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thesis entitled

A DESCRIPTIVE STUDY OF THE PERCEPTIONS OF  
COMMUNITY NEEDS HELD BY OFFICERS  
OF SELECTED VOLUNTARY ASSOCIATIONS IN  
A NON-URBAN COMMUNITY COLLEGE DISTRICT  
presented by

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has been accepted towards fulfillment  
of the requirements for

Ph.D degree in Higher Education

A handwritten signature in cursive script, likely belonging to the major professor.

Major professor

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## ABSTRACT

### A DESCRIPTIVE STUDY OF THE PERCEPTIONS OF COMMUNITY NEEDS HELD BY OFFICERS OF SELECTED VOLUNTARY ASSOCIATIONS IN A NON-URBAN COMMUNITY COLLEGE DISTRICT

By

Philip G. Ward

Today, more than at any time in history, man is witness to the shrinking size of the earth as a result of progress in transportation and communication. He can also see the transformation of our American communities. Technological improvements in agriculture have reduced the need for farm workers and contributed to their migration to the cities. This transformation of a predominantly agricultural and rural society to one which is essentially industrial and urbanized has resulted in many changes. These changes in communities are varied in size and complexity; and as improvements in science and technology take place, new needs of communities arise to replace old needs. Many needs are local in nature and identification, and fulfillment of these needs at any given time is a complex matter.

The purpose of this descriptive study was to identify the degree of consensus regarding community needs among various community groups within a non-urban community college district.

Specifically, the study is designed to answer two basic questions.

1. Are there significant differences among officers of voluntary associations (classified according to type of association) in their rankings of community needs presented in a predetermined inventory of needs and to what extent are these differences significant?
2. To what extent are rankings of community needs by officers of voluntary associations congruent with the rankings of selected representatives of business, agriculture and industry; education and disadvantaged poor of a non-urban community college district?

Thirty-five officers representing eleven instrumental associations and 126 officers representing forty-one instrumental-expressive associations provided the sample size for the associations, while ten disadvantaged poor, thirty-one educators and counselors, and twenty-eight persons from business, industry and agriculture represented the sample sizes for the associated studies made at the same time.

Rankings of community needs were obtained from all groups by a thirty-item Community Needs Inventory, which consisted of forced choice items with a provision for free response. Association concerns toward community needs were identified by means of a telephone interview guide.

An analysis of variance test was utilized for the Community Needs Inventory to test the significance between means of the various groups. A Scheffe Post-Hoc Test was utilized to determine significances within the groups. Descriptive responses to the interview guide were summarized and presented in tabulated form.

#### Findings

1. There were no significant differences among officers of instrumental associations and officers of instrumental-expressive associations in their rankings of community needs.
2. In general, there is a high degree of congruency of rankings of community needs among officers of instrumental associations, officers of instrumental-expressive associations, representatives of business, industry, educators and disadvantaged poor. As expressed in a percentage, this represents 70 per cent congruency.
3. Disadvantaged poor differed from one or more groups on eight community needs.

4. Voluntary associations perceived promoting business, aiding the youth, aiding the less privileged, and civic pride as their most important concerns.
5. Voluntary associations perceived increasing recreational opportunities for youth, increasing cultural activities, increasing opportunities for adults and out-of-school youth, and increasing business and industrial growth, as the areas where they have had most success.
6. The associations tended to view their success in meeting community needs in terms of total involvement of membership and subsequent appeal to civic pride. The responses of the associations indicated that difficulties occurred when leadership faltered or active participation by their membership proved unresponsive.

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By

Philip G. Ward

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Dedicated to

my father-in-law, the late

Angus MacMillan

*Eisd ri comhairle, agus gabh  
foghlum, chum gu'm bi tau glic  
ann s.am ri teachd . . .*

*--Proverbs 19:20*

Listen to advice and  
accept education, that you  
may gain wisdom for the future.



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## CHAPTER I

### INTRODUCTION

Our world is turbulent with social, political, economic, and scientific change of great force, swift pace, and high order complexity. Although in one sense there may, indeed, be "no new thing under the sun," exciting forms undergo successive mutations and acquire new shapes. Thus the watchwords of this century have become: "The one certainty in life is change"; and, "There is nothing permanent but change." Change is commonplace, and the capacity to adapt to successive changes remains the price requisite to survival.<sup>1</sup>

Today, more than at any time in history, man is witness to the shrinking size of the earth as a result of progress in transportation and communication. He can also see the transformation of our American communities. Wide attention has been paid to the problems of the large industrial communities with a hope for an improved standard of living, as well as greater opportunities for education, culture, and recreation. Technological improvements in agriculture have reduced the need for farm workers and contributed to their migration to the cities. This transformation of a predominantly agricultural and

