-Needs People

All community education plans are unique for the community and residents being served. Social settings, organization of resources, people's needs and problems differ from community to community. Minzey (1985) believed that community education is a philosophical concept and is to serve all members of a community. This does not mean that schools are to be "all things to all people." It does imply that community schools should provide a catalytic and coordinating role for the community, acknowledging a responsibility to see that

community needs are identified and dealt with more effectively. In The Learning Community, Boo and Decker (1985), shared their opinions:

If representatives of broad segments of the community are involved in identifying specific local needs and devising appropriate, affordable responses, the entire community "buys into" the local program because the community itself has been part of the decision-making process. The goals, methods, resources, and desired outcomes are widely understood and accepted. (p. 5)

Kinchloe (1983) related an occasion when this process of problem-solving was put into practice with the school working in partnership with the community. An effort was being made to educate the handicapped students in a normal school setting. Parents and the community became involved and the gains in pupils' achievements were significant. Also encouraging was the finding that, within two years, over 90% of parents and other citizens in the participating communities were willing to vote for a needed school tax. For a school to move in this direction,

the principal and faculty recognized that "society" and "school systems" are not impersonal, immutable structures which have been imposed from outer space. They are people and ways people relate to one another. These systems can be changed! All that is required is fresh vision, courage, commitment, and the realization that education cannot be delivered by the schools alone. A partnership is required. (p. 17)

The special needs of the handicapped citizens of our community are receiving unprecedented attention and services, but there is still room for improvement. Ragan (1985) observed, "About 35 million persons in the U.S. have handicapping conditions" (p. 12). The writer reminded that the regulations implementing the Community Schools Act of 1974 stated in its description of the eight program elements of a community education program:

The program must be designed to serve all age groups in the community, including preschool children, children and youths in school, out-of-school youths, adults, and senior citizens, as well as groups within the community with special needs for community education services and activities, such as persons of limited English-speaking ability, mentally or physically handicapped and other health impaired persons, or other special target groups not adequately served by existing programs within the community. (p. 23)

It is the responsibility of the community educator to serve these special-needs people. Once the decision has been made to incorporate citizens with special needs into the community education experience, the initial task is to locate and contact these men and women. Gargiulo (1965) suggested,

Community educators could best begin by accessing the service network already established in most communities. An avenue available to accomplish this is such employing agencies as sheltered workshops and Goodwill Industries, or the adult services component of the local cerebral palsy center. In addition, agencies and organizations such as the Association for Retarded Citizens, mental health groups, the outreach programs of local churches, and group homes could be surveyed for interested individuals. (p. 5)

The educators should remember these are individuals with special needs and people with unique abilities and disabilities. They can learn from classes in aerobics, nutrition, leisure time activities, reading, and numerous other developmental courses. The instructor must be aware these are students with different needs and accommodate their individual differences. In many cases, transportation may have to be provided and classrooms made more accessible. These are not, however, insurmountable roadblocks (Gargiulo, 1965).

Ross (1985), discussing the activities of a community educator, said,

Once you get on the back of a tiger, it's hard to get off.  
 It may even be so exhilarating you don't want to get off.  
 This is the world of the community education at its grassroots  
 level. Everyday brings a new experience, a new frustration, a  
 new volunteer. (p, 15)

The East Brunswick, New Jersey, Adult and Continuing Education Program initiated in 1978 a pilot project specifically geared toward skill development and self-esteem enhancement for the adult mentally retarded learner (Klugerman, 1985, p. 9). The students ranged in age from 18 to 55, and included both males and females. They were integrated into a nearby school with an enrollment of about 2,000 adult students participating in a variety of courses. Many of the special students train in the school refreshment stand and after successfully completing a training period go on to train for work in cafeterias, etc. Klugerman said there are major issues to be considered in attempting a task of this type:

1. This population is often stereotyped in public attitudes.
2. The mentally retarded are not a homogeneous group. The individuals are similar in that they are retarded, but their backgrounds, experience, and environment vary tremendously. The degree of handicap also varies.
3. Dealing with adults, retarded or not, is different from dealing with children whether in a community or an educational setting.
4. Although the focus is on learning, the subject matter must be practical and realistic.
5. Self-esteem is an essential factor in successful independent living. The growth of self-esteem is directly related to individual achievement. (p. 9)

The persons with disabilities have the same need for community education that non disabled persons have. The main difference is the availability. Gorski (1985) related;

The state of Minnesota has taken several steps toward involving disabled persons in community education and lifelong learning. In 1980, the Minnesota Legislature appropriated funds to set



up demonstration projects designed to extend community education opportunities to handicapped adults. (p. 6)

The National Association of the Deaf believed deaf people have the same educational, service and meaningful involvement needs as their hearing components, be it therefore -

RESOLVED that the National Association of the Deaf endorses and supports the Community Education concept and encourages schools and centers for the deaf throughout the United States to adopt the concept so as to upgrade the general welfare and well being of deaf people. (Warden, What Others Say, p. 12)

Siler (1985) suggested the establishment of community education in the correctional setting would have a positive effect on the public community as well as the prison community. He continued:

It would create a heightened awareness in the public of the problems, including illiteracy and low self-esteem, faced by many incarcerated individuals. Members of the public community would become more involved in the rehabilitation of offenders by combining efforts with local and prison community involvement groups in prison planning and the coordination of services. And better use of institutional facilities and manpower would alleviate tax burdens. (p. 25)

Another group with special needs are the older adults. In order to work effectively with this age group, the community educator must understand and know their basic concerns and needs. These basic needs are economic security, preservation of health, maintenance of personal contacts, and meaningful use of leisure. Smith and Nanie (1977) noted:

#### Economic Security

Due to voluntary or compulsory retirement, the average retired person lives on less than 50% of what people in the labor force earn. Ironically, as the retired person's income is declining, his/her costs are rapidly escalating.

#### Preservation of Health

With advancing age and some normal breakdown within the body, older people usually have some chronic health problem. Eighty-six percent of the aged in America suffer some chronic ailments.

#### Maintenance of Personal Contact

Three events in the lives of older adults usually require significant adjustment; retirement, the maturation and departure of children from the parental household; and the death of a spouse. According to U.S. Bureau of Census, 53% of people between the ages of 65-74 are widowed. Programs that aid widowed people in adjusting to a loss of a spouse and to their new roles are needed.

#### Meaningful Use of Leisure

Leisure is defined as free, unoccupied time during which a person may indulge in rest or recreation. Community educators, in cooperation with existing recreation agencies, can develop programs that would allow seniors to meaningfully use their new wealth of time. (pp. 14-17)

### The Future of Community Education

If educators could look into the future, they could prepare for an increase or a decrease in the populations who would be attending the schools. Since they cannot predict the future of educational trends, they must trust the judgment of educators. In 1972, Minzey predicted that two major trends are likely to continue for another 30 years

The population will continue to grow, and technology will continue to be the major source of change in the affairs of men. There are five movements presently in operation which will reshape our society.

1. We are presently experiencing a large worldwide population increase.
2. Technology will create broad changes beyond the obvious impact of new inventions and gadgetry.
3. The trend toward urbanization will continue, although it will be directed toward suburban living rather than city residence.
4. The military situation will become increasingly complex.
5. Human rights will continue to be a major issue. (p. 264)

Perhaps the question for community educators in the 1980s is not how to bring together a critical mass of community educators, but rather what their precise role should be in assessing critical needs and determining how and by whom these needs can be addressed (Minzey & Baille, 1983). Community educators have the potential, and in some cases the proven record, of being not only providers and coordinators of services in various community-based organizations but also key educators, helping the public decide in a rational manner what is in their best interest.

