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ABSTRACT

COMMUNITY SCHOOL LEADERS FUNCTIONING AS PERSONAL INFLUENCE LEADERS

by Paul C. Holman

It was hypothesized, after empirical observation, that there are significant relationships between community school adult leaders and the flow of personal influence in the community, or sub-community, served by a community school. Research was conducted to determine whether those lay citizens occupying various leadership positions in community school programs and activities were personal influence leaders in the sub-community served by a community school.

Careful search was made to find a city with a well established community school, adult oriented, program in its schools. The city had to be a typical metropolitan complex having a relatively small sampling area containing diverse socio-economic types to establish an inductively analytic closed system where a community education program and socio-economic typologies are held constant while personal influence entered as the variable. An area in Flint, Michigan was selected.

In this exploratory research three broad techniques were utilized; sociometric, key informant, and self-designating. Although extremely rigorous methods were developed for this research, they were designed to culminate in

simplified factors that would be relatively easy to use by community school personnel with limited resources.

Individuals in the survey area were placed in one of three primary classifications; school leaders that are personal influence leaders, school leaders that are not personal influence leaders, and non-leaders. Within these classifications analyses were made for attained education, occupation, job position, age, marital status, home ownership, foreign derivation, religion, organization affiliation and attendance, localism, mass media exposure, school entering, self improvement, personal influence nominations, self-detected leader nominations, self-identified leader index, interaction blocks, neighborliness index, and socio-economic status.

Individuals within each of the three primary classifications were found to have similar characteristics. Differences were most often a reflection of socio-economic factors. While there were similar individuals within each classification, there were usually distinct differences between classifications.

School leaders that are personal influence leaders were found to be significant leaders in their neighborhood. However, they also exert influence over rather long distances, but almost always with individuals of very similar socio-economic status.

At the micro-community level it was found that significant personal influence leaders tend to be professional persons, particularly in lower socio-economic areas. The



school leaders that are personal influence leaders are often influenced by professional persons. However, the term "professional person" should be thought of as "expert" in contemporary society.

School leaders that are personal influence leaders were outstanding in many respects, particularly in their interaction within their neighborhood, frequency of interaction, and effective influence.

The data is presented in detail, and each factor may be studied for application in research areas having a particular set of socio-economic characteristics.

COMMUNITY SCHOOL LEADERS
FUNCTIONING AS
PERSONAL INFLUENCE LEADERS

By
a microfilm
Paul C. Holman

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF ILLUSTRATIONS	ix
Chapter	
I. INTRODUCTION	1
The Contemporary Community Setting Obsolescence As A Way of Life The Adult Community and Education Relating the Community to Adult Education Research Summary	
II. SCHOOL LEADERS AS PERSONAL INFLUENCE LEADERS	12
Previous Research Summary	
III. PERSONAL INFLUENCE AS LEADERSHIP	19
Historical Overview of Leadership Research The Trait Theory of Leadership The Situational Theory of Leadership Leadership Typology Relevant to This Research Summary	
IV. STATEMENT OF THE PROBLEM	26
Delimitations Selection of the Research Area The Physical Setting Summary	

TABLE OF CONTENTS--Continued

Chapter	Page
V. THE RESEARCH METHOD	37
Nominated Personal Influence Leaders and Self-Detected Leaders Social Interaction as Neighborliness Social Characteristics Mass Media Exposure and the Two-Step Hypothesis School Entering Self-Improvement Measuring Personal Influence Gathering the Data Summary	
VI. SOCIAL CHARACTERISTICS	49
Social Level Sex Elaboration Life Cycle Ethnic Status Family Social Level Localism Mass Media Exposure School Entering Self-Improvement	
VII. MEASURING PERSONAL INFLUENCE	157
Sociometric Analysis Nomination Relationships Personal Influence Leader Nominations Self-Detected Leaders The Self-Identified Leader Index School Leaders That Are Personal Influence Leaders Interaction Blocks The Neighborliness Index	
VIII. CONCLUSIONS	221
The Typical Female and Male School Leader That is a Personal Influence Leader The Typical Female and Male School Leader Who is Not a Personal Influence Leader The Typical Non-Leader Overview of Respondent Types The Extent of Personal Influence	

TABLE OF CONTENTS--Continued

Chapter	Page
IX. RECOMMENDATIONS	241
BIBLIOGRAPHY	245
APPENDIXES	249

LIST OF TABLES

Table	Page
1. Attained Education	50
2. Occupation	55
3. Socioeconomic Index For Occupations	69
4. Job Position	71
5. Age	83
6. Home Ownership	91
7. Respondents or Parents of Foreign Derivation . . .	95
8. Religious Affiliation	96
9. Organization Affiliation	100
10. Organization Attendance	113
11. Years Lived at Present Address	116
12. Mean Number of Newspapers Read	125
13. Magazines Read	127
14. Yearly School Entering	138
15. Education Desired	149
16. Interaction Blocks	163
17. Types of Nominations Made by School Leaders That Are Personal Influence Leaders and That Are Not Personal Influence Leaders, and Individuals That Are Non-Leaders	180
18. Types of Nominations Made by Self-Detected Lead- ers That Are School Leaders That Are and Are Not Personal Influence Leaders, and by Non- Leaders	187

LIST OF TABLES--Continued

Table	Page
19. Self-Identified Leader Index	194
20. School Leaders Nominated as Personal Influence Leaders	202
21. School Leaders Nominated by Self-Detected Leaders	206
22. Distance (In Blocks) Between Interactions as a Function of Number of Interacting Blocks	210
23. Neighborliness Index	213
24. Synopsis of Data	232

LIST OF ILLUSTRATIONS

Figure	Page
1. Census Tracts in Flint, Michigan According To Composite Scale of Social Characteristics . . .	28
2. Socio-economic Profiles of Survey Area Census Tracts	29
3. Average Value of Owner Occupied Housing Units by Block	30
4. Number of Occupied Housing Units With 1.01 or More Persons Per Room, by Block	31
5. Number of Renter Occupied Housing Units by Block	32
6. Dilapidated Housing Units by Block	33
7. Survey Area	34
8. Occupation	57
9. Job Position	74
10. Ages	86
11. Organization Affiliation	102
12. Years Lived at Present Address, and Years Lived In Survey Area	119
13. Magazines Read	129
14. Yearly School Entering	141
15. Education Desire	151
16. GPILL and PILF Map Symbols	160
17. Self-Identified Leader Index (Scores)	197
18. Research Plan For the Study of School Leaders as Personal Influence Leaders	201

LIST OF ILLUSTRATIONS--Continued

Figure	Page
19. Interaction Blocks	212
20. Neighborliness Index (Scores)	213

CHAPTER I

INTRODUCTION

The Contemporary Community Setting

Although this study centers on personal influence in a "community school" setting the first consideration must be one of putting the "community school" and the citizens it serves in a functional contemporary parameter. Harry Miller¹ succinctly relates the problem facing adult educators when he notes, "From some sociological viewpoints adult education exhibits a curious lack of sophistication about the social structure of its prime activity target, the community." Actually, it has only been relatively recently that adult educators have increased their numbers sufficiently to allow them to begin making significant research contributions to develop a firm methodological base.

Urbanites are enmeshed in social, economic, and technical upheaval that is causing an extremely rapid change in organizations, institutions, ways of living, and, in particular, man's interaction with his peers. As Dorothy and H. Curtis Mial of the National Training Laboratories point out, "Communities are urbanized, fragmented, faced with big

¹Harry L. Miller, Review of Community Power Structure, by Floyd Hunter, "Decision Makers of an American Community," Adult Education, IV, No. 5 (May, 1954), p. 27.

problems, and, by and large, are attempting to solve them with archaic structures."²

In the early part of the twentieth century the number of people living in urban areas first exceeded rural dwellers. There has been, and still is, a constant, accelerative, migration to urban centers. As Jack London indicates, contemporary society is now urban in character, not only in America but in most societies throughout the world.³ He further points out the imposition of new patterns of culture and social organization in urban areas and also points out the essential features of urban life are being transferred to the country. We might presume, then, that many of the problems now extant in the city may soon be found in rural areas. The necessity, therefore, for illuminating and dissecting current urban problems assumes new and even more significant dimensions.

The problems pointed out by Louis Wirth⁴ as early as 1938 not only still exist, but they have been intensified and become even more acute. He indicates the character of urbanization, reflected in enlarging cities, leads to radically different, challenging, contradictory, patterns of social organization and culture. As people attempt to or-

²Dorothy and H. Curtis Mial, "Leadership Training," National Civic Review, LI (May, 1962), 257.

³Jack London et al., Community and Adult Education (Chicago: Adult Education Association of the U.S.A., 1962), p. 9.

⁴Louis Wirth, "Urbanism as a Way of Life," The American Journal of Sociology, XLIV (July, 1938), 1-24.

ganize their lives without benefit of familiar institutions and norms they often find themselves unable to adapt to new human relations problems, new institutions, and new forms of collective behavior. Both horizontally and vertically the city fosters heterogeneity and diversification which, in turn, leads to the impersonality of essentially secondary human relationships.

Researchers such as Dobriner,⁵ Sectorsky,⁶ and Whyte⁷ indicate that in large cities neighbors become strangers and each family is an isolated unit. The neighborhood has become, in many instances, only a geographic fact, thereby eliminating an important agency of social control. Although they are not completely destroyed, the family, neighborhood, and community have been vastly changed and weakened by urbanization. To add to the dilemma the American population has become highly mobile. Approximately twenty percent of the American population moves each year, either within their present community or to another city.⁸ As London⁹ points out, the result is social disorganization evidenced in erratic behavior, weakened forms of traditional social

⁵ William Dobriner (ed.), The Suburban Community (New York: G. P. Putnam's Sons, 1958).

⁶ A. C. Sectorsky, The Exurbanites (Philadelphia: J. B. Lippincott, 1955).

⁷ William H. Whyte Jr., The Organization Man (New York: Simon & Schuster, 1956).

⁸ London, op. cit., p. 13.

⁹ Ibid., pp. 10-11.

control, weakened community spirit, and accentuated social problems.

Until the newcomers to the community have solved their more pressing problems they cannot be expected to participate in school centered programs. However, the adult educator can decrease the mobile family "settling-period" and increase community stability by directing his attention and resources toward the problem.

Obsolescence As A Way of Life

Up to this point we have been examining the contemporary community from a somewhat broad point-of-view. As we proceed to a more microscopic investigation we shall see there are also externally directed forces that affect every member of every community, and, subsequently, the modern educator. Perhaps the key force, the number one force, is obsolescence.

Obsolescence is a key force in nearly every aspect of human activity. Obsolescence pervades the arts and sciences, everyday skills, leisure, knowledge, organizations, governments, homes, schools, values, and on and on. What is even more important is that obsolescence affects the adult of sixty with the same rapacity as the child of six.

The Commission of the Professors of Adult Education¹⁰ commenting on obsolescence says "the consequence of this

¹⁰ Adult Education Association of the U.S.A., Adult Education: A New Imperative for Our Times, A Report Prepared by the Commission of the Professors of Adult Education (Chicago: Adult Education Association of the U.S.A., 1961), pp. 5-6.

sudden turn in the tide of civilization is clear: a society that makes its educational investment almost entirely in children and youth is on the way to becoming obsolete and is reducing its chances for survival." The education of our total population has passed from a marginal to a central concern. Commenting further, the Commission indicates adults no longer have a choice about whether or not to learn. "For the first time in the history of civilization the time span of drastic cultural change has been telescoped into less than the lifetime of the individual. The current generation of mature adults now represents the first generation faced with managing a culture different in kind than the one originally transmitted to them. The consequence of this new fact of life is such that the well-educated youth of today is an obsolete man tomorrow."¹¹

The Adult Community and Education

Adult education activities occur within communities. Consequently, the forces at work in the community also affect the educator. London¹² points out that the community is a complex social unit requiring continued study and analysis if the adult educator intends to function with effectiveness. However, the educator works within the educational institution and must direct his activities from this base. The educational institution is comprised of, and

¹¹Ibid., p. 5.

¹²London, op. cit., p. 17.

serves, the members of the community.

Since the community is in continual flux it is evident that educational institutions must also evidence continual change. Paul Bergevin and Robert Smith¹³ indicate destructive change within the institution harms its members, and, consequently the community. "Adult education creates conditions in which institutional goals and means are reassessed and revalued for the purpose not only of adapting to change within the institution but also of assuming responsibility for exerting influence on the various alternatives of change which may be open to society."¹⁴ Within this context Bergevin and Smith¹⁵ point out an institution is analogous to the total community, and by using the institution as a training ground for problem solution and community cooperation major community problems may lend themselves to solution through ease of human interaction.

To bring the problem back into focus it must be noted we know too little about urbanite alienation, other than there seems to be a correlation between increasing size of urban areas and urban alienation.¹⁶ The task of the adult

¹³Paul Bergevin and Robert M. Smith et al., Community and Adult Education (Chicago: Adult Education Association of the U.S.A., 1962), p. 19.

¹⁴Herbert Coffey and William Golden Jr., "Psychology of Change Within an Institution," In-Service Education (1957), p. 84.

¹⁵Bergevin and Smith, op. cit., pp. 20-21.

¹⁶Charles R. Adrian, Public Attitudes and Metropolitan Decision Making, Eighth Annual Wherrett Lecture on Local Government (Pittsburgh: University of Pittsburgh, 1962), p. 13.

educator is to work toward bringing together the society he serves.

Although often seemingly disorganized, the community is a highly organized social entity with defined structures and processes. However, as Nathan D. Grundstein¹⁷ points out, these structures and processes are related to distinctive socio-economic characteristics. Similarly, London¹⁸ indicates membership occurs in functional groupings, and this, in turn, is a basic consequence of living in an urban society. The modern adult often belongs to many groups, many of which may be contradictory to each other, or he may find himself living among groups with goals different from his own. The adult educator has the task of understanding group structure in order to integrate diverse ideologies into a total, functioning, community. This is not a simple problem. Even today there are only a few organizations, such as the National Training Laboratories of the National Educational Association functioning through a staff of behavioral scientists, that are singularly dedicated to the study of social organization. "NTL" grew out of concern that accelerated change in physical technology was accompanied by almost no innovation in social organization.¹⁹ Adult education has faced these problems and is now beginning

¹⁷Nathan D. Grundstein, "What Is Meant by Leadership?" Public Management, XLIV (November, 1962), 242.

¹⁸London, op. cit., p. 10.

¹⁹Mial, op. cit., p. 257.

to become a unifying force.

As Wilbur C. Hallenbeck²⁰ indicates, knowing and understanding a community is not a simple task. "It involves thorough exploration along many tracks to find out what kinds of people make up a community, the conditions under which they live and work, the ways they spend their time, energy and money, the patterns of their relationships, the machinery by which they get things done, the influences that guide their opinions and the patterns of control and power under which they live. Every aspect of the community involves in one way or another the job adult education has to face, the conditions it must meet, the scope of opportunities it can provide and the results it can expect."

Relating the Community to Adult Education Research

Having set forth an overview of the contemporary community and the interacting forces at work we can now begin to interweave this information into the research aspects of this study. The Syracuse University research has already touched at the core of the problem when it is indicated that the proliferation of urbanized areas has profoundly emphasized the long-standing preoccupation of social scientists with the problem of leadership. Today, with the bulk of the population living in the metropolis or its shadow there is renewed emphasis on understanding the decision-making pro-

²⁰Wilbur C. Hallenbeck et al., Community and Adult Education (Chicago: Adult Education Association of the U.S.A., 1962), p. 29.

cess and facilitating man's interdependence. Within this context the educator finds himself striving to develop programs which attempt to increase the number and effectiveness of individuals working toward the solution of community problems.²¹ Dorothy and H. Curtis Mial in their treatise on community leadership ask the central question, "What skills do we need if we are to plan and take action?"²² A large portion of the answer lies in knowing those whom you serve.

The role of the modern professional educator, to which he at least pays lip service, is the necessity for relating schools to the surrounding political, economic, social, and other interactive forces so the means and goals of his education fit those whom he serves.²³ As Roberta Peterson²⁴ points out, the levers of action, when contrary to the successful operation of schools and the education of those whom it serves must be converted to levers of action for the good of the school. By understanding his community the educator by intelligent leadership can create or cause to be created an appreciation and assistance through understanding.²⁵

²¹Linton C. Freeman et al., Local Community Leadership (Syracuse: University College of Syracuse University, 1960), p. 1.

²²Mial, op. cit., p. 257.

²³C. Glen Hass, "Who Should Plan the Curriculum?" Educational Leadership, XIX (October, 1961), 6.

²⁴Roberta Peterson, "Leadership and the Power Structure," Education, LXXXII (December, 1961), 232.

²⁵Ibid., p. 234.

Eugene Dawson²⁶ has indicated the problem succinctly by noting the key to adult education is understanding adults. The key to this understanding lies within the setting of the contemporary urban complex.²⁷ The key to the solution is finding those who can assist in solving the problems. The imperative is to find those who lead; those whose opinions are held in esteem. As Gene Newport²⁸ says, "leadership is found wherever men join together in an attempt to accomplish their objectives through a collective and unified effort." Thus, in every phase of human activity there are leaders. Much of our task is to devise ways to search them out.

Summary

As in all sciences the social scientists are convinced that successful solutions to societal problems require learning as much as possible about the problems of society. Only through a thorough understanding of the problems can we expect to effect solution sets. Dorothy and H. Curtis Mial²⁹ have indicated a need for a new approach in

²⁶ Eugene E. Dawson, "To Lead or Not To Lead," Adult Leadership, XI, No. 10 (April, 1963), 304.

²⁷ Ernest O. Melby, Administering Community Education (Englewood Cliffs: Prentice-Hall, Inc., 1955). Outstanding among studies bearing on the relationships between the contemporary community and community schools is the work by Ernest Melby. His thoughts pervade and precede the thinking in this research, and, in turn, this research owes much to this man's influence.

²⁸ Gene Newport, "A Study of Attitudes and Leader Behavior," Personnel Administration, XXV (September-October, 1962), 42.

²⁹ Mial, op. cit., p. 258.

understanding the details of community leadership. There is need for better interpersonal, interprofessional, and inter-organizational linkages. If we hope to work toward the solution of the problems of deteriorating cities, alienated populations, inadequate induction of youth into the adult world, inadequate utilization of human resources, difficulties in communication, and inadequate support for essential community programs, we must become more effective diagnosticians of community forces and more adequate practitioners in community improvement through sustained thought and research. This research takes a critical step in that direction by analyzing personal influence within the framework of the "community school" specifically designed to serve all of the citizens in a community.

CHAPTER II

SCHOOL LEADERS AS PERSONAL INFLUENCE LEADERS

It has been empirically observed that there often seems to be a correlation between the citizens that occupy leadership positions in a community school and those that seem to have personal influence in activities external to the school. In one way or another, either by appointment or election by their peers, certain individuals occupy leadership positions in community schools. Whether the leadership position is P.T.A. president, home-room mother's president, chairman of the women's badminton league, or treasurer of the school centered little league is not important. What is important is that these people occupy some leadership position within a community school setting.

By community school is meant a school having programs designed to fulfill adult as well as childrens needs. In the usual context a community school system is one having definite provisions for ongoing adult education programs.

The question then arises as to whether these persons occupying school leadership positions do actually have considerable personal influence in the geographic area served by that school.

If these school leaders do have some degree of personal influence in their neighborhood several questions are

immediately raised; whom do they influence; how widespread is their influence; what kinds of people do they influence; what kinds of people don't they influence; what kinds of influence do they exert; and as Fisher,¹ citing Mannheim, puts it, "Quis Custodiet Ipsos Custodes? Who Plans the Planners?"

While many kinds of leaders, and leadership itself, have been studied there is no research of any kind on the relationship between personal influence and the lay citizens occupying school leadership positions. Leadership or personal influence requisites in one situation may not be those operant in a community school situation. As Zeleny points out,² " . . . since every type of group demands a different leadership behavior, there is a great need for research in leadership behavior in many specific kinds of groups."

Assuming those citizens in school leadership positions do exert considerable influence in their community and that we have a comprehensive understanding of the social interaction together with the characteristics of these school leaders, we would have what might well become the most useful communication tool available to an education oriented society. If, on the other hand, the research should prove a null hypothesis, or relatively weak personal influence interactions, the stage would be set for modification of present

¹Margaret Fisher, Leadership and Intelligence (New York: Bureau of Publications, Teachers College, Columbia University, 1954), p. 8.

²Leslie Day Zeleny, "Social Leadership," Sociology and Social Research, XXXIII (July, 1949), 432.

practices, or for investigation into new communications avenues.

Somewhat aside from the actual research nature of this study is the implication of utilitarian purpose rooted in school-community communicative interaction. This is, indeed, an immediate and pressing problem. The time between school innovation and community wants and needs is being compressed into ever shortening time intervals. There has not, however, been significant improvement in school-community communication and action techniques. If, however, this research points to significant personal influence processes, the community schools may be able to direct their communications toward, and receive community feeling from, a relatively small base of communicators. This does not mean the total community-school democratic interaction process, which is relatively slow, should be negated, but, rather, that the schools might be able to prevent large imbalances by solving small problems as they occur.

Previous Research

That social interaction through personal influence is a significant social process has been tacitly assumed to be a valid hypothesis. As Edwin A. Fleishman and David R. Peters³ point out, "An essential element of any modern definition of leadership is the notion of interpersonal in-

³Edwin A. Fleishman and David R. Peters, "Interpersonal Values, Leadership Attitudes, and Managerial "Success", " Personnel Psychology, XV, No. 2 (Summer, 1962), 127.

fluence. Leadership acts occur when one individual, whether or not he is in a formally designated leadership position, attempts to influence the behavior of others toward some good." The basis of leadership is interpersonal influence, but within the school leader context the question arises as to whom is influenced, and who influences the influencers -- a triad of no small proportions. However, until Elihu Katz and Paul F. Lazarsfeld⁴ published their research on "Personal Influence" in 1955 the real significance of personal influence in American society was not clear. They developed the research techniques and presented the ideas that opened the doors to new understandings of social interaction. Much of the thinking in this dissertation is an extension of their research into new dimensions.

Elmo Roper, writing the foreword to Katz and Lazarsfeld's work makes two illuminating statements that bring the entire field into perspective: " . . . we have developed very little documentation about the entire area of what are the forces that have a bearing on helping to shape people's basic attitudes on the one hand, and in changing these attitudes on the other."⁵ Roper continues, " . . . he (Lazarsfeld) has here brought to us a new supply of integrated data on the effect of communication between people as distin-

⁴Elihu Katz and Paul F. Lazarsfeld, Personal Influence (Glencoe, Illinois: The Free Press, 1955).

⁵Ibid., p. xv.

quished from the better known effect of mass media on people."⁶ Our research is basically an extension of this idea, differing only in the area of investigation and study techniques.

Noteworthy among studies arising from the impetus generated by Katz and Lazarsfeld, and others, is the work from Syracuse University,⁷ the work by Dorothy and Curtis Mial at National Training Laboratories,⁸ Peter Dubno at New York University,⁹ and Roy Carter Jr. and Peter Clarke's work at the University of Minnesota.¹⁰ Of particular value was an earlier, extremely comprehensive, research financed by the Office of Naval Research and directed by Ira DeA. Reid and Emily Ehle.¹¹ Each of these studies is of recent derivation and served as a guide to much of the planning that went into this research. These and other pertinent research studies will be brought forth throughout this research.

⁶Ibid., p. xx.

⁷Linton C. Freeman et al., Local Community Leadership (Syracuse: University College of Syracuse University, 1960).

⁸Dorothy and H. Curtis Mial, "Leadership Training," National Civic Review, LI (May, 1962), 257-262.

⁹Peter Dubno, "Speed of Decision: Characteristic of Good Leadership?" Adult Leadership, XII, No. 5 (November, 1963), 147-148.

¹⁰Roy E. Carter, Jr. and Peter Clarke, "Public Affairs Opinion Leadership Among Educational Television Viewers," American Sociological Review, XXVII (December, 1962), 792-797.

¹¹Ira DeA. Reid and Emily L. Ehle, "Leadership Selection in Urban Locality Areas," Public Opinion Quarterly, XIV, No. 2 (Summer, 1950), 262-284.

Summary

The study of leadership in contemporary society is being pursued with renewed vigor as man finds himself in a rapidly changing world. Nowhere is change more evident than in the educational setting of urban schools. As urbanization with its attendant problems becomes an even more apparent way of life, schools are finding it increasingly difficult to serve society in traditional ways.

Urban schools are no longer the traditional child-centered dispensers of childrens information they were at the turn of the century, or even a decade ago. Rather, the urban school today has become a "community school" indicating it serves the whole community which includes the adult population. However, as the schools broaden their offerings and provide increasingly encompassing services they often find their problems quadruple everytime their services double. Central to these problems is reciprocal communication with the public these schools serve. If the schools and the public are going to interact successfully, each must be assured the total school community is aware of the wants, needs, services and developments of the other.

After Katz and Lazarsfeld published their work on "Personal Influence" the question arose as to whether or not those adult citizens recognized as having some leadership capacity in the community school setting might also be significant personal influence leaders in their neighborhood or sub-community. If the lay school leaders did exhibit signi-

ficant leadership of a personal influence or "market-type" variety, the schools would have a rapid and economical method for communicative interchange. While the thought is almost absurdly simple, the verification process, as we shall see, is extremely difficult.

CHAPTER III

PERSONAL INFLUENCE AS LEADERSHIP

The terms "personal influence" and "leadership" are terms not often fully understood, often misused, and often resolve themselves to emotional manifestations with little basis in fact. Andrew Halpin makes this point when he notes that ways of looking at leadership are often at odds with behavioral facts.¹ He comes to the crux of the matter when he says, "Leadership is a value-laden concept charged with much emotion. To be a leader is "good"; not to lead is "bad" -- so each of us fancies himself a leader."² Newport³ begins to correct this semantic-emotional tangle when he describes leadership as a form of human relations that reflects the diverse, changeable, complex characteristics of man within a particular environment, and that leadership occurs whenever men come together to accomplish some objective through unified effort.

It should be noted that researchers and writers have coined numerous terminologies that mean the same thing as

¹Andrew W. Halpin, "The Behavior of Leaders," Educational Leadership, XIV (December, 1956), 172.

²Ibid., p. 172

³Gene Newport, "A Study of Attitudes and Leader Behavior," Personnel Administration, XXV (September-October, 1962), 42.

personal influence. Everett Rogers and David Cartano in their work on the measurement of opinion leadership have compiled a list of terms referring to the same basic dimension as "personal influence leader:" "leaders," "informal leaders," "information leaders," "adoption leaders," "fashion leaders," "consumption leaders," "local influentials," "influentials," "influencers," "sparkplugs," "gatekeepers," and "tastemakers."⁴ Within the objective framework of this research, personal influence and leadership are held synonymous.

We need, now, to turn our attention to past research and thinking about leadership.

Historical Overview of Leadership Research

In 1948 Ralph M. Stogdill⁵ published an outstanding work that brought together, encyclopedically, all studies concerned with the traits and personal factors associated with leadership. Prior to Stogdill's work, Smith and Krueger⁶ have brought the thinking on leadership together up to the year 1933. Taken together, these two works do an excellent job of bringing together the work on leadership dur-

⁴Everett M. Rogers and David G. Cartano, "Methods of Measuring Opinion Leadership," Public Opinion Quarterly, XXVI, No. 3 (Fall, 1962), p. 435.

⁵Ralph M. Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature," The Journal of Psychology, XXV (January, 1948), 35-71.

⁶H. L. Smith and L. M. Krueger, "A Brief Summary of Literature on Leadership," Bulletin of the School of Education of Indiana University, IX, No. 4, 1933.

ing the first half of this century.

Nearly all leadership research can be relegated to either trait or situational theory, or some combination of the two theories. Each of these theories were studied in detail for application usefulness in this research.

The Trait Theory of Leadership

The trait approach to leadership investigation has been the traditional investigation technique. However, serious shortcomings have been pointed out in rigorous research findings of the last decade or two.

Early research centering on the trait approach dealt with personal abilities that were some function of special powers. As Alex Bavelas⁷ points out, outstanding leaders supposedly had more than normal abilities possessed by most men, such as the ability to read men's minds, tell the future, or hypnotically compel obedience. He puts this thinking in its proper frame of reference by noting, "These powers were often thought of as gifts from a god, as conditional loans from a devil, or as the result of some accidental supernatural circumstance attending conception, birth, or early childhood."

However, the trait approach to leadership study suffers when subjected to analysis. Gordon Lippitt⁸ com-

⁷Alex Bavelas, "Leadership: Man and Function," Administrative Science Quarterly, IV (March, 1962), 491.

⁸Gordon L. Lippitt, "What Do We Know About Leadership," NEA Journal, XXXIV (December, 1955), 556.

menting on the trait approach notes that over the last fifty years only five percent of the traits listed in one hundred and six studies managed to appear in four or more of these studies.

Borgatta, Bales, and Couch⁹ in their study of the "great man theory of leadership" provide an insightful answer about why the trait approach has commanded so much attention for such a long period of time. They note the "great man theory of leadership" has received attention for centuries, and that such attention is understandable when it is noted history is often written from the reference point of "great men". Furthermore, there was great manipulative ease if performance was thought to be determined by a single person in a top position. We find the early research, therefore, looking for a "great man" or persons possessing traits such as piety, honesty, courage and so forth. Bavelas¹⁰ commenting on this early research notes that early researchers were looking for what they thought leaders ought to be like, and that the selection of traits was arbitrary.

Traits, in their simplest analysis, are a reflection of personal characteristics. Later researchers discovered that whatever personal characteristics did exist had to be operant in some situational context. Lippitt¹¹ commenting

⁹Edgar F. Borgatta, Robert F. Bales, and Arthur S. Couch, "Some Findings Relevant to the Great Man Theory of Leadership," American Sociological Review, XIX (December, 1954), 756.

¹⁰Bavelas, op. cit., p. 492.

¹¹Lippitt, op. cit., p. 556.

on the trait approach noted research findings indicate a variety of persons with different personality, environmental, and hereditary backgrounds become leaders depending on the behavior necessary in a particular situation.

The Situational Theory of Leadership

In the past two decades the trait theory of leadership has yielded, often grudgingly, to the situational approach. Eugene Dawson¹² typifies the thinking involved in the transition from the trait to the situational approach when he states, "Though some leaders are doubtless "born," there are many more who are "made," largely through conscious effort or the necessity of rising to meet particular circumstances." Leslie Zeleny¹³ completes the transition by noting, "Leadership is no longer to be understood merely in terms of personality "traits" but, rather, by knowledge of the leader's active place in group life." He emphasizes possession of leadership traits does not assure leadership, rather, leadership is an aspect of social processes where those most adaptable and useful emerge as leaders at some particular instant.¹⁴ Douglas McGregor¹⁵ indicates successful leadership is not dependent on possession of a universal

¹²Eugene E. Dawson, "To Lead or Not To Lead," Adult Leadership, XI, No. 10 (April, 1963), 303.

¹³Zeleny, op. cit., p. 431.

¹⁴Ibid., p. 432

¹⁵"Your Words Tell What You Are," Nation's Business, October, 1962, p. 108.

pattern of inborn traits and abilities. Leadership should be viewed from a situational aspect, thereby indicating leadership is broadly distributed in the population.

Whereas the trait approach tended to view the leader as somewhat apart from his followers, the situational approach views leadership from a task or group structure point-of-reference. Thomas Gordon ties the two schools of thought together by noting the possession of certain traits may enhance a person's ability to assume a leadership position in a particular situation, but they do not guarantee the individual will fill the position.¹⁶

Leadership Typology Relevant to This Research

After investigating hundreds of research articles it becomes obvious there is no clear agreement on where the trait and situational approaches should appear as determinant factors in leadership studies. Halpin¹⁷ reached this same semantic-analytic tangle in his thinking, and reached the conclusion that attention should be focused upon the behavior of leaders without imputing fixed leadership capacity, thereby gratuitously assuming such capacity exists.

Perhaps most important is that present researchers are aware of the two viewpoints and can govern their thinking accordingly. These comments hold for this research.

¹⁶Thomas Gordon, Group Centered Leadership (New York: Houghton Mifflin Company, 1955), p. 49.

¹⁷Halpin, op. cit., p. 173.

As will be pointed out in greater detail, this research is an investigation to determine whether those citizens occupying leadership positions in a community school also function as leaders in their neighborhoods, and, in turn, who influences these individuals. While the central theme of this research is not concerned with the relative weight of the trait versus the situational approach to determine how those that are personal influence leaders achieved this position, future researchers may wish to note that the two typologies could become a research topic based on the data set forth in this research.

Summary

The current leadership paradigms, trait and situational, have been examined. While this research does not concern itself, with distinguishing between the two typologies as a major research effort, this research does view leadership as an aspect of human relations within a particular environmental setting.

CHAPTER IV

STATEMENT OF THE PROBLEM

It is hypothesized in this research that there are significant relationships between community school adult leaders and the flow of personal influence in the community, or sub-community, served by a community school.

Specifically, we wish to determine whether those lay citizens occupying various leadership positions in community school programs and activities are significant personal influence leaders in the community, or sub-community, served by the community school. The problem, then, is to investigate, qualify, verify, or negate this hypothesis.

Delimitations

Since the hypothesis dealt with adults in a community school environment the first task was to find a city with a well established community school, adult oriented, program in its schools. Within this community there would have to be a relatively small, workable, research area that included diversified socio-economic typologies.

We were, therefore, seeking a typical metropolitan complex that contained a relatively small area having diverse socio-economic types, and which has a well developed community school program.

Selection of the Research Area

Analyses of census data, social characteristics (Figure 1), socio-economic profiles (Figure 2), and maps compiled from census data (Figures 3-6) led to the selection of Census Tracts 31, 35, 41, and four blocks of 29 in Flint, Michigan (Figure 7).

Socio-economic characteristics ranged from the highest in the city to those with extremely low ratings. Geographically, the census tracts ran from the central business area to the outskirts of the city. Within the area are business and residential sections, and adjacent to it are established manufacturing complexes.

In addition, the research area has the advantage of geographic quasi-isolation. On two sides it is bounded by city limits and open areas beyond these limits, on the north side the Flint River forms a natural boundary, and on the east side Swartz Creek, a railroad, and precipitous terrain form a natural boundary.

Therefore, there is a "tailor-made" research area of diverse socio-economic characteristics without the disadvantage of a "shading-off" horizontally over the entire city.

The Physical Setting

Flint, Michigan has a population of about 200,000 persons and occupies an area of about 33 square miles. The city is the metropolitan center of southeastern Michigan, lying 60 miles northwest of Detroit, 33 miles southeast of Saginaw, and 50 miles northeast of Lansing.

CENSUS TRACTS IN FLINT, ACCORDING TO COMPOSITE SCALE OF SOCIAL CHARACTERISTICS

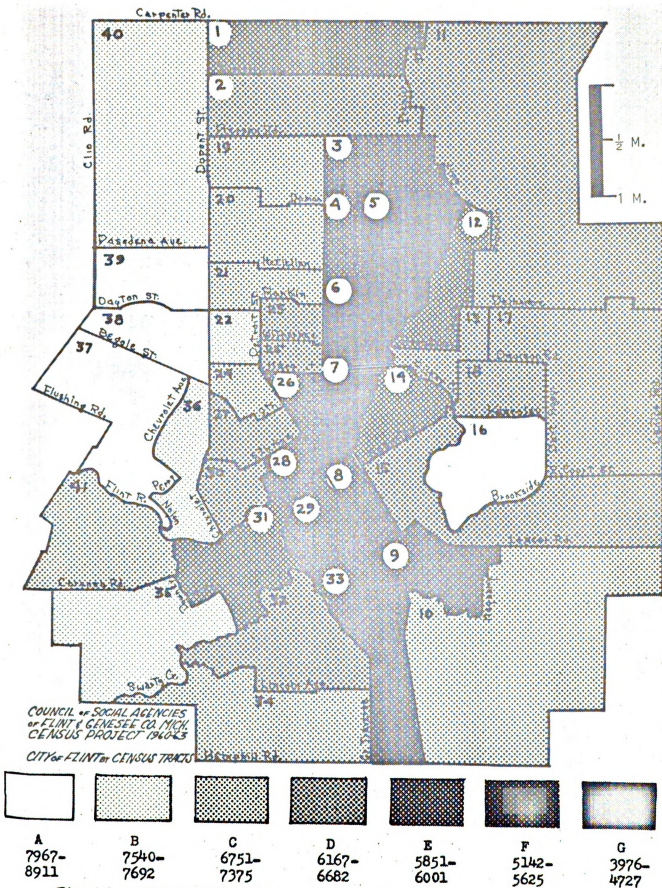
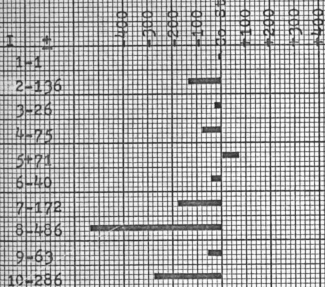


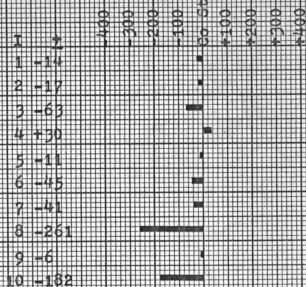
Fig. 1.--Census Tracts in Flint, Michigan According To Composite Scale of Social Characteristics. A Relative Scale. Higher Numbers

SOCIO-ECONOMIC PROFILES

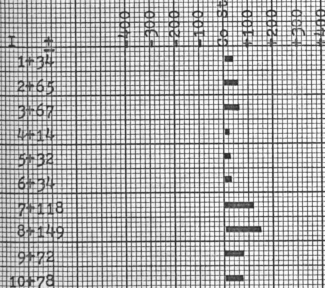
CENSUS TRACT 29



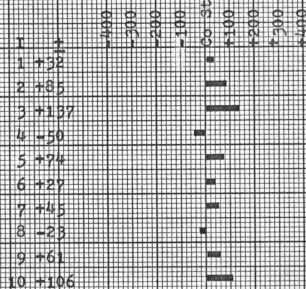
CENSUS TRACT 31



CENSUS TRACT 35



CENSUS TRACT 41



PROFILE RATIO ITEMS

COUNTY RATIO

DESCRIPTION

1	Employment	940/1000	Number Employed
2	Family Income	816/1000	Families With \$4000 Or More
3	Occupation	513/1000	Prof; Mgrs; Sales; Cler; Craft
4	Women Out Of Labor Force	671/1000	Women (14+) Not In Labor Force
5	Earning Age	538/1000	Persons 18-64 Years Of Age
6	Education	837/1000	Adults (25+) With 8th Gr + Ed
7	Stability	519/1000	Persons 5+ Yrs In Same House
8	Home-Owners	240/1000	Owner-Occupied Homes
9	Home-Value	217/1000	Owner-Occupied, \$15,000+ Value
10	Home Condition	848/1000	Home In Sound Condition

FIG. 2.--Socio-economic Profiles of Survey Area Census Tracts.
Data from Council of Social Agencies of Flint And Genesee Co., Michigan.



Fig. 3.--Average value of owner occupied housing units by block. Data source: U.S. Department of Commerce, Bureau of the Census. U.S. Census of Housing: 1960, City Blocks, Flint, Michigan. Series HC(3)-205. Washington, D.C.: the Bureau, July 1961. 29 pp.

LEGEND

- ▲ No Housing Units, Public, Unknown
- \$6,500 - \$9,500
- \$10,000 - \$15,500
- △ \$16,000 - \$21,500
- \$22,000 - \$27,500
- \$28,000 and above



Fig. 4.-- Number of occupied housing units with 1.01 or more persons per room, by block. Data source: U.S. Department of Commerce, Bureau of the Census. U.S. Census of Housing: 1960. City Blocks, Flint, Michigan. Series HC(3)-295. Washington, D.C.: the Bureau, July, 1961. 29 pp.

LEGEND

○	1	Housing Unit with 1.01 or More Persons Per Room
□	2	" " " " " " " " " " " "
△	3	" " " " " " " " " " " "
◆	4	" " " " " " " " " " " "
+	5	" " " " " " " " " " " "
×	6 +	" " " " " " " " " " " "

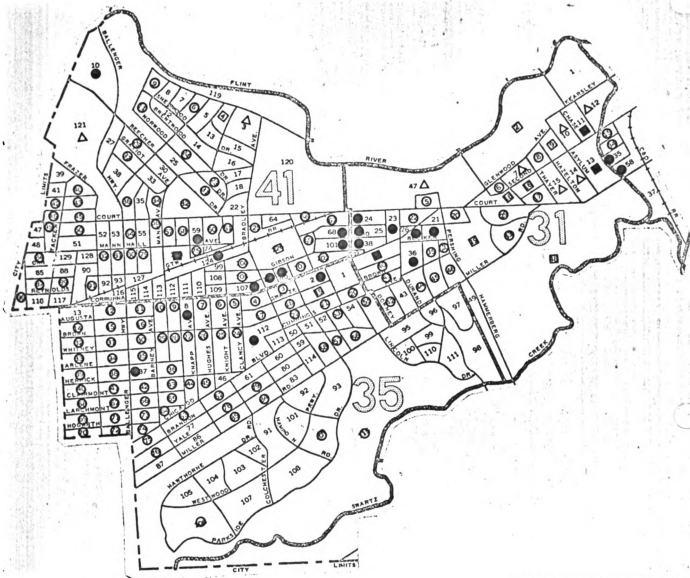


Fig. 5.-- Number of renter occupied housing units by block. Data Source: U.S. Department of Commerce, Bureau of the Census. U.S. Census of Housing: 1960, City Blocks, Flint, Michigan. Series-HC(3)-205. Washington, D.C.: the Bureau, July 1961. 29 pp.

LEGEND

○	1 - 5	Renter Occupied Housing Units				
●	6 - 10	"	"	"	"	"
□	11 - 20	"	"	"	"	"
■	21 - 30	"	"	"	"	"
△	31 +	"	"	"	"	"



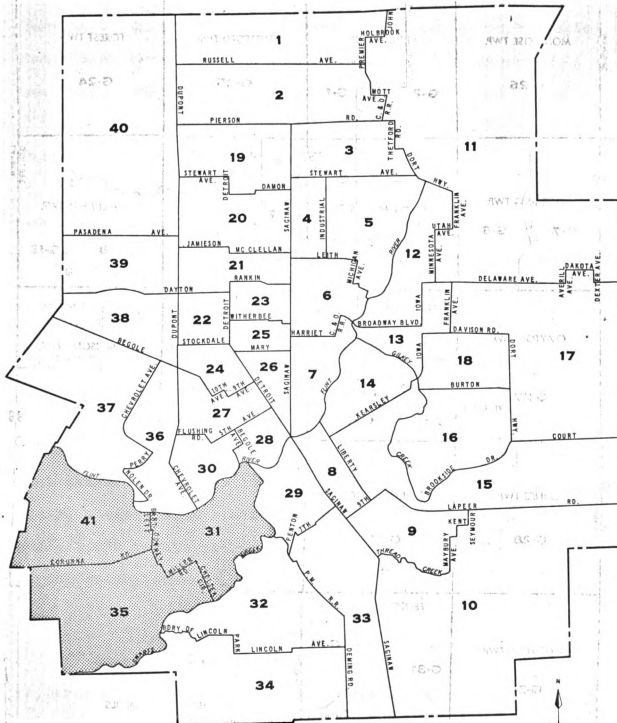
Fig. 6.-- Dilapidated housing units by block. Data source: U.S. Department of Commerce, Bureau of the Census. U.S. Census of Housing: 1960, City Blocks, Flint, Michigan. Series HC(3)-205. Washington, D.C.: the Bureau, July 1961. 29 pp.

LEGEND

○ Blocks with Dilapidated Housing Units

CENSUS TRACTS IN THE FLINT SMSA

INSET MAP - FLINT CITY



SURVEY AREA

SCALE

0 1000 2000 3000 4000 5000 FEET

Fig. 7.--Survey Area.



The major industries are automotive, including divisions of Buick, Chevrolet, A C Spark Plug, Fisher Body, Ternstedt, E.I. DuPont de Nemours, Standard Cotton Products, Mead Containers, General Foundry, and a large number of small service-type industries. About 75,000 people from Flint and the surrounding areas are employed in Flint's factories.

Educational facilities include the Flint College of the University of Michigan, Flint Community Junior College, General Motors Institute, Baker Business University, and the Mott Program of the Flint Board of Education which operates what is generally considered the world's outstanding adult education-community school program.

Flint has three banks with 34 branches, 292 churches serving 54 denominations, 70,860 occupied housing units of which 51,000 are individual homes and 73 percent are occupant owned. There are 1600 acres of parks, seven radio stations, a television station, seven hospitals with 2,132 beds, 3,000 retail stores, 264 wholesalers, and 275 manufacturing establishments.¹

Summary

An area in Flint, Michigan was found that met every research requirement requisite to the study of community school leaders as personal influence leaders. We have, therefore, established an inductively analytic closed system

¹Data supplied by Flint Chamber of Commerce, Flint, Michigan.

where a community school education program and socioeconomic typologies are held constant while personal influence enters as the variable.²

²For typologic discussions see readings such as: Howard Becker, "Constructive Typology in the Social Sciences," American Sociological Review, V (February, 1940), 40-46, and Robert F. Winch, "Heuristic and Empirical Typologies: A Job for Factor Analysis," American Sociological Review, XII (February, 1947), 68-74.

CHAPTER V

THE RESEARCH METHOD

Nominated Personal Influence Leaders and Self-Detected Leaders

During preliminary investigations it became apparent that some individuals believed they were their own best leader. This is what Marvin Schiller¹ calls "ego strength," which he defines as the ability to choose realistically a course of action and behave in a manner that will bring the most productive results. Therefore, a method had to be devised to assess an individuals "ego strength" while still allowing for the nomination of personal influence leaders.

Everett Rogers and David Cartano² had reached this same conclusion two years previously and had done considerable research into the problem. They had devised a self-designating technique where a respondent was asked a series of questions to determine the degree to which the respondent perceives himself to be an opinion or personal influence leader. They had developed a "six-item self-designating opinion leadership scale" that was found to be "reliable,

¹"Test Your Leadership Potential," Nation's Business, January, 1960, p. 34.

²Everett M. Rogers and David G. Cartano, "Methods of Measuring Opinion Leadership," Public Opinion Quarterly, XXVI, No. 3 (Fall, 1962), p. 440.

valid, and unidimensional." This scale was altered slightly, as the authors indicated it could be, to fit the general tone of the present research. The alteration of their scale entailed the substitution of the words "evening school course" or "evening school" for the original wording. The "six-item self-designating opinion leadership scale" was then incorporated into the survey form as items 31 through 36. However, a check on self-designation was built into another part of the form and will be explained later.

At this juncture it was necessary to design a portion of the research instrument that would solicit personal influence leader nominations. Again the tone of the questions had to be carefully set.

Two broad criteria were established for the questions, (1) they had to be broadly applicable to both males and females, and (2) they had to pertain to some program provided by the community schools in the research area. Moreover, two other specific criteria had to be met, (1) the relationship of the nominee to the nominator had to be established, and (2) provision had to be made for self-designating answers. These are quite similar to the techniques used by Francis Lowe and Thomas McCormick³ in their study of informal, or personal influence, leaders in an election campaign.

³Francis E. Lowe and Thomas C. McCormick, "A Study of the Influence of Formal and Informal Leaders in an Election Campaign," Public Opinion Quarterly, XX (Winter, 1956-1957), 652.

In addition to the criteria already established it was decided to seek questions that were universally applicable insofar as they related to everyday activities, in addition to pertaining to some program provided by the community schools in the research area, thereby being universally acceptable and answerable by all respondents. The key here was to return to the work of Sorokin and Berger.⁴ In their exhaustive research on "Time Budgets of Human Behavior" they had systematically collected records of human activities. A huge number of activities were ultimately placed under fifty-five main headings, which, in turn, were placed in four broad classifications. From each of the four classifications three headings were selected on the criteria previously outlined. The four classifications and the three headings under each classification are:

- I. Physiological and Economic Activities:
 - 1. Exercise
 - 2. Household activities (personal)
 - 3. Household activities (somewhat masculine)
- II. Societal Activities:
 - 1. Cards
 - 2. Civic activities (politics)
 - 3. Entertaining (guests)
- III. Cultural Activities:
 - 1. Active arts and crafts (photography)
 - 2. Musical activities
 - 3. Reading books
- IV. Pleasurable Activities:
 - 1. Dancing
 - 2. Gardening (lawns)
 - 3. Sports

⁴Pitirim A. Sorokin and Clarence Q. Berger, Time Budgets of Human Behavior (Cambridge: Harvard University Press, 1939).

It will be noted that these classifications and headings fall into the realm of everyday activities while each of them is a reflection of a community school program or activity in the survey area. These headings, under each classification, were then put in question form and incorporated into the survey instrument as the odd-numbered items from 37 to 60.

The odd-numbered items from 37 to 60 were designed to seek nominations for personal influence leaders. During trials of component parts of the survey instrument it was discovered that allowance had to be made for self-designated leaders. Consequently, another question set was introduced that was analogous to the odd-numbered questions. These self-designating questions are the even-numbered items in the questions ranging from items 38 to 60.

The even-numbered questions served a dual purpose. In addition to allowing for self-designating leaders they also serve to effectively broaden the interaction picture in the research area. These even-numbered questions often served as a corroborating feedback, thereby multiplying the effectiveness of the survey.

Social Interaction as Neighborliness

Since social interaction is being measured in the micro-community the question arises as to whether we are actually measuring neighborliness, personal influence, or even whether it is possible, in modern urban society, to

have one without the other.

The decision was made to incorporate into the survey instrument a "neighborliness measure". Paul Wallin had already reported considerable research on the problem and developed "A Guttman Scale for Measuring Women's Neighborliness."⁵ He had tested this scale rather rigorously on females and found it was unidimensional for women in particular in a large city. However, there seemed to be no objection to also applying it to males. This scale was included in the survey instrument as items 19 through 30.

Social Characteristics

We are now in a position to examine the somewhat standardized items relating to social characteristics to ascertain which social factors are significantly operant.

We can ascertain an individual social level factor by noting the trends in education and occupation. These are, as the Syracuse studies indicate, perceptually central determinants of social class membership.⁶ There are, of course, other variables that could enter into a longer analysis of social level, but education and occupation should serve as key indicators.

The sex elaboration factor can be readily ascer-

⁵Paul Wallin, "A Guttman Scale for Measuring Women's Neighborliness," The American Journal of Sociology, Vol. LIX, No. 3 (November, 1953), 243-246.

⁶Linton C. Freeman et al., Local Community Leadership (Syracuse: University College of Syracuse University, 1960), p. 21.

tained by noting sex and occupational prestige trends. Sex is an indicator of social and occupational structure with females usually tending toward less prestigious occupations.

The life cycle factor consisting of age, marital status, and home ownership is an indicator of social development, settledness, and accessibility to certain social groups.

The ethnic status factor consists of religion, and ethnic background. Sociologists have noted ethnicity and religion are related and may serve to allow or deny access to various social groups. Our function is to establish whether or not this factor tends to hold true for personal influence leaders within the community school setting.

The family social level consists of education, occupation, and organizational affiliation. The family's standing is a function of these items. We would expect to find definite trends in these items among personal influence leaders, with families of similar social levels interacting.

The localism factor might better be termed, in contemporary society, "immediate residence longevity." It is assumed that a person must live at a particular location for some period of time in order to get settled, become acquainted, and begin social functions in a new environment. Just how long is long enough is a key question.

The social characteristics are covered by items 1 through 12, and items 15 and 16 in the survey instrument.

1

Mass Media Exposure and the Two-Step Hypothesis

Throughout the research performed by Katz and Lazarsfeld⁷ in their work on personal influence it was indicated that opinion leaders are exposed to the mass media more than those whom they influence, and that the opinion leaders serve as middlemen in the dissemination of information.

Similarly, we would expect to find the personal influence leaders, in the research being performed here, to exhibit greater mass media exposure, and, therefore, be better informed than those they influence.

Mass media exposure is covered by items 13 and 14 in the survey instrument.

School Entering

Before one can become a school leader he must first enter a school. The question arises as to whether that person exhibited leadership before he entered the school and this leadership was simply being restated, or whether, within the situational context of the school, the individual was recognized as a leader after becoming involved in school activities. Of course, the question could also arise as to whether the individual became a leader by default.

Since there are no guidelines in prior research we would assume that there is some minimum number of times an individual must enter a school before he can assume some

⁷Elihu Katz and Paul F. Lazarsfeld, Personal Influence (Glencoe, Illinois: The Free Press, 1955).

school leadership position.

Provision for this factor is made in item 17 of the survey instrument.

Self-Improvement

Item 18 in the survey instrument is designed to serve two purposes. First it is assumed that those persons that are school leaders and personal influence leaders are somewhat more mentally aggressive and desirous of new knowledge. Furthermore, there may be a trend toward increasing mass media consumption and educational desire.

Secondly, this item was included in its position to set the tone for the questions that would follow later. Actually, both items 17 and 18 were placed in their position for this purpose.

Measuring Personal Influence

A survey of the literature indicates there are three primary methods for measuring personal influence: sociometric, key informant, and self-designating. Each of the methods used alone has limitations. Rogers and Cartano⁸ made the same observations in their analyses of opinion leadership. However, Robert Mason,⁹ in his measurements of relative influence, indicates a fourth technique, which is

⁸ Rogers and Cartano, op. cit., p. 437.

⁹ Robert Mason, "The Use of Information Sources by Influentials in the Adoption Process," Public Opinion Quarterly, XXVII, No. 3 (Fall, 1963), 460.

1

actually the analysis of sociometric measurement, that he terms "influential-influence dyads," should be given a primary methodological consideration. If all of these methods are used, we would expect a more powerful analysis.

The sociometric method consists of finding out from whom people seek advice and information. As Rogers and Cartano¹⁰ point out, this method has been the most often used technique in past research on opinion leadership. However, a relatively large number of people must be interviewed to locate a relatively small number of leaders. Furthermore, the method requires skills, particularly in cartography, not normally possessed by researchers. However, if the researcher is, indeed, skilled in cartographic techniques, he can reduce his data to visual devices that are the most effective method of presenting an overall picture of social interaction. The author was fortunate in having spent several years in this field, and had the facilities to prepare a rigorous sociometric base design. A brief exposition of the method used is in order.

In this research three census tracts, and a small portion of a fourth tract lying in the research area, were studied (Figure 7).

Within each census tract are a number of city blocks, and within each city block a number of housing units and businesses. At the base of this pyramid are the indivi-

¹⁰ Rogers and Cartano, op. cit., p. 438.

duals being studied.

The problem, therefore, is to locate every individual in the census tracts with respect to every other individual. The smallest cartographic unit for accomplishing this is the housing unit, or housing unit address.

By reducing aerial photographs and field surveys to a common base every house in the research area was plotted in its precise spatial location and then addressed. Then, by consulting various directories and tax assessment roles, an address directory was compiled showing the location of every family in every block.

This is an extremely rigorous technique and requires a large expenditure of time and effort. Actually, preparing this base required over four months of work. The end result, however, is an unsurpassed planning and data recording base.

Key informants in a social system are simply knowledgeable persons in a position to select specified types of individuals. Since we are dealing with school leaders, the logical key informants are school officials in regular contact with the people in the survey area.

Each of the four schools in the survey area had two people in a position to act as key informants; the school principal and the community school director. These people, by virtue of their jobs, were in constant contact with the survey area residents in general and the school leaders in particular, and by using both persons they would serve to validate each other's choices.

The third method, self-designating personal influence leader selection, has been explained earlier.

In this research, in order to develop the most powerful model possible, all three techniques were used.

Gathering the Data

After the key informant nominations were collected they were locationally plotted on the base map. These persons became the school leaders.

The remaining task was to survey as many of these school leaders as possible, and, in addition, as many people as possible in their immediate area; their block and the blocks immediately surrounding them.

With relatively limited resources, it was not possible to return to housing units where respondents were not at home and account for every individual in the area, nor was it necessary within the limits of the exploratory techniques used here. As it was, it took nearly four months to get through the survey area.

It should be noted that the size of the research area was determined primarily by socio-economic cross-section considerations. However, early trials had also indicated a single census tract was not a sufficiently large base since personal influence often tended to flow across census tract boundaries. The size of the research area, the three census tracts, turned out to be an extremely wise decision.

Summary

In this chapter the criteria, techniques, and research model used for the research are set forth. The plan was extremely rigorous and required exhaustive techniques and technology.

Those engaged in future research of this nature should note the time factors involved in the various aspects of the survey techniques used here.

CHAPTER VI

SOCIAL CHARACTERISTICS

Social Level

It was indicated in Chapter V that perceptually central determinants of social level are education and occupation. The task here is to examine the educational attainment and occupation of school leaders that are and are not personal influence leaders, and the respondents that lived near the school leaders but that are non-school leaders.

The approach is multi-purposive. We wish to determine whether there are relationships between educational attainment, occupation, and exhibited personal influence, but at the same time we must ascertain that the educational attainment presented by the Bureau of the Census holds true for the blocks and respondents included in the survey and that there are, in fact, educational attainment differences to be measured.

The largest percentages of male and female school leaders are high school graduates or above while the largest percentages of non-school leader respondents (non-leaders) are high school graduates and below (Table 1).

Significantly, there are almost no school leaders that are personal influence leaders that have less than an

TABLE 1--Continued

CT	LESS THAN 8TH GRADE		SOME HIGH SCHOOL		HIGH SCHOOL GRADUATE		SOME COLLEGE		COLLEGE GRADUATE	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
N/D	41	-/9	-/6	-/9	-/6	7/9	4/6	1/9	1/6	1/6
%	-	-	-	-	-	77.7	66.7	11.1	16.7	16.7
FEMALE AND MALE SCHOOL LEADERS COMBINED										
N/D	ALL	1/99	-/43	11/99	3/43	43/99	17/43	23/99	14/43	21/99
%		1.0	-	11.1	7.0	43.4	39.5	23.2	32.5	21.2
										9/43
										20.9
FEMALE AND MALE NON-LEADERS COMBINED										
N/D	ALL	29/319	84/319	114/319	52/319	40/319				
%		9.1	26.3	35.7	16.3	12.5				

TABLE 1--Continued

CT	LESS THAN 8TH GRADE		SOME HIGH SCHOOL		HIGH SCHOOL GRADUATE		SOME COLLEGE		COLLEGE GRADUATE	
	F	M	F	M	F	M	F	M	F	M
N/D	29	2/6	-/1	1/6	1/6	1/1	1/6	-/1	1/6	-/1
%		33.3	-	16.7	16.7	100.0	16.7	-	16.7	-
N/D	31	5/27	3/9	7/27	8/27	4/9	6/27	-/9	1/27	-/9
%		18.5	33.3	25.9	29.6	44.4	22.2	-	3.7	-
N/D	35	8/94	3/49	18/94	42/94	13/49	15/94	7/49	11/94	9/49
%		8.5	6.1	19.2	44.7	26.5	16.0	14.3	11.7	18.4
N/D	41	2/76	6/57	20/76	29/76	16/57	16/76	7/57	9/76	9/57
%		2.6	10.5	26.3	38.2	28.1	21.1	12.3	11.9	15.8

FEMALE AND MALE NON-LEADERS

PIL = Personal Influence Leader
 CT = Census Tract
 N = Number of Respondents
 D = Percentage Denominator
 F = Female
 M = Male

eighth grade education, and almost none that have "only some high school education."

Non-school leaders exhibit a definite tendency toward lower levels of educational attainment. One could hypothesize that individuals with lower educational attainment do not feel comfortable or capable in an educational environment, and, consequently, stay away from the educational setting.

More positive observations and conclusions may be drawn from Table 1 where male and female school leaders are evaluated simultaneously. For both males and females the lower limit for school leaders that are and are not personal influence leaders is high school graduation. However, college level educational attainment, if we take "some college" and "college graduates" together, is a slightly better requisite for school leadership and personal influence.

The inescapable conclusion is that males and females that have higher levels of educational attainment are those that function as school leaders and school leaders that are personal influence leaders while those individuals with lower levels of educational attainment occupy non-leadership positions. There are very few deviations. Only two males and one female were school leaders that were also personal influence leaders that had not graduated from high school.

The occupation of most female school leaders was

"housewife" (Table 2 and Figure 8).¹ This holds true for female school leaders that are and are not personal influence leaders.

Although most female school leaders that are personal influence leaders are housewives, the percentage is lower than for female school leaders that are not personal influence leaders. Therefore, we find a larger percentage of female school leaders that are personal influence leaders have some occupation.

On the basis of this information alone we can assume the female school leaders that are personal influence leaders have greater exposure to contemporary society and a larger cross-section of contemporary ideas. However, the observations are strengthened when they are analyzed in terms of the "Socioeconomic Index For Occupations" (Table 3).²

Male school leaders exhibit a wide variety of occu-

¹All Figures (graphs) use the same symbols: F = Female, M = Male, A and AR = All Respondents, SL = School Leaders (both those that are and are not personal influence leaders), NL = Non-leaders (non-school leaders), CT = Census Tract. Code designations appear in Appendix I.

²Albert Reiss Jr., made an outstanding contribution toward understanding contemporary society when he made public the work on social status of occupations. His published tables of "Socioeconomic Index For Occupations" serve as a guide for ranking occupations in this research. Reiss points out (p. 140) that the index of socioeconomic status for occupations "can be used as a single index of individual socioeconomic status." Personal influence leaders discovered in this research were assessed against the scales presented by Reiss whenever possible. The Socioeconomic Index For Occupations appears in Appendix B, Table B-1, pp. 263-275; (See Table 3).

TABLE 2

OCCUPATION
 SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
 NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
C/N	38/2	-	38/6	38/3	38/21	38/15	38/11	38/9
%	100.0	-	54.6	27.3	46.7	33.3	53.3	42.7
C/N	-/-	-/-	-/-	22/1	-/-	-/-	-/-	-/-
%	-	-	-	9.1	-	-	-	-
C/N	-/-	-/-	-/-	79/1	-/-	-/-	-/-	-/-
%	-	-	-	9.1	-	-	-	-
CT TOTAL (D)*	2		11		45		21	
MALE SCHOOL LEADERS								
C/N	-/-	-/-	-/-	-/-	69/1	-/-	80/1	80/2
%	-	-	-	-	8.3	-	9.1	18.2
C/N	28/1	-/-	7/1	-/-	28/1	28/1	6/1	6/1
%	50.0	-	33.3	-	8.3	8.3	9.1	9.1
C/N	-/-	-/-	-/-	-/-	83/1	-/-	-/-	23/1
%	-	-	-	-	8.3	-	-	9.1
C/N	-/-	-/-	-/-	-/-	-/-	29/1	-/-	59/1
%	-	-	-	-	-	8.3	-	9.1
C/N	-/-	-/-	-/-	-/-	-/-	20/1	-/-	71/1
%	-	-	-	-	-	8.3	-	9.1
C/N	-/-	-/-	-/-	-/-	-/-	59/1	-/-	92/1
%	-	-	-	-	-	8.3	-	9.1
CT TOTAL (D)*	2		3		12		11	

TABLE 2--Continued

CT	29 F NL	31 F NL	35 F NL	41 F NL	29 M NL	31 M NL	35 M NL	41 M NL
NON-SCHOOL LEADERS								
C/N	38/6	38/16	38/66	38/52	46/1	28/4	28/5	28/11
%	85.7	61.5	66.0	68.4	100.0	44.4	8.1	19.0
C/N	83/1	55/2	-/-	-/-	-/-	-/-	69/4	69/8
%	14.3	7.7	-	-	-	-	6.5	13.8
C/N	-/-	69/2	-/-	-/-	-/-	-/-	-/-	-/-
%	-	7.7	-	-	-	-	-	-
C/N	-/-	9/1	-/-	-/-	-/-	-/-	-/-	-/-
%	-	3.9	-	-	-	-	-	-
C/N	-/-	36/1	-/-	-/-	-/-	-/-	-/-	-/-
%	-	3.9	-	-	-	-	-	-
C/N	-/-	37/1	-/-	-/-	-/-	-/-	-/-	-/-
%	-	3.9	-	-	-	-	-	-
C/N	-/-	46/1	-/-	-/-	-/-	-/-	-/-	-/-
%	-	3.9	-	-	-	-	-	-
C/N	-/-	78/1	-/-	-/-	-/-	-/-	-/-	-/-
%	-	3.9	-	-	-	-	-	-
C/N	-/-	83/1	-/-	-/-	-/-	-/-	-/-	-/-
%	-	3.9	-	-	-	-	-	-
CT								
TOTALS(D)*	7	26	100	76	1	9	62	58

PIL = Personal Influence Leader

CT = Census Tract

C = Occupation Code. See Appendix I

N = Number of Respondents

F = Female

M = Male

NL = Non-School Leader

D = Percentage Denominator (*Only outstanding cases shown for N's. See Figure 8 for complete distribution).

OCCUPATION C.T.29

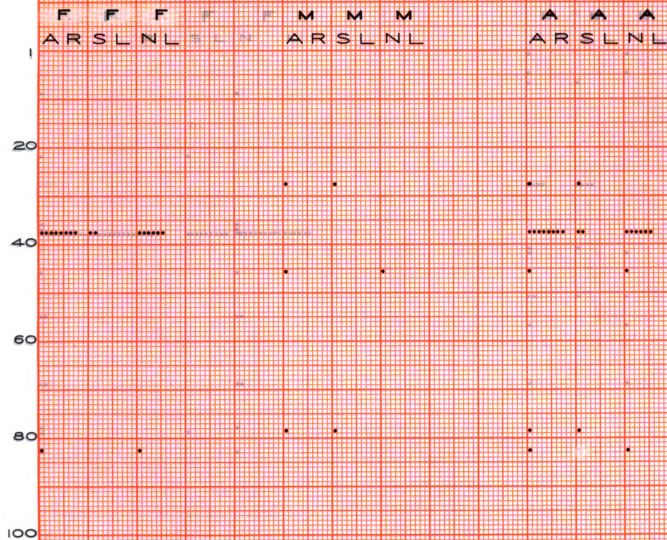


Fig. 8.--Occupation. See Appendix I for Codes.

OCCUPATION
C.T.29

A A A
ARSLNL

M M M
ARSLNL

F F F
ARSLNL

XXXXXXXXXX

XXXXXXXXXX

OCCUPATION C.T.31

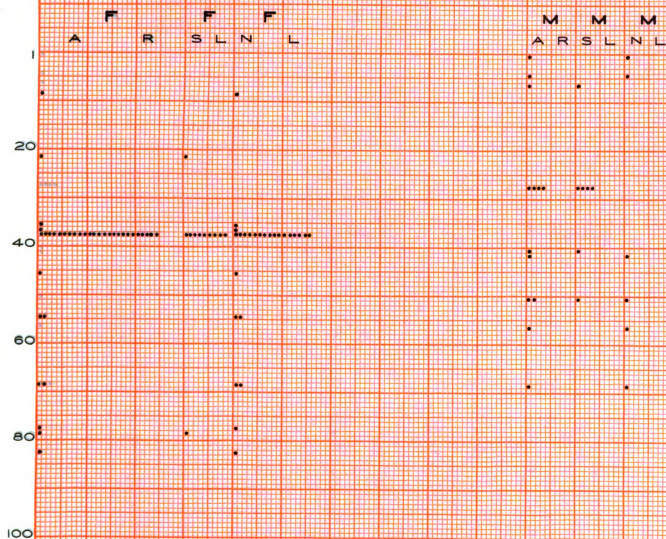


Fig. 8.--Continued.

10/10/2007

10/10

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10/10/2007
10/10/2007

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10/10/2007

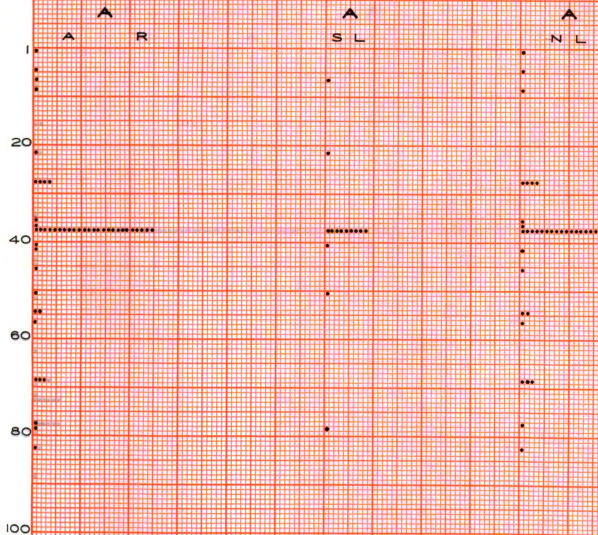
OCCUPATION
C.T.31

Fig. 8.--Continued.

NO. 1410000
1873

A

A

A

1 1

1 2

1 3

1 4

1873

1873

1873

OCCUPATION C.T.35

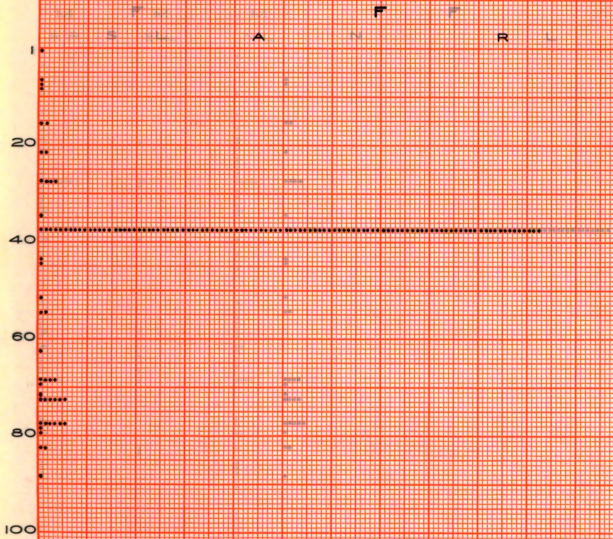


Fig. 3.--Continued.

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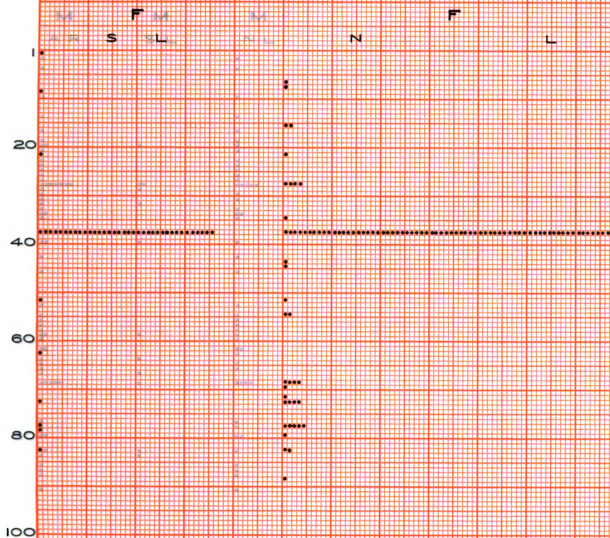
OCCUPATION
C.T.35

Fig. 8.--Continued.

APPENDIX
C

1. The first part of the report is a summary of the results of the study.

2. The second part of the report is a description of the methods used in the study.

3. The third part of the report is a discussion of the results of the study.

4. The fourth part of the report is a conclusion.

5. The fifth part of the report is a list of references.

OCCUPATION C.T. 35

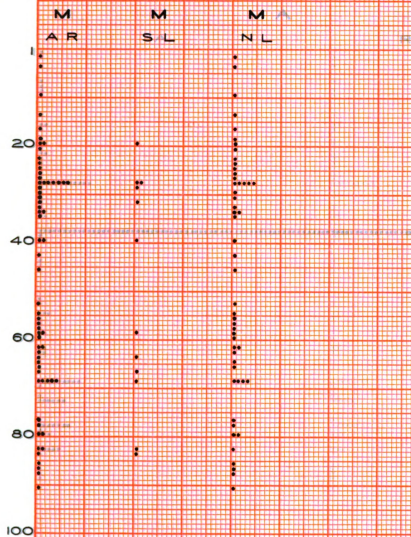


Fig. 8.--Continued.

C.T. 32
DOCUMENTATION

File # 3--Continued

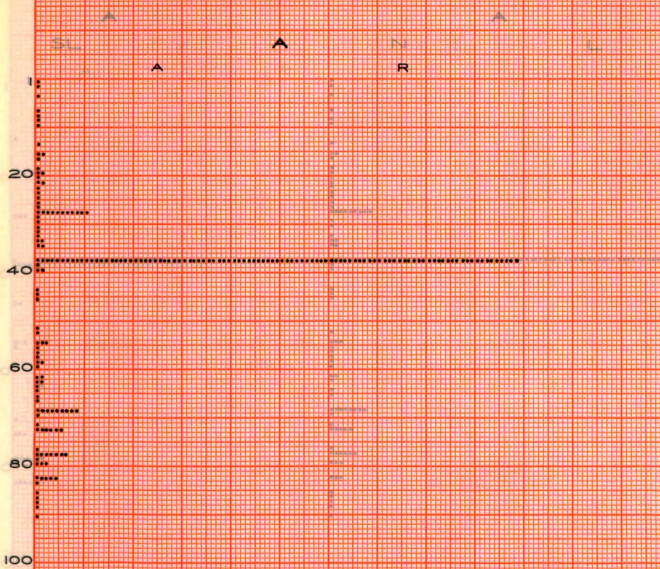
OCCUPATION
C.T. 35

Fig. 8.--Continued.

WOT/S/1170
82 10

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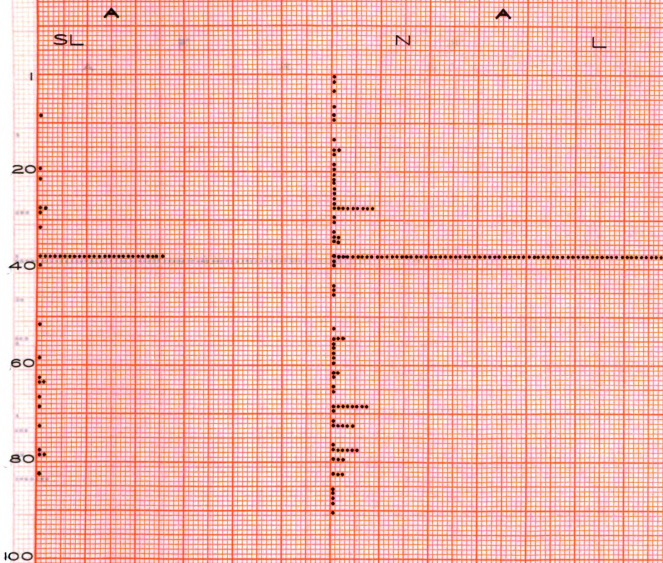
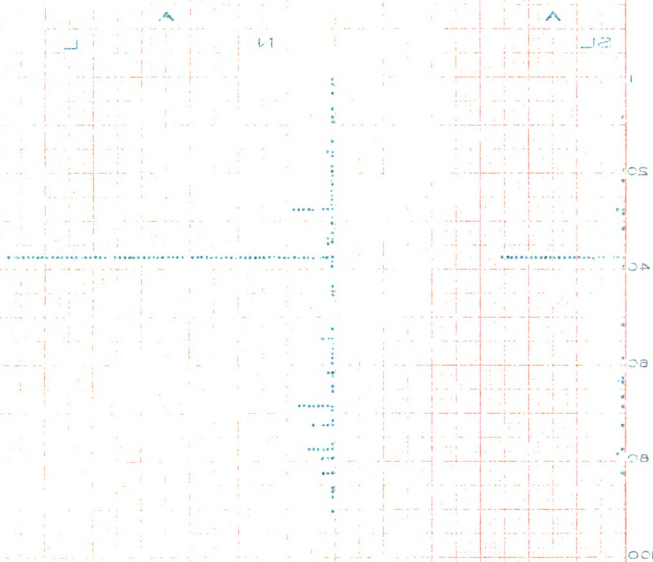
OCCUPATION
C.T. 35

Fig. 8.--Continued.

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OCCUPATION C.T. 41

A F L R S F M A M
S R L S L N L

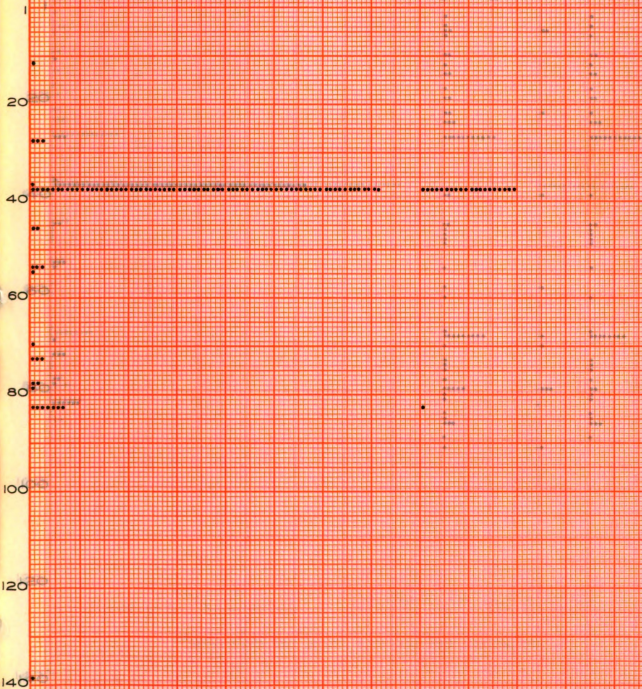


Fig. 3.--Continued.

NOTATION
IA TO

A F S L F

RESEARCH AND DEVELOPMENT DIVISION

OCCUPATION C.T. 41

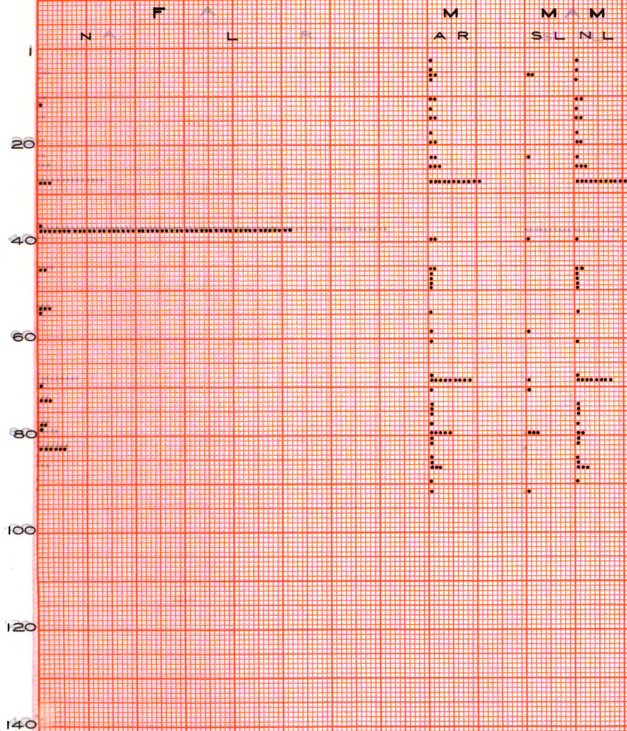


Fig. 8.--Continued.

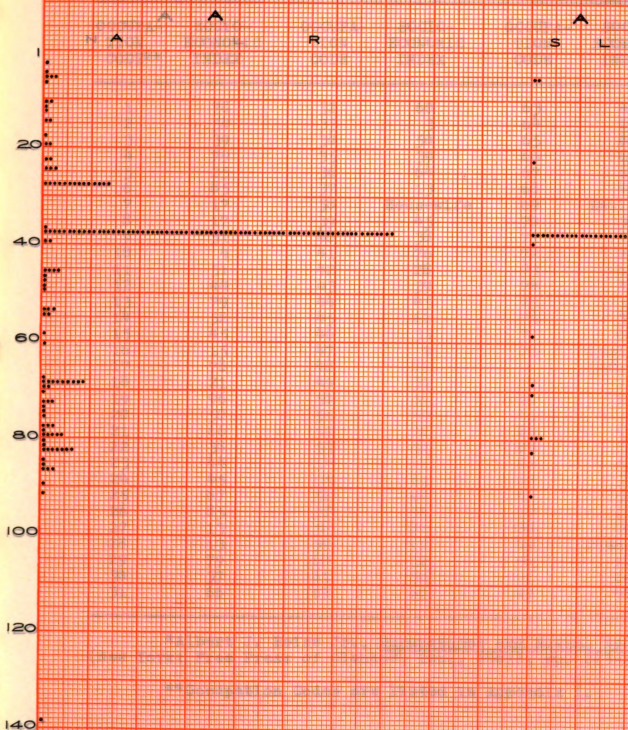
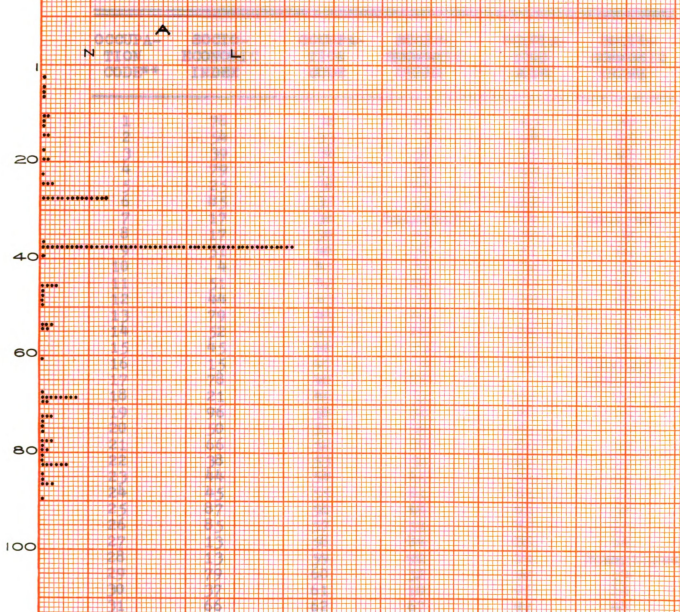
OCCUPATION
C.T. 41

Fig. 8.--Continued.

REPORT

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2	10/10/10	10:15	Left office
3	10/10/10	10:30	Arrived at office
4	10/10/10	10:45	Left office
5	10/10/10	11:00	Arrived at office
6	10/10/10	11:15	Left office
7	10/10/10	11:30	Arrived at office
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92	10/10/10	32:45	Left office
93	10/10/10	33:00	Arrived at office
94	10/10/10	33:15	Left office
95	10/10/10	33:30	Arrived at office
96	10/10/10	33:45	Left office
97	10/10/10	34:00	Arrived at office
98	10/10/10	34:15	

OCCUPATION C.T. 41



*Albert J. Reiss Jr., *Occupational and Economic Outlook*
(New York: Free Press of Glencoe, Inc., 1961), pp. 1-100.

**Occupation Codes are listed in Appendix I.

Fig. 8.--Continued.

12-11-1970
B. D.

TABLE 3
SOCIOECONOMIC INDEX FOR OCCUPATIONS*

OCCUPA- TION CODE**	SOCIO- ECONOMIC INDEX	OCCUPA- TION CODE	SOCIO- ECONOMIC INDEX	OCCUPA- TION CODE	SOCIO- ECONOMIC INDEX
1	78	32	60	63	49
2	54	33	3	64	85
3	39	34	50	65	87
4	79	35	39	66	62
5	25	36	64	67	66
6	85	37	13	68	48
7	17	38	Housewife	69	Retired
8	17	39	45	70	39
9	51	40	38	71	49
10	4	41	76	72	23
11	51	42	28	73	61
12	44	43	39	74	48
13	79	44	45	75	33
14	52	45	60	76	33
15	45	46	33	77	68
16	15	47	9	78	Student (Adult)
17	78	48	82		72
18	21	49	31	79	79
19	96	50	52	80	9
20	50	51	59	81	65
21	66	52	72	82	72
22	38	53	52	83	65
23	44	54	46	84	33
24	45	55	61	85	50
25	87	56	68	86	15
26	85	57	16	87	84
27	13	58	84	88	Unemployed
28	13	59	92	89	19
29	79	60	52	90	24
30	37	61	18	91	48
31	66	62	67	92	

*Albert J. Reiss Jr., Occupations and Social Status
(New York: Free Press of Glencoe, Inc., 1961), pp. 263-275.

**Occupation Codes are listed in Appendix I.

pations, and the male school leaders that are personal influence leaders do not differ greatly from those that are not personal influence leaders.

When male school leader occupations are analyzed against the "Socioeconomic Index For Occupations" they are found to range from very high to very low, although the majority rank above the average for all occupations.

In contrast, the female school leaders are mostly housewives and are not ranked in the "Socioeconomic Index For Occupations." However, of the female school leaders that do have occupations almost all rank well above the average. Therefore, school leaders, both personal influence leaders and those who are not, have a somewhat high "Socioeconomic Index" rating, with the exception of the unrated housewives.

Both male and female non-leader respondents exhibit a wide range of "Socioeconomic Index" ratings. However, both males and females that are non-school leaders tend to rank lower than the average for all occupations. This would indicate both males and females having less prestigious occupations do not tend to become school leaders.

However, we added a verification item in the survey seeking information about "job position." The female school leaders that are not personal influence leaders (Table 4 and Figure 9) are primarily housewives. The female school leaders that are personal influence leaders show two different patterns. In the highest socio-economic areas nearly

TABLE 4

JOB POSITION
 SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
 NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT TYPE	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
1	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
2	-	-	-	1	2	1	-	-
%	-	-	-	9.1	4.4	2.2	-	-
3	2	-	6	3	21	16	11	14
%	100.0	-	54.5	27.3	46.7	35.5	52.3	66.7
4	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
5	-	-	-	1	5	-	1	-
%	-	-	-	9.1	11.1	-	4.8	-
6	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
CT TOTAL (D)		2		11		45		21

MALE SCHOOL LEADERS								
1	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
2	1	-	-	-	2	1	2	1
%	100.0	-	-	-	16.7	8.3	18.2	9.1
3	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
4	-	-	-	-	1	-	1	-
%	-	-	-	-	8.3	-	9.1	-
5	-	-	1	1	2	2	-	1
%	-	-	33.3	33.3	16.7	16.7	-	9.1
6	-	-	1	-	-	1	-	1
%	-	-	33.3	-	-	8.3	-	9.1

TABLE 4--Continued

CT TYPE	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
7	-	-	-	-	-	3	1	3
%	-	-	-	-	-	25.0	9.1	27.3
8	-	-	-	-	-	-	-	1
%	-	-	-	-	-	-	-	9.1
CT TOTAL (D)		2		3		12		11

CT	29	31	35	41	29	31	35	41
TYPE	F NL	F NL	F NL	F NL	M NL	M NL	M NL	M NL

NON-SCHOOL LEADERS

1	-	-	-	-	-	-	1	-
%	-	-	-	-	-	-	2.0	-
2	-	5	11	5	1	7	21	30
%	-	18.5	11.3	6.9	100.0	77.8	41.2	54.5
3	6	18	68	53	-	-	1	1
%	85.7	66.7	70.2	73.6	-	-	2.0	1.8
4	-	1	4	-	-	1	4	8
%	-	3.7	4.2	-	-	11.1	7.8	14.6
5	1	3	12	13	-	-	9	4
%	14.3	11.1	12.4	18.1	-	-	17.7	7.3
6	-	-	-	-	-	-	5	5
%	-	-	-	-	-	-	9.8	9.1
7	-	-	2	1	-	1	10	7
%	-	-	2.1	1.4	-	11.1	19.6	12.7
8	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
CT TOTAL (D)	7	27	97	72	1	9	51	55

TABLE 4--Continued

TYPE	F		M		F		M		F		M		F&M		F&M		F&M	
	SL	NOT	SL	ARE	SL	NOT	SL	ARE	SL	NOT	SL	ARE	SL	NOT	SL	ARE	SL	NL
	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	PIL	NL
ALL CENSUS TRACTS																		
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	4.2	40	5.6	33	41.7	5	14.3	2	10.4	21	0.9	59	11.7	7	8.0	4	80	25.2
4	83.3	40	91.6	33	-	-	-	-	14.5	40	50.8	2	66.7	40	33	33	147	147
5	-	-	-	-	-	-	-	-	71.4	5	1.7	13	3.3	2	66.0	66.0	46.2	46.2
6	-	-	-	-	-	-	-	-	2.5	29	11.2	13	15.0	9	5	5	18	5.7
7	12.5	6	2.8	1	16.7	3	4	4	14.3	3	11.2	13	15.0	9	10.0	10.0	13.2	13.2
8	-	-	-	-	25.0	1	28.6	2	-	-	10	8.6	1.7	1	2	2	10	10
TOTALS	48	-	36	-	12	14	14	14	203	116	116	116	60	60	50	50	318	318

PIL = Personal Influence Leader

CT = Census Tract

TYPE = Coded Job Position Type. See Appendix I

D = Percentage Denominator

NL = Non-School Leader

SL = School Leader

F = Female

M = Male

• • • • •

Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains.