Goodlad (1984) wrote:

There are two ways of viewing the school's role in an educational system. The first view is of a school extending educational services beyond the customary hours and days, age groups commonly enrolled, and the subjects traditionally taught. The school becomes a center for community education, recreation, and education-related human services. The second view is of a school more sharply delineative role and joining other agencies not only in clarifying their discrete functions but also in promoting collaboration. The school may be the only institution charged exclusively with the educational function, but the ability and responsibility of others to educate is recognized and cultivated. There is not one agency, but an ecology of institutions educating-- school, home, places of worship, television, press, museums, libraries, businesses, factories, and more. (p. 350)

In a year-long study funded by the Mott Foundation, Development Associates, Inc., an Arlington, Virginia, consulting firm, identified 18 major activities of community education programs across the country:

Recreation or sports activities for adults (offered in 85% of the programs).

Organized recreation or sports activities for school-age children apart from the regular school program (offered in 83% of the programs).

Non-credit general interest or enrichment classes for adults (offered in 81% of the programs).

Cultural/crafts activities for adults (offered in 71% of programs).

Cultural/crafts activities for school-age children apart from the regular school program (offered by 69% of the programs).

Adult education classes for credit (offered in 54% of the programs).

Vocational classes for credit (offered in 50% of the programs).

Special programs on family recreation (offered in 43% of the programs).

Health services (offered in 39% of the programs).

Preschool or day care programs for children (offered in 37% of the programs).

Special programs on crime, delinquency, violence, and vandalism (offered in 37% of the programs).

Special programs for senior citizens (offered in 36% of the programs).

Community social services (offered in 33% of the programs).

College credit courses (offered in 28% of the programs).

Special programs for minority populations (offered in 20% of the programs).

Special programs for handicapped persons (offered in 18% of the programs).

Special programs on neighborhood housing concerns (offered in 14% of the programs). (Boo & Decker, 1985, pp. 15-16)

Boo and Decker (1985, p. 13) said, "Typically, if a school district's board and central office have a strong commitment

to community education, the K-12 curriculum is constantly enriched by the use of community resources in and out of the classroom" (p. 13). Some programs they noted are supervised enrichment classes and recreational opportunities are available to school-age youngsters before and after school. Many schools in North Carolina have developed after-school care programs for the "latchkey kids." Parents pay a small fee for this service and one brochure describes the activities; each site director plans his or her own activities for that specific site. Generally time is provided for doing homework, guided play in group games, limited arts and crafts, quiet games, board games, puzzles, and some television watching (Mason, 1985).

As our population has increased, the mix of people has changed. There are more elderly, fewer young people and more people of different races. Smith and Wiprud (1983) suggested that community education centers and schools should use advanced technology to address problems that arise from cultural diversity by:

Preparing audiovisual and computer-based materials on successful and innovative multi-cultural programs for distribution to other schools and centers with similar problems.

Encouraging development of computer courseware on the cultures and concerns of recent immigrants and other minority populations.

Providing training on computer skills, particularly to minority populations. (p. 186)

Richardson (1985) believed a concluding philosophy of education as is needed today may be that education is not solely for occupational advancement, it must also contribute to personal development. It will be interesting to see how our country meets this challenge because the

future is now. Minzey stated in 1972, "Community education of the future must be involved in community decisions that affect them, on process rather than program" (p. 273).

Community education claims, with good reason, to be an educational trend, and there is solid evidence of its slow but steady acceptance as a way of looking at education, according to the following:

Twenty-six states have state plans for community education.

Twenty-nine states have state school board resolutions supporting community education.

Twenty-three states have legislation supporting community education.

Forty-nine states have at least one designated community education person in the state department of education.

Twenty states provide some type of state funding for community education.

Twenty-three states have state community education advisory councils.

There is a 50-state network of community education development centers.

State community education associations with a total of 8,000 individuals have been organized in 40 states.

The National Community Education Association in Alexandria, Virginia, has a membership of 1,500, including 150 institutes.

More than 100,000 persons have received training in community education workshops throughout the United States.

Community education was formally recognized and supported by the U.S. Congress and the President in legislation adopted in 1974 and 1978, and is now an approved federal educational purpose eligible for funding under terms of federal block grants to the states. (Boo & Decker, 1985, pp. 7-8)

The Commission on the Future of North Carolina stated that community refers to the sharing of the common values, attitudes, activities, and interests by a group of people living in a given

locale. This common body may be diverse, encompassing a variety of age, income, and ethnic groups. The former Governor of North Carolina said:

At the present time, I see no other movement on the horizon that comes close to community education's potential of restoring faith in the American dream and creating a "sense of community" and close relationship between schools, communities, and individuals than through our education system. (Warden, What Teachers Say, 1978, p. 14)

Boo and Decker (1985) quoted M. Donald Thomas, South Carolina Deputy Superintendent of Schools for Public Accountability, and the former Superintendent of Salt Lake City Public Schools:

By the year 2000 community education will be the basis for creating community coherence and common purposes. Community education will create what America needs most; a community of character, a coherence of values, a unity of purpose--if not perfect, at least in the making. . . . There is no special agency other than our public school to do that. (p. 18)

Vorhees (1972), University of Michigan, believed the doctoral dissertation has the greatest potential for community education research. He thought the study should cover several years and should assess what exists, apply treatments, and measure long term results.

The former president of the North Carolina Adult Education Association, Ironside (1984), wrote:

The North Carolina 2000 Project could hardly have come at a time when interest and participation in lifelong learning are as high as they are now. The National Center for Educational Statistics has reported that more than 21 million adults participated in continuing education in 1981, or almost 12 percent of the U.S. population aged 17 or older.

One reason, as I have already noted is need. The other is that we are fast becoming a nation of adults. There are simply more of us to do whatever there is to do, including learning.

By the year 2000, the U.S. population will be dominated by people in their middle years. Thus, we must begin to think about adults in our educational planning as we grapple with future priorities. (p. 5)

#### Summary

In the review of relevant literature, one discovery was made; community education carried out in the community schools is unique in every case and circumstance. This uniqueness makes the study inexhaustible. One of the authors quoted said there is no standardized "community education program," because each program is designed by the residents of their community to meet their specific needs.

Community education is not a new concept, it began almost with the birth of this country in the Colonial schools. The concept has grown as it has changed and will continue to grow and change with the changes in society and community life.

The Mott Foundation has influenced community education, as it is known today, more than any other organization. Frank Manley, a physical education director, persuaded Charles Stewart Mott to consider how important it would be to open the schools for recreational activities on weekends and during the summer to help reduce juvenile delinquency and improve the safety of the children.

John Dewey's influence was felt as he experimented with integrating schools and communities. Many think of community education as part of the progressive movement brought about by Dewey. Others give William Wirt's program in Gary, Indiana credit



for originating the idea of community schools because he involved parents and adults in his school programs.

The role of the advisory councils and that of the coordinators were researched and described. Observations were made concerning the importance of the work of each of these. Public relations programs are usually assigned to the coordinator/director but he/she needs one person other than themselves to handle this important task of keeping the public aware of the activities and programs of the community school.

The centers are disseminators of information to the individuals, coordinators, and schools. Most of the regional centers offer classes and intact sessions in which the coordinators and leaders in the field of community education come together to learn and discuss the concepts and situations involved with the programs. Many of the state centers are beginning to provide class work towards a masters degree in community education.

The National Center for Community Education (NCCE), located at Flint, Michigan, offers training sessions to participants from across the nation. These sessions are led by qualified leaders in community education and provide opportunities for developing skills related to successful practices. The NCCE provides free lodgings, a meal allowance, free materials, and instructions. The sessions are to acquaint persons with the programs and give them a conceptual and practical overview of community education.

The state and national professional organizations for community school educators meet regularly and are well attended. The programs are excellent and well planned to keep the coordinators aware of new developments and new materials available in the program.

## CHAPTER 3

### Methods and Procedures

This chapter contains a description of the study, the methods and procedures used to collect the data, and the selection of subjects used in the study. It also provides a description of the instrument used, and a summary of the statistical analysis of the data.

#### Description of the Study

The purpose of the study was to determine the development of community education programs in North Carolina as reflected by public awareness and response to the programs. The study was descriptive in design and the subjects were considered an intact group since all community schools director/coordinators in North Carolina were surveyed.