• • • • •

• • • • •

Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains.

• • • • •

• • • • •

[illegible]

1. *Chlorophyll a* (Chl *a*) and *Chlorophyll b* (Chl *b*) were determined using the method of Arar and Collins (1997). The concentration of Chl *a* and Chl *b* was expressed as $\mu\text{g mL}^{-1}$ of the sample.

JOB POSITION C.T. 29

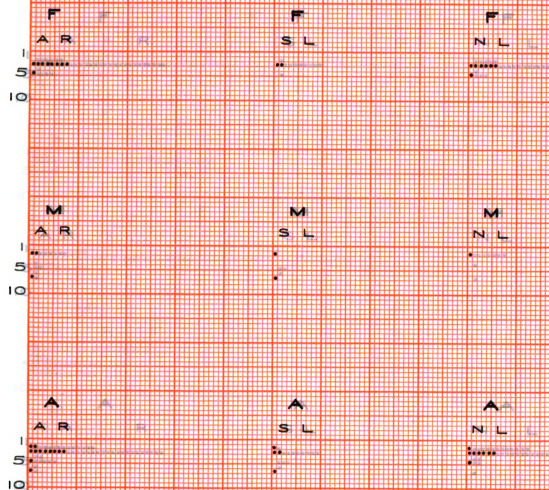


Fig. 9.--Job Position. See Appendix I for Codes.

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JOB POSITION C.T. 31

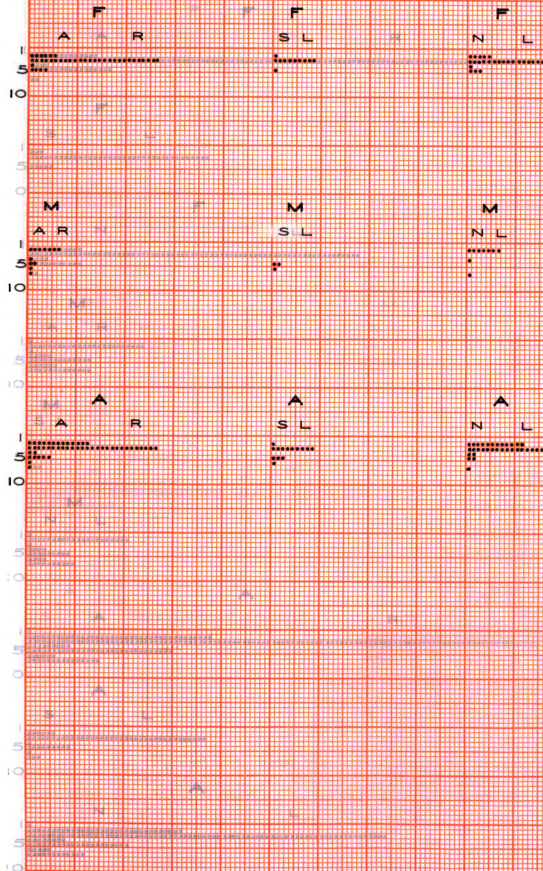


Fig. 9.--Continued.

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JOB POSITION C.T. 35

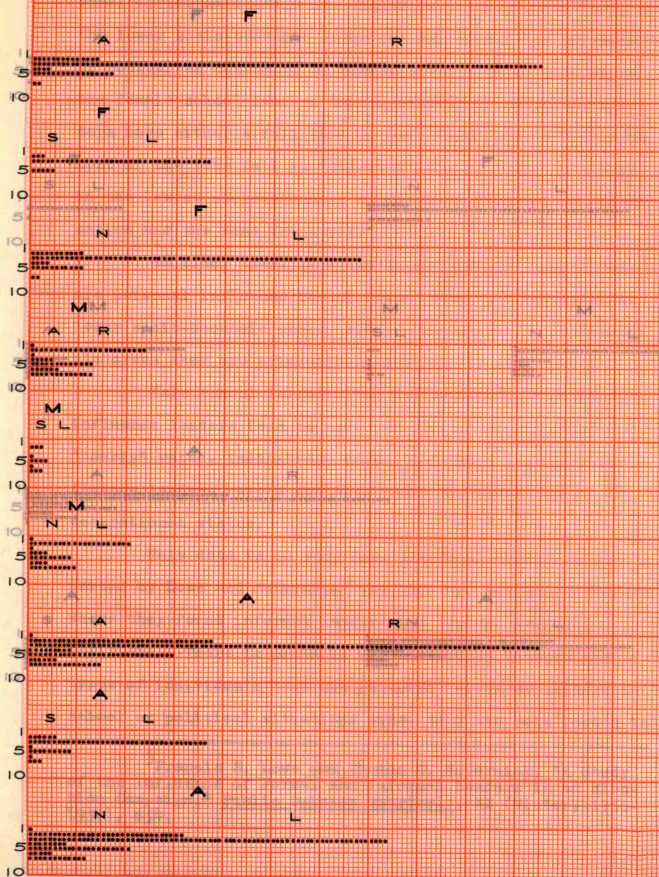


Fig. 9.--Continued.

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JOB POSITION

C.T. 41

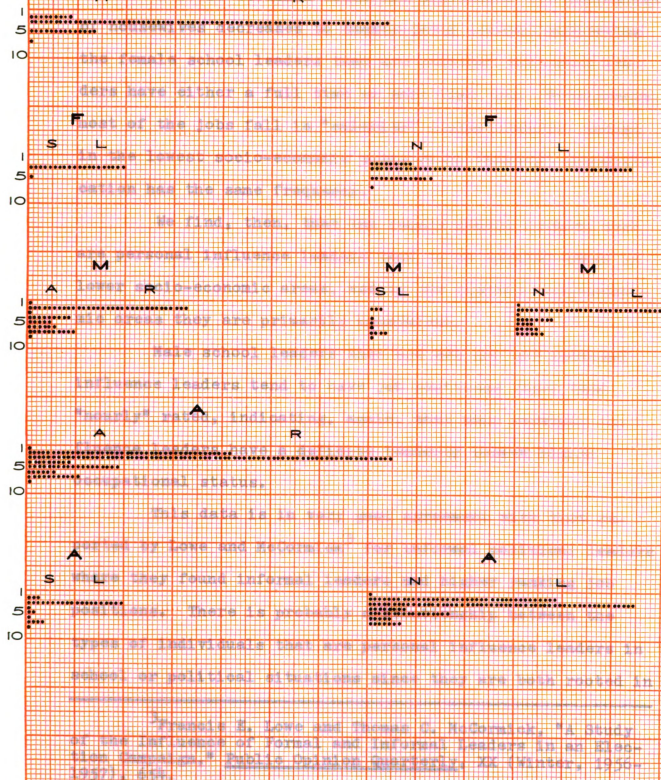


Fig. 9.--Continued.

108 POSITION
C.T. 41

seventy percent of the female school leaders that are personal influence leaders are exclusively housewives. But, as the lower socio-economic areas are approached the percentage of housewives decreases to twenty-seven percent indicating the female school leaders that are personal influence leaders have either a full time or part time job. Furthermore, most of the jobs fall in "salaried" classification, except in the lowest socio-economic areas where "hourly" classification has the same frequency.

We find, then, that the female school leaders that are personal influence leaders tend to be working women in lower socio-economic areas, and in the highest socio-economic areas they are primarily housewives.

Male school leaders that are and are not personal influence leaders tend to have job positions other than "hourly" rated, indicating, again, that male personal influence leaders have a definite tendency toward higher occupational status.

This data is in very good agreement with that reported by Lowe and McCormick³ for informal political leaders where they found informal leaders had higher ranking job positions. There is probably a relationship between the types of individuals that are personal influence leaders in school or political situations since they are both rooted in

³Francis E. Lowe and Thomas C. McCormick, "A Study of the Influence of Formal and Informal Leaders in an Election Campaign," Public Opinion Quarterly, XX (Winter, 1956-1957), 654.

the "spirit of community service."

If one empirically analyzes school leader occupations and job positions, he must conclude the schools are the bastion of the middle class, at least as evidenced by occupational and job position types. Here, and elsewhere in this research, we will find, time and again, socio-economic characteristics are an important factor. It is, as Dr. Grundstein points out, that "The community is an organized existence--a social body with definite provisions for decisions that are related to distinctive socio-economic characteristics."⁴

In summation, it was found that male and female school leaders had a higher educational attainment than non-leaders. Similarly, the higher the level of attained education the greater are one's chances of occupying a school leader and school leader that is a personal influence leader position. The lower educational limit for school leaders tends to be high school graduation.

The overall occupational tendency for females was "housewife," although the female school leaders that are personal influence leaders are more often those that have an occupation, and the occupation will have a somewhat higher than average "Socioeconomic Index" rating as evidenced by both occupation and job position.

The male school leaders also exhibited higher

⁴Nathan D. Grundstein, "What Is Meant by Leadership?" Public Management, XLIV (November, 1962), 242.

"Socioeconomic Index" ratings for occupations than non-leaders. However, in the case of male school leaders there were occasionally those that had somewhat low occupational ratings.

Sex Elaboration

Sex elaboration is an indicator of social and occupational structure and is determined by sex and occupation with females normally tending toward less prestigious occupations.

While most female school leaders tended to be housewives the female school leaders that were personal influence leaders tended to have prestigious occupations as evidenced by higher than average ratings in the "Socioeconomic Index."

This trend was greatest in the census tract with lowest socio-economic status (Figures 1-2). This is another way of saying those females in areas of higher socio-economic status tend to be housewives, perhaps because they can afford to be.

The interesting question arises as to why, if the females from a somewhat lower socio-economic status area have more occupations, why these occupations should tend to be of somewhat high "Socioeconomic Index" status. The answer lies in the fact that when one analyzes the occupations open to females or those shown in the census tract graphs (Figure 8) these occupations all tend to be rated somewhat higher than those open to comparable males, or even males in general.

As it was noted earlier, male school leaders tend to have higher "Socioeconomic Index" occupation ratings than non-leaders.

The male school leaders that are personal influence leaders tend to rank higher than the school leaders that are not personal influence leaders, and, in contrast, the male non-leaders tend to rank low. This is probably a reflection of the male school leaders that are personal influence leaders having occupations giving them constant practice in dealing with people, thereby strengthening their personal influence position.

In summation, female school leaders tend to be housewives. However, female school leaders that are personal influence leaders can roughly be divided into two groups; those from "low" and "not low" socio-economic status areas. Those female school leaders that are personal influence leaders and that are from lower socio-economic areas tend to have a higher than average "Socioeconomic Index For Occupation" rating, while the female school leaders that are personal influence leaders and that come from other than low socio-economic status areas tend to be housewives. However, overall, more female school leaders, both that are and are not personal influence leaders, tend to be housewives.

Far fewer males than females are school leaders indicating school leadership is primarily a female avocation and one must have sufficient time to devote to the school. Like females, the male school leaders have a definite ten-

dency toward occupations having higher "Socioeconomic Index" ratings, and the male school leaders that are personal influence leaders have the highest ratings.

Life Cycle

Life cycle, consisting of age, marital status, and home ownership, is an indicator of social development, settledness, and accessibility to various social groups. The question arises as to whether these factors are important in personal influence within a community school, or educational, setting.

Both male and female school leaders tend to be in their thirties and early forties (Table 5 and Figure 10). However, both male and female school leaders that are personal influence leaders are usually in their late thirties.

While there is a definite tendency for both male and female school leaders to be between thirty and forty-four years of age, both male and female school leaders that are personal influence leaders are most often found in the thirty to thirty-nine year old group, although nearly half of all the male and female personal influence leaders are in the relatively small span between thirty-five and thirty-nine years of age.

There is also an increased tendency toward school leadership positions, although not accompanied by personal influence, for persons over fifty-five years of age. These are individuals that are either retired or approaching retirement. However, this should not cloud the fact that the

TABLE 5

AGE
SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT AGES	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
20-24	-	-	-	-	-	2	-	1
%	-	-	-	-	-	4.9	-	5.0
25-29	-	-	-	-	1	-	2	1
%	-	-	-	-	2.4	-	10.0	5.0
30-34	1	-	3	1	3	2	-	3
%	50.0	-	30.0	10.0	7.3	4.9	-	15.0
35-39	-	-	-	2	10	6	1	4
%	-	-	-	20.0	24.4	14.6	5.0	20.0
40-44	-	-	-	-	8	3	3	-
%	-	-	-	-	19.5	7.3	15.0	-
45-49	1	-	-	-	1	1	3	-
%	50.0	-	-	-	2.4	2.4	15.0	-
50-54	-	-	-	1	1	1	1	-
%	-	-	-	10.0	2.4	2.4	5.0	-
55+	-	-	3	-	1	1	1	-
%	-	-	30.0	-	2.4	2.4	5.0	-
CT TOTAL (D)		2		10		41		20

MALE SCHOOL LEADERS

20-24	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
25-29	-	-	-	-	-	-	-	1
%	-	-	-	-	-	-	-	10.0
30-34	-	-	-	-	1	1	-	1
%	-	-	-	-	8.3	8.3	-	10.0
35-39	-	-	-	1	2	2	1	4
%	-	-	-	33.3	16.7	16.7	10.0	40.0
40-44	1	-	1	-	-	1	1	-
%	50.0	-	33.3	-	-	8.3	10.0	-
45-49	-	-	-	-	-	1	-	-
%	-	-	-	-	-	8.3	-	-
50-54	1	-	1	-	-	1	-	1
%	50.0	-	33.3	-	-	8.3	-	10.0

TABLE 5--Continued

CT AGES	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
55+	-	-	-	-	2	1	1	-
%	-	-	-	-	16.7	8.3	10.0	-
CT TOTAL (D)		2		3		12		10

CT	29	31	35	41	29	31	35	41
AGES	F NL	F NL	F NL	F NL	M NL	M NL	M NL	M NL

NON-SCHOOL LEADERS

20-24	-	4	5	11	-	-	3	7
%	-	15.4	5.7	15.5	-	-	6.0	13.2
25-29	1	3	11	15	-	1	8	4
%	16.7	11.5	12.5	21.1	-	11.1	16.0	7.5
30-34	-	3	15	10	-	-	6	8
%	-	11.5	17.1	14.1	-	-	12.0	15.1
35-39	1	2	11	8	-	3	4	10
%	16.7	7.7	12.5	11.3	-	33.3	8.0	18.9
40-44	-	1	11	8	-	-	7	7
%	-	3.8	12.5	11.3	-	-	14.0	13.2
45-49	-	2	6	6	1	-	8	4
%	-	7.7	6.8	8.5	100.0	-	16.0	7.5
50-54	-	1	7	5	-	1	5	1
%	-	3.8	8.0	7.0	-	11.1	10.0	1.9
55+	4	10	22	9	-	4	9	12
%	66.6	38.4	25.0	12.7	-	44.4	18.0	22.7
CT TOTAL (D)	6	26	88	71	1	9	50	53

TABLE 5---Continued

AGES	F SL NOT PIL	F SL ARE PIL	M SL NOT PIL	M SL ARE PIL	F NL	M NL	F&M SL NOT PIL	F&M SL ARE PIL	F&M NL
ALL CENSUS TRACTS									
20-24	-	3	-	-	20	10	-	3	30
%	-	10.3	-	-	11.0	8.9	-	6.8	10.2
25-29	3	1	-	1	30	13	3	2	43
%	7.0	3.5	-	6.7	16.5	11.5	5.5	4.5	14.6
30-34	7	6	1	2	28	14	8	8	42
%	16.3	20.7	8.3	13.3	15.4	12.4	14.6	18.2	14.3
35-39	11	12	3	7	22	17	14	19	39
%	25.6	41.3	25.0	46.7	12.1	15.0	25.5	43.2	13.2
40-44	11	3	3	1	20	14	14	4	34
%	25.6	10.3	25.0	6.7	11.0	12.4	25.5	9.1	11.5
45-49	5	1	-	1	14	13	5	2	27
%	11.6	3.5	-	6.7	7.7	11.5	9.1	4.5	9.2
50-54	1	2	2	2	13	7	3	4	20
%	2.3	6.9	16.7	13.3	7.1	6.2	5.5	9.1	6.8
55+	5	1	3	1	35	25	8	2	60
%	11.6	3.5	25.0	6.7	19.2	22.1	14.6	4.5	20.3
TOTALS	43	29	12	15	182	113	55	44	295

PIL = Personal Influence Leader

CT = Census Tract

D = Percentage Denominator

NL = Non-School Leader

SL = School Leader

F = Female

M = Male

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CT 29

Fig. 10.--Ages.

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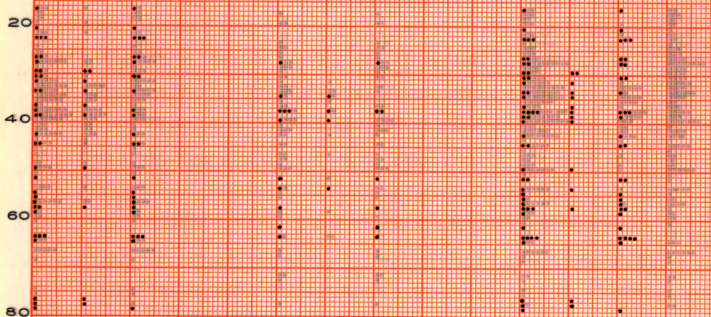
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Fig. 10.--Continued.

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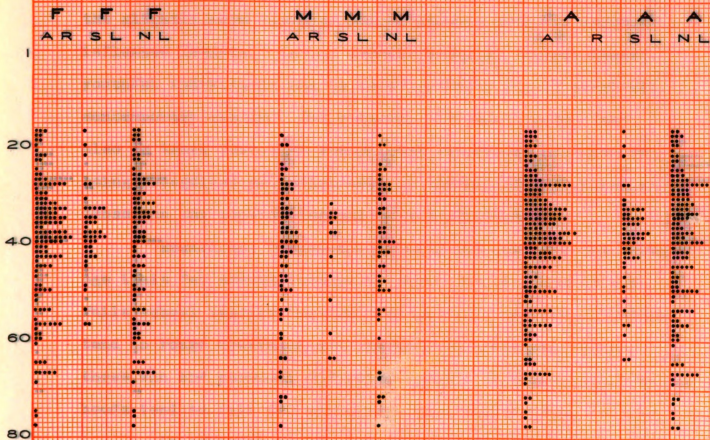


Fig. 10.--Continued.

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A R S L N L
A A A
A S L N L

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96 AGES C.T.41

school leaders, both those and who are not personal influence leaders, are primarily middle aged individuals.

Several hypotheses might be advanced to account for the slightly more youthful school leaders than the personal influence leaders. In our rapidly changing society these youthful individuals may be more in-step with, or aware of, contemporary change. The personal influence leaders may also be those that have established themselves and are now being recognized as individuals of wisdom, or experience, as those who can provide insight in problem solving.

Regardless of any sociological reasons, the lower age limit for school leaders is about thirty years of age, while school leaders that are not personal influence leaders tend to range upward in age through the retirement years.

Those who are personal influence leaders in their neighborhoods tend to fall off sharply at thirty-nine years of age.

In contrast to the rather homogeneous age groupings of the school leaders, the non-leaders, both male and female, are distributed rather evenly over all age groupings following the general population statistics.

When the marital status of school leaders was checked it was found that they were almost all married, with only a few retirees that were widows or widowers. Data discussed previously indicating the primary female school leader occupation was "homemaker" yields the same conclusion.

A very small percentage of the school leaders rented their home (Table 6). Most school leaders either own or are

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Fig. 10.--Continued.

CONCLUSIONS

The diagram shows a 2D grid of points. A central point is labeled '1'. Points are numbered 1 through 10. Arrows indicate the direction of movement from one point to another. The diagram shows a path starting from point 1, moving to point 2, then to point 3, and finally to point 4. Other points are labeled 5 through 10, with arrows indicating potential movement directions.

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[illegible][illegible][illegible]

school leaders, both those who are and who are not personal influence leaders, are primarily middle aged individuals.

Several hypotheses might be advanced to account for the slightly more youthful school leaders that are personal influence leaders. In our rapidly changing society these youthful individuals may be more in-step with, or aware of, contemporary change. The personal influence leaders may also be those that have established themselves and are now being recognized as individuals of wisdom, or recognized as those who can provide insight in problem solutions.

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TABLE 6

HOME OWNERSHIP
SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

	CT	RENT NOT PIL	RENT ARE PIL	BUY NOT PIL	BUY ARE PIL	OWN NOT PIL	OWN ARE PIL
FEMALE SCHOOL LEADERS							
N/D	29	1/2	-/-	-/-	-/-	1/2	-/-
%		50.0	-	-	-	50.0	-
N/D	31	2/10	-/-	2/10	2/10	2/10	2/10
%		20.0	-	20.0	20.0	20.0	20.0
N/D	35	-/-	-/-	15/42	7/42	11/42	9/42
%		-	-	35.7	16.7	26.2	21.4
N/D	41	3/20	3/20	6/20	4/20	2/20	2/20
%		15.0	15.0	30.0	20.0	10.0	10.0
MALE SCHOOL LEADERS							
N/D	29	-/-	-/-	1/2	-/-	1/2	-/-
%		-	-	50.0	-	50.0	-
N/D	31	-/-	-/-	1/3	1/3	1/3	-/-
%		-	-	33.3	33.3	33.3	-
N/D	35	-/-	-/-	3/12	1/12	2/12	6/12
%		-	-	25.0	8.3	16.7	50.0
N/D	41	-/-	3/10	1/10	2/10	2/10	2/10
%		-	30.0	10.0	20.0	20.0	20.0
FEMALE AND MALE SCHOOL LEADERS COMBINED							
N/D	ALL	6/101	6/101	29/101	17/101	22/101	21/101
%		5.9	5.9	28.7	16.8	21.8	20.8

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TABLE 6--Continued

	CT	F NL RENT	F NL BUY	F NL OWN	M NL RENT	M NL BUY	M NL OWN
NON-SCHOOL LEADERS							
N/D	29	2/7	1/7	4/7	1/2	1/2	-/2
%		28.6	14.3	57.1	50.0	50.0	-
N/D	31	4/27	9/27	14/27	2/9	4/9	3/9
%		14.8	33.3	51.8	22.2	44.4	33.3
N/D	35	9/92	42/92	41/92	6/50	24/50	20/50
%		9.8	45.7	44.6	12.0	48.0	40.0
N/D	41	19/75	34/75	22/75	10/55	24/55	21/55
%		25.3	45.3	29.3	18.2	43.6	38.2

	CT	RENT	BUY	OWN
FEMALE AND MALE NON-LEADERS COMBINED				
N/D	ALL	29/130	58/130	43/130
%		22.3	44.6	33.1

PIL = Personal Influence Leader

CT = Census Tract

N = Number of Respondents

D = Percentage Denominator

NL = Non-School Leader

F = Female

M = Male

buying their home. However, there is a slightly greater tendency for school leaders that are personal influence leaders to own their home.

The school leaders exhibit a much greater tendency toward home ownership than the non-leaders. This would indicate that school leaders are a more stable and settled group than non-leaders. This would also point to the hypotheses that since school leaders are more settled they have sufficient time to engage in school activities and that they have greater interest in their community.

Similarly, the school leaders that are personal influence leaders exhibit greater home ownership than the other groups indicating a higher degree of settledness as well as a somewhat higher *prima facie* economic stability.

In summation, male and female school leaders tend to be in their late thirties and early forties, and those that are personal influence leaders tend to be in the thirty-five to thirty-nine year old group. The school leaders are almost all married. Both male and female school leaders are almost all buying or own their home, but there is a slightly greater tendency for the school leaders that are personal influence leaders to be home owners.

Ethnic Status

Sociologists have noted a relationship between ethnicity and religion. The question arises as to whether an increasingly fluid population breaks down the ethnicity and religion barriers.

In this research we have looked at ethnicity from the macroscopic point-of-view of foreign derivation to determine whether one's place of origin, or his parents, prevent accessibility to school leadership and personal influence positions. The religious factor can be assessed in the same manner as ethnicity.

A very small number of school leaders are of foreign derivation (Table 7). Similarly, very few school leaders of foreign derivation are personal influence leaders.

With respect to the total survey area population having foreign ties, very few school leaders are of immediate foreign derivation.

While foreign derivation does not prevent one from assuming a school leadership position, as evidenced by the small number that are school leaders that are and are not personal influence leaders, there is no significant trend for persons of foreign derivation to occupy such positions.

Almost all school leaders were found to be Protestants (Table 8). Reid and Ehle⁵ in their studies also found "Protestant localities reveal the city's highest incidence of influence nominations" in Philadelphia. The question immediately arises as to whether the survey area was exclusively Protestant.

Since census data does not list religious affiliation it remained to perform an empirical survey, through

⁵Ira DeA. Reid and Emily L. Ehle, "Leadership Selection in Urban Locality Areas," Public Opinion Quarterly, XIV, No. 2 (Summer, 1950), p. 274.

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TABLE 7

RESPONDENTS OR PARENTS OF FOREIGN DERIVATION
SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS -- NON-SCHOOL LEADERS
BY SEX AND CENSUS TRACT

	CT	F SL NOT PIL	F SL ARE PIL	M SL NOT PIL	M SL ARE PIL	F NL	M NL	F&M SL NOT PIL	F&M SL ARE PIL	F&M NL
N/D	29	-/2	-/2	2/2	-/2	-/7	-/1			
%		-	-	100.0	-	-	-			
N/D	31	1/10	2/10	-/3	-/3	3/27	-/9			
%		10.0	20.0	-	-	11.1	-			
N/D	35	5/42	1/42	1/12	1/12	17/95	9/54			
%		11.9	2.4	8.3	8.3	17.9	16.7			
N/D	41	1/20	1/20	1/10	-/10	11/76	10/54			
%		5.0	5.0	10.0	-	14.5	18.5			
N/D	ALL							11/101	5/101	50/323
%								10.9	5.0	15.5

PIL = Personal Influence Leader

CT = Census Tract

N = Number of Respondents

D = Percentage Denominator

NL = Non-School Leader

SL = School Leader

F = Female

M = Male

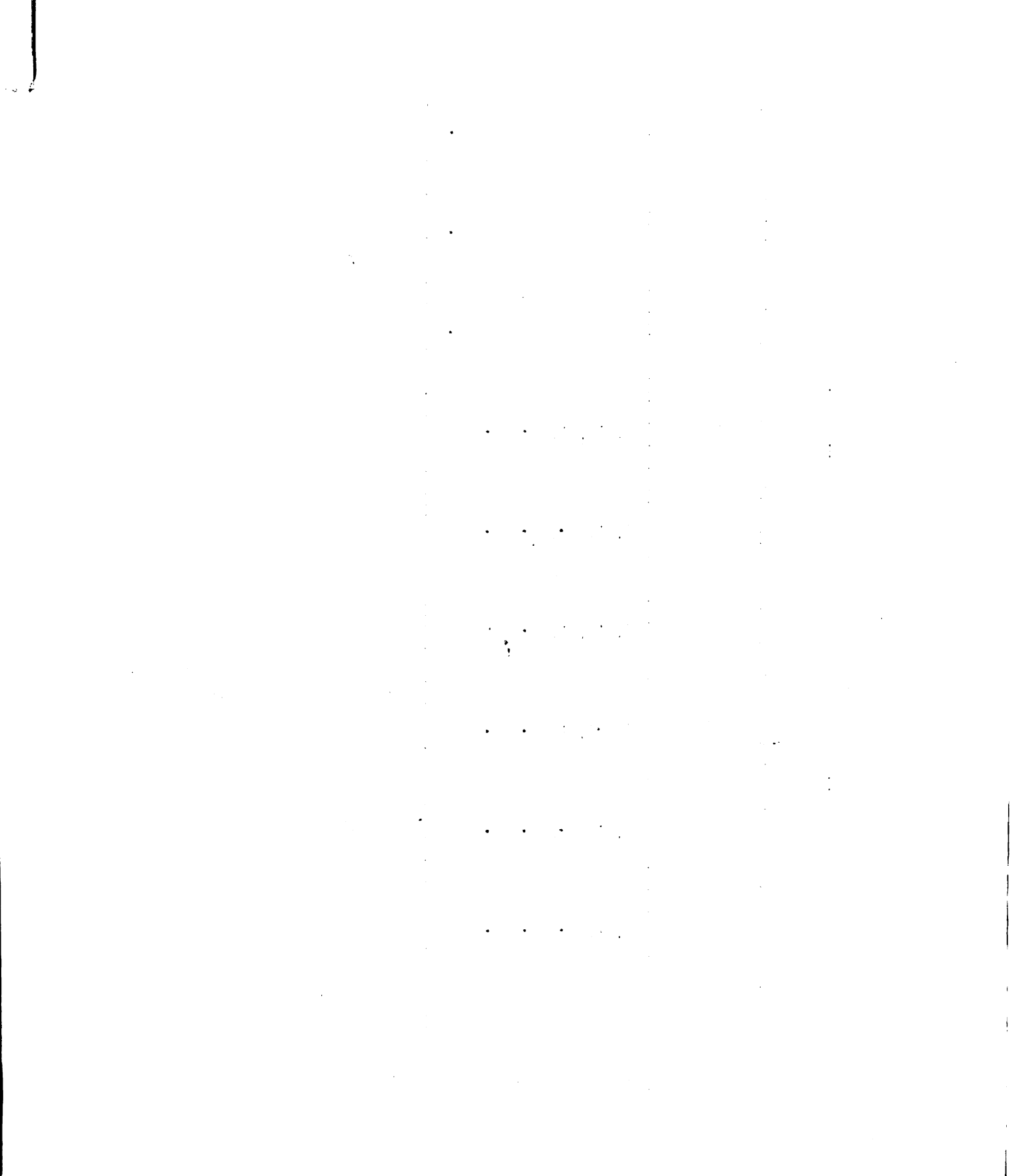


TABLE 8

RELIGIOUS AFFILIATION
SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

		PROT. NOT PIL	PROT. ARE PIL	CATH. NOT PIL	CATH. ARE PIL	JEW NOT PIL	JEW ARE PIL
CT							
FEMALE SCHOOL LEADERS							
N/D	29	2/2	-/2	-/-	-/-	-/-	-/-
%		100.0	-	-	-	-	-
N/D	31	6/9	3/9	-/1	1/1	-/-	-/-
%		66.7	33.3	-	100.0	-	-
N/D	35	21/35	14/35	1/3	2/3	4/4	-/4
%		60.0	40.0	33.3	66.7	100.0	-
N/D	41	9/16	7/16	1/3	2/3	1/1	-/1
%		56.3	43.7	33.3	66.7	100.0	-
MALE SCHOOL LEADERS							
N/D	29	2/2	-/2	-/-	-/-	-/-	-/-
%		100.0	-	-	-	-	-
N/D	31	2/3	1/3	-/-	-/-	-/-	-/-
%		66.7	33.3	-	-	-	-
N/D	35	5/12	7/12	-/-	-/-	-/-	-/-
%		41.7	58.3	-	-	-	-
N/D	41	3/9	6/9	-/-	1/1	-/-	-/-
%		33.3	66.7	-	100.0	-	-
FEMALE AND MALE SCHOOL LEADERS COMBINED							
N/D	ALL	50/88	38/88	2/8	6/8	5/5	-/5
%		56.8	43.2	25.0	75.0	100.0	-

TABLE 8--Continued

	CT	F NL PROT.	F NL CATH.	F NL JEW	M NL PROT.	M NL CATH.	M NL JEW
FEMALE AND MALE NON-LEADERS							
N/D	29	5/5	-/5	-/5	1/1	-/1	-/1
%		100.0	-	-	100.0	-	-
N/D	31	21/27	6/27	-/27	8/9	1/9	-/9
%		77.8	22.2	-	88.9	11.1	-
N/D	35	71/93	21/93	1/93	36/50	13/50	1/50
%		76.3	22.6	1.1	72.0	26.0	2.0
N/D	41	60/75	15/75	-/75	47/55	7/55	1/55
%		80.0	20.0	-	85.4	12.7	1.8

	CT	PROT.	CATH.	JEW
FEMALE AND MALE NON-LEADERS COMBINED				
N/D	ALL	157/223	63/223	3/223
%		70.4	28.3	1.3

PIL = Personal Influence Leader
 CT = Census Tract
 N = Number of Respondents
 D = Percentage Denominator
 NL = Non-School Leader
 SL = School Leader
 F = Female
 M = Male

inquiry, to determine whether there was adequate religious cross-section. The result was there are large numbers of Catholic and Jewish individuals in the survey area. This factor also appeared on the survey responses for non-leaders.

While most of the school leaders are Protestant and, consequently, most of the personal influence leaders are Protestant, it is noteworthy that a much larger percentage of those Catholic and Jewish individuals in the schools occupied leadership positions. In the case of the Catholics nearly three-fourths of the Catholic school leaders were also personal influence leaders. This was in contrast to forty-three percent of the Protestants. However, none of the Jewish school leaders were personal influence leaders.

The question arises as to why few Jewish individuals were school leaders, and none were personal influence leaders. While there is no real answer to this question perhaps Oscar Janowsky,⁶ reporting on the work on the B'nai B'rith Staff Committee on Education, points toward an answer when he reports, "We have not yet found the way to stimulate the interest of the average member in Jewish education for himself." He further points out other indications of educational passiveness among adult Jewish individuals. It may be that this educational passiveness is being reflected in this research.

⁶ Oscar I. Janowsky, Adult Jewish Education For Whom?, A Working-paper for Discussion by B'nai B'rith Staff Committee on Education, Washington, D. C. (October, 1962), p. 1.

In summation, most of the school leaders, both those that are and are not personal influence leaders, were Protestants. A much larger percentage of Catholic school leaders are also personal influence leaders, although their actual numbers, in contrast to the Protestants, are not large. While Jewish individuals occupied school leadership positions none of them exerted personal influence in the entire survey.

Although individuals having relatively close foreign ties were not prevented from becoming school leaders, very few were school leaders, and an even smaller number exerted personal influence.

Family Social Level

Family social level consists of education, occupation, and organizational affiliation, and when these are examined together we should gain insight into a family's social standing in the community. Similarly, we would expect interaction between families of similar social level.

Education and occupation have been discussed earlier. However, organizational affiliation (Table 9 and Figure 11) shows definite and noteworthy trends. In every instance, every census tract of the entire survey area showed the same organizational pattern.

Although 135 different organizational affiliations were found for all respondents, the female school leaders, both those who are and are not personal influence leaders, had the same pattern of organizational affiliation. The

TABLE 9
ORGANIZATION AFFILIATION
SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
C/N	100/2	-/-	100/3	100/4	100/19	100/12	100/6	100/4
%	100.0	-	15.8	25.0	21.1	13.3	15.8	10.5
C/N	-/-	-/-	130/1	130/2	130/6	130/4	130/5	130/1
%	-	-	5.3	10.5	6.7	4.4	13.2	2.6
C/N	-/-	-/-	95/2	-/-	95/6	95/2	-/-	95/3
%	-	-	10.5	-	6.7	2.2	-	7.8
C/N	-/-	-/-	131/1	131/1	67/2	67/1	-/-	-/-
%	-	-	5.3	5.3	2.2	1.1	-	-
C/N	-/-	-/-	-/-	-/-	134/1	134/2	-/-	-/-
%	-	-	-	-	1.1	2.2	-	-
CT TOTAL (D)*	2		19		90		38	

CT	29	31	35	41	29	31	35	41
	F	F	F	F	M	M	M	M
	NL	NL	NL	NL	NL	NL	NL	NL
C/N	95/6	95/13	95/35	95/36	95/1	122/5	122/16	122/21
%	60.0	40.7	27.3	42.3	100.0	45.4	23.5	29.6
C/N	-/-	100/3	100/24	100/16	-/-	95/2	95/15	95/12
%	-	9.4	18.8	18.8	-	18.2	22.1	16.9
C/N	-/-	130/3	130/13	130/9	-/-	100/1	100/10	100/9
%	-	9.4	10.2	10.6	-	9.1	14.7	12.7
CT TOTAL (D)*	10	32	128	85	1	11	68	71

PIL = Personal Influence Leader

CT = Census Tract

C = Organization Affiliation Code. (See Appendix I)

N = Number of Respondents

D = Percentage Denominator (*Only outstanding cases shown for N's above. See Figure 11 for complete distribution).

TABLE 9--Continued

NL = Non-School Leader
F = Female
M = Male

Male school leaders exhibit widely divergent organization affiliation. (For the complete distribution of male organization affiliation see Figure 11).

largest single organizational affiliation for female school leaders was the P.T.A., the second largest group belonged to a church women's club, and the third largest group belonged to "no organizations."

The P.T.A. and church organized women's clubs relate directly to the religious affiliation discussed earlier, although, of course, we do not imply a relationship between the P.T.A. and religion.

There were few differences between the organizations female school leaders who were personal influence leaders and those who were not belonged to. Much larger percentages of female non-leaders belong to no organizations. However, if the female non-leaders did belong to an organization, it was most frequently the P.T.A. or church women's club, and in this respect the female non-leaders were much like the female school leaders.

There is good agreement between this research and the data presented by Reid and Ehle⁷ where the stereotyped concept of the American as a "joiner" is somewhat negated.

⁷Reid and Ehle, op. cit., p. 265.

ORGANIZATION AFFILIATION CT. 29

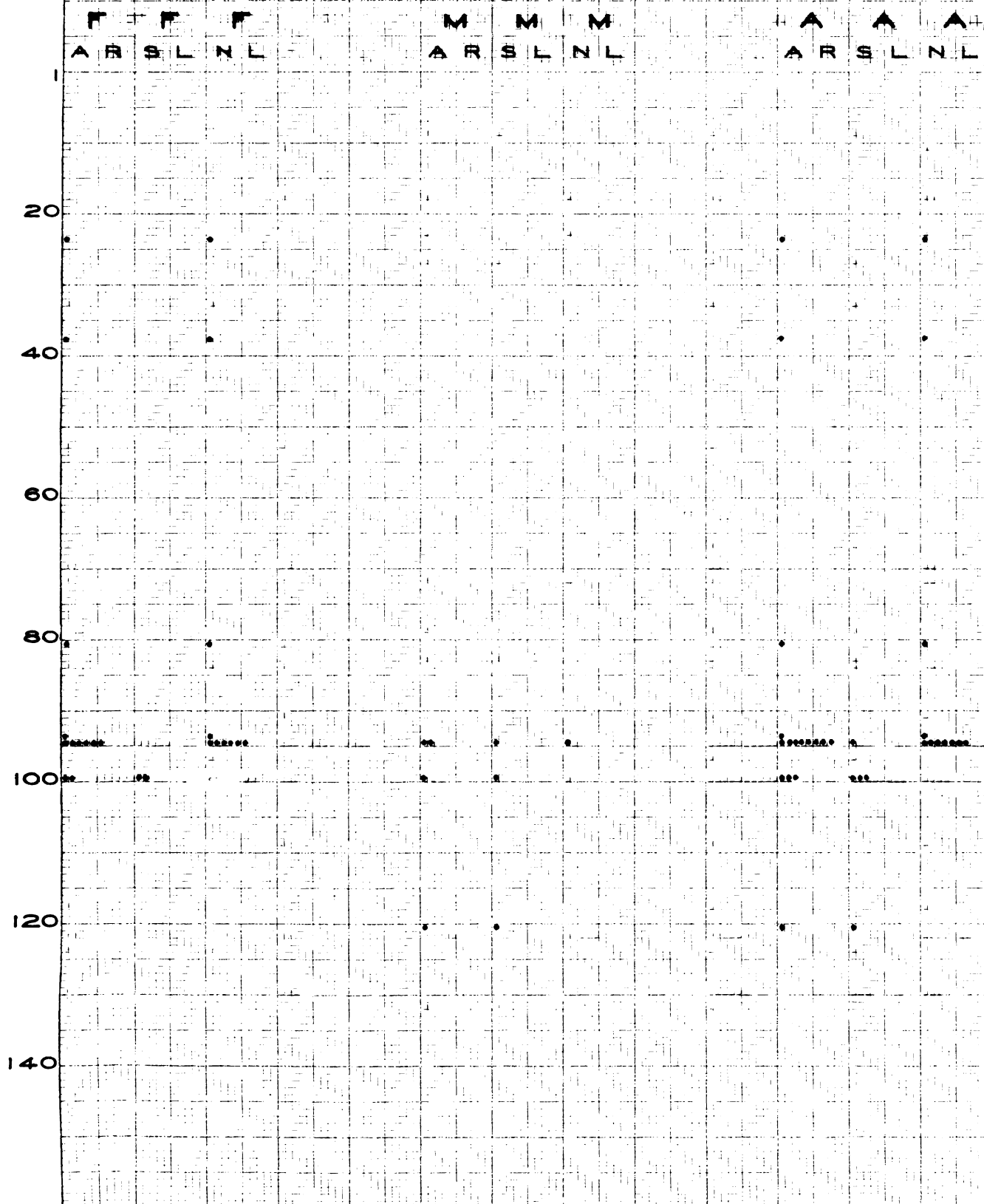


Fig. 11.--Organization Affiliation. See Appendix I for Codes.

ORGANIZATION AFFILIATION CT 50

A A A
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M M M
A R S L N L

F F F
A R S L N L

ORGANIZATION AFFILIATION C.T. 31

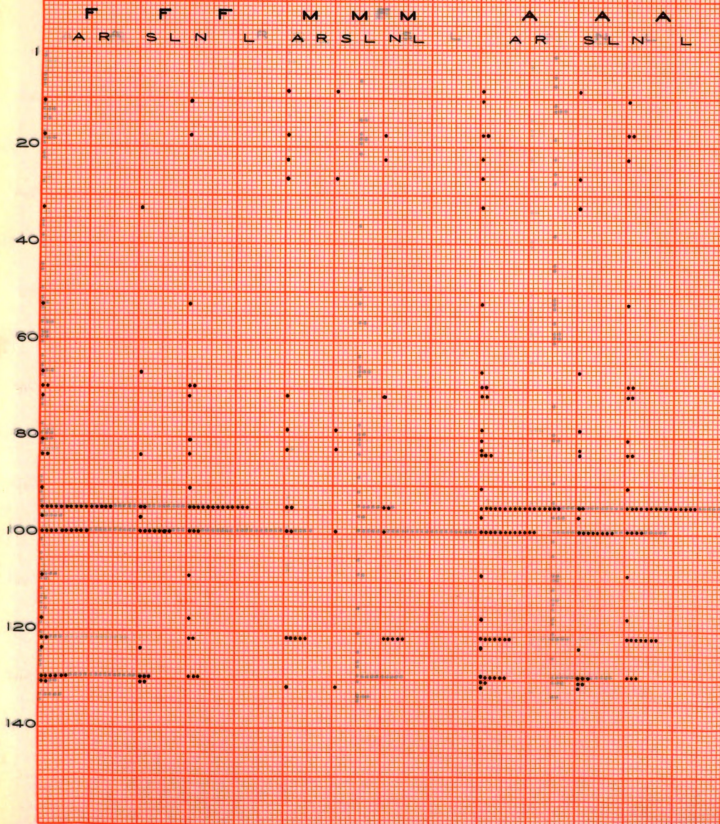


Fig. 11.--Continued.