A research of related literature was made by using an ERIC computer search and by consulting the Dissertation Abstracts International, Education Index, Current Index to Journals in Education, and the card catalog of Sherrod Library, East Tennessee State University. Additional information was obtained from Catawba Valley Technical College Library, Catawba County Public Library, and Elbert Ivey Memorial Library located in Catawba County, North Carolina.

North Carolina had 143 local educational agencies (LEAs) with 142 of them having an employee, hired for either a full-time or part-time position, as community education director/coordinator. One system in the state does not have a community education program and in ten areas, the coordinator/director is assigned duties for more than one LEA in

his/her county. Consequently, the total number of director/coordinators in North Carolina at the time of this study was 131.

Those 131 director/coordinators were sent the questionnaire and were encouraged to complete it as quickly and as entirely as possible. A cover letter was attached to explain the purpose of the study and to let the person receiving the questionnaire know the investigator was interested in the program and was a member of North Carolina Association of Community Educators and North Carolina Adult Education Association (see Appendix C). The mailing list was compiled from the most current directory of community education coordinators.

#### Instrumentation

The survey instrument was designed by the investigator and field tested by utilizing a class of graduate students at East Tennessee State University and a Community Education workshop sponsored by the Mott Foundation held at Beaufort Community College, in Washington, North Carolina. The instrument was validated by Larry E. Decker, Director of the Mid-Atlantic Center for Community Education, Charlottesville, Virginia, and Paul Kussrow, Director of the North Carolina Center for Community Education, Boone, North Carolina (see Appendix B).

Craig Phillips, State Superintendent of Public Instruction in North Carolina and Sandra Frye, Director, Division of School-Community Relations gave consent for the study to be conducted (see Appendix A). The Department of Education indicated an interest in the study for the purpose of evaluating the program. Robert Mason, the president of the

North Carolina Association of Community Educators (NC-ACE), assisted by answering questions and providing current information for the study.

The instrument was designed with 11 questions which asked for demographic data and 20 other questions which were more specifically related to the community education program in each unit (see Appendix D). Those questions were developed to provide data necessary to determine the development of community education and community schools in North Carolina from the second year after establishment to the present time.

#### Procedures

The questionnaire, cover letter, and a return envelope were mailed to all community education director/coordinators on September 30, 1985. Seventy-four responses were returned within the first 30 days. On October 30, a follow-up letter was mailed to each director/coordinator who had not responded by that time. One month after this second request was submitted, 21 more had been received giving a total of 95 responses which were compiled and analyzed. This number represented a 73% return of the initial group polled.

#### Analysis of Data

The Statistical Package for the Social Sciences (SPSSX) located in the computer center, East Tennessee State University, was used for the analysis of the data.

Hypotheses 1, 2, 3, 4, 5, 6, and 8 though 11 were tested through the use of chi square statistics to test for significant difference. The assumptions of the test for two independent samples were

- (1) randomness, (2) nominal-level data, (3) independent samples, and  
 (4) a sample size ranging from 25 to 250 (Champton, 1981).

The formula for chi-square test is

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

In order to test hypothesis number 3 the t test for independent samples was utilized using a two-tailed test. The primary assumptions of the t test in this case were (1) the interval level of measurement associated with the data analyzed, (2) randomness, (3) normal distributions for both groups on the variable measure (Champton, p. 174)/

The formula for the t test is either of the following:

$$\text{Pooled Variance } \underline{t} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) s_1^2 + (N_2 - 1) s_2^2}{N_1 + N_2 - 2} \frac{1 + 1}{N_1 N_2}}}$$

$$\text{Separate Variance } \underline{t} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Hypothesis 7 was tested for correlation by the use of Pearson's "r" (product moment correlation coefficient). Champion (1981) stated the following assumptions associated with Pearson's r, "First, we must have randomness. Second, we must have two variables measured according to an interval scale. Third, we must have linearity between two variables." (p. 339). His fourth assumption of r was the distribution of scores for both variables are approximately normally distributed.

The formula for Pearson's r is

$$r = \frac{NXY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\sum X^2 - (\Sigma X)^2][N\sum Y^2 - (\Sigma Y)^2]}}$$

## CHAPTER 4

### Presentation and Analyses of Data

#### Introduction

The purpose of this study was to determine the development of community education in North Carolina as reflected by public awareness and response to the program. This chapter contains demographic data, general information and the statistical analyses used in the study. The analyses presented are in both narrative and tabular form, using the null format for testing hypotheses.

#### Demographic Data

The personal data sheet was designed to collect demographic data concerning the director/coordinators contacted in the study.

#### Sex of Participants

Sixty-two of the 95 director/coordinators who responded to the questionnaire were males. As one can see from Table 1 there were nearly twice as many males as females who participated in the study.

#### Age of Participants

The largest number of director/coordinators was between the ages of 36 and 45 with the smallest number being 25 or under. Twenty were in the age group of 26 to 35. An additional 25 director/coordinators were between 46 and 55 years. Only seven were 55 years or older. (See Table 2).



**Table 1**  
Sex of Persons Responding  
to the Study

Sex of Participants	Number	Percentage
Male	62	65.3
Females	33	34.7

n = 95

**Table 2**  
Age Distribution of Persons  
Included in Study

Age of Participants	Number	Percentage
25 or younger	1	1.1
26-35	20	21.1
36-45	42	44.2
46-55	25	26.3
56 or older	7	7.2

n = 95

Percent of Work Time Spent  
in Community Education

When director/coordinators responded to the question pertaining to the percentage of work time spent in community education-related tasks, 41% gave 100% as the answer. Four spent 25% or less and 13 gave 26-50% as the amount of work time spent in community education-related tasks. Twelve responded with 51-75% and 25 stated 76-95% of their time was spent in those tasks. Please see Table 3 for analyses.

Table 3

Percent of Work Time Spent in  
Community Schools Tasks

Percent of Work Time Community School Tasks	Number	Percentage of Total
25% or less	4	4.2
26 - 50%	13	13.6
51 - 75%	12	12.6
76 - 95%	25	26.3
100%	41	43.3

n = 95

Job Titles

Job titles given by the part-time director/coordinators listed in alphabetical order were as follows:

Administrative Assistant

Assistant Principal

Assistant Superintendent

Athletic Director

Community Schools Coordinator  
Cultural Arts Director  
Director of Personnel  
Director of Support Services  
Public Relations  
School-Community Relations Coordinator  
Vocational Director

#### Areas of Responsibilities

Areas of responsibilities are presented in rank order according to the number of times each responsibility was listed by a director/coordinator. The investigator has included only those which were given a minimum of five times. To some, the responsibilities may seem to be replicated but to each director/coordinator, the duties could be entirely different and unique depending on the community being served.

Public Relations/Information/Media/Communications (54)

After School Programs/Facilities/Rentals (33)

Community School Activities (32)

Volunteers (31)

Athletics/P. E./Recreation (14)

Community Involvement (14)

Scheduling Space and Facilities (11)

Art/Cultural Arts (10)

Administration of Community Schools Programs (10)

Transportation Coordination (9)

Agency/Inter-Agency Coordination (8)

Latchkey/Before and After School Care (8)

Publications/Printing (6)

Business-Industry/Partnership Activities (5)

Special/Federal Projects (5)

Years of Employment

The number of years of employment in the current position ranged from 15 director/coordinators with less than 1 year to one with 10 years. The data given by the other participants were 15 with 1 year, nine with 2 years, 10 with 3 years, 12 with 4 years, seven with 5 years, 10 with 6 years, 12 with 7 years, and four with 8 years in the current position as community education director/coordinator. Please see Table 4.

Table 4

Years of Employment

in Present Position

Years of Employment	Number	Percentage of Total
less than 1	15	15.8
1	15	15.8
2	9	9.5
3	10	10.5
4	12	12.6
5	7	4.4
6	10	10.5
7	12	12.6
8	4	4.2
10	1	1.1

n = 95

### Levels of Formal Preparation

The levels of formal preparation of the director/coordinators spread from those having less than B.S./B.A. to the level of doctorate. Thirty-eight director/coordinators had earned a masters degree, 14 had a specialist degree, and two had doctorates. Thirty-one had Baccalaureate degrees and 10 had less than a college degree, as shown in Table 5.