ORGANIZATION AFFILIATION C.T. 35

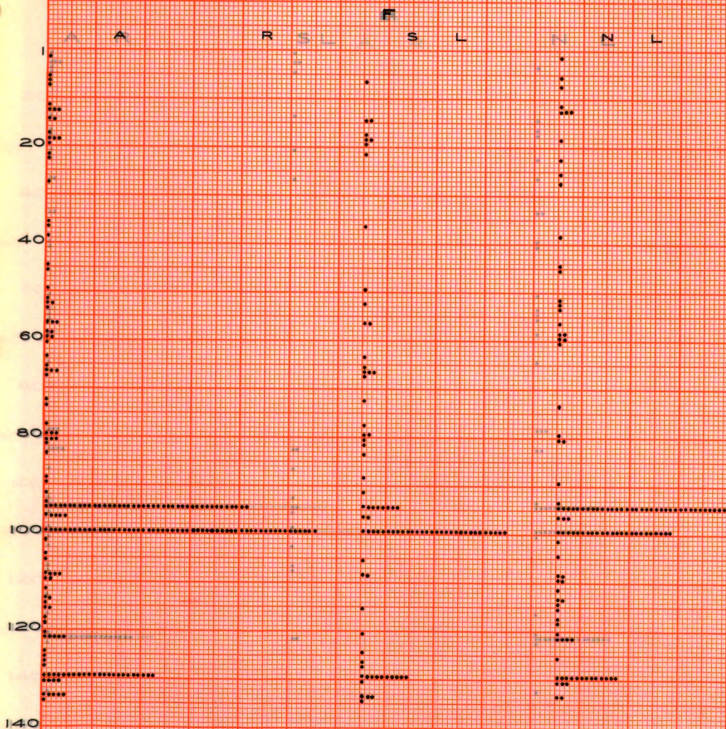


Fig. 11.--Continued.

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ORGANIZATION AFFILIATION C.T. 35

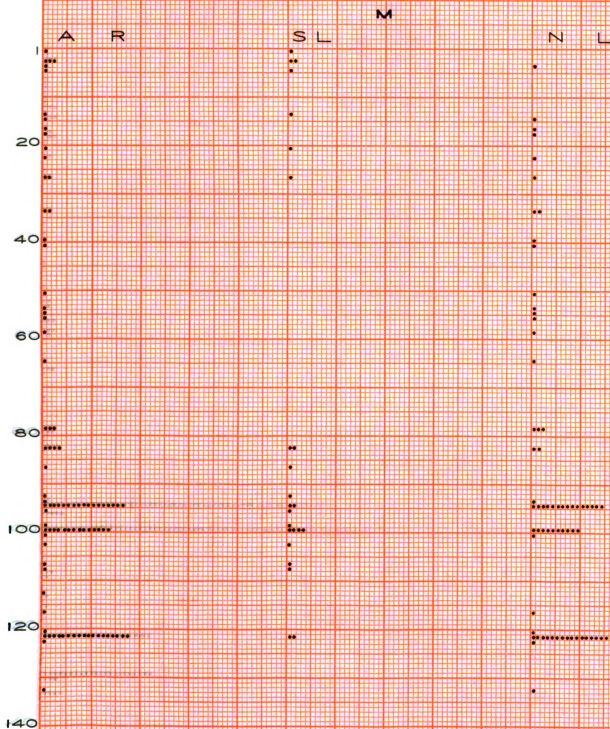


Fig. 11.--Continued.

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ORGANIZATION AFFILIATION C.T.35

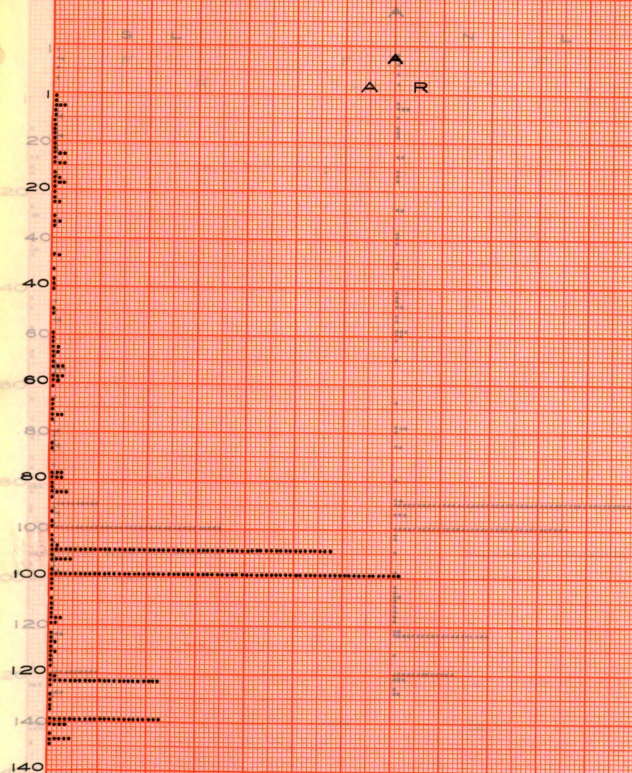


Fig. 11.--Continued.

WRIGHT LINE COMPANY 10-0
85 FLO

10-0
85 FLO

WRIGHT LINE COMPANY 10-0
85 FLO

WRIGHT LINE COMPANY 10-0
85 FLO

ORGANIZATION AFFILIATION CT. 35

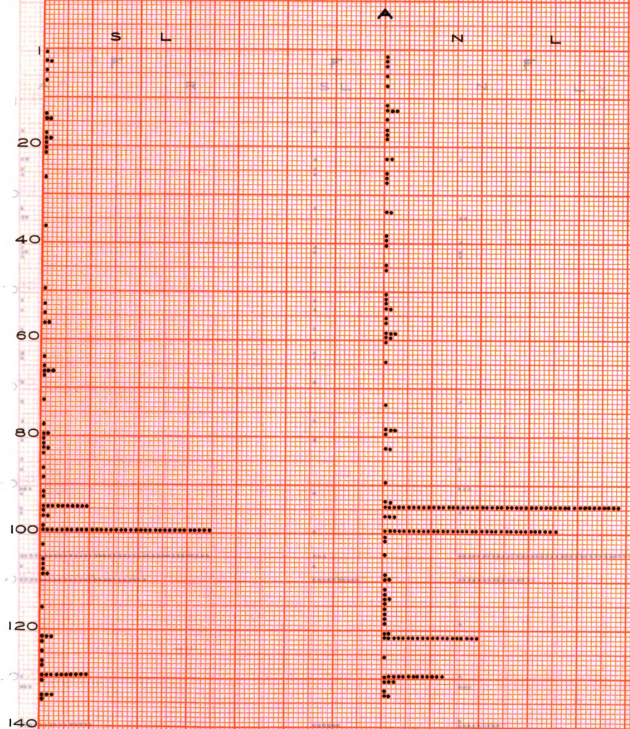


Fig. 11.--Continued.

THE NEW YORK PUBLIC LIBRARY

Trial	Control	MCI	AD
1	85	75	65
2	88	78	68
3	90	80	70
4	92	82	72
5	95	85	75

.....

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ORGANIZATION AFFILIATION

C.T. 41

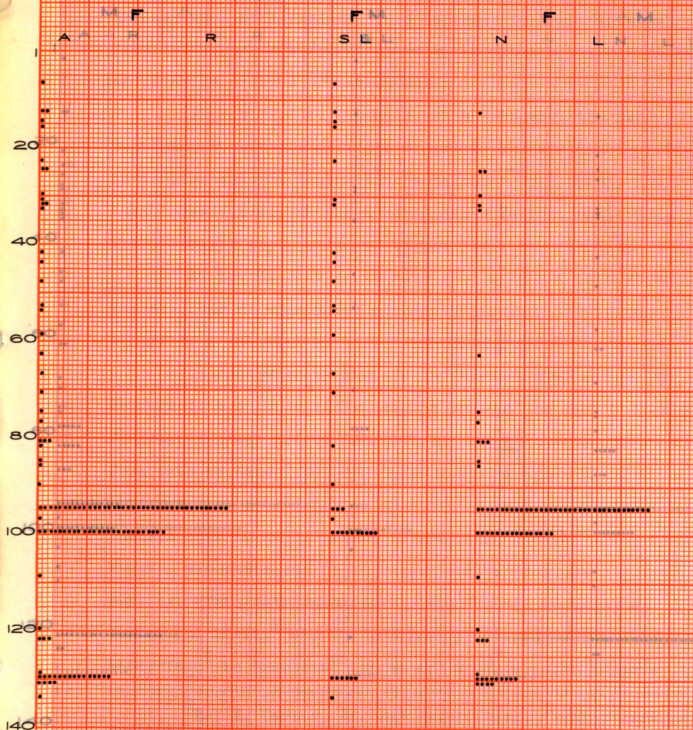


Fig. 11.--Continued.

ORGANIZATION ACTIVATION CHART

A F R S L N J

ORGANIZATION AFFILIATION C.T. 41

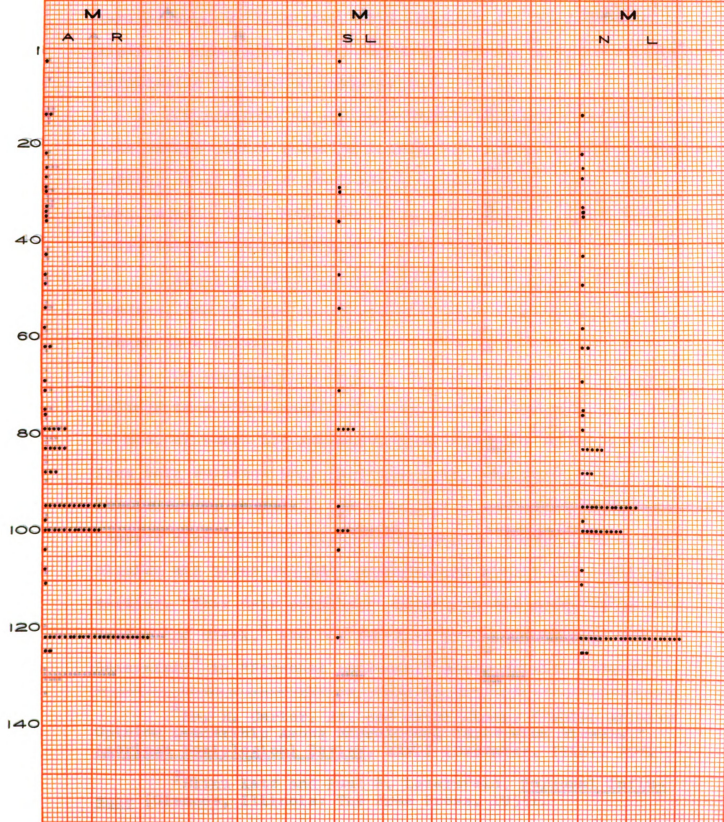


Fig. 11.--Continued.

CONTABILITÀ DELL'AMMISTRAZIONE 1930

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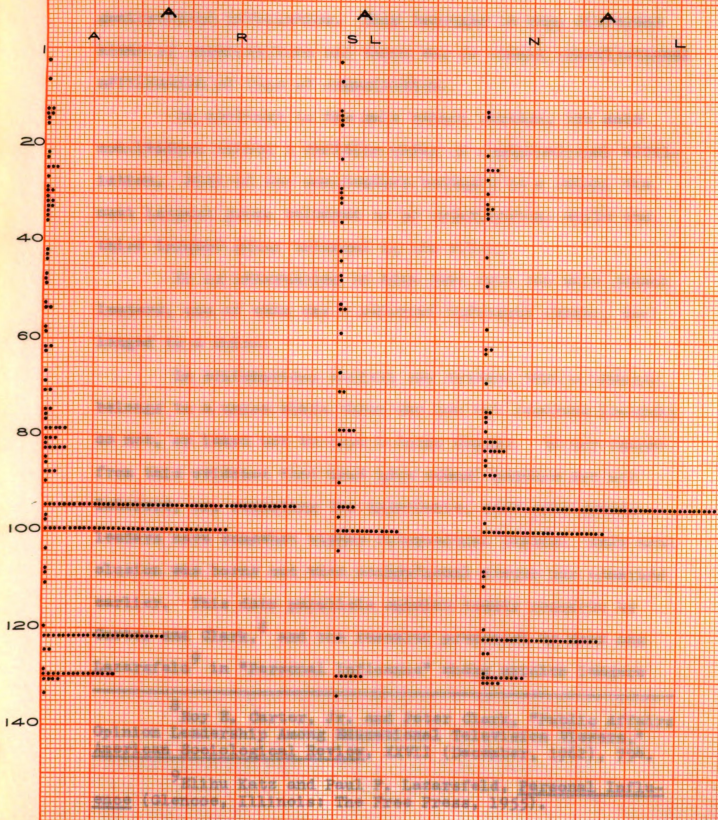
150

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300

ORGANIZATION AFFILIATION C.T. 41



ANNUAL REPORT 1979

1979

A	B	C	D
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52

They discovered, in Philadelphia, fifty-five percent of the females belong to no organizations of any kind.

Male school leaders showed no definite trend in organizational affiliation. They belonged to many different kinds of organizations and there was no common organizational affiliation or type of organization.

In contrast to the male school leaders, the male non-leaders showed a definite order of organizational affiliation. Most of the non-leaders belonged to a union, the next largest group belonged to no organization, while the third largest group belonged to the P.T.A.

It is interesting to note that only two male school leaders, one of whom was a personal influence leader, belonged to a union.

In contemporary society one assumes that a laborer belongs to a union while those who are not laborers probably do not, or least not to such a large degree. We may assume from this evidence that most male school leaders are not laborers, or, restating the hypothesis, most male school leaders have somewhat higher occupational status. This conclusion was borne out when occupational status was examined earlier. This data parallels opinion leader research by Carter and Clark,⁸ and the research presented by Katz and Lazarsfeld⁹ in "Personal Influence" where opinion leaders

⁸ Roy E. Carter, Jr. and Peter Clark, "Public Affairs Opinion Leadership Among Educational Television Viewers," American Sociological Review, XXVII (December, 1962), 794.

⁹ Elihu Katz and Paul F. Lazarsfeld, Personal Influence (Glencoe, Illinois: The Free Press, 1955).

are most often found among individuals of higher social classes.

The question also arises as to whether one must frequently attend organization meetings before one becomes a leader or exerts personal influence.

While we cannot ascertain passiveness during organizational attendance, we can assume there is a measure of gregariousness, or commitment to one's peers, or group standards involved in organization attendance. We would, therefore, expect those who are leaders to attend meetings more often than non-leaders.

Both male and female school leaders that are personal influence leaders attend meetings more often than all other respondents (Table 10). School leaders that are not personal influence leaders follow the personal influence leaders, and the non-leaders are far below the school leaders in organization attendance.

Only eleven percent of the personal influence leaders indicated they seldom attend meetings. In contrast, twenty-one percent of the school leaders that are not personal influence leaders, and forty-three percent of the non-leaders indicated they seldom attend meetings.

We should not construe these results to mean the school leaders attend school meetings frequently. The question was directed at all organizations to which the respondents belonged. These individuals usually belong to several organizations and divide their time among them. This

TABLE 10

ORGANIZATION ATTENDANCE
SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

		F SL NOT PIL	F SL ARE PIL	M SL NOT PIL	M SL ARE PIL	F NL	M NL
CT							
ATTEND OFTEN							
N/D	29	2/2	-/-	-/-	-/-	1/2	-/-
%		100.0	-	-	-	50.0	-
N/D	31	3/4	3/4	2/2	1/1	11/15	3/8
%		75.0	75.0	100.0	100.0	73.3	37.5
N/D	35	17/20	13/14	3/4	4/4	40/60	17/36
%		85.0	92.8	75.0	100.0	66.7	47.2
N/D	41	8/11	6/6	2/3	5/7	27/39	16/41
%		72.9	100.0	66.7	71.4	69.2	39.0
ATTEND SELDOM							
N/D	29	-/-	-/-	1/1	-/-	1/2	-/-
%		-	-	100.0	-	50.0	-
N/D	31	1/4	1/4	-/-	-/-	4/15	5/8
%		25.0	25.0	-	-	26.7	62.5
N/D	35	3/20	1/4	1/4	-/-	20/60	19/36
%		15.0	25.0	25.0	-	33.3	52.8
N/D	41	3/11	-/-	1/3	2/7	12/39	25/41
%		27.3	-	33.3	28.6	30.8	61.0
		F&M SL NOT PIL	F&M SL ARE PIL	F&M NL	F&M SL NOT PIL	F&M SL ARE PIL	F&M NL
CT							
ATTEND OFTEN				ATTEND SELDOM			
N/D	ALL	37/47	32/36	115/201	10/47	4/36	86/201
%		78.7	88.9	57.2	21.3	11.1	42.8

TABLE 10--Continued

PIL = Personal Influence Leader
CT = Census Tract
N = Number of Respondents
D = Percentage Denominator
SL = School Leader
NL = Non-School Leader
F = Female
M = Male

research points to this fact in several places. In contrast, non-leaders are not joiners, and, consequently, seldom attend organizational meetings.

In summation, male and female school leaders are more highly educated and have higher occupational status than non-leaders. Those who are personal influence leaders are rated slightly higher than the school leaders that are not personal influence leaders.

Female school leaders belonged to more types of organizations than female non-leaders. The female school leaders, both those who are and are not personal influence leaders tend to belong to the same organizations.

Male school leaders showed no definite organizational affiliation. However, most of the male non-leaders belonged to a union. In contrast, almost no male school leaders belonged to a union.

Both male and female school leaders, and those who were personal influence leaders in particular, indicated they often attend organizational meetings. In contrast to the school leaders, the non-leaders tend to attend meetings infrequently.

Localism

It is assumed that a person must live in a particular location for some minimal time before he can interact with other members of society and begin social functions in a new environment. A leading question in contemporary society, where about twenty percent of the population change residence each year, is just how long must an individual live in his neighborhood before he begins effective, on-going, social interaction.

Both male and female school leaders are found to be predominantly those that have lived at their present address longer than seven years (Table 11 and Figure 12). The same trend is found whether we examine the "years lived at present address" or "years lived in the survey area." In most instances the school leaders that are personal influence leaders showed a higher percentage having lived at their present address more than seven years. The data presented here is in agreement with that found by Reid and Ehle¹⁰ where there was a significant relationship between personal influence and residence duration.

There is, however, a younger group, accounting for nearly one-fourth of the school leaders that have lived at their present address less than three years. This is, perhaps, an indication of the transient nature of contemporary society.

Non-leaders have lived at their present address for

¹⁰Reid and Ehle, op. cit., p. 272.

TABLE 11

YEARS LIVED AT PRESENT ADDRESS
 SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
 NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT YEARS	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
0-3 (N)	-	-	1	-	9	4	3	3
%	-	-	10.0	-	21.4	9.5	15.0	15.0
4-6 (N)	-	-	1	-	-	1	2	1
%	-	-	10.0	-	-	2.4	10.0	5.0
7+ (N)	2	-	4	4	17	11	6	5
%	100.0	-	40.0	40.0	40.4	26.2	30.0	25.0
CT TOTAL (D)		2		10		42		20
MALE SCHOOL LEADERS								
0-3 (N)	-	-	-	-	2	1	-	2
%	-	-	-	-	16.6	8.3	-	20.0
4-6 (N)	-	-	-	-	-	-	-	2
%	-	-	-	-	-	-	-	20.0
7+ (N)	2	-	2	1	3	6	3	3
%	100.0	-	66.7	33.3	24.9	49.8	30.0	30.0
CT TOTAL (D)		2		3		12		10

TABLE 11--Continued

CT	29	31	35	41	29	31	35	41
YEARS	F NL	F NL	F NL	F NL	M NL	M NL	M NL	M NL
FEMALE AND MALE NON-LEADERS								
0-3 (N)	2	5	25	25	1	3	16	20
%	28.6	18.5	26.3	33.3	100.0	33.3	31.4	36.3
4-6 (N)	-	3	9	14	-	1	3	6
%	-	11.1	9.5	18.7	-	11.1	5.9	10.9
7+ (N)	5	19	61	36	-	5	32	29
%	71.4	70.3	64.2	48.0	-	55.5	62.7	52.8
CT								
TOTAL (D)	7	27	95	75	1	9	51	55

TABLE 11--Continued

YEARS	F SL NOT PIL	F SL ARE PIL	M SL NOT PIL	M SL ARE PIL	F NL	M NL	F&M SL NOT PIL	F&M SL ARE PIL	F&M NL
ALL CENSUS TRACTS									
0-3 (N)	13	7	4	1	57	40	17	8	97
%	28.9	24.1	28.6	7.7	27.9	34.5	28.8	19.0	30.3
4-6 (N)	3	2	-	2	26	10	3	4	36
%	6.7	6.9	-	15.4	12.7	8.6	5.1	9.5	11.3
7+ (N)	29	20	10	10	121	66	39	30	187
%	64.4	69.0	71.4	77.0	59.3	56.9	66.1	71.4	58.4
TOTALS	45	29	14	13	204	116	59	42	320

PIL = Personal Influence Leader

CT = Census Tract

N = Number of Respondents

D = Percentage Denominator

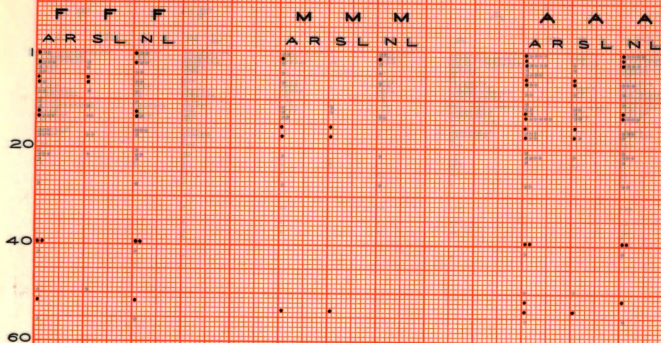
SL = School Leader

NL = Non-School Leader

F = Female

M = Male

YEARS LIVED AT PRESENT ADDRESS C.T. 29



YEARS LIVED IN SURVEY AREA C.T. 29

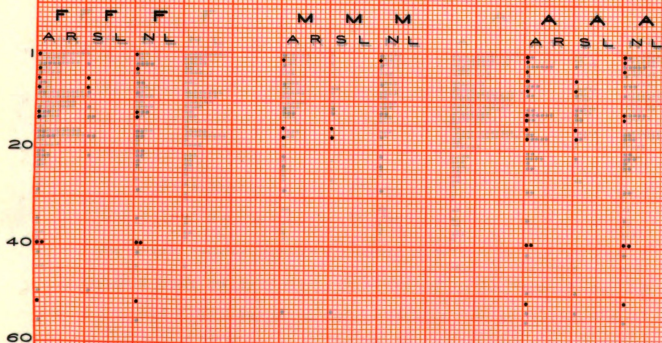


Fig. 12.--Years Lived At Present Address, and Years Lived In Survey Area.

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A	A	A				M	M	M				F	F	F
L	S	A				L	S	A				L	S	A

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YEARS LIVED IN SURVEY AREA
CL59

F	F	F
A R S L N L	A R S L N L	A R S L N L
M	M	M
A R S L N L	A R S L N L	A R S L N L
A	A	A
A R S L N L	A R S L N L	A R S L N L

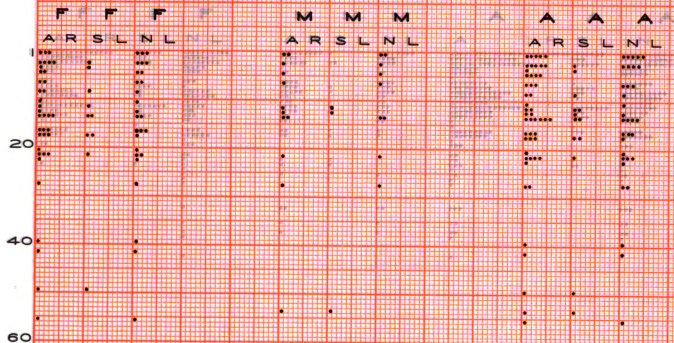
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YEARS LIVED AT PRESENT ADDRESS C.T. 31



YEARS LIVED IN SURVEY AREA C.T. 31

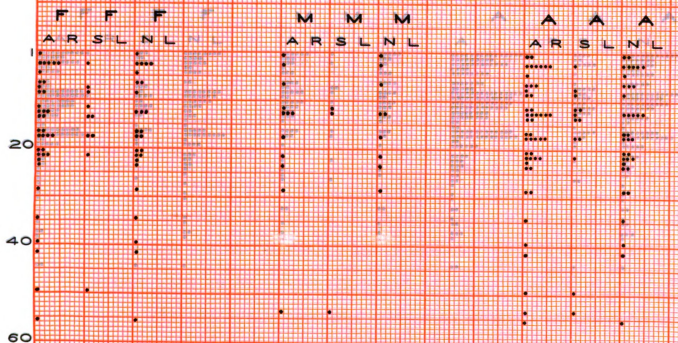


Fig. 12.--Continued.

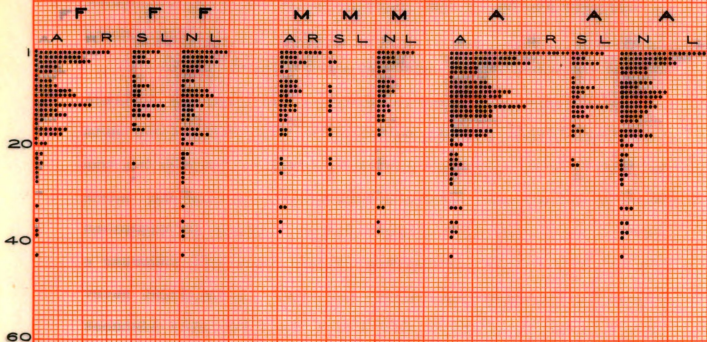
YEARS LIVED AT RISK 1950

Age	Male	Female	Age	Male	Female	Age	Male	Female
0-4	1.0	1.0	15-19	1.0	1.0	30-34	1.0	1.0
5-9	1.0	1.0	20-24	1.0	1.0	35-39	1.0	1.0
10-14	1.0	1.0	25-29	1.0	1.0	40-44	1.0	1.0
15-19	1.0	1.0	30-34	1.0	1.0	45-49	1.0	1.0
20-24	1.0	1.0	35-39	1.0	1.0	50-54	1.0	1.0
25-29	1.0	1.0	40-44	1.0	1.0	55-59	1.0	1.0
30-34	1.0	1.0	45-49	1.0	1.0	60-64	1.0	1.0
35-39	1.0	1.0	50-54	1.0	1.0	65-69	1.0	1.0
40-44	1.0	1.0	55-59	1.0	1.0	70-74	1.0	1.0
45-49	1.0	1.0	60-64	1.0	1.0	75-79	1.0	1.0
50-54	1.0	1.0	65-69	1.0	1.0	80-84	1.0	1.0
55-59	1.0	1.0	70-74	1.0	1.0	85-89	1.0	1.0
60-64	1.0	1.0	75-79	1.0	1.0	90-94	1.0	1.0
65-69	1.0	1.0	80-84	1.0	1.0	95-99	1.0	1.0
70-74	1.0	1.0	85-89	1.0	1.0			
75-79	1.0	1.0	90-94	1.0	1.0			
80-84	1.0	1.0	95-99	1.0	1.0			
85-89	1.0	1.0						
90-94	1.0	1.0						
95-99	1.0	1.0						

YEARS LIVED AT RISK 1950

Age	Male	Female	Age	Male	Female	Age	Male	Female
0-4	1.0	1.0	15-19	1.0	1.0	30-34	1.0	1.0
5-9	1.0	1.0	20-24	1.0	1.0	35-39	1.0	1.0
10-14	1.0	1.0	25-29	1.0	1.0	40-44	1.0	1.0
15-19	1.0	1.0	30-34	1.0	1.0	45-49	1.0	1.0
20-24	1.0	1.0	35-39	1.0	1.0	50-54	1.0	1.0
25-29	1.0	1.0	40-44	1.0	1.0	55-59	1.0	1.0
30-34	1.0	1.0	45-49	1.0	1.0	60-64	1.0	1.0
35-39	1.0	1.0	50-54	1.0	1.0	65-69	1.0	1.0
40-44	1.0	1.0	55-59	1.0	1.0	70-74	1.0	1.0
45-49	1.0	1.0	60-64	1.0	1.0	75-79	1.0	1.0
50-54	1.0	1.0	65-69	1.0	1.0	80-84	1.0	1.0
55-59	1.0	1.0	70-74	1.0	1.0	85-89	1.0	1.0
60-64	1.0	1.0	75-79	1.0	1.0	90-94	1.0	1.0
65-69	1.0	1.0	80-84	1.0	1.0	95-99	1.0	1.0
70-74	1.0	1.0	85-89	1.0	1.0			
75-79	1.0	1.0	90-94	1.0	1.0			
80-84	1.0	1.0	95-99	1.0	1.0			
85-89	1.0	1.0						
90-94	1.0	1.0						
95-99	1.0	1.0						

YEARS LIVED AT PRESENT ADDRESS C.T. 35



YEARS LIVED IN SURVEY AREA C.T. 35

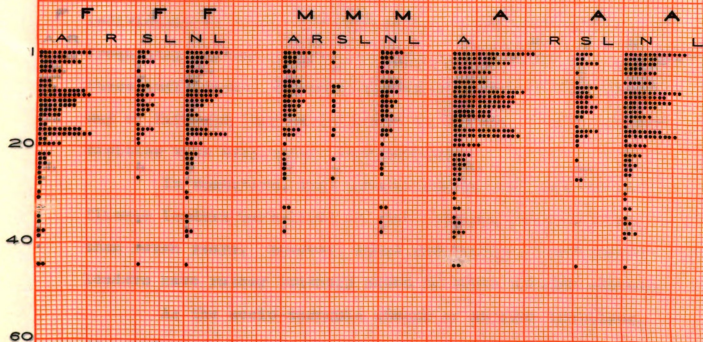


Fig. 12.--Continued.

[illegible]

100

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52	53	54
55	56	57	58	59	60	61	62	63
64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81
82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99
100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117
118	119	120	121	122	123	124	125	126
127	128	129	130	131	132	133	134	135
136	137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152	153
154	155	156	157	158	159	160	161	162
163	164	165	166	167	168	169	170	171
172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189
190	191	192	193	194	195	196	197	198
199	200	201	202	203	204	205	206	207
208	209	210	211	212	213	214	215	216
217	218	219	220	221	222	223	224	225
226	227	228	229	230	231	232	233	234
235	236	237	238	239	240	241	242	243
244	245	246	247	248	249	250	251	252
253	254	255	256	257	258	259	260	261
262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279
280	281	282	283	284	285	286	287	288
289	290	291	292	293	294	295	296	297
298	299	300	301	302	303	304	305	306
307	308	309	310	311	312	313	314	315
316	317	318	319	320	321	322	323	324
325	326	327	328	329	330	331	332	333
334	335	336	337	338	339	340	341	342
343	344	345	346	347	348	349	350	351
352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369
370	371	372	373	374	375	376	377	378
379	380	381	382	383	384	385	386	387
388	389	390	391	392	393	394	395	396
397	398	399	400	401	402	403	404	405
406	407	408	409	410	411	412	413	414
415	416	417	418	419	420	421	422	423
424	425	426	427	428	429	430	431	432
433	434	435	436	437	438	439	440	441
442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459
460	461	462	463	464	465	466	467	468
469	470	471	472	473	474	475	476	477
478	479	480	481	482	483	4		

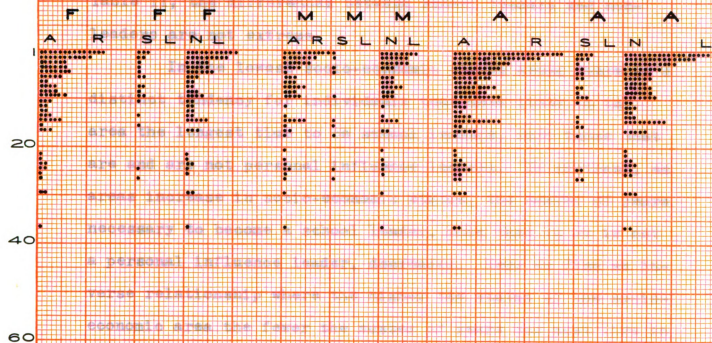
ADAMS, WILLIAM (1768-1848)

100

1	2	3	4	5	6	7	8	9
1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9
4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9
5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9
6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9
7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9
8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9
9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9
11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.8	11.9
12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	12.9
13.1	13.2	13.3	13.4	13.5	13.6	13.7	13.8	13.9
14.1	14.2	14.3	14.4	14.5	14.6	14.7	14.8	14.9
15.1	15.2	15.3	15.4	15.5	15.6	15.7	15.8	15.9
16.1	16.2	16.3	16.4	16.5	16.6	16.7	16.8	16.9
17.1	17.2	17.3	17.4	17.5	17.6	17.7	17.8	17.9
18.1	18.2	18.3	18.4	18.5	18.6	18.7	18.8	18.9
19.1	19.2	19.3	19.4	19.5	19.6	19.7	19.8	19.9
20.1	20.2	20.3	20.4	20.5	20.6	20.7	20.8	20.9
21.1	21.2	21.3	21.4	21.5	21.6	21.7	21.8	21.9
22.1	22.2	22.3	22.4	22.5	22.6	22.7	22.8	22.9
23.1	23.2	23.3	23.4	23.5	23.6	23.7	23.8	23.9
24.1	24.2	24.3	24.4	24.5	24.6	24.7	24.8	24.9
25.1	25.2	25.3	25.4	25.5	25.6	25.7	25.8	25.9
26.1	26.2	26.3	26.4	26.5	26.6	26.7	26.8	26.9
27.1	27.2	27.3	27.4	27.5	27.6	27.7	27.8	27.9
28.1	28.2	28.3	28.4	28.5	28.6	28.7	28.8	28.9
29.1	29.2	29.3	29.4	29.5	29.6	29.7	29.8	29.9
30.1	30.2	30.3	30.4	30.5	30.6	30.7	30.8	30.9
31.1	31.2	31.3	31.4	31.5	31.6	31.7	31.8	31.9
32.1	32.2	32.3	32.4	32.5	32.6	32.7	32.8	32.9
33.1	33.2	33.3	33.4	33.5	33.6	33.7	33.8	33.9
34.1	34.2	34.3	34.4	34.5	34.6	34.7	34.8	34.9
35.1	35.2	35.3	35.4	35.5	35.6	35.7	35.8	35.9
36.1	36.2	36.3	36.4	36.5	36.6	36.7	36.8	36.9
37.1	37.2	37.3	37.4	37.5	37.6	37.7	37.8	37.9
38.1	38.2	38.3	38.4	38.5	38.6	38.7	38.8	38.9
39.1	39.2	39.3	39.4	39.5	39.6	39.7	39.8	39.9
40.1	40.2	40.3	40.4	40.5	40.6	40.7	40.8	40.9
41.1	41.2	41.3	41.4	41.5	41.6	41.7	41.8	41.9
42.1	42.2	42.3	42.4	42.5	42.6	42.7	42.8	42.9
43.1	43.2	43.3	43.4	43.5	43.6	43.7	43.8	43.9
44.1	44.2	44.3	44.4	44.5	44.6	44.7	44.8	44.9
45.1	45.2	45.3	45.4	45.5	45.6	45.7	45.8	45.9
46.1	46.2	46.3	46.4	46.5	46.6	46.7	46.8	46.9
47.1	47.2	47.3	47.4	47.5	47.6	47.7	47.8	47.9
48.1	48.2	48.3	48.4	48.5	48.6	48.7	48.8	48.9
49.1	49.2	49.3	49.4	49.5	49.6	49.7	49.8	49.9
50.1	50.2	50.3	50.4	50.5	50.6	50.7	50.8	50.9
51.1	51.2	51.3	51.4	51.5	51.6	51.7	51.8	51.9
52.1	52.2	52.3	52.4	52.5	52.6	52.7	52.8	52.9
53.1	53.2	53.3	53.4	53.5	53.6	53.7	53.8	53.9
54.1	54.2	54.3	54.4	54.5	54.6	54.7	54.8	54.9
55.1	55.2	55.3	55.4	55.5	55.6	55.7	55.8	55.9
56.1	56.2	56.3	56.4	56.5	56.6	56.7	56.8	56.9
57.1	57.2	57.3	57.4	57.5	57.6	57.7	57.8	57.9
58.1	58.2	58.3	58.4	58.5	58.6	58.7	58.8	58.9
59.1	59.2	59.3	59.4	59.5	59.6	59.7	59.8	59.9
60.1	60.2	60.3	60.4	60.5	60.6	60.7	60.8	60.9
61.1	61.2	61.3	61.4	61.5	61.6	61.7	61.8	61.9
62.1	62.2	62.3	62.4	62.5	62.6	62.7	62.8	62.9
63.1	63.2	63.3	63.4	63.5	63.6	63.7	63.8	63.9
64.1	64.2	64.3	64.4	64.5	64.6	64.7	64.8	64.9
65.1	65.2	65.3	65.4	65.5	65.6	65.7	65.8	65.9
66.1	66.2	66.3	66.4	66.5	66.6	66.7	66.8	66.9
67.1	67.2	67.3	67.4	67.5	67.6	67.7	67.8	67.9
68.1	68.2	68.3	68.4	68.5	68.6	68.7	68.8	68.9
69.1	69.2	69.3	69.4	69.5	69.6	69.7	69.8	69.9
70.1	70.2	70.3	70.4	70.5	70.6	70.7	70.8	70.9
71.1	71.2	71.3	71.4	71.5	71.6	71.7	71.8	71.9
72.1	72.2	72.3	72.4	72.5	72.6	72.7	72.8	72.9
73.1	73.2	73.3	73.4	73.5	73.6	73.7	73.8	73.9
74.1	74.2	74.3	74.4	74.5	74.6	74.7	74.8	74.9
75.1	75.2	75.3	75.4	75.5	75.6	75.7	75.8	75.9
76.1	76.2	76.3	76.4	76.5	76.6	76.7	76.8	76.9
77.1	77.2	77.3	77.4	77.5	77.6	77.7	77.8	77.9
78.1	78.2	78.3	78.4	78.5	78.6	78.7	78.8	78.9
79.1	79.2	79.3	79.4	79.5	79.6	79.7	79.8	79.9
80.1	80.2	80.3	80.4	80.5	80.6	80.7	80.8	80.9
81.1	81.2	81.3	81.4	81.5	81.6	81.7	81.8	81.9
82.1	82.2	82.3	82.4	82.5	82.6	82.7	82.8	82.9
83.1	83.2	83.3	83.4	83.5	83.6	83.7	83.8	83.9
84.1	84.2	84.3	84.4	84.5	84.6	84.7	84.8	84.9
85.1	85.2	85.3	85.4	85.5	85.6	85.7	85.8	85.9
86.1	86.2	86.3	86.4	86.5	86.6	86.7	86.8	86.9
87.1	87.2	87.3	87.4	87.5	87.6	87.7	87.8	87.9
88.1	88.2	88.3	88.4	88.5	88.6	88.7	88.8	88.9
89.1	89.2	89.3	89.4	89.5	89.6	89.7	89.8	89.9
90.1	90.2	90.3	90.4	90.5	90.6	90.7	90.8	90.9
91.1	91.2	91.3	91.4	91.5	91.6	91.7	91.8	91.9
92.1	92.2	92.3	92.4	92.5	92.6	92.7	92.8	92.9
93.1	93.2	93.3	93.4	93.5	93.6	93.7	93.8	93.9
94.1	94.2	94.3	94.4	94.5	94.6	94.7	94.8	94.9
95.1	95.2	95.3	95.4	95.5	95.6	95.7	95.8	95.9
96.1	96.2	96.3	96.4	96.5	96.6	96.7	96.8	96.9
97.1	97.2	97.3	97.4	97.5	97.6	97.7	97.8	97.9
98.1	98.2	98.3	98.4	98.5	98.6	98.7	98.8	98.9
99.1	99.2	99.3	99.4	99.5	99.6	99.7	99.8	99.9
100.1	100.2	100.3	100.4	100.5	100.6	100.7	100.8	100.9

YEARS LIVED PRESENT ADDRESS

C.T. 41



YEARS LIVED SURVEY AREA

C.T. 41



Fig. 12.--Continued.

[illegible][illegible][illegible]

DATA FROM 1991-1992

1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Arar and Collins (1971).

A	B	C	D	E	F	G	H
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88
89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104
105	106	107	108	109	110	111	112
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217	218	219	220	221	222	223	224
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505	506	507	508	509	510	511	512
513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528
529	530	531	532	533	534	535	536
537	538	539	540	541	542	543	544
545	546	547	548	549	550	551	552
553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568
569	570	571	572	573	574	575	576
577	578	579	580	581	582	583	584
585	586	587	588	589	590	591	592
593	594	595	596	597	598	599	600
601	602	603	604	605	606	607	608
609	610	611	612	613	614	615	616
617	618	619	620	621	622	623	624
625	626	627	628	629	630	631	632
633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648
649	650	651	652	653	654	655	656
657	658	659	660	661	662	663	664
665	666	667	668	669	670	671	672
673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688
689	690	691	692	693	694	695	696
697	698	699	700	701	702	703	704
705	706	707	708	709	710	711	712
713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728
729	730	731	732	733	734	735	736
737	738	739	740	741	742	743	744
745	746	747	748	749	750	751	752
753	754	755	756	757	758	759	760
761	762	763	764	765	766	767	768
769	770	771	772	773	774	775	776
777	778	779	780	781	782	783	784
785	786	787	788	789	790	791	792
793	794	795	796	797	798	799	800
801	802	803	804	805	806	807	808
809	810	811	812	813	814	815	816
817	818	819	820	821	822	823	824
825	826	827	828	829	830	831	832
833	834	835	836	837	838	839	840
841	842	843	844	845	846	847	848
849	850	851	852	853	854	855	856
857	858	859	860	861	862	863	864
865	866	867	868	869	870	871	872
873	874	875	876	877	878	879	880
881	882	883	884	885	886	887	888
889	890	891	892	893	894	895	896
897	898	899	900	901	902	903	904
905	906	907	908	909	910	911	912
913	914	915	916	917	918	919	920
921	922	923	924	925	926	927	928
929	930	931	932	933	934	935	936
937	938	939	940	941	942	943	944
945	946	947	948	949	950	951	952
953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968
969	970	971	972	973	974	975	976
977	978	979	980	981	982	983	984
985	986	987	988	989	990	991	992
993	994	995	996	997	998	999	1000

fewer years than school leaders. However, as indicated in Table 11, the differences between school leaders and non-leaders are not extreme.

In the lowest socio-economic status areas there is a distinct tendency for individuals that have lived in the area the longest time to be school leaders, both those that are and are not personal influence leaders. In contrast, as areas increase in socio-economic status, the number of years necessary to become a school leader, both that is or is not a personal influence leader, decreases. Here we find an inverse relationship where the higher the status of the socio-economic area the fewer the number of years one must live in an area before he can occupy a school leadership or personal influence position.

We are probably witnessing the modern trend where individuals in higher socio-economic status areas move quite frequently as they rise to new corporation positions. For these individuals, frequent residence change has become a way of life and they have learned to continue social activities with only brief interruptions.

In summation, most school leaders and personal influence leaders have lived at their present address more than seven years. However, about one-fourth of the school leaders have rather recently moved to their present address.

As the socio-economic status of an area increases, the number of years one must live in the area before becoming a school leader or personal influence leader decreases.

It is noteworthy that male personal influence leaders tend toward longer residence duration than females. This would be a reflection of the previous comments, indicating here that the transient males are too busy learning new occupational duties during the years they are rising in their jobs to assume additional duties in a school.

Mass Media Exposure

Katz and Lazarsfeld did rather extensive research into the "Two-step Hypothesis" to verify that opinion leaders are exposed to mass media more than those whom they influence, and that opinion leaders serve as middlemen in information dissemination.¹¹ The question arises as to whether those school leaders that are personal influence leaders are exposed to more mass media information, or information of a different type, than those they influence. To ascertain whether this factor was operant we chose to determine the number of newspapers read, and the type of magazines read.