### Initial Certification

Eleven different areas of initial certification were identified. Those areas are presented in rank order as stated by the respondents. Ten had not earned a certified degree, six did not respond to the question, and six had not earned a college degree. The degrees listed by 20 participants were in an education related field, 14 were in science and/or math, 13 were in English and/or language arts, nine were physical education related, six were in social studies, four were in the cultural arts, three were in business, and four were in vocational areas. Table 6 shows this distribution.

### Community Description and Responsibility

In response to the question pertaining to their responsibility to community education, 92 of the director/coordinators indicated their duties were in one public school system. Another one's responsibility was for two or more buildings. One participant served in more than two buildings and another served in three public school systems, all in one county. The description of the community served was computed for seven

Table 5

Levels of Formal Preparation

Degree	Number	Percentage of Total
Less than BS/BA	10	10.5
BS/BA	31	32.6
Masters	38	40.0
Specialist	14	14.7
Doctorate	2	2.1

n = 95

Table 6

Initial Certification

Areas of Certification	Number	Percentage of Total
Non certified degree	10	10.5
No response	6	6.3
Education related	20	21.1
Science and/or Math	14	14.7
English/language arts	13	13.7
Physical Education/health	9	9.4
Social studies	6	6.3
Cultural Arts	4	4.2
Business related	3	3.2
Vocational areas	4	4.2

n = 95

different types of areas. Sixty percent of the director/coordinators served in rural areas. Eighteen percent worked in urban areas, 6% in suburban, and the other 16% were in a combination of the three different areas.

#### Populations Served

The student populations served ranged from 720 to a high of 72,378, with a mean of 8,442.511 and a median of 5,000. The total populations served by the director/coordinators ranged from 2,858 to 419,700, with a mean of 42,372 and a median of 25,000.

#### General Information

Additional questions were included in the survey to collect general information pertinent to understanding the community education program in North Carolina.

#### Volunteers

The survey indicated 83.2% of the units utilized the services of volunteers. The volunteer hours per system ranged from 50 to 105,700 each year with a total of 9,921,988 hours served. The estimate of the percentage of volunteer personnel compared to paid employees ranged from 10% to 100%. The director/coordinators reported that 50,944 volunteers were being utilized.

#### Program Decisions

The question, "How do you decide which programs to offer?" was asked. The possible answers which were given in the questionnaire were

community survey, formal needs assessment, advisory committee input, and other. The participants were to respond by circling the appropriate numbers with 1 as very low (VL), 2 as low (L), 3 as medium (M), 4 as high (H), and 5 as very high (VH). A summary is given in Table 7.

Other methods suggested were: (1) survey the community or technical college students, (2) let the director/coordinator make the decision, (3) present programs offered again with improvements, and (4) through consultations with principals, superintendent, teachers, and parents.

#### Recruiting Instructors

In responding to the question "How are instructors recruited in this unit?," more answers were written than for any other questions. The possible answers given were newspaper ads, television ads, classroom teacher volunteer, word-of-mouth, and other. The responses were indicated by the method described in the information above.

Other areas, suggested by the participants, where instructors for the programs may be found were: community college recruits from the business community, county agencies, community college personnel, individual contact, PTA and other volunteer groups, resource files, personnel files, YMCA, sponsor recruiting, tabloid newsletter mailed to all residents, recommendations by principal or central office staff, and a formal notice in central office.

#### Awareness of Program

Are the superintendent of schools, principals, teachers, board of education, and non-professionals aware of the community education programs? The director/coordinators were asked to estimate the awareness



Table 7

Methods Used for Making Program Decisions,  
Recruiting Instructors, Determining Awareness and  
Estimating the Efficiency of the Advisory Committee

Methods	VL	L	M	H	VH
<u>Program decisions:</u>					
Community survey	2	3	20	28	21
Formal needs assessment	7	11	24	18	7
Advisory committee input	4	6	19	33	17
Other	0	0	0	11	17
<u>Recruiting instructors:</u>					
Newspaper ads	18	6	5	7	10
Television announcements	29	6	0	0	1
Teacher Volunteer	3	9	15	18	9
Word-of-mouth	2	0	11	22	25
Other	2	0	2	8	20
<u>Awareness of program:</u>					
Superintendent	0	1	5	13	75
Principal	0	1	10	26	57
Public school teachers	1	2	29	40	22
Board of education	0	2	14	34	44
Non-professional	3	15	38	24	14
Efficiency of advisory committee:	7	11	44	16	14

of these specific people to the programs, using the method given above. The data received in response to this question indicated that many of these specific groups of people are very aware of the community education program.

#### Advisory Committee

The question was designed to determine how efficiently the advisory committee functions. The group surveyed was asked to rate the committee as they perceived their efficiency. The rating scale described above using 1 to 5 as very low, low, medium, high, and very high was implemented in this question also. In the data received from 92 director/coordinators, 47.8% rated the committee's efficiency as medium, 14.7% as very high, 16.8% as high, 11.6% as low, and 7.4% as very low. One replied that the unit he/she served did not have an advisory committee. Another director/coordinator volunteered the information that their committee met once a quarter and was very effective.

#### New Programs

The director/coordinators were asked, "What are some new programs you have developed which are specifically suited to your community?" The new one identified by more director/coordinators was a program for children before and after school. Public relations, school/business or education partnerships and sponsorships, programs and involvement for senior citizens, computer programs, art councils, and volunteer enlistment were all being widely developed and used.

Analysis of the Findings

The following hypotheses, stated in the null format, were developed for this study and were tested at the 0.05 level of significance using a two-tailed test.

H<sub>1</sub> There will be no significant difference between the mean number of programs per community education unit at the present time and the mean number of programs per unit offered the second year after the unit was established.

Detailed analyses are in Table 8.

Table 8

Number of Programs Now and the  
Second Year

	Present Time	Second Year	Total
Number of Programs	O = 44.28 E = 31.86	O = 19.64 E = 31.86	63.92
$\chi^2 = 9.48$	d.f. = 1	P < .05	

The mean number of programs offered at the present time was 44.28 and the mean for the second year was 19.64. The chi-square was used to test for significant difference between the two variables.

The observed value of 9.48 exceeded the critical value of 3.84 needed at the 0.05 level of significance. Therefore, the investigator rejected the null hypothesis and accepted the research hypothesis that there was a significant difference in the mean number of programs

offered at the present time and the mean number of programs offered the second year after the unit was established.

$H_0$  There will be no significant difference between the daily mean number of participants per community education unit at the present time and the daily mean number of participants per unit the second year after the unit was established.

Detailed analyses are in Table 9.

Table 9

Number of Participants

Present Time and Second Year

	Present Time	Second Year	Total
Number of Participants	O = 367.8 E = 257.6	O = 147.4 E = 257.6	515.2

$$\chi^2 = 94.33$$

$$d.f. = 1$$

$$P < .05$$

The daily mean number of participants per unit at the present time was 367.78 and the daily mean per unit for the second year after establishment was 147.4. Chi-square test was utilized to test for significant difference between the two variables.

The observed value of 94.23 exceeded the critical value of 3.84 needed at the 0.05 level of significance. The investigator rejected the null hypothesis and accepted the research hypothesis that there was a significant difference in the number of participants per unit at the present time and the number per unit the second year after the unit was established.

$H_0^3$  There will be no significant difference between the various ages of the participants in the community education programs at the present time and the various ages of those who participated the second year after the units were established.

Detailed analyses are in Table 10.

Table 10

Various Ages of Participants

Present Time and Second Year

Age Groups	Present Time	Second Year
1 - 10	84	64
11 - 20	74	62
21 - 30	83	69
31 - 40	86	88
41 - 50	78	61
51 - 60	74	59
Mean	79.83	67.16

$t = 4.037$

d.f. = 10

$P < .05$

A two-tailed  $t$  test for independent samples was used to determine if significant difference was found.

The observed  $t$  value of 4.037 exceeded the critical  $t$  value of 2.2228, indicating more participants of various ages were being served by the community schools at the present time. Therefore, the investigator rejected the null hypothesis and accepted the research hypothesis.

$H_0^4$  There will be no significant difference in the number of full-time community education director/coordinators at the present time

and the number of full-time director/coordinators the second year after the unit was established.

Detailed analyses are in Table 11.

Table 11

Full-Time Director/Coordinators

Present Time and Second Year

	Present Time	Second Time	Total
Number of Full-time Director/coordinators	O = 82 E = 78.5	O = 75 E = 78.5	157
$\chi^2 = 0.312$	d.f. = 1	P < .05	

Chi-square was utilized to test for a significant difference between the number of full-time director/coordinators at the two different time periods.

The observed level of 0.312 was less than the critical value of 3.841 at 0.05 level of significance, therefore the investigator failed to reject the null hypothesis. This indicated the number of full-time director/coordinators has not increased significantly.

$H_0$  There will be no significant difference between the number of employees hired as full-time community education director/coordinators and the number hired as part-time director/coordinators and are assigned other job titles.

Detailed analyses are in Table 12.

Chi-square test was used to determine the significant difference between the two variables.

Table 12

Full-Time and Part-TimeDirector/Coordinators

	Full-time	Part-time	Total
Number of Director/coordinators	O = 82 E = 47.5	O = 13 E = 47.5	95
$\chi^2 = 50.1$	d.f. = 1	P < .05	

The results of the chi-square test indicated the observed value of 50.1 exceeded the critical level of 3.841 at the 0.05 level of significance. The observed value, also, exceeded the critical value at the 0.01 (6.635) level of significance. The number of full-time director/coordinators exceeds the number of part-time director/coordinators and the investigator rejected the null hypothesis and the research hypothesis was accepted.

H<sub>06</sub> There will be no significant difference between the number of community education units at the present time and the number of community education units in 1979, the second year after establishment by the state legislature.

Detailed analyses are in Table 13.

The chi-square test was used to determine if a significant difference existed between the two variables.

The observed value of 6.48 exceeded the critical value 3.84 at the 0.05 level of significance. This indicated the number of community units have increased from 1979 (second year after establishment) to the

Table 13

Number of Community SchoolsPresent Time and Second Year

	Present Time	Second Year	Total
Number of Community Schools	O = 95 E = 79	O = 63 E = 79	158

$$x^2 = 6.48 \quad \text{d.f.} = 1 \quad P < .05$$

present time. Therefore, the investigator rejected the null hypothesis and accepted the research hypothesis.

$H_0$  There will be no significant relationship between the number of years the community education unit has existed and the number of volunteers utilized by the unit.

Detailed analyses are in Table 14.

Table 14

Years in Existence andUtilization of Volunteers

Years Existed	Units Using Volunteers
1	2
2	4
3	1
4	4
5	7
6	10
7	19
8	30

$$r = .87$$

$$\text{d.f.} = 6$$



The Pearson  $r$  (product moment correlation coefficient) was used to determine the significance of the relationship between the two variables.

The observed value of Pearson's  $r$ , 0.87, exceeded the critical value of  $r$ , 0.7067, at the 0.05 level of significance. There was a significant correlation between number of years of existence and those units using volunteers. Therefore, the investigator rejected the null hypothesis and accepted the research hypothesis.

$H_08$  There will be no significant difference between the efficiency of newspaper announcements and radio announcements in developing public awareness of the community education program.

Detailed analyses are in Table 15.

Table 15

Efficiency of Newspaper and Radio in Developing  
Public Awareness as Rated by the  
Director/Coordinators

Media	Very Low	Low	Medium	High	Very High
Newspaper	0	0	15	34	41
Radio	7	14	27	22	13

$$\chi^2 = 41.39$$

$$d.f. = 4$$

$$P < .05$$

The chi-square test was utilized to determine if a significant difference was found between the two types of media being used.

The observed value of 41.39 exceeded the critical value of 9.44 at the 0.05 level of significance and this indicated that newspaper announcements are more effective than radio in making the public aware

of the community education programs. The observed value was significant at the 0.01 (13,277) level of significance. Therefore, the investigator rejected the null hypothesis and accepted the research hypothesis.

$H_0$  There will be no significant difference in the efficiency of newspaper announcements and TV announcements in developing public awareness of the community education programs.

Detailed analyses are in Table 16.

Table 16

Efficiency of Newspaper and Television in Developing Public Awareness as Rated by the Director/Coordinators

Media	Very Low	Low	Medium	High	Very High
Newspaper	0	0	15	34	41
Television	45	10	7	3	1

$$\chi^2 = 121.15$$

$$d.f. = 4$$

$$P < .05$$

The chi-square test was applied to test if a significant difference existed between the efficiency of the two types of media under consideration in developing public awareness of the programs.

The observed value of 121.15 exceeded the critical value of 9.44 at the 0.05 level of significance. The observed value also exceeded the critical value at the 0.01 (13.27) level of significance. This indicated newspaper announcements are more efficient than television announcements in developing public awareness to the community education programs and the investigator rejected the null hypothesis and accepted the research hypothesis.

$H_0$ 10 There will be no significant difference between the efficiency of newspaper announcements and word-of-mouth information in developing public awareness of the community education program.

Detailed analyses are in Table 17.

Table 17

Efficiency of Newspaper and Word-of-Mouth in  
Developing Public Awareness as Rated by  
the Director/Coordinators

Media	Very Low	Low	Medium	High	Very High
Newspaper	0	0	15	34	41
Word-of-mouth	0	0	18	33	31
$\chi^2 = 4.5$		d.f. = 3		P < .05	

The chi-square test was utilized to determine if a significant difference was found between the efficiency of the two types of media being used to develop awareness to the programs.

The investigator failed to reject the null hypothesis because the observed value of 4.5 did not exceed the critical value of 7.815 at the 0.05 level of significance. This indicated word-of-mouth information is as efficient as newspaper announcements in developing public awareness to the community education programs.

$H_0$ 11 There will be no significant difference between the efficiency of newspaper announcements and flyers in developing public awareness of the community education program.

Detailed analyses are in Table 18.

Table 18

Efficiency of Newspaper and Flyers in Developing Public  
Awareness as Rated by the Director/Coordinators

Media	Very Low	Low	Medium	High	Very High
Newspaper	0	0	15	34	41
Flyers	6	3	23	31	26

$$\chi^2 = 14.75$$

$$d.f. = 4$$

$$P < .05$$

The chi-square test was applied to determine if a significant difference existed between the efficiency of the two types of media being compared. The observed value of 14.75 exceeded the critical value of 9.44 at the 0.05 level of significance. The observed value, also, exceeded the critical value of 0.01 (13.277) level of significance. This indicated that flyers were not as efficient as newspaper announcements in developing public awareness to the community education programs. Therefore, the investigator rejected the null hypothesis and accepted the research hypothesis.

Summary

The study was made to examine the community education program in North Carolina and to determine to what extent the program had grown and developed since the program was legally established by the legislature in 1977. The program's rate of growth and development is closely related to the public awareness of the program as shown by the response to and participation in the programs offered. The hypotheses

were stated in the null form and were analyzed to determine (1) if the number of programs offered presently has increased from the number of programs offered the second year after the unit was established, (2) if the number of participants has increased from the second year after the unit was established when compared with the number of participants at the present time, (3) if the various ages of participants have increased from the second year to the present time, (4) if the number of full-time director/coordinators has increased from the second year to the present time, (5) if the number of full-time director/coordinators is more than the number of part-time director/coordinators, (6) if the number of community education units has increased from 1979 to the present time, (7) if the length of existence of the community education unit is related to the number of volunteers utilized, and (8) if the use of newspaper announcements to develop public awareness is more efficient than radio announcements, or (9) TV announcements, or (10) word-of-mouth, or (11) flyers.

In hypotheses numbers 1, 2, 5, 6, 8, 9, and 11, chi-square tests were used to test for significance between two variables. In each case the observed value exceeded the critical value of 0.05 level of significance and the hypotheses were rejected and the research hypotheses were accepted.