The differences in number of newspapers read by school leaders that are and are not personal influence leaders is not great (Table 12). However, both school leaders that are personal influence leaders and those that are not read more newspapers than non-leaders. Male school leaders tend to read slightly more newspapers than female school leaders and both male and female school leaders that are personal influence leaders tend to read slightly

¹¹Katz and Lazarsfeld, op. cit.

TABLE 12

	CT	F SL NOT PIL	F SL ARE PIL	M SL NOT PIL	M SL ARE PIL	F NL	M NL	F&M SL NOT PIL	F&M SL ARE PIL	F&M NL
Total Papers	29	5	-	4	-	6	0	9	-	6
N		2	-	2	-	7	1	4	-	8
Mean		2.5	-	2.0	-	0.9	0	2.3	-	0.8
Total Papers	31	10	6	4	2	41	13	14	8	54
N		6	4	2	1	27	9	10	5	36
Mean		1.7	1.5	2.0	2.0	1.5	1.4	1.4	1.6	1.5
Total Papers	35	14	28	4	12	47	27	18	40	74
N		26	16	5	7	95	54	31	23	149
Mean		0.5	1.8	0.8	1.7	0.5	0.5	0.6	1.7	0.5
Total Papers	41	12	12	5	9	96	75	17	21	171
N		11	9	3	7	76	54	14	16	130
Mean		1.1	1.3	1.7	1.3	1.3	1.4	1.2	1.3	1.3
Total Papers	ALL									
N								58	69	305
Mean								59	44	323
								1.0	1.6	0.9

more newspapers than school leaders that are not personal influence leaders.

On the basis of newspaper reading alone we can establish a "better informed hierarchy" with school leaders that are personal influence leaders at the top and non-leaders at the bottom.

Throughout the survey there were no significant differences in the types of magazines regularly read by school leaders and non-leaders (Table 13 and Figure 13). Although 121 different magazine types were found, the respondents were distributed rather evenly throughout the magazine types.

Most school leaders listed popular magazines of the home, news, and recreation variety. This held true for non-leaders also. Very few professional journals at one end of the continuum or trash magazines at the other were listed.

In summation, school leaders that are personal influence leaders tend to read slightly more newspapers than school leaders that are not personal influence leaders, and both types of school leaders read more newspapers than non-leaders.

The magazine reading habits of school leaders and non-leaders do not vary appreciably and there are no definite trends other than all respondents tend to read popular magazines as opposed to technical material.

We can conclude that school leaders, and in particular personal influence leaders, tend to be somewhat better

TABLE 13

MAGAZINES READ
SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
C/N	57/2	-/-	57/2	87/3	92/10	57/7	87/4	87/3
%	3.5	-	7.1	10.7	7.9	5.5	7.6	5.7
C/N	87/2	-/-	92/1	92/2	57/8	92/6	57/3	57/2
%	3.5	-	3.6	7.1	6.3	4.7	5.7	3.8
C/N	-/-	-/-	-/-	-/-	87/5	87/4	92/2	-/-
%	-	-	-	-	3.9	3.2	3.8	-
CT TOTAL (D)*	7		28		127		53	
MALE SCHOOL LEADERS								
C/N	57/1	-/-	92/1	87/1	57/2	57/4	57/2	57/2
%	33.3	-	12.5	12.5	5.9	11.8	10.0	10.0
C/N	92/1	-/-	-/-	92/1	92/2	87/3	87/1	92/2
%	33.3	-	-	12.5	5.9	8.8	5.0	10.0
C/N	-/-	-/-	-/-	-/-	-/-	92/1	92/1	87/1
%	-	-	-	-	-	2.9	5.0	5.0
CT TOTAL (D)*	3		8		34		20	

TABLE 13--Continued

CT	29 F NL	31 F NL	35 F NL	41 F NL	29 M NL	31 M NL	35 M NL	41 M NL
FEMALE AND MALE NON-SCHOOL LEADERS								
C/N	76/4	92/10	92/31	57/20	76/1	76/4	76/14	76/16
%	30.8	14.5	14.4	11.8	100.0	36.3	12.7	14.6
C/N	3/1	93/8	57/20	62/20	-/-	4/1	92/14	57/11
%	7.7	11.6	9.3	11.8	-	9.1	12.7	10.0
C/N	59/1	62/7	62/20	92/18	-/-	22/1	57/12	92/10
%	7.7	10.2	9.3	10.6	-	9.1	10.9	9.1
C/N	63/1	76/7	76/20	76/12	-/-	57/1	87/9	59/9
%	7.7	10.2	9.3	7.1	-	9.1	8.2	8.2
C/N	68/1	57/6	59/16	41/11	-/-	77/1	59/8	87/8
%	7.7	8.7	7.4	6.5	-	9.1	7.3	7.3
C/N	72/1	56/5	56/11	58/10	-/-	86/1	105/6	105/6
%	7.7	7.3	5.1	5.9	-	9.1	5.5	5.5
C/N	87/1	105/4	9/10	93/10	-/-	92/1	69/4	69/5
%	7.7	5.8	4.6	5.9	-	9.1	3.6	4.5
C/N	9/1	87/3	90/10	87/8	-/-	100/1	62/3	100/5
%	7.7	4.3	4.6	4.7	-	9.1	2.7	4.5
C/N	110/1	-/-	91/10	9/7	-/-	-/-	78/3	-/-
%	7.7	-	4.6	4.1	-	-	2.7	-
C/N	112/1	-/-	92/10	56/6	-/-	-/-	109/3	-/-
%	7.7	-	4.6	3.6	-	-	2.7	-
C/N	-/-	-/-	93/10	69/5	-/-	-/-	-/-	-/-
%	-	-	4.6	3.0	-	-	-	-
C/N	-/-	-/-	105/9	-/-	-/-	-/-	-/-	-/-
%	-	-	4.2	-	-	-	-	-
C/N	-/-	-/-	41/8	-/-	-/-	-/-	-/-	-/-
%	-	-	3.7	-	-	-	-	-
C/N	-/-	-/-	87/8	-/-	-/-	-/-	-/-	-/-
%	-	-	3.7	-	-	-	-	-
CT								
TOTAL (D)*	13	69	215	169	1	11	110	110

PIL = Personal Influence Leader

CT = Census Tract

C = Magazine Code Number (See Appendix I).

N = Number of Respondents

D = Percentage Denominator (*Only outstanding cases shown for N'S. See Figure 13 for complete distribution.

NL = Non-School Leader, F = Female, M = Male

MAGAZINES READ C.T.29

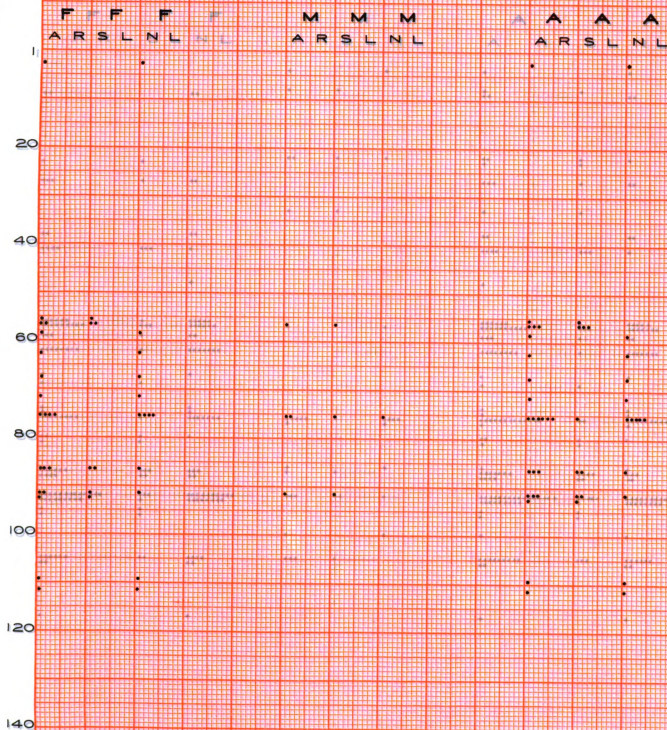


Fig. 13.--Magazines Read. See Appendix I for Codes.

MAGAZINES READ
CT29

A A A
A R S L N L

M M M
A R S L N L

F F F
A R S L N L

50

40

60

80

100

120

140

MAGAZINES READ

C.T. 31

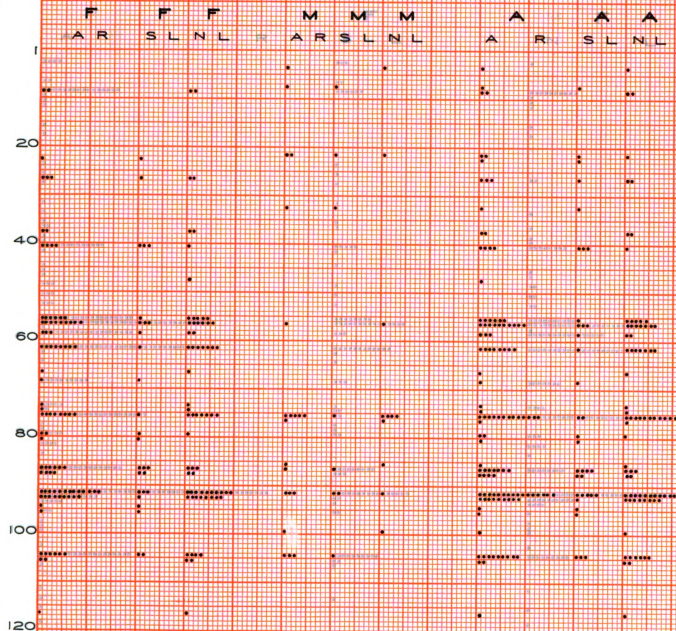


Fig. 13.--Continued.

1813 1813

1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813
1813 1813	1813	1813 1813	1813 1813	1813

MAGAZINES READ C.T. 35

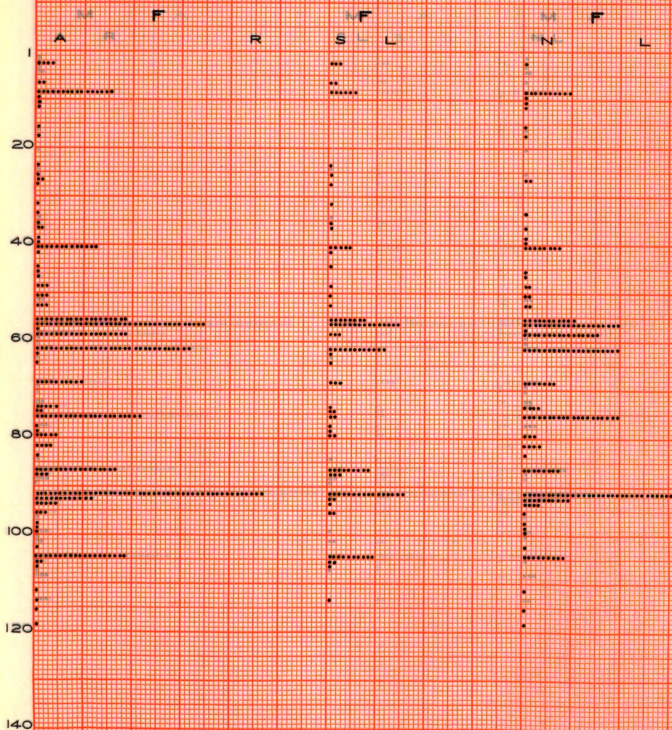


Fig. 13.--Continued.

MAGAZINES READ

C.T. 35

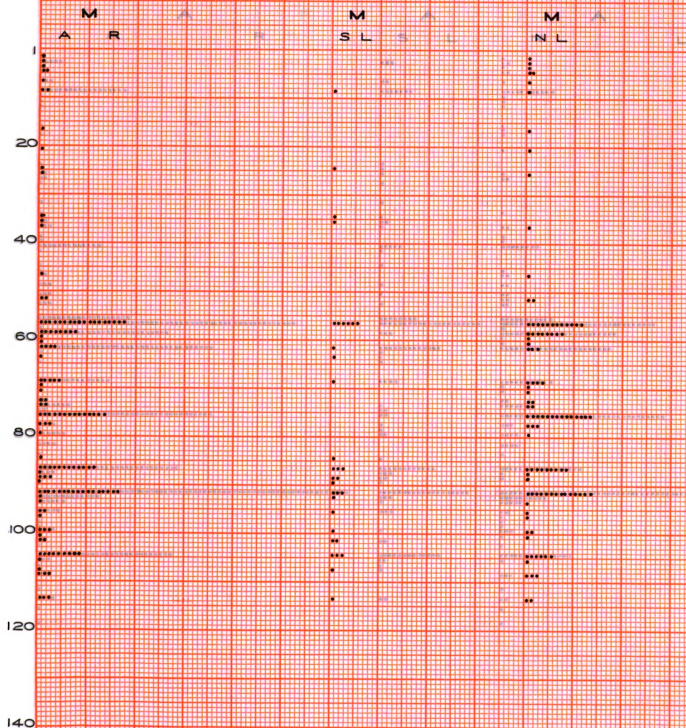


Fig. 13.--Continued.

MAGAZINES READ

C.T. 35

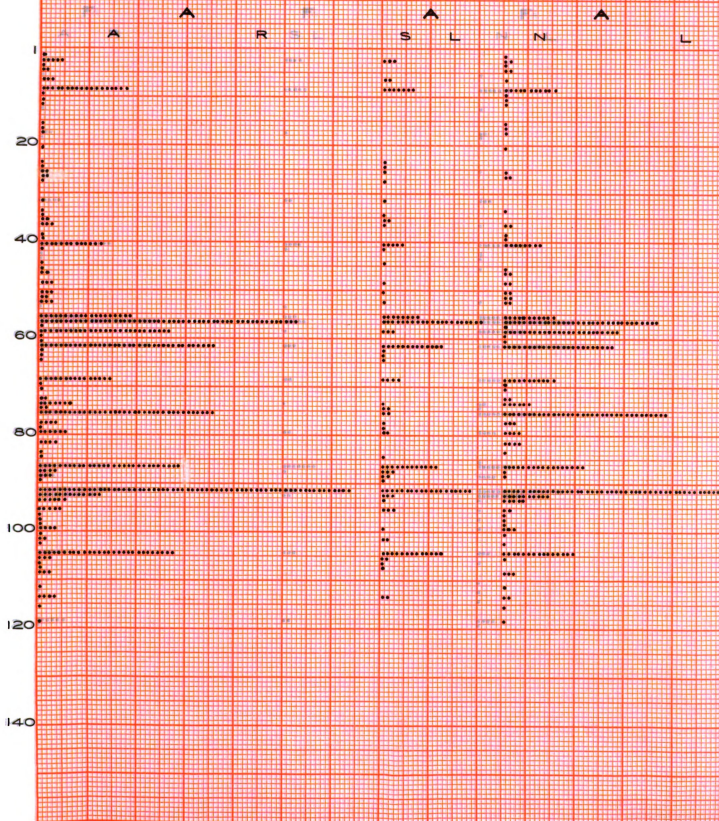


Fig. 13.--Continued.

MAGAZINES READ

C.T. 41

	F A R	F S L	F N L
1	XXXX	XXXX	X
	X	XXXX	XXXXXX
	XXXXXXXXXX		X
	X		X
20	XX	X	XX
	X		X
	XXXX	XX	XX
	X		X
40	XXXXXX XXX XXXX	XXXX	XXXXXXXXXX
	X	X	X
	X		X
	X	X	X
	XXXXXXXXXX XXX XXXXXXXXXXXX	XX	XXXXXX
60	XXXXXXXXXX	XXXX	XXXXXXXXXXXXXXXXXXXX
	XXXXXXXXXX XXX XXXXXXXX	X	XXXXXXXXXX
	XXXXXXXXXX XXX XXXXXXXX	XX	XXXXXXXXXXXXXXXXXXXX
	XXXXXX	XX	XXXX
	XX	X	XX
	XXXXXXXXXX		XXXXXXXXXXXX
80	XXXXXX	XX	XXXX
	X	XXXXXX	X
	XXXXXXXXXXXX	X	XXXX
	XXXX	XX	XXXX
	XXXXXXXXXXXX XXXXXXXX XXXXXXXX	XX	XXXXXXXXXXXX XXXXXXXX
	XXXXXXXXXXXX	XX	XXXXXXXXXXXX
	X		X
100	X		X
	XXXXXX	XX	XX
	X		X
	X		X
	X		X
120	XXXX	XX	XXXX
	X		X

Fig. 13.--Continued.

Q. 23. $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$
 6. 10

MAGAZINES READ (C.T. 41)

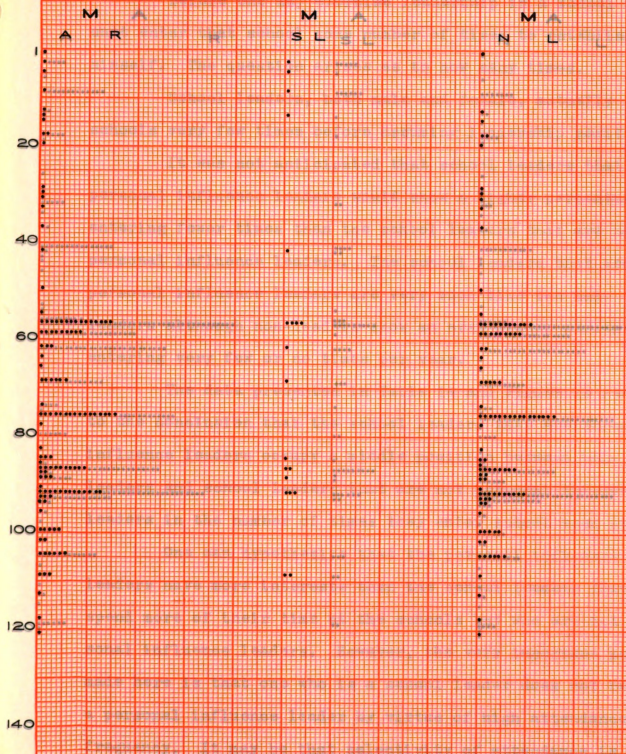


Fig. 13.--Continued.

MAGAZINES READ

C.T. 41

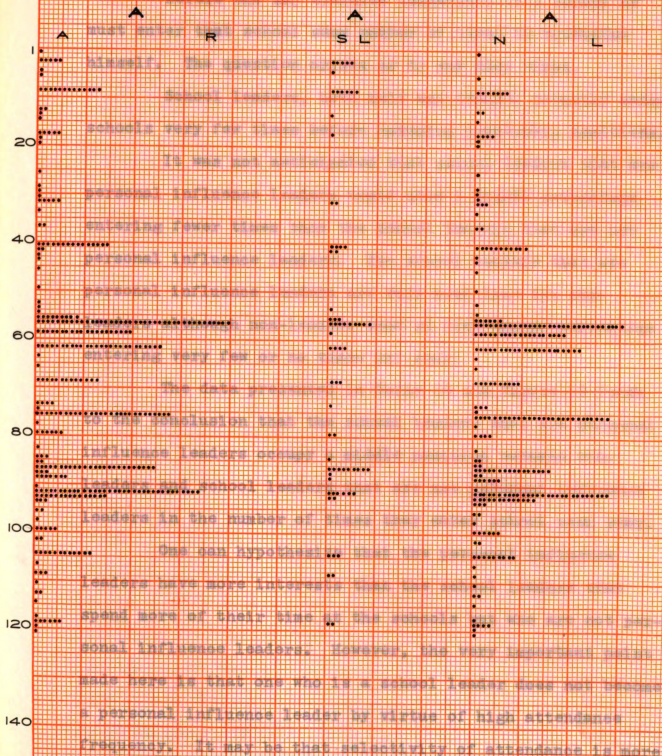
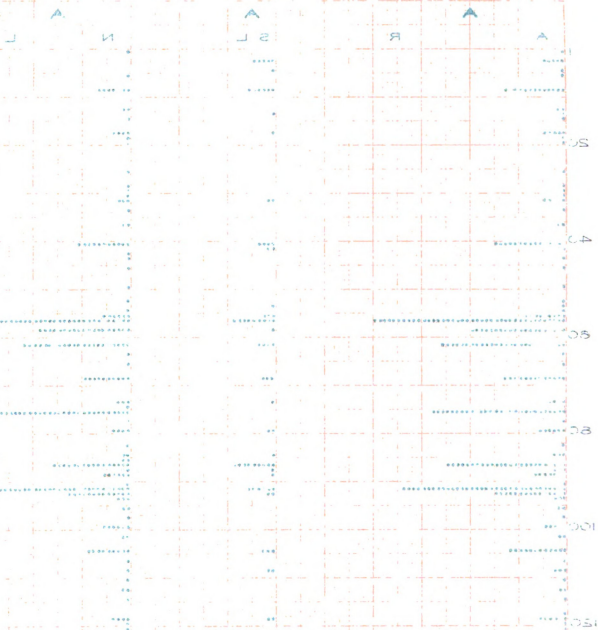


Fig. 13.--Continued.

MACHINERY READ
CT 41



informed, from reading habits, than non-leaders.

School Entering

Before one may exercise leadership in a school he must enter that school some number of times to establish himself. The question arises as to how many times.

School leaders, both male and female, actually enter schools very few times before assuming leadership positions.

It was not anticipated that school leaders that are personal influence leaders would show a higher percentage entering fewer times than the school leaders that are not personal influence leaders. The school leaders that are personal influence leaders are very much like the non-leaders although non-leaders show an even higher percentage entering very few or no times per year.

The data presented in Table 14 and Figure 14 leads to the conclusion that the school leaders that are personal influence leaders occupy a middle position between non-leaders and school leaders that are not personal influence leaders in the number of times they enter school each year.

One can hypothesize that the personal influence leaders have more interests than the school leaders that spend more of their time at the schools but who are not personal influence leaders. However, the very important point made here is that one who is a school leader does not become a personal influence leader by virtue of high attendance frequency. It may be that selectivity of attendance is more

TABLE 14

YEARLY SCHOOL ENTERING
SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT	29		31		35		41	
TIMES ENTERED	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
0-25	-	-	4	2	15	13	5	5
%	-	-	40.0	20.0	35.7	30.9	26.3	26.3
26-50	2	-	2	-	9	2	4	2
%	100.0	-	20.0	-	21.4	4.8	21.1	10.5
51-75	-	-	-	1	-	-	-	-
%	-	-	-	10.0	-	-	-	-
76-100	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
101-125	-	-	-	1	-	-	-	-
%	-	-	-	10.0	-	-	-	-
125-150	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
150+	-	-	-	-	2	1	2	1
%	-	-	-	-	4.8	2.4	10.5	5.3
CT TOTAL (D)		2		10		42		19
MALE SCHOOL LEADERS								
0-25	1	-	1	1	2	5	1	5
%	50.0	-	33.3	33.3	18.2	45.4	11.1	56.6
26-50	1	-	1	-	1	-	2	1
%	50.0	-	33.3	-	9.1	-	22.2	11.1
51-75	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
76-100	-	-	-	-	-	2	-	-
%	-	-	-	-	-	18.2	-	-
101-125	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
125-150	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
150+	-	-	-	-	1	-	-	-
%	-	-	-	-	9.1	-	-	-
CT TOTAL (D)		2		3		11		9

TABLE 14--Continued

CT TIMES ENTERED	29 F NL	31 F NL	35 F NL	41 F NL	29 M NL	31 M NL	35 M NL	41 M NL
NON-SCHOOL LEADERS								
0-25	5	23	74	70	-	9	43	49
%	83.3	85.2	79.6	81.4	-	100.0	87.8	87.5
26-50	-	2	10	8	1	-	2	2
%	-	7.4	10.8	9.3	100.0	-	5.1	3.6
51-75	-	-	3	-	-	-	-	-
%	-	-	3.2	-	-	-	-	-
76-100	-	1	-	-	-	-	1	2
%	-	3.7	-	-	-	-	2.0	3.6
101-125	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
125-150	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
150+	1	1	6	8	-	-	3	3
%	16.7	3.7	6.5	9.3	-	-	6.1	5.4
CT TOTAL (D)	6	27	93	86	1	9	49	56

TABLE 14--Continued

TIMES ENTERED	F SL NOT PIL	F SL ARE PIL	M SL NOT PIL	M SL ARE PIL	F NL	M NL	F&M SL NOT PIL	F&M SL ARE PIL	F&M NL
0-25	24	20	5	11	170	101	29	31	271
%	55.7	69.0	45.4	78.5	80.9	87.8	53.7	73.8	83.4
26-50	15	4	5	1	20	5	20	5	25
%	34.9	13.8	45.4	7.1	9.5	4.4	37.0	11.9	7.7
51-75	-	1	-	-	3	-	-	1	3
%	-	3.5	-	-	1.4	-	-	2.4	0.9
76-100	-	-	-	2	1	3	-	2	4
%	-	-	-	14.3	0.5	2.6	-	4.8	1.2
101-125	-	1	-	-	-	-	-	1	-
%	-	3.5	-	-	-	-	-	2.4	-
125-150	-	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-	-
150+	4	2	1	-	16	6	5	2	22
%	9.3	6.9	9.1	-	7.6	5.2	9.3	4.8	6.8
TOTALS	43	29	11	14	210	115	54	42	325

PIL = Personal Influence Leader

CT = Census Tract

D = Percentage Denominator

NL = Non-school Leader

SL = School Leader

F = Female

M = Male

YEARLY SCHOOL ENTERING C.T. 29

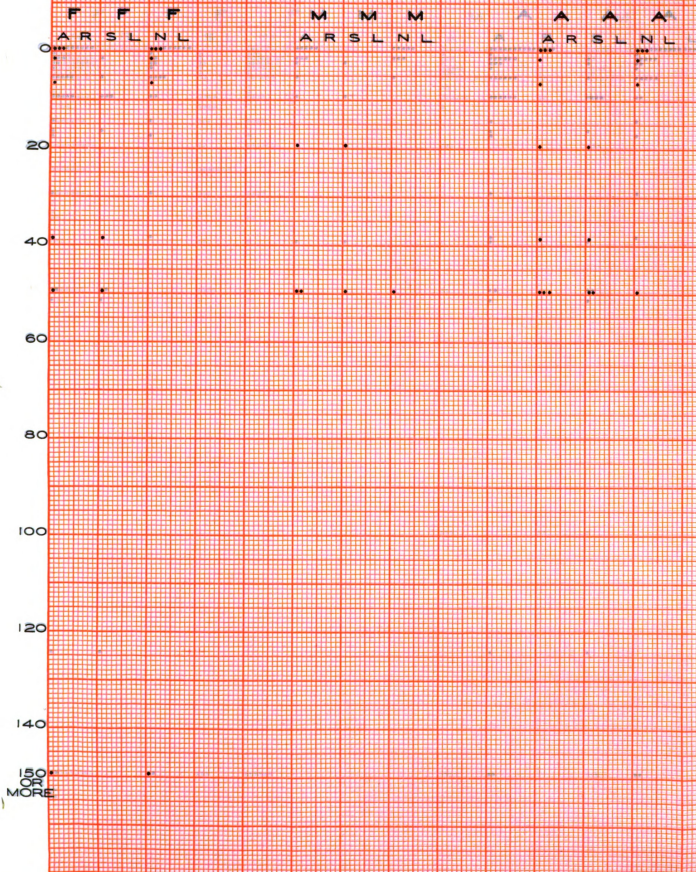


Fig. 14.--Yearly School Entering (Times Per Year).

YEARLY SCHOOL ENTERING
C.T. 23

A	A	A
L	S	R

M M M
A R S L N L

३ ५ ७
१ २ ३ ४ ५ ६ ७ ८ ९ १० ११ १२

1941-1942 (1941-1942) - 1941-1942

YEARLY SCHOOL ENTERING C.T. 3F

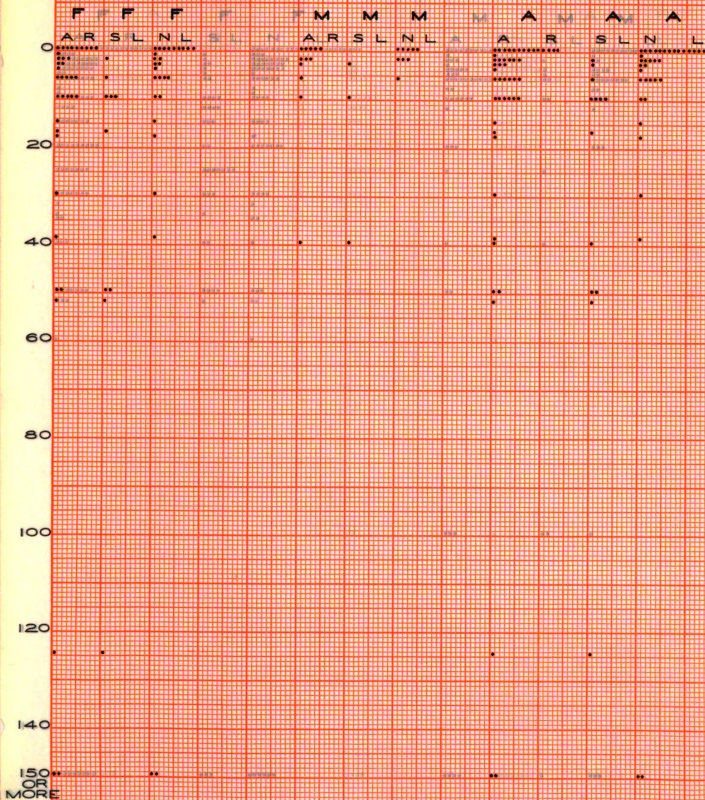


Fig. 14.--Continued.

YEARLY SCHOOL ENTERING C.T. 35

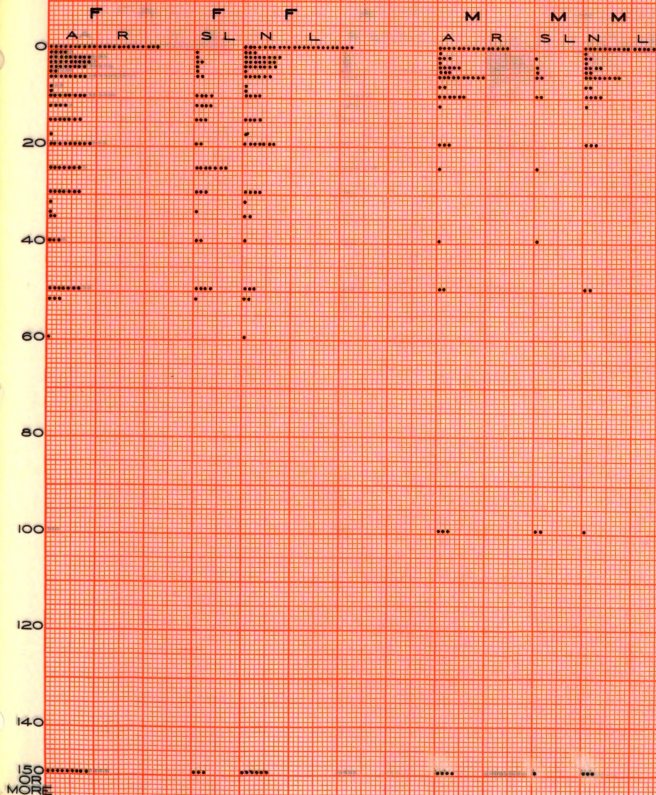


Fig. 14.--Continued.

SECRETARY SCHOOL BUILDING
C.T. 32

100

14-Continued.

YEARLY SCHOOL ENTERING C.T. 35

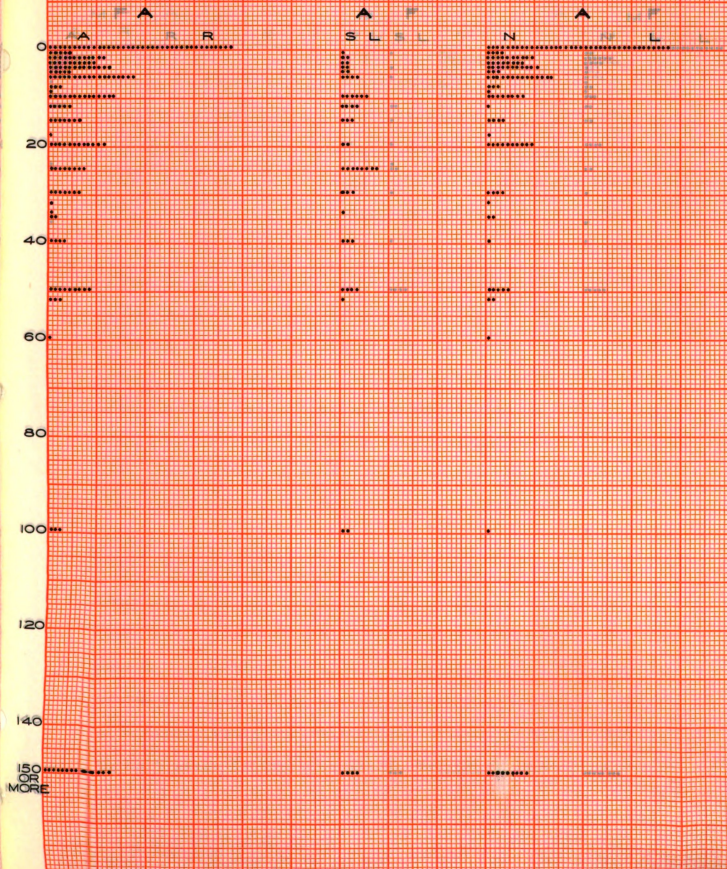
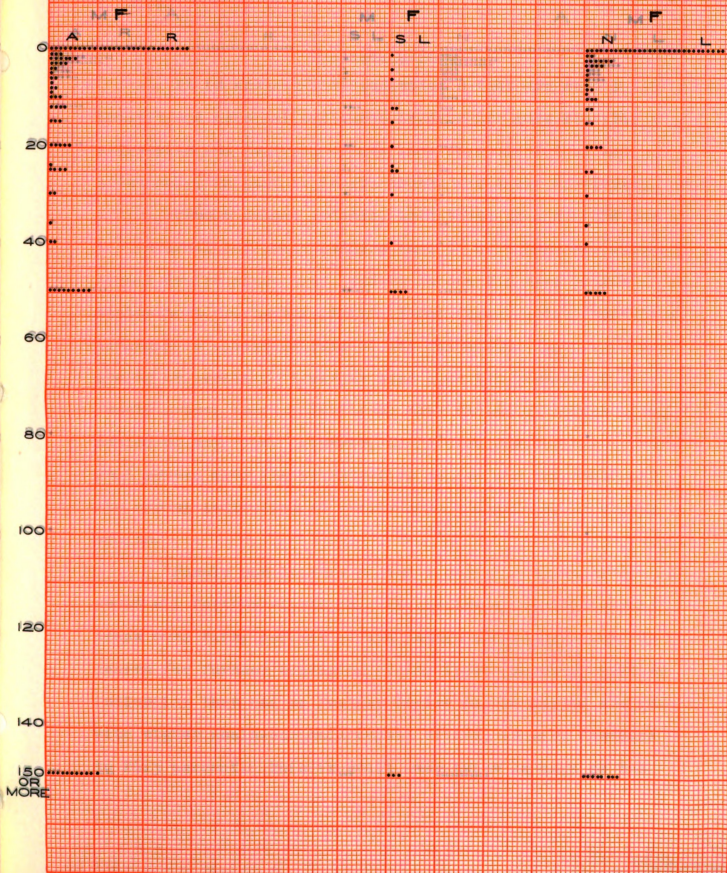


Fig. 14.--Continued.

YEARLY SCHOOL EXAMINATIONS C.T. 93

A	A	A	A	A
L	L	L	L	L
M	M	M	M	M
N	N	N	N	N
O	O	O	O	O
P	P	P	P	P
Q	Q	Q	Q	Q
R	R	R	R	R
S	S	S	S	S
T	T	T	T	T
U	U	U	U	U
V	V	V	V	V
W	W	W	W	W
X	X	X	X	X
Y	Y	Y	Y	Y
Z	Z	Z	Z	Z

YEARLY SCHOOL ENTERING
C.T. 41



CONFIDENTIAL REPORT

1	2	3	4	5
.....				
.....				
.....				
.....				
.....				
.....				
.....				
.....				
.....				
.....				
.....				

YEARLY SCHOOL ENTERING C.T. 41

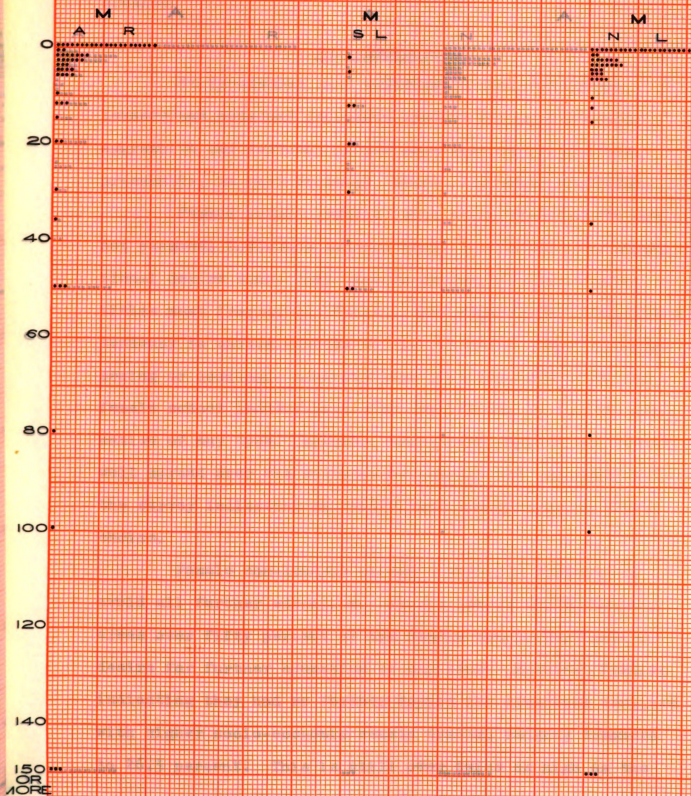


Fig. 14.--Continued.

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Part 1
1970

1970

1970

YEARLY SCHOOL ENTERING C.T. 41

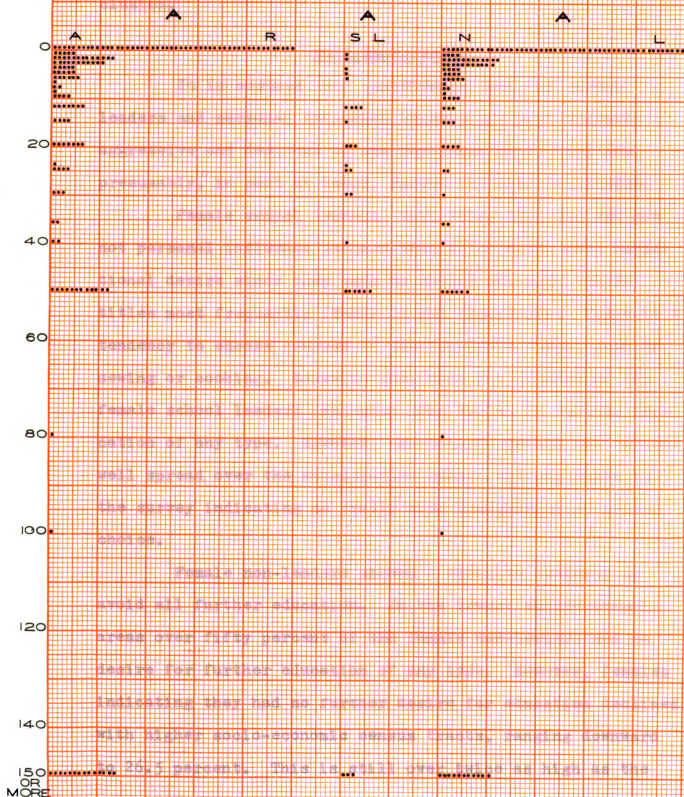


Fig. 14.--Continued.

OFFICIAL RECORD COPY
14-70

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10/10/70	10:15	101	101
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10/10/70	10:25	101	101
10/10/70	10:30	101	101
10/10/70	10:35	101	101
10/10/70	10:40	101	101
10/10/70	10:45	101	101
10/10/70	10:50	101	101
10/10/70	10:55	101	101
10/10/70	11:00	101	101
10/10/70	11:05	101	101
10/10/70	11:10	101	101
10/10/70	11:15	101	101
10/10/70	11:20	101	101
10/10/70	11:25	101	101
10/10/70	11:30	101	101
10/10/70	11:35	101	101
10/10/70	11:40	101	101
10/10/70	11:45	101	101
10/10/70	11:50	101	101
10/10/70	11:55	101	101
10/10/70	12:00	101	101

101

101

101

101

101

101

101

important. Data cited previously leads to this same conclusion.

Self-Improvement

It is assumed that individuals that are school leaders and personal influence leaders are more mentally aggressive and desirous of new knowledge since they are, presumably, in part at least, chosen for their knowledge.

Female school leaders, both those that are and are not personal influence leaders tend to have the same educational desire since they tend to choose the same course titles most frequently (Table 15 and Figure 15). There is a tendency to choose courses of the homemaking type, such as sewing or cooking. Somewhat less than ten percent of the female school leaders indicated they wanted no further education of any type. However, the course choices are rather well spread over the seventy-five course choices found in the survey indicating no really high homogeneity of course choice.

Female non-leaders showed a definite tendency to avoid all further education. In the lowest socio-economic areas over fifty percent of the female non-leaders had no desire for further education of any type. However, females indicating they had no further desire for education declined with higher socio-economic census tracts, ranging downward to 26.5 percent. This is still over twice as high as the

TABLE 15

EDUCATION DESIRED
 SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
 NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
C/N	10/1	-/-	1/1	-/-	45/7	45/4	43/2	45/2
%	50.0	-	10.0	-	15.9	9.1	7.4	7.4
C/N	65/1	-/-	6/1	-/-	62/3	62/3	62/2	62/2
%	50.0	-	10.0	-	6.8	6.8	7.4	7.4
C/N	-/-	-/-	25/1	-/-	6/2	6/2	67/2	6/1
%	-	-	10.0	-	4.5	4.5	7.4	3.7
C/N	-/-	-/-	27/1	-/-	11/2	23/2	73/2	11/1
%	-	-	10.0	-	4.5	4.5	7.4	3.7
C/N	-/-	-/-	-/-	36/1	23/-	5/1	45/1	19/1
%	-	-	-	10.0	-	2.3	3.7	3.7
C/N	-/-	-/-	39/1	-/-	27/1	11/1	61/1	20/1
%	-	-	10.0	-	2.3	2.3	3.7	3.7
C/N	-/-	-/-	45/1	-/-	29/2	17/1	-/-	29/1
%	-	-	10.0	-	4.5	2.3	-	3.7
C/N	-/-	-/-	-/-	53/1	72/1	27/1	-/-	42/1
%	-	-	-	10.0	2.3	2.3	-	3.7
C/N	-/-	-/-	-/-	62/1	-/-	42/1	-/-	61/1
%	-	-	-	10.0	-	2.3	-	3.7
C/N	-/-	-/-	-/-	66/1	-/-	72/1	-/-	64/1
%	-	-	-	10.0	-	2.3	-	3.7
CT TOTAL (D)*	2		10		44		27	
MALE SCHOOL LEADERS								
C/N	45/2	-/-	45/2	45/1	45/2	45/4	45/2	21/3
%	100.0	-	66.7	33.3	16.7	33.3	22.2	33.3
C/N	-/-	-/-	-/-	-/-	1/1	11/1	40/1	7/1
%	-	-	-	-	8.3	8.3	11.1	11.1
C/N	-/-	-/-	-/-	-/-	27/1	39/1	-/-	27/1
%	-	-	-	-	8.3	8.3	-	11.1
C/N	-/-	-/-	-/-	-/-	53/1	71/1	-/-	75/1
%	-	-	-	-	8.3	8.3	-	11.1
CT TOTAL (D)*	2		3		12		9	

TABLE 15--Continued

CT	29 F NL	31 F NL	35 F NL	41 F NL	29 M NL	31 M NL	35 M NL	41 M NL
NON-SCHOOL LEADERS								
C/N	45/4	45/11	45/36	45/22	45/1	45/5	45/33	45/27
%	57.2	40.7	36.0	26.5	100.0	55.6	64.7	22.6
C/N	12/1	6/3	62/10	62/12	-/-	6/1	72/4	39/5
%	14.3	11.1	10.0	14.5	-	11.1	7.8	8.2
C/N	17/1	25/2	36/7	61/7	-/-	12/1	6/2	1/2
%	14.3	7.4	7.0	8.4	-	11.1	3.9	3.3
C/N	29/1	62/2	6/6	6/6	-/-	16/1	40/2	40/2
%	14.3	7.4	6.0	7.2	-	11.1	3.9	3.3
C/N	-/-	-/-	61/6	1/3	-/-	39/1	50/2	59/2
%	-	-	6.0	3.6	-	11.1	3.9	3.3
C/N	-/-	-/-	72/4	17/3	-/-	-/-	-/-	72/2
%	-	-	4.0	3.6	-	-	-	3.3
C/N	-/-	-/-	27/3	12/2	-/-	-/-	-/-	-/-
%	-	-	3.0	2.4	-	-	-	-
C/N	-/-	-/-	32/3	22/2	-/-	-/-	-/-	-/-
%	-	-	3.0	2.4	-	-	-	-
C/N	-/-	-/-	-/-	27/2	-/-	-/-	-/-	-/-
%	-	-	-	2.4	-	-	-	-
C/N	-/-	-/-	-/-	32/2	-/-	-/-	-/-	-/-
%	-	-	-	2.4	-	-	-	-
C/N	-/-	-/-	-/-	37/2	-/-	-/-	-/-	-/-
%	-	-	-	2.4	-	-	-	-
C/N	-/-	-/-	-/-	39/2	-/-	-/-	-/-	-/-
%	-	-	-	2.4	-	-	-	-
CT								
TOTAL D	7	27	100	83	1	9	51	61

PIL = Personal Influence Leader

CT = Census Tract

C = Education Desired Code Number (See Appendix I).