The t-test for independent samples, using a two-tailed test of values, was used for testing hypothesis number 3. The observed value exceeded the critical value at the 0.06 level of significance and the null hypothesis was rejected and the research was accepted.

For hypothesis number 4 and 10, chi-square tests were used and the observed value was less than the critical value at the 0.05 level of significance. The null hypotheses were accepted,

Pearson's  $r$  (product moment correlation coefficient) was used to analyze the data for hypothesis number 7. The null hypothesis was rejected and the research hypothesis was accepted because the observed value exceeded the critical value at the 0.05 level of significance.

## CHAPTER 5

### Summary, Findings, Conclusions, Recommendations, and Implications

#### Summary

The problem of this study was to determine the development of community education in North Carolina as reflected by public awareness and response to the programs. After researching the literature and consulting the Dissertation Abstracts International, the investigator found that a study of this type did not exist for the state of North Carolina. To examine the entire community education program in the state, the study was made by surveying all community education director/coordinators in North Carolina using a survey instrument designed by the investigator. Thirty days after the first mailing, which contained the questionnaire, cover letter, and return envelope, a follow-up letter was sent to those who had not responded. At the end of another thirty days, a 73% return was achieved and the data from the ninety-five responses were compiled and analyzed. The Statistical Package for the Social Sciences (SPSSX) in the Computer Center, East Tennessee State University, was used for the computations.

#### Findings

The statistical analysis of the collected data indicated significant differences in nine of the eleven hypotheses developed for the study. The findings revealed the number of programs offered and the number of

participants in these programs were significantly greater at the present time compared with the second year programs.

The ages of the participants showed more variation as programs were developed to serve the younger child, teenager, and the senior citizen rather than the mid-adult age population only.

The information accumulated indicated there are more community schools with full-time director/coordinators than part-time director/coordinators. The number of full-time director/coordinators has not statistically increased in the eight years since the program was established but the number of local school systems establishing community schools has increased significantly in that period of time.

Analysis of the relationship of the utilization of volunteer services and the length of time the community school has existed revealed that the schools organized earlier used the services of volunteers to a significantly greater extent.

The data showed newspapers were more efficient in developing public awareness than television, radio, and flyers. No significant difference was noted between the efficiency of "word-of-mouth" and newspapers in making the public aware of the programs being offered by the community schools.

### Conclusions

The following conclusions were drawn based on the findings:

1. The number of community education programs offered by the community schools has significantly increased.



2. The number of people participating in the community education programs has grown significantly in the eight years since the programs were established.

3. The number of full-time community education director/coordinators did not statistically increase.

4. The community schools established earlier utilized the services of volunteers to a significantly greater extent than those schools founded more recently.

5. More and different age groups were being served by the community schools.

6. Newspapers and "word-of-mouth" were recognized as being the most efficient methods for developing public awareness.

#### Recommendations

Based on the findings, the following recommendations are suggested:

1. The department of public instruction needs to develop a job description for the position of community schools director/coordinator. The investigator did not find any job description except a brief one given in the Senate Bill #237.

2. Guidelines for completing year-end-reports should be written. The investigator found discrepancies in these reports which required clarification.

3. The department of public instruction should evaluate the services of part-time director/coordinators to determine if the money allocated is used efficiently for the purpose for which it was intended.

Fifty-nine percent of the director/coordinators are not spending 100% of their time on community education related tasks. A follow-up study could determine how the remaining time was used.

5. Research should be conducted to determine how effectively the community schools are using the services of volunteers.

#### Implications

The results of this study provided several implications for community educators in North Carolina. The state legislature allocates a specific amount of money to each local school system which submits a proposal for developing a community school.

Only 41% of the director/coordinators indicated they spent 100% of their work time in community education related tasks. This seems to imply other tasks are required of the remaining 59%.

The findings revealed the number of community schools has increased significantly but the number of full-time director/coordinators has not statistically increased. This may imply more part-time director/coordinators are being hired or an employee in the local school system is assigned the duties on a part-time basis.

The growth and increase in the number of programs, the number of participants, and the various ages of the participants seem to imply the three variables are directly related.

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**APPENDICES**

**APPENDIX A**  
**COMMUNICATIONS WITH STATE OFFICES**

Route 2, Box 125  
Hickory, N.C.  
27601  
April 10, 1985

Ms. Sandra Frye  
Division of Community Schools  
State Department of Public Instruction  
Raleigh, N. C. 27611

Dear Ms. Frye:

I am sending a copy of my hypotheses along with the survey form I spoke with you about by telephone today. I designed the questions to satisfy each of the hypotheses. The data collected will be used use to determine if there are significant differences when comparing the information concerning the present time and the second year after the unit was established. The second year was chosen for study because I felt in the first year, the programs would be getting organized and data given for that time would not give a true assessment of the schools' potentials.

Thank you for your time and assistance. As I stated in our telephone conversation, I want this study to be helpful to you and the community education process and I will greatly appreciate any suggestions you can make and any opinions you may express concerning the overall project.

Sincerely,

Grace C. Vaught

Route 2, Box 125  
Hickory, N. C.  
28601  
May 15, 1985

Dr. Craig Phillips  
State Superintendent of Public Instruction  
Department of Public Instruction  
Raleigh, North Carolina 27611

Dear Dr. Phillips:

I am a graduate of Lenoir Rhyne College and Appalachian State University and have taught 18 years in the public schools of North Carolina. At this time, I am a graduate student in the doctoral program at East Tennessee State University. The problem I am using for my dissertation is to determine the growth of Community Education in North Carolina as reflected by the degree of public awareness and response to the program.

Mr. Robert Mason, president of North Carolina Association for Community Education, is very interested in this project and the collection of data. Also, he is the coordinator of Hickory/Newton-Conover Community Schools. We believe this information can be useful to all persons interested in community education and I will share the outcome with your office and with the Division of Community Schools.

I am enclosing a copy of the survey I will be sending to all community schools coordinators in the state and a copy of the hypotheses to be used in the study. A few weeks ago, I mailed copies of these to Ms. Sandra Frye, Director of the Division of Community Schools.

In order to do the study, I need your consent before my surveys are mailed to the coordinators.

Thank you for your support and for your dedication to education.

Sincerely,

Grace Curtis Vaught



## DEPARTMENT OF PUBLIC INSTRUCTION



STATE OF NORTH CAROLINA - RALEIGH 27611

May 28, 1985

Ms. Grace Vaught  
Route 2, Box 125  
Hickory, North Carolina 28601

Dear Grace:

I have tried to call you a number of times with no success.  
I wonder if we copied your phone number incorrectly.

I looked over your dissertation materials and am very pleased  
that we will have access to your conclusions when it is completed.  
It should prove very helpful to us to have this kind of data.

Dr. Phillips passed on to me your letter requesting permission  
to mail your survey to local community schools coordinators.  
No official consent from the state agency is required for this  
kind of mailing so an official statement from him will be unnecessary.

I hope you will get a good response from the coordinators  
and we will look forward to hearing from you when your work  
is complete.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sandra Frye".

Sandra Frye, Director  
Division of School-Community  
Relations

SF/ds

**APPENDIX B**  
**COMMUNICATION CONCERNING VALIDATION**

Route 2, Box 125  
Hickory, North Carolina  
28601  
July 12, 1985

Mid-Atlantic Community Education Center  
Ruffner Hall, School of Education  
University of Virginia  
Charlottesville, Virginia 22903

Dear Ladies and Gentlemen:

I am a doctoral student at East Tennessee State University, Johnson City, Tennessee. The problem for my dissertation is to determine the growth of Community Education in North Carolina as reflected by public awareness and response to the program. Unable to find an instrument to determine this specific information, I decided to design my own questionnaire.

A copy of the questionnaire which will be mailed to all the community schools coordinators in North Carolina is enclosed. This questionnaire needs to be validated by at least two authorities in the area of this specific subject.

I do not know of any place where more knowledgeable authorities, in the field of community education, are to be found as at the Mid-Atlantic Center, University of Virginia. Your help in this matter would be greatly appreciated.

Thank you for your support and dedication to community education.

Sincerely,

Grace C. Vaught

August 8, 1985  
Route 2, Box 125  
Hickory, N.C. 28601

Dr. Larry E. Decker, Director  
Mid-Atlantic Center for Community Education  
217 Ruffner Hall, 405 Emmet Street  
University of Virginia  
Charlottesville, Virginia 22903

Dear Dr. Decker:

Thank you for your time and effort in answering my letter concerning the survey form I had prepared for use with my dissertation. I was quite pleased that you gave this your personal attention. As my writings have progressed, your materials, books, etc. have been very useful and I consider you the most knowledgeable person in community education.

With this letter, I am sending a revised copy of the questions along with my hypotheses. After you have read these, if you feel that a test in print would be more appropriate, please send information about how to contact the publisher.

Sincerely,

Grace C. Vaughn



CURRY SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL LEADERSHIP  
AND POLICY STUDIES

September 3, 1985

Grace Vaught  
ETSU  
P.O. Box 19952  
Johnson City, TN 37614

Dear Ms. Vaught:

As discussed via the phone, your 2nd draft of the proposed survey instrument is significantly improved. I would suggest a field test with at least two local community education projects. The field test sites do not need to be N.C. Community school projects.

Sincerely,

Larry E. Decker  
Associate Professor

## Catawba County Community School Program

P. O. Box 786

NEWTON, NORTH CAROLINA 28658

COOPERATIVE PROGRAM  
of: CATAWBA COUNTY SCHOOLS  
HICKORY CITY SCHOOLS  
NEWTON-CONOVER SCHOOLS

Phone: 464-9355

August 12, 1985

Mrs. Grace Vaught  
Rt. 2 Box 25  
Hickory, N.C. 28601

Dear Grace,

I have examined your survey instrument and would like to compliment you on the job that you did in putting it together. The survey is brief and won't take long to fill out so your response should be good.

One additional area that I believe might be significant is to attempt to determine the level of awareness of administrators (Superintendents and Principals) of the benefits of a community education/community schools program to their LEA, or even to a particular school. This might be too broad in scope for the kind of study that you have in mind but the results could be revealing.

Give me a call the next time you come home and let me know how your study is developing. If I can be of help to you in any way, please let me know.

Sincerely,



Robert L. Mason

Route 2, Box 125  
Hickory, North Carolina  
28601  
July 12, 1985

Dr. Paul Kussrow, Director  
North Carolina Center for Community Education  
Appalachian State University  
Box 3, North Carolina 28608

Dear Dr. Kussrow:

I am writing in reference to our telephone conversation a few days ago when we discussed the validation of the questionnaire I will be sending to the Community Schools Coordinators in North Carolina. The form has been field tested, as you suggested, with a seminar of doctoral students at East Tennessee State University, Johnson City, Tennessee.

Please examine the enclosed copy. I would appreciate your response stating if you find the questions appropriate for obtaining the information needed to determine the growth of community education in North Carolina.

Thank you for all your help and support. I will share the information received in this study with your office and with any others you feel could use the results from the endeavor.

Sincerely,

Grace C. Vaught



Department of Administration, Supervision and  
Higher Education  
Center for Community Education

Appalachian State University  
Boone, North Carolina 28608

704/262-2215

August 15, 1985

Mrs. Grace C. Vaught  
Route 2, Box 125  
Hickory, N.C. 28601

Dear Mrs. Vaught:

Your questionnaire for your survey of community school coordinators in North Carolina seems most appropriate. I realize you can not go into great detail through your instrument but feel comfortable that your effort will gather useful information about our public school programs.

I wish you good luck and great speed in the completion of your task. Be sure to send me a copy of your results once it is complete.

Professionally yours,

A handwritten signature in cursive script, appearing to read 'Paul G. Kussrow', written over a horizontal line.

Dr. Paul G. Kussrow, Director  
North Carolina Center for Community Education  
Appalachian State University



**APPENDIX C**  
**COVER LETTER**



Route 2, Box 125  
Hickory, N. C. 28601

East Tennessee State University  
College of Education

Department of Supervision and Administration • Box 18006A • Johnson City, Tennessee 37614-0002 • (615) 925-4415, 4430

Dear Coordinator/Director:

I am a doctoral student at East Tennessee State University in Johnson City, Tennessee. As partial fulfillment for the degree of Doctor of Education, I am engaged in the research of community education and community schools.

The purpose of the study I wish to make is to determine the growth and development of community education in North Carolina as reflected by the degree of public awareness and response to the program. I am a member of NCACE and NCAEA, a graduate of Lenoir Rhyne College, Hickory, North Carolina, and have a masters from Appalachian State University, Boone, North Carolina.

Dr. Craig Phillips and Ms. Sandra Frye are aware of this study and are interested in the results. The data from the study can be useful to all involved with community schools programs.

I am enclosing a questionnaire which I hope you will complete and return to me in the enclosed envelope. The study will be more effective if I can obtain 100% in responses.

Thank you for your time and effort. The results of the study will be made available to you with no mention of separate community schools units.

Sincerely,

*Grace C. Vaught*  
Grace Curtis Vaught

*Grace C. Vaught*  
Grace Curtis Vaught

Route 2, Box 125  
Hickory, N.C.  
28601

Dear Coordinator/Director,

A few weeks ago I mailed you a copy of my questionnaire, which I am using to collect data for my dissertation at East Tennessee State University, Johnson City, Tennessee. I have not received your response.

Many of the coordinators have already reported and I would like to get as near 100 percent as possible. This would give a clearer picture of the Community Education program in North Carolina.

If you have mailed your reply, please accept my thanks for your help or if you have misplaced your questionnaire, please call 704 256 2035 collect and I will mail you another copy.

Sincerely,

Grace C. Vaught

APPENDIX D  
SURVEY INSTRUMENT

## Demographic Data

The purpose of this survey is to measure the growth and development of community education in the state (North Carolina) by a comparison of the program the second year after each specific unit was established to the programs at the present time. Using the information collected from each community schools coordinator/director and through the analysis of the data, the growth and development will be determined.

Please answer the questions as completely as possible.

1. Name of community schools unit \_\_\_\_\_
2. Sex of community schools coordinator/Director:
  - \_\_\_\_\_ Male
  - \_\_\_\_\_ Female
3. Age of the Community Schools Coordinator/Director:
  - \_\_\_\_\_ 25 or younger
  - \_\_\_\_\_ 26-35
  - \_\_\_\_\_ 36-45
  - \_\_\_\_\_ 46-55
  - \_\_\_\_\_ 56 or older
4. Employment as community schools coordinator/Director?
  - \_\_\_\_\_ Full-time
  - \_\_\_\_\_ Part-time
5. Percent of your work time spent in community schools-related tasks:
  - \_\_\_\_\_ %
6. Your job title: \_\_\_\_\_  
Areas of Responsibility: \_\_\_\_\_
7. How long have you been employed in your current community schools position?  
\_\_\_\_\_ months \_\_\_\_\_ years
8. Level of formal preparation:
  - \_\_\_\_\_ Less than B.S./B.A.
  - \_\_\_\_\_ B.S./B.A.
  - \_\_\_\_\_ M.A.
  - \_\_\_\_\_ Ed.S.
  - \_\_\_\_\_ Doctorate
9. Area of initial certification: \_\_\_\_\_
10. Are your responsibilities to community education -
  - \_\_\_\_\_ system-wide?
  - \_\_\_\_\_ one or two buildings?
  - \_\_\_\_\_ other? (Please be specific) \_\_\_\_\_
  - \_\_\_\_\_ more than one state?
11. Description of community served:
  - \_\_\_\_\_ Suburban, \_\_\_\_\_ Urban, \_\_\_\_\_ Rural
  - \_\_\_\_\_ Approximate student population
  - \_\_\_\_\_ Approximate total population served

Please answer the following question concerning the second year after this unit was established:  
(For example, if established in 1979-80, give data for 1980-81.)