N = Number of Respondents

NL = Non-School Leader

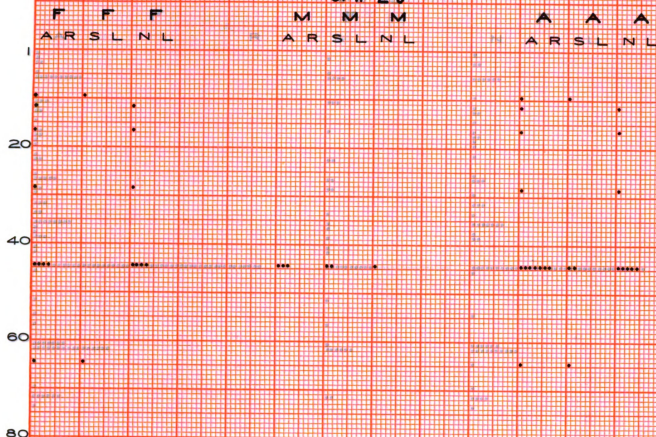
F = Female

M = Male

D = Percentage Denominator (Only outstanding cases shown for N's. See Figure 15 for complete distribution).

EDUCATION DESIRE

C.T. 29



EDUCATION DESIRE

C.T. 31

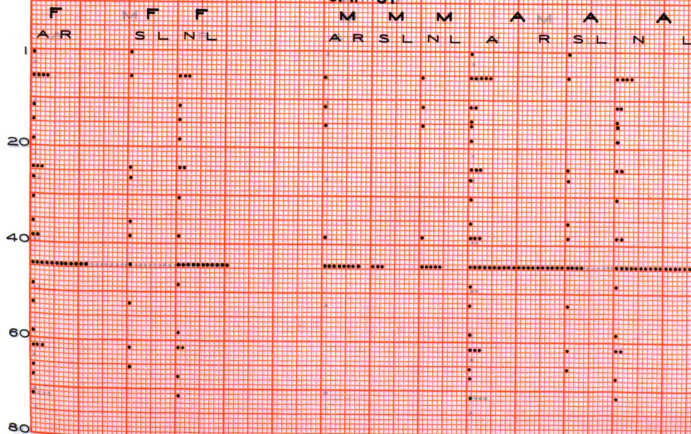
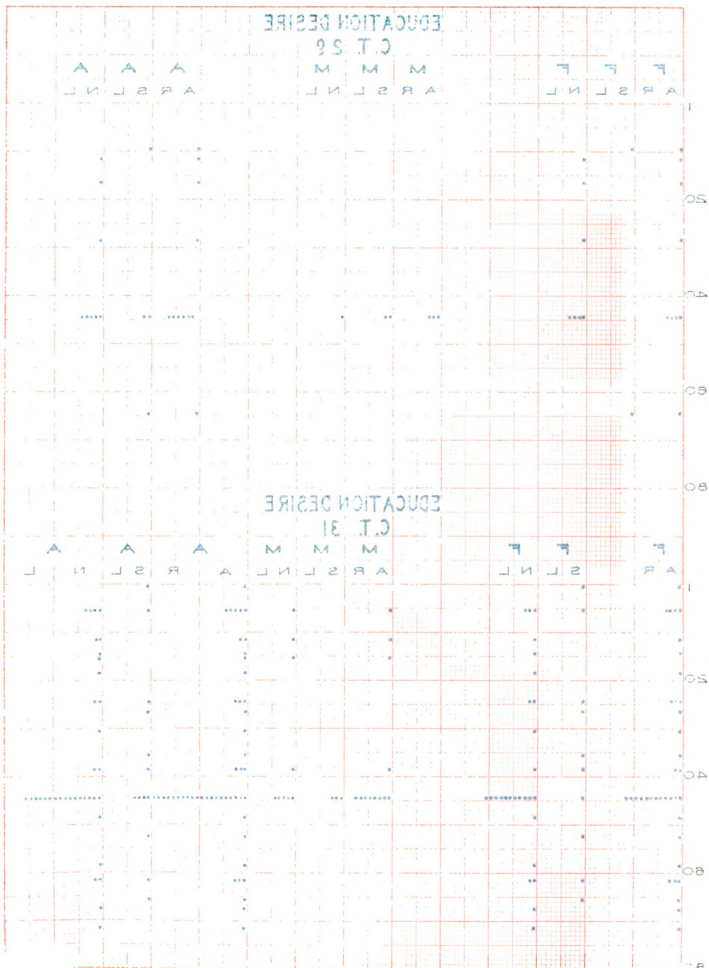
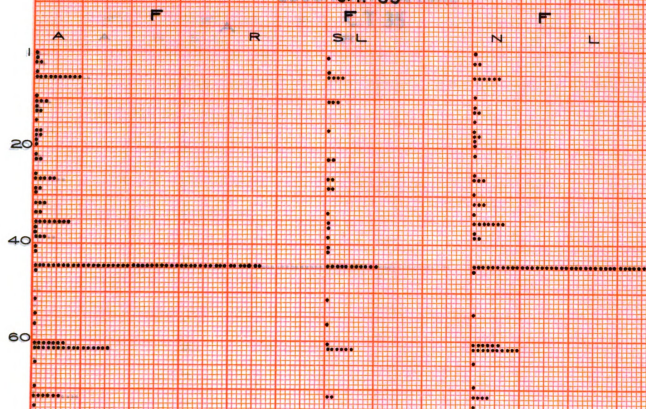


Fig. 15.--Education Desire. See Appendix I for Codes.

Fig. 15.--Education Desire. See Appendix I for Details.



C.T. 35



EDUCATION DESIRE

C.T. 35

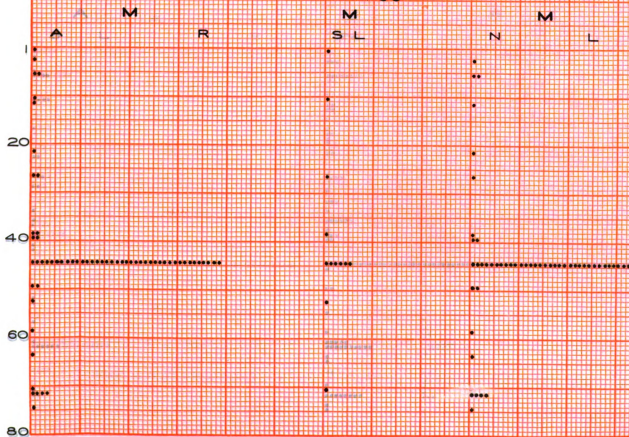
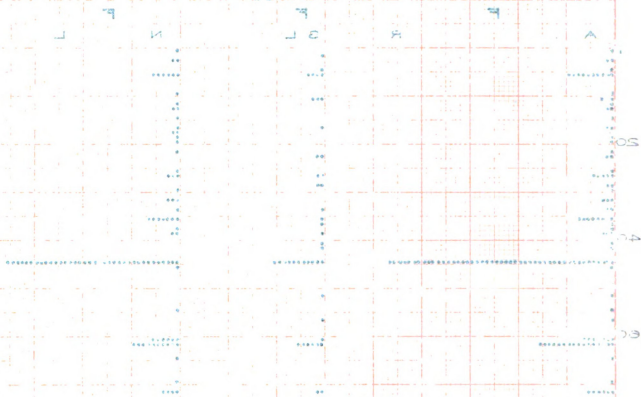
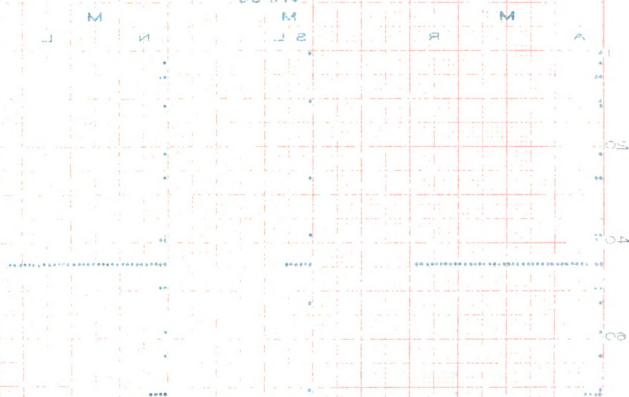


Fig. 15.--Continued.

EDUCATION DESIRE
C.T. 32



EDUCATION DESIRE
C.T. 32



EDUCATION DESIRE EDUCATION DESIRE C.T. 35

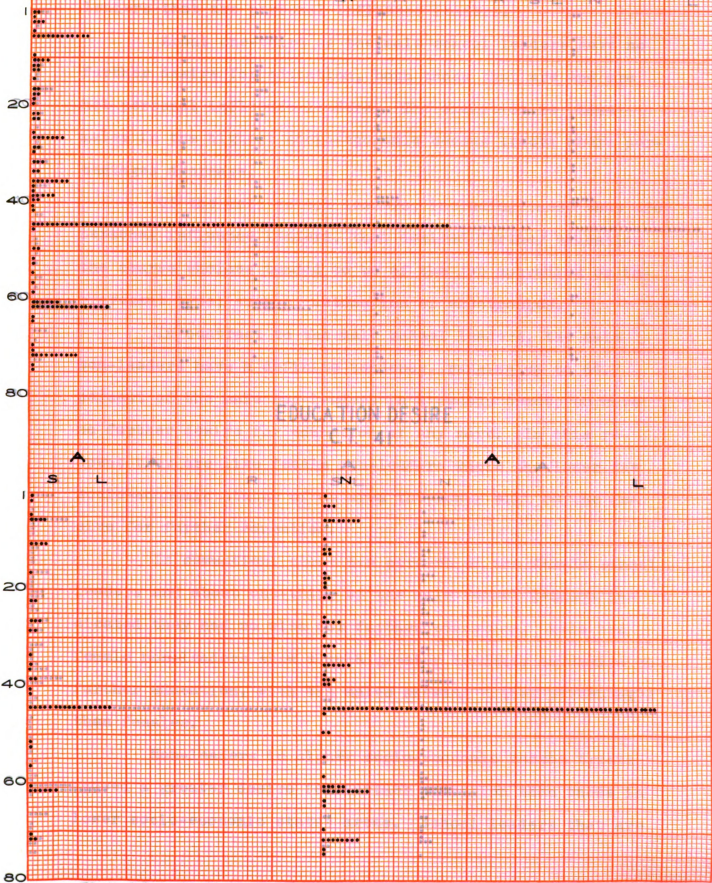


Fig. 15.--Continued.

EDUCATION DESK
CT 32

R

A

A

OS

OB

OB

OB

OS

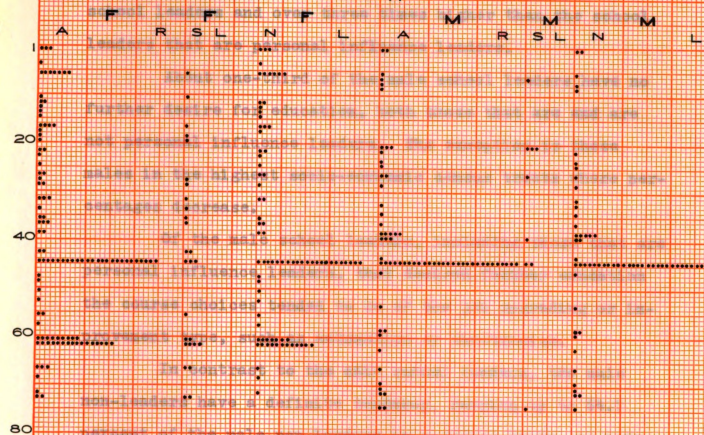
OB

OB

OB

EDUCATION DESIRE

C.T. 41



EDUCATION DESIRE

C.T. 41

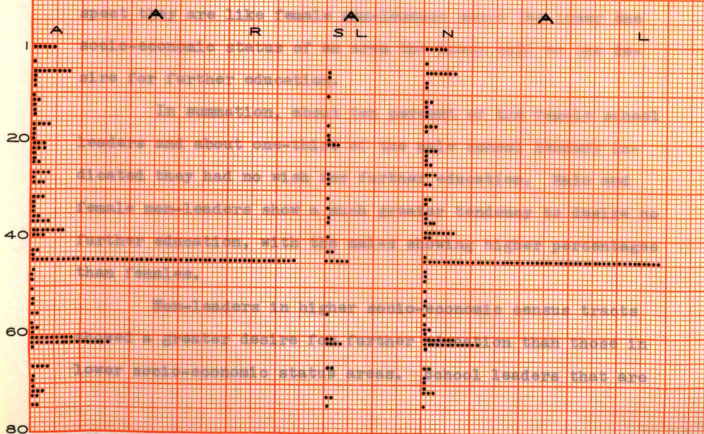
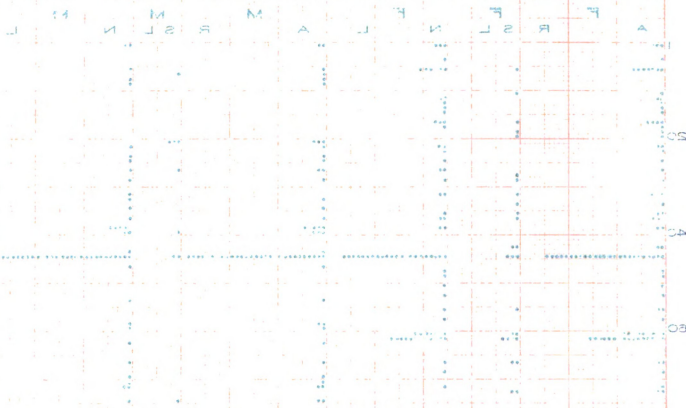
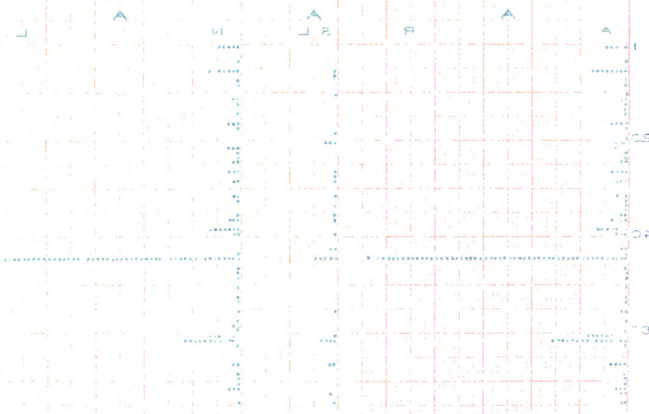


Fig. 15.--Continued.

EDUCATION DESIRE
CT 41



EDUCATION DESIRE
CT 41



school leaders and over three times higher than the school leaders that are personal influence leaders.

About one-third of the male school leaders have no further desire for education, both those that are and are not personal influence leaders. The exception is those males in the highest socio-economic census tracts where percentages decrease.

Of the male school leaders, including those that are personal influence leaders, that desired further education the course choices tended to be of the job upgrading or improvement type, such as automation or electronics.

In contrast to the male school leaders, the male non-leaders have a definite tendency, ranging up to 64.7 percent of the male non-leaders in a census tract, to have no further desire for education of any sort. In this respect they are like female non-leaders where the lower the socio-economic status of an area the lower will be the desire for further education.

In summation, about ten percent of the female school leaders and about one-third of the male school leaders indicated they had no wish for further education. Male and female non-leaders show a much greater tendency to desire no further education, with the males showing higher percentages than females.

Non-leaders in higher socio-economic census tracts showed a greater desire for further education than those in lower socio-economic status areas. School leaders that are

personal influence leaders indicate a slightly greater tendency for further education than school leaders that are not personal influence leaders.

Future researchers and educators may wish to particularly note the relationships between socio-economic status and the desire for further education.

CHAPTER VII

MEASURING PERSONAL INFLUENCE

The general plan for measuring personal influence was described in Chapter V. A three-phase approach consisting of sociometric analysis, key informants, and self-designation was used.

The sociometric method consisted of finding out from whom people seek advice and information. The survey question design was discussed in Chapter V.

Using cartographic techniques that may be called standard as well as those gained from several years of experience, the author constructed a base map of over 5,000 housing units in three census tracts.

These housing units are dimensionally and spatially correct, and the entire cartographic base is drawn to scale, thereby providing for horizontal interaction measurements.

Every housing unit was addressed and the name of every occupant was catalogued according to the block where he resided, thereby providing a numerical locator system to transfer data to the cartographic base.

The key informants, school principals and community school directors, supplied the names of school leaders. Each of the school leaders was plotted on the sociometric base map according to the housing unit where he resided.

The blocks where the school leaders lived became the prime survey blocks. The blocks contiguous to the school leader blocks were designated as the secondary survey priority list.

It must be recognized that this is an extremely large survey area for a single researcher, but it is a necessary one since there is great socio-economic diversity throughout the three census tracts, and earlier pilot surveys showed personal influence nominations overlapped census tract boundaries.

In all, 424 individuals were surveyed, 145 males and 279 females, 74 female school leaders and 27 male school leaders for a total of 101 school leaders, 205 female non-leaders and 118 male non-leaders for a total of 323 non-leaders. No attempt was made to return to housing units where nobody was home since the size of the research area required constant survey progress. No particular time of day, evening, or weekend was assigned. It required nearly four months to complete the survey.

Sociometric Analysis

The personal influence items on the survey form were open-end questions allowing complete nomination freedom. Each personal influence nominee was located and plotted on the sociometric base map and the nominee's relationship to the respondent was recorded. This technique was followed for both personal influence and self-detected leader nominations.

The resulting map showing the flow of personal influence and self-detected leader nominations was called the "PILF MAP", or Personal Influence Leader Flow Map.

Analysis of this data showed five choice types, "PILN" or Personal Influence Leader Identified--Nonreciprocating, "PILS" or Personal Influence Leader Self Identified, "PILV" or Personal Influence Leader--Verified, "PILA" or Personal Influence Leader--Alternating, and "PILR" or Personal Influence Leader--Reciprocal (Figure 16).

A "PILN" or Personal Influence Leader Identified--Nonreciprocating is a personal influence leader identified by one or more persons, but this individual does not see himself or others as personal influence leaders.

A "PILS" or Personal Influence Leader Self Identified is an individual that sees himself as a personal influence leader but does not see others, and is not designated by others, as a personal influence leader. A "PILS" is a self-detected leader but is not thought of as a leader by others.

A "PILV" or Personal Influence Leader--Verified is an individual identified as a personal influence leader and who sees himself as a personal influence leader of the nominator. A "PILV" is a self-detected leader who is seen as a leader by others.

A "PILA" or Personal Influence Leader--Alternating was an individual that nominated a personal influence leader and also saw himself as a personal influence leader

GPILL AND PILF MAP SYMBOLS

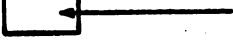
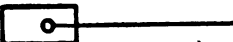
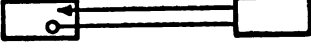
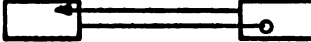
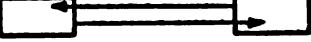
GPILL SYMBOL	PILF SYMBOL	SYMBOL EXPLANATION
		<u>PILN--Personal Influence Leader Identified--Nonreciprocating.</u> A personal influence leader identified by one or more persons, but does not see himself or others as personal influence leaders.
		<u>PILS--Personal Influence Leader Self Identified.</u> An individual sees himself as a personal influence leader, but does not see others, and is not designated by others, as a personal influence leader.
		<u>PILV--Personal Influence Leader--Verified.</u> An individual is identified as a personal influence leader, and sees himself as a personal influence leader of the nominator.
		<u>PILA--Personal Influence Leader--Alternating.</u> An individual designates a personal influence leader, and also sees himself as a personal influence leader of the designee.
		<u>PILR--Personal Influence Leader--Reciprocal.</u> Two individuals see each other as personal influence leaders.
		<u>SL--School Leader.</u> An individual identified as a school leader by key informants.

Fig. 16.--GPILL and PILF Map Symbols. The GPILL--Generalized Personal Influence Leader Locator Map, and the PILF--Personal Influence Leader Flow Map will be found in Appendix II.

of the nominee. A "PILA" is a self-detected leader who also sees others as leaders but who is not nominated as a leader by others.

A "PILR" or Personal Influence Leader--Reciprocal is the case where two individuals see each other as personal influence leaders. The "PILR" individuals see each other as leaders but do not see themselves as leaders.

Each of the choice types pertain to this research, but there have been some rather noteworthy efforts by other researchers along these lines. Bjerstedt¹ has suggested the term "relational plurels" instead of "choice types" for these kinds of socioperceptual-sociopreferential categorizations. His theories are rooted in "truth-table" models and must be credited with the kind of methodological exactness that permits one to transfer his ideas to studies such as this research.

Our function in this research is to validate the school-leader acting as a personal influence leader hypothesis. Therefore, we are concerned here with the detection of the personal influence leaders and have reduced the "choice types" to either personal influence or self-detected leaders. Psycho-sociological methodologists may wish to note the "choice-types" found here.

Sociometric mappings have always suffered from complexity, and there is normally no simple method to simplify

¹Ake Bjerstedt, The Methodology of Preferential Sociometry ("Sociometry Monographs," No. 37; Lund, Sweden: University of Lund, 1956), pp. 77-87.

them. However, the "PILF Map" was converted to simple symbols, the flow arrows were removed, and a new, simplified, map called the "GPILL Map" or Generalized Personal Influence Leader Locator Map was constructed. This map accounts for all the personal influence leader types previously noted, and, in addition, plots the location of the school leaders.

The "GPILL Map" simplifies and shows the combinations and locations of the various personal influence types. The flow of personal influence is more easily analyzed in tabular form. This information is presented in Table 16.

Nomination Relationships

A topic of central concern is the relationship of the personal influence leaders to the nominators. When a personal influence leader was nominated, the nominator was questioned as to the relationship to the individual. The same technique was applied to self-detected leaders when they were asked their relationship to the individual they believed they influenced.

Upon completion of the survey, all nominations were analyzed. Personal influence leaders could be grouped into six categories. Self-detected leader relationships to those they believed they influenced could be grouped into the same six categories plus one additional category. The nominations indicate some rather startling contrasts reflecting on contemporary urban society.

First, it should be noted there are significant choice differences by individuals in different socio-

TABLE 16

INTERACTION BLOCKS--ALL RESPONDENTS
 AVERAGE DISTANCE BETWEEN INTERACTION BLOCKS --
 MEAN DEVIATION VALUE OF HOUSING UNIT

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
15	29	26	---
51	41		---
34	29	14	-4500
110	35		---
35	29	1	-4500
58	29		---
10	31	1	- 250
13	31		- 400
13	31	13	- 400
13	31		- 400
36	41		- 100
115	35		+1550
14	31	22	- 400
86	35		- 100
15	31	12	- 100
54	35		- 450
19	31	9	+ 500
27	35		- 550
55	35		+ 150
96	35		+1450
111	35		+1650
20	31	16	---
10	35		- 500
26	31	15	---
77	35		- 200
28	31	16	- 400
77	35		- 200

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
34	31	5	- 150
20	35		- 550
35	31	11	- 300
36	31		- 350
86	35		- 100
87	35		- 150
36	31	7	- 350
35	31		- 300
36	31		- 350
40	31		- 300
44	31		+ 450
28	35		- 550
31	35		- 500
62	35		- 400
97	35		+1450
111	35		+1650
3	41		---
37	31	12	- 200
41	31		- 50
31	41		+ 550
37	41		- 300
40	31	10	- 300
41	31		- 50
28	35		- 550
31	41		+ 550
51	41		---
41	31	5	- 50
37	31		- 200
40	31		- 300
20	35		- 550
42	35		- 550
125	41		- 450
44	31	4	+ 450
36	31		- 350
44	31		+ 450
45	31		+ 600

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
20	35		- 550
86	35		- 100
45	31	1	+ 600
44	31		+ 450
47	31	10	- 500
54	35		- 450
7	41		+ 700
3	35	9	- 700
63	35		- 350
67	35		- 550
125	41		- 450
9	35	8	- 600
20	31		---
9	35		- 600
86	35		- 100
87	35		- 150
37	41		- 300
12	35	8	---
86	35		- 100
13	35	5	- 750
28	35		- 550
40	35		- 400
14	35	6	- 550
14	35		- 550
27	35		- 550
32	35		- 500
115	35		+1550
52	41		+ 100
84	41		- 150
125	41		- 450
16	35	4	- 500
16	35		- 500
63	35		- 350
45	41		- 350

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
20	35	6	- 550
34	31		- 150
41	31		- 50
20	35		- 550
41	35		- 600
45	35		- 500
54	35		- 450
55	35		+ 150
4	41		---
29	41		---
105	41		- 500
24	35	7	- 550
27	35		- 550
68	35		- 300
95	35		+ 950
26	35	3	- 550
27	35		- 550
86	35		- 100
27	35		- 550
14	35		- 550
26	35		- 550
27	35		- 550
28	35		- 550
32	35		- 500
35	35		- 550
40	35		- 400
55	35		+ 150
10	41		---
28	35	7	- 550
36	31		- 350
40	31		- 300
13	35		- 750
27	35		- 550
76	35		- 250
31	35	16	- 500
36	31		- 350

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
32	35	4	- 500
14	35		- 550
27	35		- 550
50	41		- 200
33	35	3	- 350
51	41		---
35	35	3	- 550
27	35		- 550
37	35	2	- 350
40	35		- 400
42	35		- 550
38	35	5	- 450
77	35		- 200
40	35	7	- 400
13	35		- 750
20	35		- 550
37	35		- 350
40	35		- 400
67	35		- 550
68	35		- 300
91	35		+1850
99	35		+1450
89	41		- 400
41	35	4	- 600
27	35		- 550
63	35		- 350
42	35	8	- 550
41	31		- 50
37	35		- 350
43	35	14	- 600
121	41		- 200
44	35	2	- 350
77	35		- 200

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
45	35	5	- 500
20	35		- 550
45	35		- 500
87	35		- 150
91	35		+1850
51	35	12	- 150
52	41		+ 100
54	35	6	- 450
15	31		- 100
36	31		- 350
47	31		- 500
20	35		- 550
54	35		- 450
55	35		+ 150
86	35		- 100
112	35		- 600
4	41		---
55	35	5	+ 150
19	31		+ 500
20	35		- 550
27	35		- 550
54	35		- 450
55	35		+ 150
110	35		---
115	35		+1550
14	41		+ 700
56	35	7	+ 250
56	35		+ 250
86	35		- 100
93	35		+2650
98	35		---
112	35		- 600
88	41		- 550
60	35	12	- 200
40	31		- 300

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
61	35	13	- 350
110	35		---
121	41		- 200
62	35	13	- 400
36	31		- 350
63	35	7	- 350
3	35		- 700
41	35		- 600
75	35		- 650
77	35		- 200
91	35		+1850
3	41		---
24	41		+ 700
67	35	8	- 550
3	35		- 700
40	35		- 400
95	35		+ 950
79	41		- 250
117	41		- 600
68	35	3	- 300
24	35		- 550
40	35		- 400
68	35		- 300
69	35		- 400
69	35	1	- 400
68	35		- 300
70	35	6	- 300
77	35		- 200
75	35	1	- 650
63	35		- 350
76	35	6	- 250
28	35		- 550

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
77	35	6	- 200
12	35		---
26	35		- 550
44	35		- 350
63	35		- 350
70	35		- 300
77	35		- 200
78	35		- 150
80	35		- 150
86	35		- 100
113	35		---
84	41		- 150
121	41		- 200
78	35	7	- 150
77	35		- 200
86	41		- 300
79	35	12	- 250)
50	41		- 200
89	41		- 400
80	35	9	- 150
77	35		- 200
86	35		- 100
29	41		---
86	35	10	- 100
13	31		- 400
14	31		- 400
35	31		- 300
12	35		---
26	35		- 550
54	35		- 450
56	35		+ 250
77	35		- 200
86	35		- 100
87	35		- 150
91	35		+1850
92	35		+2650
108	35		+2350
11	41		+ 750

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
68	41		- 150
88	41		- 550
87	35	9	- 150
9	35		- 600
20	35		- 550
28	35		- 550
45	35		- 500
54	35		- 450
86	35		- 100
37	41		- 300
91	35	5	+1850
40	35		- 400
44	35		- 350
63	35		- 350
77	35		- 200
86	35		- 100
92	35	12	+2650
86	35		- 100
121	41		- 200
93	35	3	+2650
56	35		+ 250
95	35	8	+ 950
20	35		- 550
56	35		+ 250
67	35		- 550
95	35		+ 950
96	35		+1450
99	35		+1450
104	35		+2250
111	35		+1650
112	35		- 600
4	41		---
8	41		+1350
10	41		---
96	35	9	+1450
19	31		+ 500

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
95	35		+ 950
111	35		+1650
9	41		+1450
47	41		---
106	41		- 300
97	35	3	+1450
36	31		- 350
95	35		+ 950
98	35		---
110	35		---
111	35		+1650
98	35	2	---
56	35		+ 250
97	35		+1450
98	35		---
111	35		+1650
99	35	1	+1450
95	35		+ 950
99	35		+1450
100	35		+1650
100	35	6	+1650
54	35		- 450
99	35		+1450
100	35		+1650
29	41		---
104	35	13	+2250
95	35		+ 950
108	35	9	+2350
86	35		- 100
108	35		+2350
115	35		+1550
7	41		+ 700
37	41		- 300
109	35	17	+2650
84	41		- 150

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
110	35	8	---
34	29		-4500
55	35		+ 150
61	35		- 350
97	35		+1450
111	35	5	+1650
19	31		+ 500
36	31		- 350
55	35		+ 150
86	35		- 100
95	35		+ 950
96	35		+1450
98	35		---
111	35		+1650
112	35	7	- 600
54	35		- 450
55	35		+ 150
56	35		+ 250
37	41		- 300
126	41		- 350
113	35	8	---
27	35		- 550
77	35		- 200
7	41		+ 700
114	35	8	+ 50
56	35		+ 250
30	41		+ 150
115	35	10	+1550
14	35		- 550
20	35		- 550
55	35		+ 150
108	35		+2350
29	41		---
3	41	10	---
36	31		- 350
63	35		- 350
29	41		---
121	41		- 200

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
4	41	11	---
20	35		- 550
54	35		- 450
95	35		+ 950
37	41		- 300
5	41	1	+ 750
6	41		+ 850
6	41	5	+ 850
44	31		+ 450
5	41		+ 750
6	41		+ 850
7	41		+ 700
29	41		---
31	41		+ 550
60	41		- 350
121	41		- 200
7	41	9	+ 700
47	31		- 500
108	35		+2350
113	35		---
6	41		+ 850
7	41		+ 700
24	41		+ 700
8	41	17	+1350
95	35		+ 950
9	41	12	+1450
96	35		+1450
121	41		- 200
10	41	12	---
27	35		- 550
95	35		+ 950
37	41		- 300
52	41		+ 100
11	41	10	+ 750
86	35		- 100
37	41		- 300

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
14	41	8	+ 700
55	35		+ 150
31	41		+ 550
22	41	8	---
27	35		- 550
24	41	7	+ 700
63	35		- 350
7	41		+ 700
29	41		---
29	41	9	---
20	35		- 550
45	35		- 550
80	35		- 150
100	35		+1650
6	41		+ 850
29	41		---
37	41		- 300
30	41	13	+ 150
114	35		+ 50
31	41	5	+ 550
37	31		- 200
6	41		+ 850
14	41		+ 700
37	41		- 300
33	41	2	+ 100
29	41		---
36	41	24	- 100
13	31		- 400
37	41	8	- 300
37	31		- 200
108	35		+2350
112	35		- 600
4	41		---
10	41		---

10
11
12

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
11	41		+ 750
29	41		---
31	41		+ 550
37	41		- 300
51	41		---
85	41		- 250
121	41		- 200
45	41	7	- 350
16	35		- 500
47	41	20	---
96	35		+1450
50	41	4	- 200
32	35		- 500
79	35		- 250
50	41		- 200
51	41		---
52	41		+ 100
53	41		- 250
51	41	9	---
15	29		---
40	31		- 300
33	35		- 350
50	41		- 200
51	41		---
52	41		+ 100
52	41	5	+ 100
14	35		- 550
51	35		- 150
10	41		---
50	41		- 200
51	41		---
52	41		+ 100
124	41		- 300
53	41	1	- 250
54	41		- 300
82	41		- 50

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
54	41	1	- 300
53	41		- 250
60	41	7	- 350
6	41		+ 850
64	41	5	---
123	41		- 300
68	41	13	- 150
86	35		- 100
79	41	4	- 250
67	35		- 550
6	41		+ 850
79	41		- 250
80	41		- 200
80	41	1	- 200
79	41		- 250
80	41		- 200
81	41	4	- 50
84	41		- 150
82	41	1	- 50
53	41		- 250
84	41	9	- 150
14	35		- 550
77	35		- 200
109	35		+2650
81	41		- 50
85	41	8	- 250
37	41		- 300
86	41	12	- 300
78	35		- 150
88	41	9	- 550
56	35		+ 250
86	35		- 100

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
89	41	5	- 400
40	35		- 400
79	35		- 250
37	41		- 300
89	41		- 400
118	41		---
105	41	4	- 500
20	35		- 550
106	41	10	- 300
96	35		+1450
107	41	8	- 350
77	35		- 200
117	41	2	- 600
14	35		- 550
118	41	1	---
89	41		- 400
121	41	8	- 200
43	35		- 600
61	35		- 350
77	35		- 200
92	35		+2650
3	41		---
6	41		+ 850
9	41		+1450
37	41		- 300
121	41		- 200
126	41		- 350
123	41	5	- 300
64	41		---
124	41	6	- 300
52	41		+ 100

TABLE 16--Continued

BLOCK NO.	CENSUS TRACT	APPROXIMATE MEAN DISTANCE BETWEEN BLOCKS IN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE CENSUS TRACT
125	41	5	- 450
41	31		- 50
3	35		- 700
14	35		- 550
125	41		- 450
126	41	5	- 350
112	35		- 600
121	41		- 200
126	41		- 350

economic areas and by school leaders that are personal influence leaders, school leaders that are not personal influence leaders, and non-leaders.

Personal Influence Leader Nominations

When all respondents were considered, it was noteworthy that professional persons lead all nominations for personal influence leaders (Table 17).

A synonym for professional person in contemporary society would be "expert." These professional people were not chosen because they were outstanding citizens, although several were, rather they were chosen because they had valid information in some area of knowledge. These professional people were not only doctors, lawyers, or engineers that one normally thinks about, but they were landscape gardeners,

TYPES OF NOMINATIONS MADE BY SCHOOL LEADERS THAT ARE PERSONAL INFLUENCE LEADERS AND THAT ARE NOT PERSONAL INFLUENCE LEADERS, AND INDIVIDUALS THAT ARE NON-LEADERS

[illegible]

CT	29			31			35			41			ALL		
	SL ARE PIL	SL NOT PIL	NL	SL ARE PIL	SL NOT PIL	NL	SL ARE PIL	SL NOT PIL	NL	SL ARE PIL	SL NOT PIL	NL	SL ARE PIL	SL NOT PIL	NL
N	-	8	10	12	18	45	53	100	246	31	41	236	96	167	537
%	-	72.7	77.0	27.3	66.7	41.7	32.5	46.1	37.6	27.9	48.3	40.4	33.5	44.8	39.6
PROFESSIONAL PERSONS															
PROFESSIONAL ORGANIZATIONS															
N	-	-	-	-	-	4	4	-	5	2	1	8	6	1	17
%	-	-	-	-	-	3.7	2.5	-	0.8	1.8	1.2	1.4	2.1	0.3	1.3
CO-WORKERS															
N	-	-	1	-	1	2	7	9	26	1	3	18	8	13	47
%	-	-	7.7	-	3.7	1.9	4.3	4.1	4.0	0.9	3.5	3.1	2.8	3.5	3.5
TOT.	-	11	13	44	27	108	163	217	654	111	85	584	287	372	1358

TABLE 17--Continued

PIL = Personal Influence Leader
 CT = Census Tract
 N = Number of Respondents
 SL = School Leader
 NL = Non-school leader

dancing instructors, bridge instructors, music instructors, mechanics, photographers, or various kinds of teachers.

The personal influence leaders tend to be those people that "know the answer" or whose everyday job it is to deal with problems of a particular type. These professional persons seem to be personal influence leaders whether they are serving in their professional capacity for a fee or whether they are simply a friend of the nominator. At the micro-community level, within the framework of everyday decisions, we find a departure from Floyd Hunter's study² where high level leadership came from the business-industrial-banking group with minor contributions from the professions, although professional persons as used here has the wider connotation of "expert."

However, it should be strongly noted there is a professional person selection strength difference when school leaders that are and are not personal influence leaders and individuals that are non-leaders are tabulated, and when socio-economic differences in census tracts are noted.

School leaders that are not personal influence

²Floyd Hunter, Community Power Structure (Chapel Hill: University of North Carolina Press, 1953).

leaders overwhelmingly nominate professional persons as personal influence leaders. So, also, do non-leaders, although with slightly less frequency than school leaders that are not personal influence leaders. In contrast, school leaders that are personal influence leaders nominate family and relatives with only slightly less frequency than they nominate professional persons.

Alex Bavelas³ provides insight for the reason individuals tend to nominate "experts." He notes that the modern trend in management has been to remove decisions from the realm of hunch and intuition and to depend on orderly research and analysis, implying the expertise rationale. We may be viewing the transference of this process from industry to personal influence nomination.

It was anticipated that professional persons would be least often nominated in the lowest socio-economic areas and most often nominated in the highest socio-economic areas. There was a complete reversal of this hypothesis. As socio-economic area status increased, frequency of professional nominations decreased. This "inverse socio-economic status--professional person nomination ratio" assumes greater credence when it is noted that the personal influence choices were made from a total of 2,017 nominations.

Next to professional persons the next leading nomi-

³Alex Bavelas, "Leadership: Man and Function," Administrative Science Quarterly, IV (March, 1962), 497.

nation type was the family and relatives group, accounting for about one-fourth of all nominations. There were not great differences in nomination percentages in the various census tracts. However, the school leaders that are personal influence leaders tended to nominate family and relatives more frequently than school leaders that are not personal influence leaders. Non-leaders also nominated family and relatives as personal influence leaders slightly more frequently than the school leaders that are not personal influence leaders. The differences are not large and when all respondents in all census tracts are accounted for there is almost no difference between school leaders that are and are not personal influence leaders and individuals that are non-leaders in frequency of selecting family and relatives as personal influence leaders.

Third in nomination frequency was neighbors, accounting for about one-fifth of all nominations. If we would consider "neighbors" and "family and relatives" nominations together, we would find that about one-half of all personal influence nominations do occur in the nominators immediate neighborhood. Non-leaders nominated neighbors less frequently than school leaders, and over all census tracts, school leaders that are personal influence leaders nominated neighbors more frequently than school leaders that are not personal influence leaders.

Friends outside the survey area account for about one-tenth of all personal influence nominations. However,

overall, the school leaders that are personal influence leaders, tend to nominate friends outside the survey area more frequently than school leaders that are not personal influence leaders. In this respect non-leaders and school leaders that are not personal influence leaders are similar.

Co-workers and professional organizations were occasionally listed as influence leaders, although the frequency of nomination was so slight as to be negligible, accounting for less than five percent of all nominations.

When all nominations are examined, several questions must be raised. Since only about one-fifth of all personal influence nominations were neighbors while about forty percent of the nominations were professional persons, are we witnessing the urban society where sociologists indicate neighbors tend to become strangers, and in contemporary society where individuals are known by the work they do are we becoming so technologically oriented that we increasingly seek the advice of the professional or expert in all phases of human activity? This research points in this direction.

Furthermore, with increasing occupational specialization, how do we proceed to separate the specialists from the non-specialists, and how do we utilize the personal influence skills of the professionals? Analyzing the data from another point of view, we find professional organizations a very slight personal influence factor and it may well be that we are witnessing a transition to the educational facilities of the nation, with the large numbers of

professional individuals found in educational institutions, as the most potent influencing force this nation has ever had.

Self-Detected Leaders

The corollary to the nominated personal influence leaders are the self-detected leaders. The same analysis techniques were used for both types of leaders.

The school leaders that are personal influence leaders as well as self-detected leaders most often nominated family and relatives as those whom they lead (Table 18). These individuals showed the highest nomination percentages in the poorest socio-economic status census tract and the lowest nomination percentages in the highest socio-economic status census tract.

For school leaders that are personal influence leaders and self-detected leaders the higher the socio-economic status of an area the lower the frequency of nominating family and relatives as those whom they lead. In contrast, the self-detected leaders that are school leaders but not personal influence leaders nominated family and relatives as those they led most frequently in the highest socio-economic area while the other areas had relatively similar but lower nomination frequencies.

Both types of self-detected leaders, the school leaders that are and are not personal influence leaders, most frequently chose family and relatives as those whom

TTYPES OF NOMINATIONS MADE BY SELF-DETECTED LEADERS THAT ARE SCHOOL LEADERS
THAT ARE AND ARE NOT PERSONAL INFLUENCE LEADERS, AND BY NON-LEADERS

CT		29		31		35		41		ALL					
SL ARE PIL	NL	SL ARE PIL	NL	SL ARE PIL	SL NOT PIL	SL ARE PIL	SL NOT PIL	SL ARE PIL	SL NOT PIL	SL ARE PIL	SL NOT PIL				
N	-	1	-	3	1	16	11	15	25	13	1	44	27	18	85
%	-	14.3	-	16.7	5.3	25.4	13.8	15.2	8.5	23.6	2.3	14.8	17.7	11.3	12.9
FRIENDS (NOT IN SURVEY AREA)															
FAMILY AND RELATIVES															
N	-	3	3	7	7	14	27	33	79	15	23	68	49	76	164
%	-	42.9	100.0	38.9	36.8	22.2	33.8	33.4	26.8	27.3	53.5	22.9	32.0	47.5	25.0
NEIGHBORS (NOT RELATIVES)															
N	-	1	-	6	5	14	23	13	88	13	10	60	42	29	162
%	-	14.3	-	33.3	26.3	22.2	28.8	13.1	29.8	23.6	23.3	20.2	27.5	18.1	24.6

1

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
76	77	78
79	80	81
82	83	84
85	86	87
88	89	90
91	92	93
94	95	96
97	98	99
100	101	102
103	104	105
106	107	108
109	110	111
112	113	114
115	116	117
118	119	120
121	122	123
124	125	126
127	128	129
130	131	132
133	134	135
136	137	138
139	140	141
142	143	144
145	146	147
148	149	150
151	152	153
154	155	156
157	158	159
160	161	162
163	164	165
166	167	168
169	170	171
172	173	174
175	176	177
178	179	180
181	182	183
184	185	186
187	188	189
190	191	192
193	194	195
196	197	198
199	200	201
202	203	204
205	206	207
208	209	210
211	212	213
214	215	216
217	218	219
220	221	222
223	224	225
226	227	228
229	230	231
232	233	234
235	236	237
238	239	240
241	242	243
244	245	246
247	248	249
250	251	252
253	254	255
256	257	258
259	260	261
262	263	264
265	266	267
268	269	270
271	272	273
274	275	276
277	278	279
280	281	282
283	284	285
286	287	288
289	290	291
292	293	294
295	296	297
298	299	300
301	302	303
304	305	306
307	308	309
310	311	312
313	314	315
316	317	318
319	320	321
322	323	324
325	326	327
328	329	330
331	332	333
334	335	336
337	338	339
340	341	342
343	344	345
346	347	348
349	350	351
352	353	354
355	356	357
358	359	360
361	362	363
364	365	366
367	368	369
370	371	372
373	374	375
376	377	378
379	380	381
382	383	384
385	386	387
388	389	390
391	392	393
394	395	396
397	398	399
400	401	402
403	404	405
406	407	408
409	410	411
412	413	414
415	416	417
418	419	420
421	422	423
424	425	426
427	428	429
430	431	432
433	434	435
436	437	438
439	440	441
442	443	444
445	446	447
448	449	450
451	452	453
454	455	456
457	458	459
460	461	462
463	464	465
466	467	468
469	470	471
472	473	474
475	476	477
478	479	480
481	482	483
484	485	486
487	488	489
490	491	492
493	494	495
496	497	498
499	500	501
502	503	504
505	506	507
508	509	510
511	512	513
514	515	516
517	518	519
520	521	522
523	524	525
526	527	528
529	530	531
532	533	534
535	536	537
538	539	540
541	542	543
544	545	546
547	548	549
550	551	552
553	554	555
556	557	558
559	560	561
562	563	564
565	566	567
568	569	570
571	572	573
574	575	576
577	578	579
580	581	582
583	584	585
586	587	588
589	590	591
592	593	594
595	596	597
598	599	600
601	602	603
604	605	606
607	608	609
610	611	612
613	614	615
616	617	618
619	620	621
622	623	624
625	626	627
628	629	630
631	632	633
634	635	636
637	638	639
640	641	642
643	644	645
646	647	648
649	650	651
652	653	654
655	656	657
658	659	660
661	662	663
664	665	666
667	668	669
670	671	672
673	674	675
676	677	678
679	680	681
682	683	684
685	686	687
688	689	690
691	692	693
694	695	696
697	698	699
700	701	702
703	704	705
706	707	708
709	710	711
712	713	714
715	716	717
718	719	720
721	722	723
724	725	726
727	728	729
730	731	732
733	734	735
736	737	738
739	740	741
742	743	744
745	746	747
748	749	750
751	752	753
754	755	756
757	758	759
760	761	762
763	764	765
766	767	768
769	770	771
772	773	774
775	776	777
778	779	780
781	782	783
784	785	786
787	788	789
790	791	792
793	794	795
796	797	798
799	800	801
802	803	804
805	806	807
808	809	810
811	812	813
814	815	816
817	818	819
820	821	822
823	824	825
826	827	828
829	830	831
832	833	834
835	836	837
838	839	840
841	842	843
844	845	846
847	848	849
850	851	852
853	854	855
856	857	858
859	860	861
862	863	864
865	866	867
868	869	870
871	872	873
874	875	876
877	878	879
880	881	882
883	884	885
886	887	888
889	890	891
892	893	894
895	896	897
898	899	900
901	902	903
904	905	906
907	908	909
910	911	912
913	914	915
916	917	918
919	920	921
922	923	924
925	926	927
928	929	930
931	932	933
934	935	936
937	938	939
940	941	942
943	944	945
946	947	948
949	950	951
952	953	954
955	956	957
958	959	960
961	962	963
964	965	966
967	968	969
970	971	972
973	974	975
976	977	978
979	980	981
982	983	984
985	986	987
988	989	990
991	992	993
994	995	996
997	998	999
1000	1001	1002
1003	1004	1005
1006	1007	1008
1009	1010	1011
1012	1013	1014
1015	1016	1017
1018	1019	1020
1021	1022	1023
1024	1025	1026
1027	1028	1029
1030	1031	1032
1033	1034	1035
1036	1037	1038
1039	1040	1041
1042	1043	1044
1045	1046	1047
1048	1049	1050
1051	1052	1053
1054	1055	1056
1057	1058	1059
1060	1061	1062
1063	1064	1065
1066	1067	1068
1069	1070	1071
1072	1073	1074
1075	1076	1077
1078	1079	1080
1081	1082	1083
1084	1085	1086
1087	1088	1089
1090	1091	1092
1093	1094	1095
1096	1097	1098
1099	1100	1101
1102	1103	1104
1105	1106	1107
1108	1109	1110
1111	1112	1113
1114	1115	1116
1117	1118	1119
1120	1121	1122
1123	1124	1125
1126	1127	1128
1129	1130	1131
1132	1133	1134
1135	1136	1137
1138	1139	1140
1141	1142	1143
1144	1145	1146
1147	1148	1149
1150	1151	1152
1153	1154	1155
1156	1157	1158
1159	1160	1161
1162	1163	1164
1165	1166	1167
1168	1169	1170
1171	1172	1173
1174	1175	1176
1177	1178	1179
1180	1181	1182
1183	1184	1185
1186	1187	1188
1189	1190	1191
1192	1193	1194
1195	1196	1197
1198	1199	1200
1201	1202	1203
1204	1205	1206
1207	1208	1209
1210	1211	1212
1213	1214	1215
1216	1217	1218
1219	1220	1221
1222	1223	1224
1225	1226	1227
1228	1229	1230
1231	1232	1233
1234	1235	1236
1237	1238	1239
1240	1241	1242
1243	1244	1245
1246	1247	1248
1249	1250	1251
1252	1253	1254
1255	1256	1257
1258	1259	1260
1261	1262	1263
1264	1265	1266
1267	1268	1269
1270	1271	1272
1273	1274	1275
1276	1277	1278
1279	1280	1281
1282	1283	1284
1285	1286	1287
1288	1289	1290
1291	1292	1293
1294	1295	1296
1297	1298	1299
1300	1301	1302

TABLE 18--Continued

CT	29			31			35			41			ALL		
	SL ARE PIL	SL NOT PIL	NL	SL ARE PIL	SL NOT PIL	NL	SL ARE PIL	SL NOT PIL	NL	SL ARE PIL	SL NOT PIL	NL	SL ARE PIL	SL NOT PIL	NL
PROFESSIONAL PERSONS															
N	-	-	-	-	-	-	1	2	9	-	-	6	1	2	15
%	-	-	-	-	-	-	1.3	2.0	3.1	-	-	2.0	0.7	1.3	2.3
PROFESSIONAL ORGANIZATIONS															
N	-	-	-	-	-	-	-	-	-	-	-	1	1	-	1
%	-	-	-	-	-	-	-	-	-	-	-	0.3	0.7	-	0.2
CO-WORKERS															
N	-	-	-	-	-	-	6	8	27	2	1	20	7	9	53
%	-	-	-	-	-	-	9.5	8.1	9.2	3.6	2.3	6.7	4.6	5.6	8.1

TABLE 18--Continued

CT	29		31		35		41		ALL	
	SL ARE PIL	SL NOT PIL	SL ARE PIL	SL NOT PIL	SL ARE PIL	SL NOT PIL	SL ARE PIL	SL NOT PIL	SL ARE PIL	SL NOT PIL
		NL	NL	NL	NL	NL	NL	NL		NL
REFERENCE MATERIAL OR SELF										
N	-	2	-	6	14	28	12	8	26	44
%	-	28.6	-	31.6	17.5	28.4	21.8	18.6	17.0	27.5
TOT.	-	7	3	18	63	99	55	43	297	658

PIL = Personal Influence Leader

CT = Census Tract

N = Number of Respondents

SL = School Leader

NL = Non-School Leader

they led. However, the school leaders that are not personal influence leaders nominated family and relatives more often, when all census tracts were considered, than the school leaders that are personal influence leaders.

At this juncture we must examine the "reference material or self" self-detected leader nomination category. An individual, in this instance, is stating he is not influenced by others nor does he influence others, rather he influences himself to the degree he solves his own problems and sees himself as his own best leader. While this individual is nominating a self-detected leader, that self-detected leader is himself. The individual is reinforcing the position that he sees himself as a strong leader, preferring not to seek advice from, nor to advise others. This raises the interesting questions of whether the individual is withdrawn, self-centered, simply feels competent to solve his own problems, currently has no one to interact with, or whether his past societal experiences have forced or led him to his present life-pattern.

Non-leaders answered in the "reference material or self" category most frequently. School leaders that are not personal influence leaders ranked "reference material or self" second to "family and relatives," while for school leaders that are personal influence leaders, this was the fourth most frequently mentioned category.

In its simplest analysis we are also verifying that school leaders acting as personal influence leaders interact

with people more frequently than non-leaders and school leaders that are not personal influence leaders. A secondary analysis would be that one cannot become a personal influence leader without looking outward to, and interacting with, the society around him.

School leaders that are personal influence leaders believed they were most frequently leaders of their family and relatives, followed by neighbors, friends outside the survey area, then themselves (reference material or self). They nominated almost no co-workers, professional organizations, or professional persons.

Therefore, the school leaders that are personal influence leaders believe they lead those with whom they tend to be in rather intimate contact as opposed to the less than intimate contacts implied in co-workers, professional organizations, and professional persons.

However, data that was presented earlier showed it was the professional persons that led the school leaders that are personal influence leaders.

School leaders that are not personal influence leaders believed they were most frequently leaders of their family and relatives, followed by themselves (reference material or self), neighbors, and friends outside the survey area. The school leaders that are not personal influence leaders are like the school leaders that are personal influence leaders in that they almost never indicated that they were leaders of co-workers, professional organizations,

or professional persons.

Overall, we find that seventy-five percent of those the school leaders that are not personal influence leaders believe they lead are either themselves or their families. This contrasts with forty-nine percent for the school leaders that are personal influence leaders, and fifty-two percent for the non-leaders.

Non-leaders believed they were most frequently leaders of themselves, followed by family and relatives, neighbors, friends outside the survey area, and co-workers. The distribution, however, between themselves, family and relatives, and neighbors was almost even, with co-workers being nominated less frequently.

Reid and Ehle⁴ in their research, noted that in no one area was there a single leader that had the informal support of a majority of the people in that area. The same conclusion was reached in this research within the total personal influence parameter.

In summation, school leaders that are personal influence leaders, school leaders that are not personal influence leaders, and non-leaders either nominate different types of people as personal influence leaders or nominate them with different frequency.

School leaders that are not personal influence leaders and individuals that are non-leaders nominate

⁴Ira DeA. Reid and Emily L. Ehle, "Leadership Selection in Urban Locality Areas," Public Opinion Quarterly, XIV, No. 2 (Summer, 1950), p. 277.

professional persons most frequently. School leaders that are personal influence leaders nominate family and relatives and professional persons most often but with about the same frequency. Contrary to anticipated results, as socio-economic area status increased, frequency of professional nominations did not increase.

Self-detected leader nominations varied more and were different from personal influence leader nominations.

School leaders that are personal influence leaders as well as self-detected leaders indicated they were most frequently leaders of their family and relatives, followed by neighbors, friends outside the survey area, and fourth most frequently chose the rather unique category indicating they were leaders of themselves. School leaders that are self-detected leaders but who are not personal influence leaders most frequently nominated family and relatives closely followed by "themselves." Non-leaders nominated "themselves" most frequently.

The Self-Identified Leader Index

Table 19 and Figure 17 relate information about respondents in terms of the self-identified leader index that was incorporated into the survey to validate the self-identified leader information cited earlier.

When all respondents are accounted for we find most of them tend to have low index scores. About three-fourths of all respondents do not think of themselves as leaders,

TABLE 19

SELF-IDENTIFIED LEADER INDEX
 SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
 NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT INDEX	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
0	1	-	3	1	14	6	-	1
%	50.0	-	30.0	10.0	33.3	14.3	-	5.0
1	-	-	1	-	6	3	2	2
%	-	-	10.0	-	14.3	7.1	10.0	10.0
2	-	-	-	-	2	2	-	2
%	-	-	-	-	4.8	4.8	-	10.0
3	-	-	1	2	2	-	2	-
%	-	-	10.0	20.0	4.8	-	10.0	-
4	-	-	-	-	-	1	1	3
%	-	-	-	-	-	2.4	5.0	15.0
5	-	-	-	-	1	2	2	-
%	-	-	-	-	2.4	4.8	10.0	-
6	1	-	1	1	1	2	4	1
%	50.0	-	10.0	10.0	2.4	4.8	20.0	5.0
CT TOTAL (D)		2		10		42		20
MALE SCHOOL LEADERS								
0	1	-	-	-	1	1	3	3
%	50.0	-	-	-	9.1	9.1	30.0	30.0
1	1	-	-	1	-	2	-	2
%	50.0	-	-	33.3	-	18.2	-	20.0
2	-	-	1	-	1	-	-	-
%	-	-	33.3	-	9.1	-	-	-
3	-	-	-	-	-	1	-	-
%	-	-	-	-	-	9.1	-	-
4	-	-	-	-	1	1	-	1
%	-	-	-	-	9.1	9.1	-	10.0
5	-	-	1	-	-	-	-	1
%	-	-	33.3	-	-	-	-	10.0
6	-	-	-	-	1	2	-	-
%	-	-	-	-	9.1	18.2	-	-
CT TOTAL (D)		2		3		11		10

TABLE 19--Continued

CT	29	31	35	41	29	31	35	41
INDEX	F	F	F	F	M	M	M	M
	NL	NL	NL	NL	NL	NL	NL	NL
NON-SCHOOL LEADERS								
0	6	12	43	32	-	4	28	31
%	85.7	44.4	45.8	42.7	-	44.4	54.9	56.3
1	-	7	19	17	1	2	11	5
%	-	25.9	20.2	22.7	100.0	22.2	21.6	9.1
2	-	3	4	9	-	-	4	3
%	-	11.1	4.3	12.0	-	-	7.8	5.5
3	1	-	6	7	-	2	4	6
%	14.3	-	6.4	9.3	-	22.2	7.8	10.9
4	-	1	10	6	-	-	-	5
%	-	3.7	10.6	8.0	-	-	-	9.1
5	-	1	3	2	-	-	3	2
%	-	3.7	3.2	2.7	-	-	5.9	3.6
6	-	3	9	2	-	1	1	3
%	-	11.1	9.6	2.7	-	11.1	2.0	5.5
CT								
TOTAL (D)	7	27	94	75	1	9	51	55

TABLE 19--Continued

INDEX	F SL NOT PIL	F SL ARE PIL	M SL NOT PIL	M SL ARE PIL	F NL	M NL	F&M SL NOT PIL	F&M SL ARE PIL	F&M NL
ALL CENSUS TRACTS									
0	18	8	5	4	93	63	23	12	156
%	40.0	27.6	45.4	30.8	45.9	53.8	41.1	27.3	48.7
1	9	5	1	5	43	19	10	10	62
%	20.0	17.3	9.1	38.5	21.2	16.2	17.9	22.7	19.4
2	2	4	2	-	16	7	4	4	23
%	4.4	13.8	18.2	-	7.9	6.0	7.1	9.1	7.2
3	5	2	-	1	14	12	5	3	26
%	11.1	6.9	-	7.7	6.9	10.3	8.9	6.8	8.1
4	1	4	1	2	17	5	2	6	22
%	2.2	13.8	9.1	15.3	8.4	4.3	3.6	13.7	6.9
5	3	2	1	1	6	6	4	3	12
%	6.7	6.9	9.1	7.7	3.0	5.1	7.1	6.8	3.4
6	7	4	1	2	14	5	8	6	19
%	15.6	13.8	9.1	15.3	6.9	4.3	14.3	13.7	5.9
TOTALS	45	29	11	13	203	117	56	44	320

PIL = Personal Influence Leader
 CT = Census Tract
 D = Percentage Denominator
 NL = Non-School Leader

SL = School Leader
 F = Female
 M = Male

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SELF-IDENTIFIED LEADER INDEX (SCORES)

C.T.29

C.T.31

C.T.35

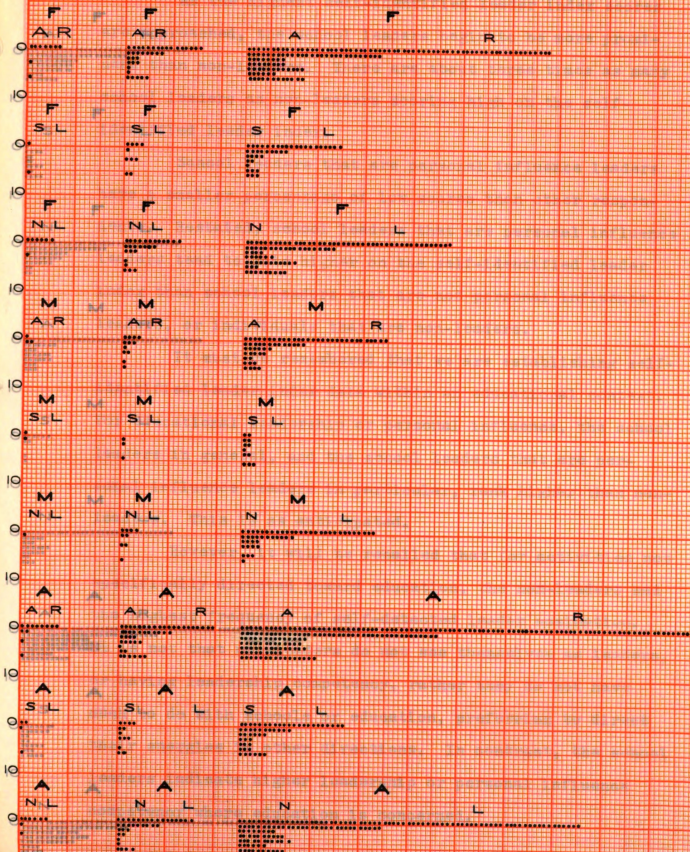
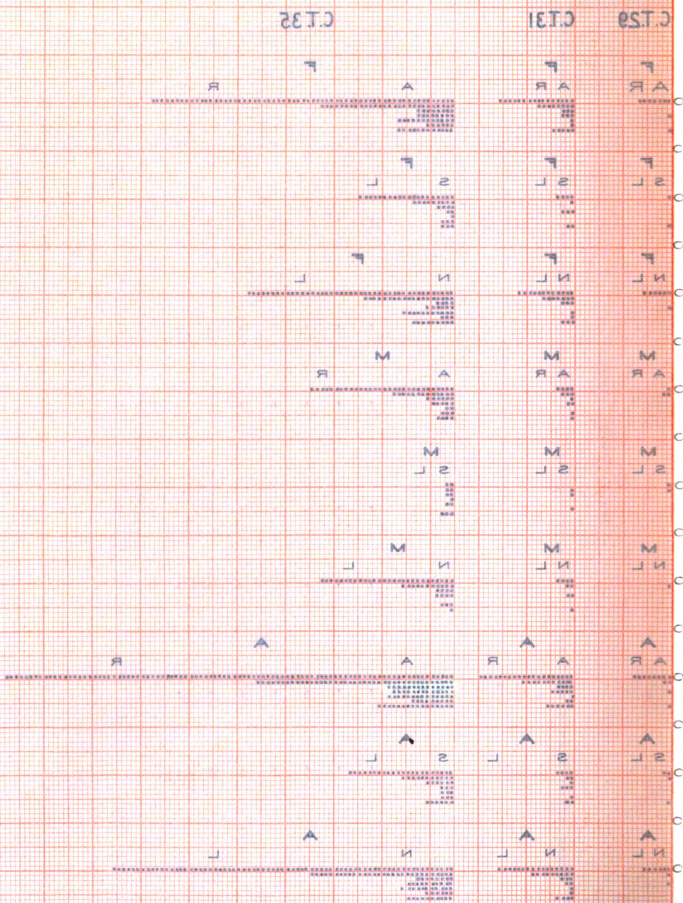


Fig. 17.--Self-identified leader index (Scores).



SELF-IDENTIFIED LEADER INDEX (SCORES)

CT32

CT31

CT29

SELF-IDENTIFIED LEADER INDEX (SCORES)

or that they spent less time in leadership or management.
C.T. 41
is the highest self-identified leader index score.

F

As reached, the school leaders index is significantly
about than non-leaders. There are also some school leaders who
school leaders as non-leaders.

F

Identified leader index.

School leaders that are performing a leadership function
have a smaller percentage of the sample than non-leaders.

F

Still stated, school leaders that are performing a leadership

leaders tend to rate higher on the self-identified leader index

than non-school leaders that are not performing a leadership

M

leaders, or individuals that are non-leaders.

It must be remembered that we are using only the
identified leader index data which is the highest score.

M

For functional leadership or personal influence, the school
leaders in general, and the school leaders that are non-

school influence leaders in particular, are higher than non-

M

leaders. This is as anticipated.

However, it will be recalled that the leadership is
specifically directed toward education, the school leaders

A

the highest frequency of self-identified leader designation.

A

It is not that non-leaders do not see themselves as leaders

or having leadership competency, rather they do not have

S

much to do with schools or education, preferring to direct

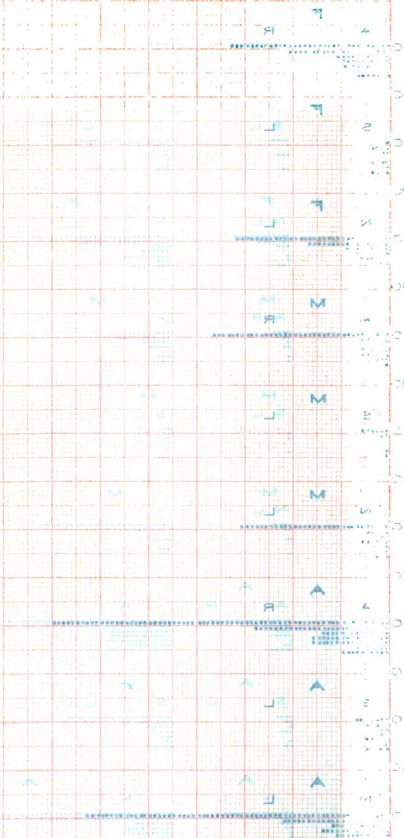
their energies in other directions. In contrast, the school

leaders indicate higher leadership or personal influence

N

school leaders when education is concerned.

14 T.O



or that they exert influence, where education is concerned.

As the highest self-identified leader index scores are approached, the school leaders begin to be more prominent than non-leaders. There are about three times as many school leaders as non-leaders scoring high on the self-identified leader index.

School leaders that are personal influence leaders have a smaller percentage of low scores than other respondents. Restated, school leaders that are personal influence leaders tend to rate higher on the self-identified leader index than school leaders that are not personal influence leaders, or individuals that are non-leaders.

It must be remembered that we are establishing self-identified leader index data within an educational context. For educational leadership or personal influence, the school leaders in general, and the school leaders that are personal influence leaders in particular, rank higher than non-leaders. This is as anticipated.

However, it will be recalled that for activities not specifically directed toward education, the non-leaders had the highest frequency of self-detected leader nomination. It is not that non-leaders do not see themselves as leaders, or having leadership competency, rather they do not have much to do with schools or education, preferring to direct their energies in other directions. In contrast, the school leaders indicate higher leadership or personal influence competency where education is concerned.

School Leaders That Are Personal
Influence Leaders

Up to this point we have been discussing the school leaders that are and are not personal influence leaders and contrasting them with non-leaders. We have not, however, indicated how the school leaders that are personal influence leaders were ascertained.

At first thought it would appear the exposition is the reverse of logical presentation sequence. However, when one visualizes the complexity of human interaction it is often simpler, and clearer, to view the effects then search for the causes.

This complexity is pointed out in Figure 18 where the cyclic nature of the human interaction process can be visualized. We have arrived at the end of the interaction cycle which is, in fact, the beginning.

When the survey results were tabulated it was found that a significant number of school leaders had been nominated as personal influence leaders (Table 20). In contrast, very few school leaders were nominated by self-detected leaders (Table 21).

When school leaders that are personal influence leaders and their nominators are analyzed several significant trends are noted (Table 20). Interaction between the school leaders and those that nominate them as personal influence leaders usually occur within their mutual block, or in a contiguous block. With much less frequency the inter-



Fig. 18.--Research Plan For the Study of School Leaders as Personal Influence Leaders.

TABLE 20

SCHOOL LEADERS NOMINATED AS PERSONAL INFLUENCE LEADERS

SCHOOL LEADER LOCATION BLOCK CT NO.	NOMINATOR LOCATION BLOCK CT NO.	SURVEY QUESTION ON WHICH SL WAS NOMINATED	SCHOOL LEADER RELATIONSHIP TO NOMINATOR FAMILY & RELATIVES NEIGHBORS	APPROX. MEAN DISTANCE BETWEEN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE C.T. PIL NOMINATOR
31 35	31 36	49		1	- 300
31 44	31 44	41	x	0	+ 450
31 44	31 44	45	x	0	+ 450
31 44	31 44	47	x	0	+ 450
31 44	31 44	47	x	0	+ 450
31 44	31 44	53	x	0	+ 450
35 96	35 96	43	x	0	+1450
35 96	35 96	59	x	0	+1450
35 96	35 96	39	x	0	+1450
35 96	35 96	45	x	0	+1450
35 96	35 96	47	x	0	+1450
35 96	35 96	51	x	0	+1450
35 77	35 77	39	x	0	- 200
35 77	35 77	47	x	0	- 200
35 45	41 29	59	x	11	- 500
35 45	35 45	37	x	0	- 500
35 45	35 45	55	x	0	- 500
35 45	35 45	59	x	0	- 500

TABLE 20--Continued

CT	BLOCK NO.	CT	BLOCK NO.	SURVEY QUESTION	FAMILY & RELATIVES	NEIGHBORS	MEAN DISTANCE	PIL	NOMINATOR
35	45	35	45	39		x	0	- 500	- 500
35	86	35	86	41	x		0	- 100	- 100
35	86	35	86	41	x		0	- 100	- 100
35	86	35	86	41		x	0	- 100	- 100
35	45	35	45	41	x		0	- 500	- 500
35	100	35	100	39		x	0	+1650	+1650
35	100	35	99	39		x	1	+1650	+1650
35	40	35	20	39		x	11	- 400	- 550
35	99	35	99	59		x	0	+1450	+1450
35	86	35	86	39		x	0	- 100	- 100
35	98	35	98	53	x		0	---	---
35	108	41	7	55	x	x	22	+2350	+ 700
35	27	35	27	41	x		0	- 550	- 550
35	98	35	98	49	x		0	---	---
35	40	35	40	59	x	x	0	- 400	- 400
35	63	35	63	43		x	0	- 350	- 350
35	95	35	95	47	x		0	+ 950	+ 950
35	95	35	95	41	x		0	+ 950	+ 950
41	29	41	29	37	x		0	---	---
41	50	41	52	49		x	1	- 200	+ 100
41	89	41	89	39		x	0	- 400	- 400
41	6	41	6	49		x	0	+ 850	+ 850
41	121	41	121	59		x	0	- 200	- 200
41	121	41	6	39		x	7	- 200	+ 850
41	121	41	121	37			0	- 200	- 200
41	121	41	121	59	x		0	- 200	- 200
41	121	41	121	57	x		0	- 250	- 250

TABLE 20--Continued

CT	BLOCK NO.	BLOCK NO.	CT	BLOCK NO.	SURVEY QUESTION	FAMILY & RELATIVES	NEIGHBORS	MEAN DISTANCE	PIL	NOMINATOR
41	79	67	35	67	59		x	9	-	250
41	29	20	35	20	51		x	13	-	550
41	7	6	41	6	39		x	1	+	700
41	7	44	31	44	53		x	14	+	700
41	7	6	41	6	39		x	1	+	700
41	7	7	41	7	41			0	+	700
41	29	29	41	29	45	x		0	-	---
41	29	29	41	29	59	x		0	-	---
41	29	29	41	29	37	x		0	-	---
41	29	29	41	29	43	x		0	-	---
41	29	29	41	29	51	x		0	-	---
41	29	29	41	29	55	x		0	-	---
41	6	6	41	6	57		x	0	+	850
41	6	6	41	6	41	x		0	+	850

PIL = Personal Influence Leader

CT = Census Tract

SL = School Leader

actions within the survey area occur over relatively long distances. Interestingly, there seems to be no "middle ground". Either an individual nominates a school leader living very close to himself or the nomination is made over a rather long distance.

The most outstanding clue to this situation is found when one examines the socio-economic status of the interacting blocks. The nominee and his nominator almost always live in blocks with homes of very similar value, regardless of whether they live in the same or different blocks. We have found, and are again using the idea, that the value of homes in an area is a powerful indicator of socio-economic status.

We can conclude that socio-economic status of school leaders nominated as personal influence leaders is very much like that of the individuals nominating them.

It would, indeed, be a wise educator that attempted to bring into his school adults of varied socio-economic status.

Interaction Blocks

While we have just examined the areas in which a school leader and his nominator resided we have yet to examine the overall areal interaction pattern throughout the entire survey area.

We shall examine the interaction areas of all respondents; school leaders that are personal influence leaders, school leaders that are not personal influence

TABLE 21
SCHOOL LEADERS NOMINATED BY SELF-DETECTED LEADERS

SCHOOL LEADER LOCATION BLOCK CT NO.	NOMINATOR LOCATION BLOCK CT NO.	SURVEY QUESTION ON WHICH SL WAS NOMINATED	SCHOOL LEADER RELATIONSHIP TO NOMINATOR FAMILY & RELATIVES NEIGHBORS	APPROX. MEAN DISTANCE BETWEEN BLOCKS	MEAN DEVIATION VALUE FOR ALL HOUSING UNITS IN THE BLOCK FROM THE MEAN VALUE OF ALL HOUSING UNITS IN THE C.T. SELF- DETECTED SL LEADER
31 41	31 40	40	x	1	- 50 - 300
31 13	31 13	46	x	0	- 400 - 400
35 96	35 96	40	x	0	+1450 +1450
35 96	35 96	48		0	+1450 +1450
35 96	35 95	40	x	1	+1450 + 950
35 86	35 86	40	x	0	- 100 - 100
35 20	35 20	50	x	0	- 550 - 550
35 20	35 20	40	x	0	- 550 - 550
35 86	35 86	58	x	0	- 100 - 100
35 56	35 56	40	x	0	+ 250 + 250
35 40	35 40	40	x	0	- 400 - 400
35 63	35 77	48	x	1	- 350 - 200
35 95	35 20	44	x	3	+ 950 - 550

TABLE 21--Continued

CT	BLOCK NO.	CT	BLOCK NO.	SURVEY QUESTION	FAMILY & RELATIVES	NEIGHBORS	MEAN DISTANCE	SL	SELF-DETECTED LEADER
41	29	41	29	44	x		0	---	---
41	89	41	89	40		x	0	- 400	- 400
41	29	41	29	46	x		0	---	---
41	29	41	29	56	x		0	---	---
41	121	41	121	38	x		0	- 200	- 200
41	121	41	121	44	x		0	- 200	- 200
41	121	41	121	46	x		0	- 200	- 200
41	7	41	6	52		x	1	+ 700	+ 850
41	7	41	6	40		x	1	+ 700	+ 850
41	29	41	29	38	x		0	---	---
41	29	41	29	42	x		0	---	---
41	6	41	29	60		x	4	+ 850	---

CT = Census Tract

SL = School Leader

leaders, and the non-school leaders. In the final analysis we want to know if personal influence is a widespread phenomena, whether school leaders are significant personal influence leaders, whether there are other more significant personal influence types, or whether some combination assumes greatest significance.

When city block census data was analyzed for the various interaction blocks one factor stood out. Interaction blocks have homes of similar value (Tables 16, 20, 21). With very few exceptions every interaction complex showed housing units grouped above or below the mean value of all housing units in a census tract and the actual values were very similar. Of greater significance, is that this pattern is constant either within or between census tracts.

The implication is clear. Housing unit value is an indication of socio-economic status. Since individuals interact in areas having similarly valued housing units the implication is that persons of similar socio-economic status interact. Furthermore, the pattern was constant between school leaders that are personal influence leaders and their nominators, self-detected leaders and those they lead, and all respondents nominations of personal influence leaders. We see here a strong verification of the two-step hypothesis developed by Katz and expanded by Mason⁵ where it was indicated the socio-economic level of personal influence leaders

⁵Robert Mason, "The Use of Information Sources by Influentials in the Adoption Process," Public Opinion Quarterly, XXVII, No. 3 (Fall, 1963), 460.

would be very much like those they influence.

Reid and Ehle⁶ used the ability of an area's residents to pay a given rental as the indicator of residence patterning and socio-economic status. The data presented here indicates the mean deviation value for all housing units in a block from the mean value of all housing units in the related census tract is a more positive indicator.

When interaction distance is analyzed in terms of the mean distance between interacting blocks and number of blocks interacting (Table 22) it is found that the greater the number of blocks interacting the more cellular the interaction complex becomes. In contrast, the greater the mean distance between blocks the fewer were the number of interacting blocks.

This is another verification of the data indicating individuals interact in blocks of similar socio-economic status.

The data presented by Reid and Ehle⁷ shows the same distance and interaction patterns, although the presentation of their data is devised somewhat less comprehensively.

The interaction distances show that individuals will travel rather long distances to maintain the interaction pattern rooted in socio-economic status.

When we view the total interaction pattern in the

⁶Reid and Ehle, op. cit., p. 263.

⁷Ibid., p. 267.

TABLE 22

DISTANCE (IN BLOCKS) BETWEEN INTERACTIONS AS A FUNCTION OF NUMBER OF INTERACTING BLOCKS--ALL RESPONDENTS

[illegible]

survey area (Figure 19) we find almost complete coverage of the total area. The areas where there is no interaction are primarily business areas along main traffic arteries, poorest socio-economic areas, overcrowded areas, areas with deteriorating housing, areas with many rental housing units, and areas of the very poor and very wealthy.

A visual comparison can be gained by comparing Figure 19 with Figures 3-6.

The Neighborliness Index

Early in this research the question had been raised as to whether we were measuring personal influence or neighborliness, or if one was a function of the other. The neighborliness index discussed earlier was introduced into the survey and we are now in a position to analyze the results.

School leaders that are personal influence leaders (Table 23 and Figure 20) achieved outstandingly high index scores. Nearly sixty percent of these individuals scored in the highest two indexes. The school leaders that are not personal influence leaders ranked second in high scores, and the non-leaders ranked lowest.

For male and female school leaders the percentage of high neighborliness index scores increased as the socio-economic status of the area increased, although all school leaders still tended to score in the higher numbers.

In contrast to the consistently high neighborliness

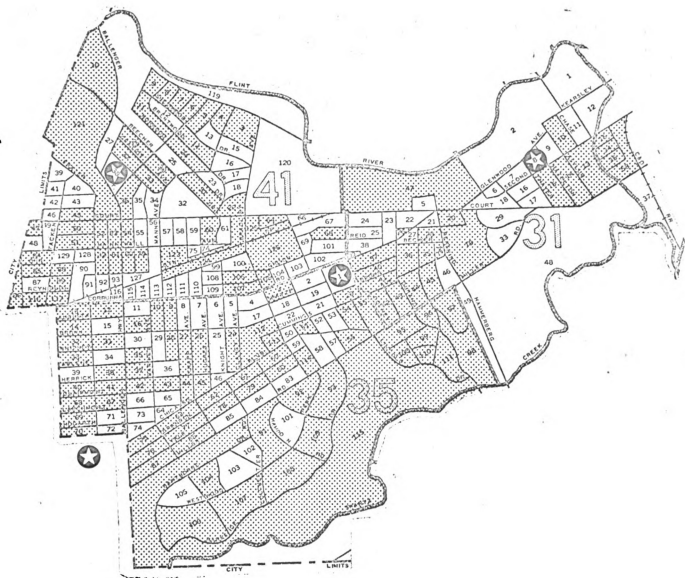


Fig. 19.--Interaction blocks. This figure shows all blocks where there was a personal influence interaction.

LEGEND



Interaction Blocks



Community School Location

TABLE 23

NEIGHBORLINESS INDEX
 SCHOOL LEADERS -- PERSONAL INFLUENCE LEADERS --
 NON-SCHOOL LEADERS -- BY SEX AND CENSUS TRACTS

CT INDEX	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
FEMALE SCHOOL LEADERS								
13	2	-	-	2	5	8	4	3
%	100.0	-	-	20.0	11.9	19.0	20.0	15.0
12	-	-	-	1	5	5	2	4
%	-	-	-	10.0	11.9	11.9	10.0	20.0
11	-	-	1	-	2	-	2	-
%	-	-	10.0	-	4.8	-	10.0	-
10	-	-	1	-	6	1	1	-
%	-	-	10.0	-	14.3	2.4	5.0	-
9	-	-	1	1	1	-	-	-
%	-	-	10.0	10.0	2.4	-	-	-
8	-	-	1	-	4	1	1	-
%	-	-	10.0	-	9.5	2.4	5.0	-
7	-	-	1	-	-	1	-	-
%	-	-	10.0	-	-	2.4	-	-
6	-	-	-	-	-	-	1	1
%	-	-	-	-	-	-	5.0	5.0
5	-	-	-	-	1	-	-	1
%	-	-	-	-	2.4	-	-	5.0
4	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
3	-	-	1	-	2	-	-	-
%	-	-	10.0	-	4.8	-	-	-
2	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
0	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
CT TOTAL (D)	2			10		42		20

TABLE 23--Continued

CT INDEX	29		31		35		41	
	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL	NOT PIL	ARE PIL
MALE SCHOOL LEADERS								
13	-	-	-	-	-	1	1	1
%	-	-	-	-	-	9.1	10.0	10.0
12	-	-	-	1	-	1	-	1
%	-	-	-	33.3	-	9.1	-	10.0
11	-	-	1	-	-	1	1	-
%	-	-	33.3	-	-	9.1	10.0	-
10	-	-	-	-	-	2	-	-
%	-	-	-	-	-	18.2	-	-
9	1	-	-	-	1	1	-	1
%	50.0	-	-	-	9.1	9.1	-	10.0
8	-	-	-	-	1	-	-	1
%	-	-	-	-	9.1	-	-	10.0
7	-	-	-	-	-	1	1	1
%	-	-	-	-	-	9.1	10.0	10.0
6	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
5	-	-	1	-	1	-	-	-
%	-	-	33.3	-	9.1	-	-	-
4	-	-	-	-	1	-	-	-
%	-	-	-	-	9.1	-	-	-
3	-	-	-	-	-	-	-	1
%	-	-	-	-	-	-	-	10.0
2	1	-	-	-	-	-	-	-
%	50.0	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-	-
%	-	-	-	-	-	-	-	-
0	-	-	-	-	-	-	-	1
%	-	-	-	-	-	-	-	10.0
CT TOTAL (D)		2		3		11		10

TABLE 23--Continued

CT	29	31	35	41	29	31	35	41
INDEX	F	F	F	F	M	M	M	M
	NL	NL	NL	NL	NL	NL	NL	NL
NON-SCHOOL LEADERS								
13	1	7	20	13	1	3	7	6
%	14.3	25.9	21.1	17.3	100.0	33.3	13.7	10.9
12	1	3	15	15	-	1	9	7
%	14.3	11.1	15.8	20.0	-	11.1	17.7	12.7
11	-	4	8	4	-	2	4	7
%	-	14.8	8.4	5.3	-	22.2	7.8	12.7
10	1	4	13	8	-	1	5	4
%	14.3	14.8	13.7	10.7	-	11.1	9.8	7.3
9	-	3	7	8	-	-	4	5
%	-	11.1	7.4	10.7	-	-	7.8	9.1
8	-	2	8	10	-	1	6	6
%	-	7.4	8.4	13.3	-	11.1	11.8	10.9
7	2	-	9	7	-	-	3	3
%	28.6	-	9.4	9.3	-	-	5.9	5.5
6	-	-	3	3	-	1	1	2
%	-	-	3.2	4.0	-	11.1	2.0	3.6
5	-	-	3	-	-	-	2	5
%	-	-	3.2	-	-	-	3.9	9.1
4	1	1	2	1	-	-	2	4
%	14.3	3.7	2.1	1.3	-	-	3.9	7.3
3	-	1	2	1	-	-	1	3
%	-	3.7	2.1	1.3	-	-	2.0	5.5
2	-	1	2	2	-	-	2	2
%	-	3.7	2.1	2.7	-	-	3.9	3.6
1	-	-	-	2	-	-	-	1
%	-	-	-	2.7	-	-	-	1.8
0	1	1	3	1	-	-	5	-
%	14.3	3.7	3.2	1.3	-	-	9.8	-
CT								
TOTAL (D)	7	27	95	75	1	9	51	55

TABLE 23--Continued

INDEX	F		M		F		M		F		M		F&M		F&M		F&M	
	SL	NOT PIL	SL	NOT PIL	SL	ARE PIL	SL	ARE PIL	NL	NL	NL	NL	SL	NOT PIL	SL	ARE PIL	NL	
ALL CENSUS TRACTS																		
13%	11		1		2		41		17		12		15		58			
	24.5		11.1		11.8		19.9		14.8		22.7		31.3		18.0			
12%	7		-		3		34		17		7		13		51			
	15.6		-		17.7		16.5		14.8		13.2		27.1		15.8			
11%	5		2		1		16		13		7		1		29			
	11.1		22.2		5.9		7.8		11.3		13.2		2.1		8.7			
10%	8		-		2		26		10		8		4		36			
	17.8		-		11.8		12.6		8.7		15.1		8.3		11.2			
9%	2		2		2		18		9		4		3		27			
	4.4		22.2		11.8		8.7		7.8		7.6		6.3		8.3			
8%	6		1		1		20		13		7		2		33			
	13.4		11.1		5.9		9.7		11.3		13.2		4.2		10.3			
7%	1		1		2		18		6		2		3		24			
	2.2		11.1		11.8		8.7		5.2		3.8		6.3		7.5			
6%	1		-		-		6		4		1		1		10			
	2.2		-		-		2.9		3.5		1.9		2.1		3.1			
5%	1		-		2		3		7		1		3		10			
	2.2		-		11.8		1.5		6.1		1.9		6.3		3.1			
4%	3		1		-		5		6		4		-		11			
	6.7		11.1		-		2.4		5.2		7.6		-		3.4			
3%	-		-		1		5		4		-		1		9			
	-		-		5.9		2.4		3.5		-		2.1		2.8			

TABLE 23--Continued

INDEX	F SL NOT PIL	F SL ARE PIL	M SL NOT PIL	M SL ARE PIL	F NL	M NL	F&M SL NOT PIL	F&M SL ARE PIL	F&M NL
2%	-	-	1	-	5	4	-	1	9
1%	-	-	11.1	-	2.4	3.5	-	2.1	2.8
1%	-	-	-	-	2	1	-	-	3
0%	-	-	-	-	1.0	0.9	-	-	0.9
0%	-	-	-	1	7	5	-	1	12
CT	-	-	-	5.9	3.4	4.3	-	2.1	3.7
TOTAL (D)	45	30	9	17	206	115	53	48	322

PIL = Personal Influence Leader

CT = Census Tract

D = Percentage Denominator

NL = Non-School Leader

SL = School Leader

F = Female

M = Male

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NEIGHBORLINESS INDEX (SCORES)

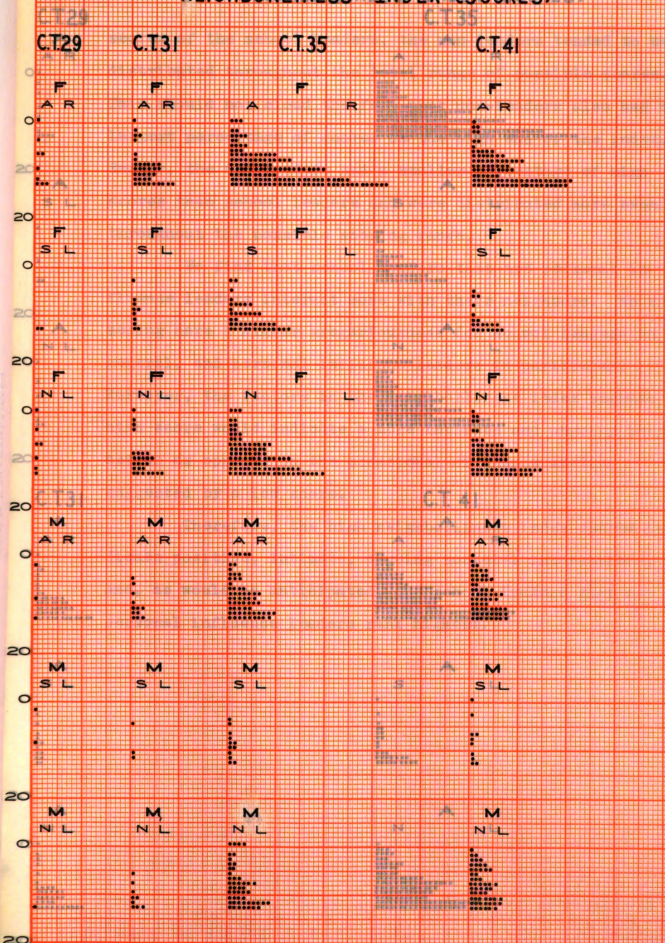
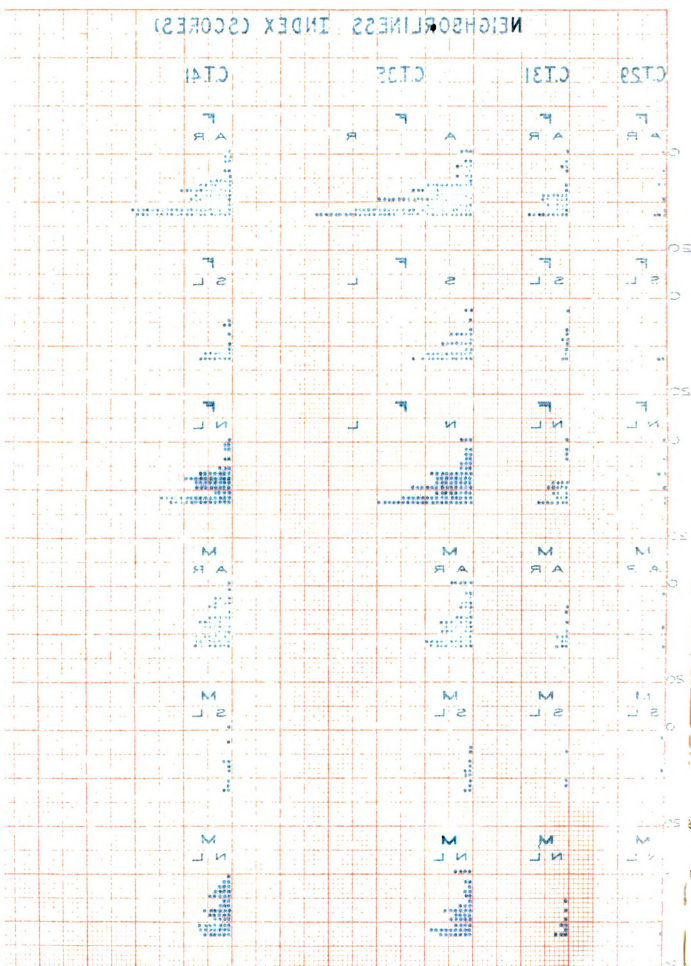


Fig. 20.--Neighborliness Index (Scores).