13. The second year after this unit was established, was the coordinator employed full-time as coordinator?  
 \_\_\_\_\_ Yes  
 \_\_\_\_\_ No  
 \_\_\_\_\_ NA
14. In the second year after this unit was established, if the coordinator was not employed full-time, what was his or her job title?  
 \_\_\_\_\_
15. In the second year after this unit was established, how many people were employed full-time in the unit?  
 (Please give numbers).  
 \_\_\_\_\_ Secretary  
 \_\_\_\_\_ Teacher/Instructor  
 \_\_\_\_\_ Other (What are their job titles?) \_\_\_\_\_  
 \_\_\_\_\_ Site coordinator  
 \_\_\_\_\_ Total number employed full-time the second year
16. In the second year after establishment, how many people were employed part-time in this unit?  
 \_\_\_\_\_ Secretary  
 \_\_\_\_\_ Teacher/instructor  
 \_\_\_\_\_ Other (What were their job titles?) \_\_\_\_\_  
 \_\_\_\_\_ Site coordinator  
 \_\_\_\_\_ Total number employed part-time the second year
17. How many types of programs were offered the second year after establishment?  
 \_\_\_\_\_
18. Approximately how many people participated in these programs the second year?  
 \_\_\_\_\_
19. What ages groups participated in this unit the second year?  
 \_\_\_\_\_ 16 or younger  
 \_\_\_\_\_ 17-20  
 \_\_\_\_\_ 21-30  
 \_\_\_\_\_ 31-40  
 \_\_\_\_\_ 41-50  
 \_\_\_\_\_ 51 or older
20. What other information does the investigator need to know about this community schools unit to determine its growth?  
 What are some new programs you have developed which are specifically suited to your community?

In the following questions, respond by circling the appropriate number which indicates the best answer:

5- very high, 4- high, 3- medium, 2- low, 1- very low

8. How do the participants learn about the programs offered?

	VH	H	M	L	VL
T.V.	5	4	3	2	1
Radio	5	4	3	2	1
Newspaper	5	4	3	2	1
Flyers	5	4	3	2	1
Word-of-mouth	5	4	3	2	1
Other	5	4	3	2	1
(Please explain "other") _____					

9. How do you decide which programs to offer?

Community survey	5	4	3	2	1
Formal needs assessment	5	4	3	2	1
Advisory committee input	5	4	3	2	1
Other	5	4	3	2	1
(Please explain "other") _____					

10. How are community schools instructors recruited in this unit?

Newspaper ads	5	4	3	2	1
T.V. announcements	5	4	3	2	1
Classroom teacher volunteer	5	4	3	2	1
Word-of-mouth	5	4	3	2	1
Other	5	4	3	2	1
(Please explain "other") _____					

11. Estimate the awareness of each of the following public school employees to the community schools program:

The superintendent of schools	5	4	3	2	1
The principals	5	4	3	2	1
The public school teachers	5	4	3	2	1
The board of education	5	4	3	2	1
Non-professionals	5	4	3	2	1

12. Indicate how efficiently the advisory committee functions.

	5	4	3	2	1
--	---	---	---	---	---

**Items for Determining the Growth of Community Education**

**Instructions:** In each of the following, indicate the item which best answers the question by placing an X in the space provided.

1. When was this community schools unit established?
    - 1977-78 or earlier
    - 1978-79
    - 1979-80
    - 1980-81
    - 1981-82
    - 1982-83
    - 1983-84
    - 1984-85
  
  2. Number of full-time employees:  
(Please give numbers).
    - Secretary
    - Teacher/Instructor
    - Other (What are their job titles?) \_\_\_\_\_
    - Site Coordinator
    - Total number currently employed full-time
  
  3. Number of Part-time Employees:
    - Secretary
    - Teacher/Instructor
    - Other (What are their job titles?) \_\_\_\_\_
    - Site Coordinator
    - Total Number currently employed part-time
  
  4. Number of different types of programs currently offered:
  
  5. Approximate total number of participants in these programs:
  
  6. Age groups currently participating in these programs?
    - 16 or younger
    - 17-20
    - 21-30
    - 31-40
    - 41-50
    - 51 or older
  
  7. Use of volunteer (unpaid) personnel:
    - Yes
    - No
- Estimate of percent of volunteer personnel as compared to paid employees:
- \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ approximate number of volunteer hours last year  
 \_\_\_\_\_ number of volunteers



## VITA

### GRACE CURTIS VAUGHT

**Personal Data:**      Date of Birth:    February 3, 1927  
                          Place of Birth:  Wilkesboro, North Carolina  
                          Marital Status: Married, 3 children

**Education:**            Public Schools, Wilkes County, North Carolina.  
                          Lenoir Rhyne College, Hickory, North Carolina;  
                                  secondary science, B.S., 1962.  
                          Appalachian State University, Boone, North  
                                  Carolina; science education, M.A., 1967.  
                          Appalachian State University, Post-graduate  
                                  courses, advanced biology, supervision,  
                                  administration, psychology, junior college  
                                  curriculum.  
                          East Tennessee State University, Johnson City,  
                                  Tennessee; educational supervision, Ed.D., 1986.

**Professional  
Experience:**            Teacher, Marion Senior High School, Marion,  
                                  North Carolina, 1962.  
                          Teacher, Hickory City Schools, Hickory, North  
                                  Carolina, 1962-65.  
                          Teacher, Hudson High School, Hudson, North  
                                  Carolina, 1965-66.  
                          Teacher, St. Stephens High School, Hickory,  
                                  North Carolina, 1966-80.  
                          Part-Time Instructor, Catawba Valley Technical  
                                  College, Newton, North Carolina, 1979-82.  
                          Instructor, Greater Opportunities for Adult  
                                  Learning (GOALS), Gardner-Webb College,  
                                  Boiling Springs, North Carolina, 1982-84.  
                          Doctoral Fellow, East Tennessee State University,  
                                  Johnson City, Tennessee, 1984-85.  
                          Internship, University School, Johnson City,  
                                  Tennessee, 1985.  
                          Instructor, East Tennessee State University,  
                                  Johnson City, Tennessee, 1985-86.

**Professional  
Membership:**            Association for Supervision and Curriculum  
                                  Development (ASCD)  
                          North Carolina Association for Supervision  
                                  and Curriculum Development (NCASCD)  
                          North Carolina Association for Community  
                                  Education (NC-ACE)  
                          North Carolina Adult Education Association (NCAEA)  
                          Phi Delta Kappa, East Tennessee State University,  
                                  Johnson City, Tennessee

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42		MA00421	00001	MICRO & ABST @ \$25.00-MASTERS
42		MA00432	00006	C/R CHGS @ \$20.00-MASTERS
42		MA00432	00006	C/R PD-IN-ADV. @ \$20.00-MASTERS
42	50	MA00434	00001	PUB. ABST. ONLY @ \$20.00-MASTERS
42		MA00439	00001	ABST. & STG NEG @ \$25.00-MASTERS
42		PD00421	00001	MICRO & ABST @ \$25.00-DOCT.
42		PD00422	00006	C/R CHGS @ \$20.00-DOCT.
42		PD00422	00006	C/R PD-IN-ADV @ \$20.00-DOCT.
42	50	PD00424	00001	PUBL ABST ONLY @ \$25.00-DOCT.
42	01	PD00429	00000	ABST & STORAGE NEG @ \$25.00-DOCT.
42		PD00451	00000	MICRO & ABST @ \$50.00-MONO.
42		PD00453	00000	C/R PD-IN-ADV @ \$20.00-MONO.
42	01	PD00426	00000	FILM TO SCH @ \$7.00-DOCT.
42	02	PD00426	00000	FICHE TO SCH @ \$7.00-DOCT.
42	01	MA00438	00000	FILM TO SCH @ \$7.00-MASTERS
42	02	MA00438	00000	FICHE TO SCH @ \$7.00-MASTERS
42	31	MA00430	00000	ORIGINAL BINDING @ \$7.50