NEIGHBORLINESS INDEX (SCORES)



C.T. 35

[illegible][illegible]

C.T. 41

A 20x20 grid with a red border. At the top, the letters 'N', 'A', and 'L' are placed in the first row at columns 4, 10, and 18 respectively. Below them, a word is being formed by black squares. The word starts at row 4, column 1 and extends to row 10, column 18. The letters of the word are: R, O, O, T, E, D, I, N, G, S, T, A, N, D, I, N, G, S, T, A, N, D, I, N, G, S.

Fig. 20.--Continued.

NEIGHBORHOOD INDEX (SCORES)

CT32

A

A

NEIGHBORHOOD INDEX (SCORES)
 1. 100
 2. 90
 3. 80
 4. 70
 5. 60
 6. 50
 7. 40
 8. 30
 9. 20
 10. 10
 11. 0
 12. -10
 13. -20
 14. -30
 15. -40
 16. -50
 17. -60
 18. -70
 19. -80
 20. -90
 21. -100

NEIGHBORHOOD INDEX (SCORES)
 1. 100
 2. 90
 3. 80
 4. 70
 5. 60
 6. 50
 7. 40
 8. 30
 9. 20
 10. 10
 11. 0
 12. -10
 13. -20
 14. -30
 15. -40
 16. -50
 17. -60
 18. -70
 19. -80
 20. -90
 21. -100

L

A

S

NEIGHBORHOOD INDEX (SCORES)
 1. 100
 2. 90
 3. 80
 4. 70
 5. 60
 6. 50
 7. 40
 8. 30
 9. 20
 10. 10
 11. 0
 12. -10
 13. -20
 14. -30
 15. -40
 16. -50
 17. -60
 18. -70
 19. -80
 20. -90
 21. -100

L

A

N

NEIGHBORHOOD INDEX (SCORES)
 1. 100
 2. 90
 3. 80
 4. 70
 5. 60
 6. 50
 7. 40
 8. 30
 9. 20
 10. 10
 11. 0
 12. -10
 13. -20
 14. -30
 15. -40
 16. -50
 17. -60
 18. -70
 19. -80
 20. -90
 21. -100

CT41

R

A

A

NEIGHBORHOOD INDEX (SCORES)
 1. 100
 2. 90
 3. 80
 4. 70
 5. 60
 6. 50
 7. 40
 8. 30
 9. 20
 10. 10
 11. 0
 12. -10
 13. -20
 14. -30
 15. -40
 16. -50
 17. -60
 18. -70
 19. -80
 20. -90
 21. -100

L

A

S

NEIGHBORHOOD INDEX (SCORES)
 1. 100
 2. 90
 3. 80
 4. 70
 5. 60
 6. 50
 7. 40
 8. 30
 9. 20
 10. 10
 11. 0
 12. -10
 13. -20
 14. -30
 15. -40
 16. -50
 17. -60
 18. -70
 19. -80
 20. -90
 21. -100

L

A

N

NEIGHBORHOOD INDEX (SCORES)
 1. 100
 2. 90
 3. 80
 4. 70
 5. 60
 6. 50
 7. 40
 8. 30
 9. 20
 10. 10
 11. 0
 12. -10
 13. -20
 14. -30
 15. -40
 16. -50
 17. -60
 18. -70
 19. -80
 20. -90
 21. -100

scores of the school leaders, the non-leaders tended to be distributed throughout the total range of possible scores. This should not cloud the fact that non-leaders also had the largest percentage of scores on the high end of the index. Rather, the non-leaders had a smaller percentage of high scores than school leaders and were distributed more evenly throughout the possible scoring range.

We find that school leaders that are personal influence leaders interact more with their neighbors. We are seeing here a higher gregariousness for school leaders in general, and personal influence leaders in particular. Moreover, the factors in the neighborliness index suggest a high score would indicate a more intimate and ongoing interaction as opposed to the occasional or chance meeting suggested by a low score.

Therefore, the high neighborliness index scores indicate positive, intimate, ongoing societal interactions, and, as would be anticipated, the school leaders that are personal influence leaders rank highest.

CHAPTER VIII

CONCLUSIONS

The data presented in this research have manifold and immediate implications for adult educators and community school personnel who must serve their communities by serving citizens through community schools.

This exploratory research provides a new thought paradigm of significance for community school educators seeking analytic methods to discover extant human interaction complexes through knowledge of the flow of personal influence in a community school environment.

Through the rigorous and varied investigatory techniques presented here community school personnel with both limited and broad resources should find ideas applicable to their community. Although the basic idea of personal influence is not new, the application of personal influence research methods to community school participants and the area served by a community school has not received attention in past research. The data in this research points to the significance of knowledge of personal influence.

To choose a single outstanding statement to describe personal influence leaders is impossible. The impossibility is rooted in the fact that we are dealing with people, community, and school, and when these are considered

simultaneously we have an extremely complex triad. However, this does not negate the idea that each of the variables presented in this research can stand alone, and therein lies the value of this research. Each of the variables can be analyzed in isolation, and then can be interwoven to present a model of the individuals that are community school leaders, as well as personal influence leaders, in their neighborhood.

The Typical Female and Male School Leader
That is a Personal Influence Leader

At the point of oversimplification, we are now in a position to describe a typical female that is a community school leader, and who is also a personal influence leader.

This female will either be a college graduate or have had some college work. She will be a housewife, although she may work, particularly if she resides in a poorer socio-economic area. If she works, she will have a somewhat prestigious occupation and will be a salaried, as opposed to hourly, worker. She will be married, and will be between thirty-five and thirty-nine years old. She owns her home, although she may still be paying for it. Neither she nor her parents will be of foreign derivation. She is a Protestant and belongs to a women's club at her church. She also belongs to the P.T.A. She may belong to other organizations. She attends organization meetings frequently, but she is selective in attendance and divides her time among the various organizations. She has lived at her present address more than seven years, although if she lives in a

higher socio-economic status area she may be relatively new to the community. She reads more newspapers than other females, reads popular magazines, and is better informed than other females. Since she is more selective in organization attendance, she does not enter the schools as frequently as other females involved in community school activities. She has an outstanding tendency to desire further education, although she will probably choose courses related to home-making skills. She believes the people that are her personal influence leaders are most often professional people, and family or relatives, although if she lives in a poorer socio-economic area she will have a greater tendency to choose professional people as those that influence her or help her solve problems and make decisions. To a lesser degree she is influenced by her neighbors, and friends in other parts of the city. She is not influenced by her co-workers or professional organizations. She believes she has strong influence with her family and relatives, especially in poorer socio-economic areas. To a lesser degree she believes she influences her neighbors, and friends in other parts of the city. She also has a tendency to believe she can solve her own problems. She does not believe she influences her co-workers, professional organizations, or professional persons. Although she does not feel she is an outstanding leader in matters related to schools and education, she feels more capable than other females. Regardless of her socio-economic status she interacts with others of similar

status, seldom going above or below her status level. Although she may travel throughout the city, those whom she visits will be of similar socio-economic status. She will interact less if she is very poor or very wealthy, lives in overcrowded areas, or lives in areas with many rental housing units. Although she is the most neighborly of all females, her neighborliness will decrease as the socio-economic status of the area where she resides decreases.

Obviously, we have described the most typical female that is a school leader as well as a personal influence leader and must exercise caution. There are females with other characteristics that should be weighed by the adult educator planning to investigate the area served by his school.

Again, recognizing the inequities inherent in oversimplification, we can now direct our attention to a description of a typical male school leader who is also a personal influence leader.

This male will be quite well educated, being a college graduate or having taken some college work. His occupational status is relatively high and he has made sufficient progress in his company to become a salaried worker. He will be between thirty-five and thirty-nine years old, married, and owns his home or is buying it. He and his parents will not be of foreign derivation. He will be a Protestant. He will belong to a few organizations, but does not belong to a union. He attends meetings frequently

but divides his time among several organizations and is selective in his attendance. He will have lived at his present address more than seven years. He reads more newspapers than other people, reads popular magazines, and is relatively well informed. He may wish to further his education, especially if he lives in a higher socio-economic area. He wants to take technical courses of the job improvement type. He believes he is influenced most by professional persons if he lives in a lower socio-economic area. He also believes some of his neighbors influence him. He sees himself as a leader of his family and relatives, especially in poorer socio-economic areas. He also believes he is a leader of his neighbors. He does not feel he is an extremely competent leader in educational matters, but he does feel more competent than other individuals. He interacts with individuals of similar socio-economic status. Although he is usually a neighborly individual in higher socio-economic areas, he may not be if he lives in a lower socio-economic area.

The typical male and female school leaders that are also personal influence leaders are quite similar in many respects. In most instances we could almost substitute female for male characteristics. However, the community school educator is again advised to note there are individuals that are atypical, and these individuals are also a part of the total picture.

The Typical Female and Male School Leader
Who Is Not a Personal Influence Leader

While this research has the prime function of examining school leaders that are personal influence leaders, it is also important to understand the school leaders that are not personal influence leaders, and, later as we will point out, the non-leaders.

The typical female school leader who is not a personal influence leader is a high school graduate. She is usually a housewife regardless of her socio-economic status. If she does work, she has a somewhat prestigious occupation and job position. She is in her thirties or early forties, married, and either owns or is buying her home. She, or her parents, are rarely of foreign derivation. She is usually a Protestant, occasionally Catholic, and rarely Jewish. She belongs to the P.T.A. and a church women's club and attends meetings often. Usually she has lived at her present address more than seven years, although she may be relatively new to the community if she lives in a higher socio-economic area. She reads more newspapers than most females in the community, reads popular magazines, and can be described as well informed. She enters the community schools more often than other females in the community. She usually wants further education, particularly of the homemaking type. She believes professional persons are those that influence her most. This is particularly true in the lowest socio-economic areas. She also believes she is occasionally influenced by her family and relatives, neighbors, and

friends. She believes she is rarely influenced by co-workers or professional organizations. She believes she most often influences her family and relatives, particularly in higher socio-economic areas. She also believes she can solve her own problems. To a lesser degree she believes she influences her neighbors and friends. She does not believe she influences co-workers, professional organizations, or professional persons to any appreciable degree. Although she does not feel she is a particularly strong leader in educational matters, she does feel she is better suited to educational leadership than many other females in the community. She interacts with individuals of similar socio-economic status. She interacts with her neighbors quite frequently, especially in higher socio-economic areas.

The typical male school leader who is not a personal influence leader is a high school graduate. He has a somewhat prestigious occupation and has risen to a salaried position. He is in his thirties or early forties, married, and either owns or is buying his home. He and his parents are not of foreign derivation. He is usually a Protestant, occasionally a Catholic, and rarely Jewish. He belongs to some organizations and the P.T.A., but not a union. He attends organization meetings often. He has lived at his present address more than seven years, although, if he lives in a higher socio-economic area, he may have lived at his present address a shorter time. He reads more newspapers than most members of the community, and he usually reads

popular magazines. He is considered to be well informed. He enters the community schools quite frequently. If he lives in a higher socio-economic area, he has a greater tendency to desire further education. He usually wants further education of the job improvement type. He believes he is most influenced by professional persons, and occasionally by his family and relatives, neighbors, and friends. He does not believe he is often influenced by co-workers and professional organizations. He believes he influences his family and relatives most often, and his neighbors and friends occasionally. He also believes he is capable of solving his own problems. Although he does not feel he is a particularly competent educational leader, he feels better equipped than most males in his community. He interacts with individuals of similar socio-economic status and tends to interact with his neighbors.

Again we must note the oversimplification inherent in idealization. While we must be alert to variations, the generalizations serve to again point out the similarities between male and female school leaders that are not personal influence leaders.

The Typical Non-Leader

We can now direct our attention to the typical female non-leader. This is the typical female that is not a school leader or school leader that is a personal influence leader. We, again, must recognize the inequities inherent in typification, while simultaneously noting the

value of generalization.

The female non-leader will have rather low educational attainment, with the upper limit being a high school graduate. She may work, and if she does, she will have a less prestigious occupation and job position. She is either renting or buying her home. She probably belongs to no organizations, but if she does, they will be the P.T.A. or a church women's club. She seldom attends organization meetings. She doesn't read more than one newspaper. She reads popular magazines and may be described as not too well informed. She does not often enter schools. If she lives in a lower socio-economic area, she does not want further education, but if she lives in a higher socio-economic area, she occasionally may want some further education, although it may not be an academic course. She believes she is usually influenced by professional persons, especially if she lives in a lower socio-economic area. She also believes she is influenced by her family and relatives. She does not believe she is influenced much by her neighbors, friends, co-workers, or professional organizations. She believes she is quite capable of solving many of her problems, and shows outstanding strength in this respect. She believes she influences her family and relatives, and her co-workers. She does not believe she is a good leader, or knowledgeable in educational matters. She interacts with individuals of similar socio-economic status. Her interaction frequency is least in poorest socio-economic areas, overcrowded areas,

and areas with many rental housing units. She is usually but not overly, neighborly.

The typical male non-leader has a relatively low educational attainment with the upper limit being a high school graduate. He has a somewhat less prestigious occupation and job position. He either rents or is buying his home. He usually belongs to a union. He rarely belongs to any other organizations. He seldom attends organization meetings. He usually reads one newspaper, and popular magazines. He is best described as not too well informed. He does not often enter a school and he does not want further education. However, if he lives in a higher socio-economic area, he has a slightly greater tendency to want further education. He believes he is most often influenced by professional persons, especially if he lives in a lower socio-economic area. He also believes he is influenced by his family and relatives. He does not feel he is often influenced by his neighbors, friends, co-workers, or professional organizations. He has a strong feeling he is capable of solving many of his own problems. He believes he influences his family and relatives, and, occasionally, his friends and co-workers. He does not see himself as very knowledgeable in educational matters. He is not overly neighborly.

The male and female non-leaders possessed similar traits, and in most instances one description would have fit either sex.

Overview of Respondent Types

The males and females of each category, school leaders that are personal influence leaders, school leaders that are not personal influence leaders, and non-leaders, had very similar characteristics within the category, but were often different between categories. These similarities and differences are synoptically described in Table 24.

Generally, the school leaders that are personal influence leaders rank higher in each of the characteristics measured. However, in the generalization process we lose some important information presented in the text of this research. Yet, in terms of the exploratory nature of this research, the generalizations point to the importance of the study of personal influence as a significant force to be utilized by community school personnel.

An important finding was the relationship between interaction and socio-economic status. Individuals interact with people like themselves and they believe they influence people like themselves. In contrast, most individuals believe they are influenced by professional persons. We are using the term "professional person" as a synonym for "expert" which has a broader connotation.

There was a smaller amount of interaction in the lower socio-economic areas, and there were fewer school leaders that were and were not personal influence leaders. This held true for a community school within a lower socio-economic area and a community school serving diverse socio-

TABLE 24

SYNOPSIS OF DATA

FACTOR	SCHOOL LEADERS THAT ARE PERSONAL INFLUENCE LEADERS (SL ARE PIL)	SCHOOL LEADERS THAT ARE NOT PERSONAL INFLUENCE LEADERS (SL NOT PIL)	NON-LEADERS (NL)
<u>Attained Education</u>	Most have some college work or are college graduates. Lower limit is high school graduate.	Tend to be high school graduates, although some have college work.	Lower educational attainment. Upper limit usually high school graduation.
<u>Occupation and Job Position.</u>	Most females are housewives. Larger percentage of females have full or part-time occupation. Working females usually have a prestigious occupation. Most females in lower socio-economic areas have an occupation. Most females in higher socio-economic areas are housewives. Most working females have a salaried job position, except in lower socio-economic areas where as many are hourly rated. Males usually have prestigious occupations. Males usually have a salaried job position.	Most females are housewives. Smaller percentage of females have full or part-time occupation. Working females usually have a prestigious occupation. Females in all socio-economic areas tend to be housewives. Males usually have prestigious occupations. Males usually have a salaried job position.	Tend to have less prestigious occupations and job position.

TABLE 24--Continued

FACTOR	SCHOOL LEADERS THAT ARE PERSONAL INFLUENCE LEA- DERS (SL ARE PIL)	SCHOOL LEADERS THAT ARE NOT PERSONAL INFLUENCE LEADERS (SL NOT PIL)	NON-LEADERS (NL)
<u>Age</u>	Males and females most often between 35-39. Slightly more youthful.	Males and females most often between 30-44. Slight tendency the over 55 group.	Wide distribution.
<u>Marital Status</u>	Almost all married--a few widows and widowers.	Almost all married--a few widows and widowers.	Wide distribution.
<u>Home Owner- ship</u>	Greatest tendency to own home. Most either own or buying their home.	Slightly greater tendency to be buying home. Most either own or are buying their home.	Most rent or are buying their home.
<u>Foreign Deriva- tion</u>	Very few.	Very few.	Normal distribution.
<u>Religion</u>	Largest number are Pro- testant. Although there is a smaller number of Catholics a larger per- centage are PIL. No Jewish PIL found.	Largest number are Pro- testant. Small number of Catholics. Very few Jewish individuals.	Wide distribution.

TABLE 24--Continued

FACTOR	SCHOOL LEADERS THAT ARE PERSONAL INFLUENCE LEADERS (SL ARE PIL)	SCHOOL LEADERS THAT ARE NOT PERSONAL INFLUENCE LEADERS (SL NOT PIL)	NON-LEADERS (NL)
<u>Organization Affiliation</u>	Most females belong to a P.T.A. and a church women's club. Males belong to diverse organizations. Males do not belong to a union.	Most females belong to a P.T.A. and a church women's club. Males belong to diverse organizations. Males do not belong to a union.	Females usually belong to no organizations. If females belong to an organization it is usually a P.T.A. or church women's club. Most males belong to a union.
<u>Organization Attendance</u>	Attend meetings more often than other individuals. Divide their time among several organizations. More selective in attendance.	Attend meetings often.	Tendency to seldom attend meetings.
<u>Localism</u>	Most lived at their present address over 7 years. As the socio-economic status of an area rises the number of years lived at present address decreases. Males tend toward longer present address duration.	Most lived at their present address over 7 years. As the socio-economic status of an area rises the number of years lived at present address decreases. Males tend toward longer present address duration.	Lived at present address fewer years.

TABLE 24--Continued

FACTOR	SCHOOL LEADERS THAT ARE PERSONAL INFLUENCE LEA- DERS (SL ARE PIL)	SCHOOL LEADERS THAT ARE NOT PERSONAL INFLUENCE LEADERS (SL NOT PIL)	NON-LEADERS (NL)
<u>Mass Media Exposure</u>	Read more newspapers. Males read more newspa- pers than females. Usually read popular magazines. Classified as best informed.	Read fewer newspapers than PIL. Males read more newspapers than females. Usually read popular magazines. Classified as well in- formed.	Read fewest newspapers. Usually read popular maga- zines. Classified as least informed.
<u>School Entering</u>	Enter fewer times than SL that are not PIL. More selective in atten- dance.	Highest entering rate.	Very low school entering rate.
<u>Self- Improve- ment</u>	Females have greatest de- sire for further educa- tion. Females most often want homemaking type courses, although course choices are diverse. More males than females have no desire for fur- ther education. Males desiring further educa- tion tend to choose job improvement courses. The desire for further educa-	Females have greatest de- sire for further educa- tion. Females most often want homemaking type courses, although course choices are diverse. More males than females have no desire for fur- ther education. Males desiring further educa- tion tend to choose job improvement courses. The desire for further educa-	Males and females in lower socio-economic area do not want further education. As the socio-economic sta- tus of an area improves the desire for further ed- ucation improves, but it is less than SL.

TABLE 24--Continued

FACTOR	SCHOOL LEADERS THAT ARE PERSONAL INFLUENCE LEADERS (SL ARE PIL)	SCHOOL LEADERS THAT ARE NOT PERSONAL INFLUENCE LEADERS (SL NOT PIL)	NON-LEADERS (NL)
Self-Improvement (Con't)	tion increases as the socio-economic status of an area increases.	tion increases as the socio-economic status of an area increases.	
Personal Influence Nominations	Nominate family and relatives with greatest, but same frequency. Professional persons nominated most frequently in lower socio-economic areas. Highest frequency of neighbor nominations. Highest frequency of friends outside of survey area nomination. Low nomination of co-workers and professional organizations.	Most frequently nominate professional persons. Professional persons nominated most frequently in lower-socio-economic areas. Lower nomination frequency of family and relatives, neighbors, and friends outside of survey area than PIL. Low nomination of co-workers and professional organizations.	Most frequently nominate professional persons. Professional persons nominated most frequently in lower socio-economic areas. Highest nomination of family and relatives. Lowest frequency of neighbors nominations. Low nomination of co-workers and professional organizations.

TABLE 24--Continued

FACTOR	SCHOOL LEADERS THAT ARE PERSONAL INFLUENCE LEADERS (SL ARE PIL)	SCHOOL LEADERS THAT ARE NOT PERSONAL INFLUENCE LEADERS (SL NOT PIL)	NON-LEADERS (NL)
Self-Detected Leader Nominations	Most often influence family and relatives, especially in poorest socio-economic areas. Often influence neighbors, followed by friends outside of the survey area, and themselves. Do not influence co-workers, professional organizations or professional persons.	Most often influence family and relatives, especially in highest socio-economic areas. Often influence themselves, followed by neighbors, and friends outside of the survey area. Do not influence co-workers, professional organizations, or professional persons.	Influence themselves most frequently. Influence family and relatives, followed by neighbors, friends outside of the survey area, and co-workers, with equal frequency. Do not influence professional organizations or professional persons.
Self-Identified Leader Index	Have the largest percentage of high scores, but most do not feel they are particularly strong leaders in educational matters.	Have the second largest percentage of high scores, but most do not feel they are particularly strong leaders in educational matters.	Lowest percentage of high scores. Do not feel "able" in educational matters.

TABLE 24--Continued

FACTOR	SCHOOL LEADERS THAT ARE PERSONAL INFLUENCE LEADERS (SL ARE PIL)	SCHOOL LEADERS THAT ARE NOT PERSONAL INFLUENCE LEADERS (SL NOT PIL)	NON-LEADERS (NL)
<u>Inter-action Blocks</u>	Interact with individuals having homes of similar value, and living in areas of similar socioeconomic status. Will travel some distance to maintain this pattern. Lowest interaction in poorest socio-economic areas, overcrowded areas, areas with many rental housing units, and in areas of the very poor and very wealthy.	Interact with individuals having homes of similar value, and living in areas of similar socioeconomic status. Will travel some distance to maintain this pattern. Lowest interaction in poorest socio-economic areas, overcrowded areas, areas with many rental housing units, and in areas of the very poor and very wealthy.	Interact with individuals having homes of similar value, and living in areas of similar socioeconomic status. Will travel some distance to maintain this pattern. Lowest interaction in poorest socio-economic areas, overcrowded areas, areas with many rental housing units, and in areas of the very poor and very wealthy.
<u>Neighborhood Index</u>	Have highest scores (greatest neighborhood interaction). The higher the socioeconomic status of an area the larger the percentage of high scores, except in areas of the very wealthy.	Tend to have high scores. The higher the socioeconomic status of an area the larger the percentage of high scores, except in areas of the very wealthy.	Wide distribution of scores. Had the lowest percentage of high scores.

economic areas.

Variation by socio-economic area was apparent for many characteristics; educational attainment, occupation, job position, home ownership, organizational affiliation, mass media exposure, school entering, desire for further education, personal influence nominations, self-detected leader nominations, those with whom they interact, and neighborliness.

Although there are variations by socio-economic area the degree of variation must be modified in terms of school leaders that are and are not personal influence leaders, and non-leaders. While these individuals differ within category, in terms of socio-economic status, they also tend to be somewhat different from other members of their respective socio-economic areas.

The Extent of Personal Influence

When all personal influence nominations are considered we find broad areal interaction. Furthermore, when we consider the respondent sample size relative to the total population of the area we must conclude personal influence is a widespread and significant phenomenon.

While the extent of personal influence is significant in size and areal coverage, it must always be subsidiary to the individuals interacting. Restated, while breadth of coverage is important it is a reflection of the interactants who must receive the bulk of our attention in the community school.

We have served our purpose. We have found that community school leaders are also significant personal influence leaders in their neighborhoods.

In the process of verifying the hypothesis of this research we discovered significant factors that point to new methods of assessing the individuals served by a community school. However, like most research in new areas it appears we have ended with more questions than we started with.

CHAPTER IX

RECOMMENDATIONS

It was pointed out at the conclusion of the previous chapter that this research, like most research exploring new areas, raises new questions and directs our attention to new areas of investigation.

The primal problem is how to put to use certain of the data presented in this research. In particular, how do community school personnel reach the professional persons, or experts, that influence the school leaders that are personal influence leaders? Concomitantly, how do community school personnel make provision for directing toward, and receiving information from, personal influence leaders?

The question is one of how we can utilize this "ground-level" personal influence parameter in the community schools. Certainly, we see the need for further research in the utilization of personal influence leaders. Now that we have discovered the kinds of people, together with their characteristics, that are personal influence leaders we have directions in which to proceed.

Of significance to community school personnel are the relationships between human interaction and socio-economic status. We will have difficulty getting people to understand each other and to work together to solve community

problems if they do not get together. While this is not a new observation, there seems to be no diminution of the problem.

It would seem our past solution efforts have fallen short of their goals. It is apparent the community of people will not change unless they are significantly influenced to change. If, therefore, people are influenced by a certain type of individual, our task is one of finding ways to reach the influencers. Without this step it seems quite evident our most intense efforts will fall short of success.

Our samples of personal influence in a community school environment show the effects of personal influence are widespread and significant in the affairs of man. However, the research is exploratory and broad. It needs to be refined by many researchers working in many sections of the nation.

More information is needed for more significant correlation of standard census data and factors contributing to knowledge about the flow of personal influence in a community. While this research points to several items of census information that are extremely significant, we have only pointed out the usefulness of census data. We need further research by many investigators to refine and relate personal influence characteristics to readily available census data. The objective of this type of research should be simplified, but positive, methods to gain an overview of personal influence relative to a particular community by

community school personnel whose task is to work toward a healthier society.

This research points to another utilitarian motive. Community school personnel, like most members of contemporary society, move rather frequently. All too often their hard won knowledge of the community leaves with them. Their replacements are faced with re-discovering old information. Consequently, the flow of service offered by a particular community school is usually spasmodic. We must develop methods of transferring hard won knowledge to new personnel. The sociometric techniques presented in this research should be particularly valuable in this respect. However, the sociometric techniques used in this research were extremely rigorous. They need to be, and can be, simplified for use by community school personnel. However, only by sociometric mapping and data plotting, can an individual gain a rapid overview of the areal and relational aspects of community interaction. Without this device community school personnel must rely entirely on tabular or carded data, or on their memory. The human mind is not usually equipped to remember volumes of tabular data, and, since this data pertains to the citizens of a community, the human mind is additionally faced with trying to remember the areal location of the data. Little more needs to be said about the necessity for further research in the area of sociometric techniques to expedite knowledge transfer.

To summarize, we have presented several areas of

further concern. The areas worthy of intensified effort center on developing the research presented here in other community school systems, for finding ways to utilize the personal influence factors to improve one's community, to bring men of many backgrounds together to improve community relations, ways to rapidly assess personal influence in a community through knowledge of key indicators, and methods of transferring past knowledge to new personnel.

This research points out the significance of personal influence, and it points out observable factors relevant to personal influence.

It remains for community school personnel to refine this research in terms of their community.

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APPENDIX I -- CODES

OCCUPATION CODES

- | | |
|---------------------------------------|---|
| 1. Accountant | 41. Insurance Agent |
| 2. Appraiser | 42. Job Setter |
| 3. Apprentice Pattern Maker | 43. Journeyman |
| 4. Association Executive | 44. Key punch Operator |
| 5. Auto Mechanic | 45. Librarian |
| 6. Banker | 46. Machine Operator |
| 7. Barber | 47. Maintenance Man |
| 8. Beautician | 48. Mechanical Engineer |
| 9. Bookkeeper | 49. Millwright |
| 10. Busboy | 50. Minister |
| 11. Business Owner | 51. Mortician |
| 12. Cashier & Receptionist | 52. Mott Course Teacher |
| 13. Chemist | 53. Musician |
| 14. Clergyman | 54. Nurse |
| 15. Computer Programmer | 55. Office Clerical |
| 16. Cook | 56. Office Supervisor |
| 17. Certified Public
Accountant | 57. Painter |
| 18. Crane Hooker | 58. Personnel |
| 19. Dentist | 59. Physician & Surgeon |
| 20. Die Maker | 60. Pianist |
| 21. Displayer | 61. Plant Protection |
| 22. Doctor's Assistant | 62. Postal Clerk |
| 23. Electrician | 63. Press Operator |
| 24. Electronic Data Pro-
cessor | 64. Process Engineer |
| 25. Engineer | 65. Produce Manager |
| 26. Engineering Technician | 66. Real Estate Salesman |
| 27. Extraman | 67. Recreation & Park Board
Supervisor |
| 28. Factory | 68. Residential Contractor |
| 29. Factory Manager | 69. Retired |
| 30. Fireman | 70. Sales Clerk |
| 31. Foreman | 71. Sales Manager |
| 32. Furnace Design | 72. Seamstress |
| 33. Gas Station Attendant | 73. Secretary |
| 34. Grocer | 74. Self Employed |
| 35. Grocery Checker | 75. Service Station Manager |
| 36. Home Counselor (Social
Worker) | 76. Service Station Owner |
| 37. Hospital Ward Helper | 77. Store Manager |
| 38. Housewife | 78. Student |
| 39. I.B.M. Operator | 79. Substitute Teacher |
| 40. Inspector | 80. Supervisor |
| | 81. Sweeper |
| | 82. System Analysis |

OCCUPATION CODES--Continued

- | | |
|----------------------|----------------------|
| 83. Teacher | 88. T. V. Engineer |
| 84. Technical Writer | 89. Unemployed |
| 85. Tinsmith | 90. Warehouseman |
| 86. Tool Maker | 91. Welder |
| 87. Truck Driver | 92. X-ray Technician |

JOB POSITION CODES

- | | |
|---|-------------------|
| 1. Commission | 4. Retired |
| 2. Hourly | 5. Salaried |
| 3. Persons not working,
but not unemployed
(Housewife)
(Student) | 6. Self-employed |
| | 7. Supervisor |
| | 8. Vice President |

ORGANIZATION AFFILIATION CODES

- | | |
|---------------------------------------|--|
| 1. A.A. | 29. Dawn Patrol |
| 2. A.A.U.M. | 30. Democratic Party Club |
| 3. A.M.A. | 31. D.F.T. |
| 4. American Legion | 32. D.K.G. |
| 5. American Recreation
Society | 33. Eagles |
| 6. Antique Study Club | 34. Elks |
| 7. Art Institute | 35. Engineer & Tool Manufac-
turing Society |
| 8. Atlas Valley Country
Club | 36. F.A.C.S. |
| 9. Barber's Union | 37. Farm & Garden Association |
| 10. Big Brothers | 38. F.C.T. |
| 11. Big Sisters | 39. Firefighters Auxiliary |
| 12. Birthday Club | 40. First Friday Club |
| 13. Bowling League | 41. Flint City Club |
| 14. Boy Scouts | 42. Flint Dietetic Association |
| 15. Card Club | 43. Flint Executive Club |
| 16. Ceramics Club | 44. Flint Newcomers Club |
| 17. Chevy's Mens Club | 45. Flint Quota Club |
| 18. Children's Leukemia
Foundation | 46. Flint Travel Club |
| 19. Child Study | 47. Flushing Valley Country
Club |
| 20. City of Hope | 48. F.O.H. Auxiliary |
| 21. Council of Social
Agencies | 49. Forrester |
| 22. Couples Club | 50. Founders Society |
| 23. Credit Union | 51. Fraternity |
| 24. C.T.A. | 52. Genesee County Dental
Association |
| 25. Dance Club | 53. Girl Scouts |
| 26. D.A.R. | 54. Golf Club |
| 27. D.A.V. | 55. Goodwill Industries Board |
| 28. D.A.V. Auxiliary | 56. Grocer's Association |
| | 57. Hadassah |

ORGANIZATION AFFILIATION CODES--Continued

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|---|---------------------------------|
| 58. Hobby Club | 96. Norton Male Chorus |
| 59. Home & School Council | 97. O.E.S. |
| 60. Hurley Hospital Aux. | 98. Old Newsboys |
| 61. I.B.G. | 99. Order of the Arrow |
| 62. Industrial Executive Club | 100. Parent Teacher's Assoc. |
| 63. International Institute | 101. Real Estate Board |
| 64. Job's Daughters | 102. Red Cross |
| 65. Jr. Chamber of Commerce | 103. Rotary |
| 66. Jr. Great Book Leader | 104. Saginaw Law Enforcement |
| 67. Jr. League | 105. School Clubs (Student) |
| 68. Jr. Needlework | 106. Sisterhood |
| 69. Knights of Columbus | 107. S.M.E. |
| 70. King's Daughters | 108. Society of Auto Engineers |
| 71. Kiwanis | 109. Sororities |
| 72. Lapeer Parent's Assoc. | 110. Sorosis Club |
| 73. League of Women Voters | 111. Sportscar Club of America |
| 74. Library Organization | 112. Sportsman's Club |
| 75. Linden Sportsman Club | 113. S.R.A. |
| 76. Lions | 114. St. Cecilia Society |
| 77. Lions Auxiliary | 115. St. Joseph Hosp. Auxiliary |
| 78. March of Dimes | 116. Symphony Women's Board |
| 79. Masonic Lodge | 117. Toastmasters |
| 80. McLaren Auxiliary | 118. Tobi Club |
| 81. M.E.A. | 119. Travel Club |
| 82. Medical Auxiliary | 120. Travel Trailer Club |
| 83. Men's Club (Church) | 121. U.C.T. |
| 84. Mental Health Board | 122. Union |
| 85. Michigan Dist. Nurses | 123. United Fund |
| 86. Michigan Practical
Nurses Association | 124. U. of M. Wives |
| 87. Michigan Recreation Club | 125. Veteran of Foreign Wars |
| 88. Michigan Society of Pro-
fessional Engineers | 126. West Flint Opti-Mrs. |
| 89. M.N.M.A.S. | 127. W.I.B.C. |
| 90. Mother's Guild | 128. Willowood Country Club |
| 91. N.A.L.C. Auxiliary | 129. W.M.S. |
| 92. N.A.P.S.A.E. | 130. Women's Club (Church) |
| 93. Nat'l. Recreation Assoc. | 131. Women's Club (School) |
| 94. N.E.A. | 132. Y.M.C.A. |
| 95. None | 133. Young Republicans |
| | 134. Y.W.C.A. |
| | 135. Zimpa |

MAGAZINES READ CODES

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|---------------------------|--------------------------|
| 1. American Engineer | 8. Baseball |
| 2. American Gas Journal | 9. Better Homes & Garden |
| 3. American Home | 10. Bible Stories |
| 4. American Rifleman | 11. Boy's Life |
| 5. Argosy | 12. Bravo |
| 6. Arts, Crafts, Ceramics | 13. Business Week |
| 7. Atlantic Monthly | 14. Camping |

MAGAZINES READ CODES--Continued

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|------------------------------------|-----------------------------|
| 15. Car Life | 65. Michigan Conservation |
| 16. Catholic Digest | 66. Michigan Farmer |
| 17. Chain Store Age | 67. Missionary |
| 18. Changing Times | 68. Modern Romance |
| 19. Chatelene | 69. National Geographic |
| 20. Chemical & Engineering
News | 70. National Observer |
| 21. Climax | 71. Nations Business |
| 22. Coin World | 72. N.E.A. Journal |
| 23. Colliers | 73. News & World Report |
| 24. Commonwealth | 74. Newsweek |
| 25. Compressed Air-Auto News | 75. New Yorker |
| 26. Consumers News-Guide | 76. None |
| 27. Cosmopolitan | 77. Office Management |
| 28. Country Beautiful | 78. Outdoor Life |
| 29. Data Processing | 79. Pageant |
| 30. D.A.V. Magazine | 80. Parents |
| 31. Electronics Illustrated | 81. Photography |
| 32. Family Circle | 82. Photoplay |
| 33. Field & Stream | 83. Playboy |
| 34. Flower Grower | 84. Popular Gardening |
| 35. Flying | 85. Popular Mechanics |
| 36. Forbes | 86. Popular Science |
| 37. Fortune | 87. Post |
| 38. Garden Magazine | 88. Presbyterian Life |
| 39. Girl Scout Leader | 89. Professional Journals |
| 40. Glamour | 90. P.T.A. Magazine |
| 41. Good Housekeeping | 91. Radio Electronics |
| 42. Gourmet | 92. Readers Digest |
| 43. Grade Teacher | 93. Redbook |
| 44. Guidepost | 94. Religious Magazines |
| 45. Harpers | 95. Reporter |
| 46. Holiday | 96. Saturday Review |
| 47. Home | 97. Scouting |
| 48. Hootenany | 98. Seventeen |
| 49. Horticulture | 99. Spinning Wheel |
| 50. Hot Rod | 100. Sports |
| 51. House & Garden | 101. Sports-A-Field |
| 52. House & Home | 102. Sports Illustrated |
| 53. House Beautiful | 103. Sunshine |
| 54. Human Events | 104. Supervisory Management |
| 55. Journal Automotive News | 105. Time |
| 56. Ladies Home Journal | 106. Today's Health |
| 57. Life | 107. Town & Country |
| 58. Liguorian | 108. Trade Association |
| 59. Look | 109. True |
| 60. Lord of the Lord | 110. True Story |
| 61. Masonic Magazine | 111. TV Radio Mirror |
| 62. McCalls | 112. TV Screen |
| 63. M.E.A. Journal | 113. 20th Century Christian |
| 64. Mechanix Illustrated | 114. U.S. News |
| | 115. Vital Christianity |

MAGAZINES READ CODES--Continued

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| 116. Vogue | 119. Women's Day |
| 117. Voice of Freedom | 120. Workbasket |
| 118. Wall St. Journal | 121. Work Bench |

EDUCATION DESIRE CODES

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|---------------------------|-------------------------------|
| 1. Academic Courses | 39. Math |
| 2. Accounting | 40. Mechanics |
| 3. Advanced Bridge | 41. Medical Education |
| 4. Advance Sign Language | 42. Metaphysics |
| 5. Antiques | 43. Millinery |
| 6. Arts & Crafts | 44. Music |
| 7. Automation | 45. None |
| 8. Auto-Shop | 46. Non-Smoking |
| 9. Blueprint Reading | 47. Philosophy |
| 10. Bookkeeping | 48. Photo Finishing |
| 11. Bridge | 49. Photography |
| 12. Business | 50. Physical Education |
| 13. Cake Decorating | 51. Physical Fitness |
| 14. Candy Making | 52. Political Science |
| 15. Ceramics | 53. Psychology |
| 16. Coin Collecting | 54. Purchasing |
| 17. Cooking | 55. Quilting |
| 18. Complete College | 56. Reading |
| 19. Creative Writing | 57. Recreational |
| 20. Domestic Courses | 58. Relaxing |
| 21. Electronics | 59. Salesmanship Course |
| 22. English | 60. Science |
| 23. English Literature | 61. Secretarial Training |
| 24. Engineering | 62. Sewing |
| 25. Finish High School | 63. Sign Painting & Lettering |
| 26. Flower Arranging | 64. Shop |
| 27. Foreign Language | 65. Social Work |
| 28. Furniture Refinishing | 66. Special Education |
| 29. Graduate Work | 67. Speech |
| 30. Health | 68. Speed Reading |
| 31. History | 69. Spelling |
| 32. Homemaking | 70. Stocks & Bonds |
| 33. Insurance | 71. Technical Training |
| 34. Interior Decorating | 72. Undecided |
| 35. Karate | 73. Upholstering |
| 36. Knitting | 74. Weaving |
| 37. Language | 75. Woodworking |
| 38. Lip Reading | |