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<sup>1</sup>B. Lamar Johnson, Islands of Innovation Expanding Changes in the Community College (Beverly Hills, Calif.: Glencoe Press, 1969).

rural society to one which is essentially industrial and urbanized has resulted in many changes. Functions once considered part of a family are now being handled by social agencies. Families move from city to city, creating a mobile population with greater impersonalization and a shift in values. Edmund J. Gleazer states:

Our communities are being fragmented by the development of freeways, throughways, urban renewal--all of these things are shattering the old concept of community, and if there is one thing we need in this country now it is to try to establish one society. The Commission on Civil Disorders brought this to our attention very emphatically.<sup>2</sup>

These changes in communities are varied in size and complexity; and as improvements in science and technology take place, new needs of communities arise to replace the old needs. Life becomes more difficult as individuals attempt to adjust to the society and find their place in the world. As change comes, it means that certain needs are no longer as important as they once were, and new needs will replace the old.<sup>3</sup>

Some needs seem to be common to most communities, while others differ as communities differ in geographic

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<sup>2</sup>Edmund J. Gleazer, Jr., "Our Changing Two-Year Colleges," Planning for Development, selected proceedings of the National Conference, Airlie House, Warrenton, Virginia, June 13-16, 1968 (Washington, D.C.: American Association of Junior Colleges Program With Developing Institutions, 1968), p. 57.

<sup>3</sup>Needs may be defined as "lack of something requisite, desirable or useful."

location, size, economic base, and culture. Many needs are local in nature, and identification and fulfillment of these needs at any given time is a complex matter.

Community social institutions have attempted to respond to the needs of citizens affected by social and economic changes. Higher education is making a growing commitment to serving the needs of citizens of communities.

If citizens are to be served, the needs they hold in common must be identified. The major purpose of this research, therefore, was to identify the degree of consensus regarding community needs among various community groups.

The procedure for this study is the identification of community needs as perceived by selected officers of voluntary associations. Voluntary associations represent volunteer citizens interested in the betterment of their community recognizing that their welfare rests in the welfare of all.

#### Need for the Study

The means for identifying community needs should not only provide clarification but also suggest possible ways to reduce these needs. While a wide range of common needs exists among all American communities, the specific nature and intensity of needs will vary according to local circumstances. Each community must develop its means for identifying these needs.

Many of the needs require responses that are educational in nature. In particular, the community college has been viewed as an institution which can respond educationally to many community needs. In fact, its very existence in the community is often a reflection of community concern for needs not being met by existing institutions.

Nathan C. Shaw and Kenneth Cummiskey state:

The two-year college, as the youngest member of the higher education establishment, is less bound by history and tradition and less burdened with the expectations and prerogatives of faculty, students and administration. It is often staffed by people eager for adventure and innovation and it is usually blessed with a supportive community and uncritical students. It is thus ideally suited to tailor its staff and program to meet local community conditions and needs.<sup>4</sup>

World War II helped to bring the junior college closer to the community as a result of training needs, and in many towns "community" replaced "junior" in the college's name. The community college is part of the community. It is sensitive to the needs of the community and attempts to improve the community by providing educational and cultural services.

Blocker, Plummer, and Richardson express this view when they say:

It has been said that the campus of the comprehensive community college is the community, and that such an

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<sup>4</sup>Nathan C. Shaw and Kenneth Cummiskey, Community Services Working Papers, Number 5, Mobilizing College and Community Resources (Washington, D.C.: American Association of Junior Colleges, February, 1960), p. 2.

institution should provide those educational and cultural services which are not made available by other agencies in the area. Ideally, such services include any program which contributes to the educational and cultural betterment of the community and its citizens.<sup>5</sup>

It has only been recently that the community college has developed community services as a mainline function. An illustration of this recognition was apparent in the National Society for the Study of Education Yearbook (Part I) which was devoted to the study of public junior colleges. One of the major purposes of the community college was clearly identified as community services.

Community services may be defined as involving both college and community resources and conducted for the purpose of meeting specified educational needs of individuals or enterprises within the college or the community.<sup>6</sup>

Based on the philosophy that education is a lifelong process, the concept of community service establishes a commitment by community colleges to serve the entire community. It should be remembered, however, that community service is not an all-encompassing problem-solver for the community. As Gunder Myran states:

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<sup>5</sup>Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, The Two-Year College: A Social Synthesis (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 15.

<sup>6</sup>James W. Reynold, "Community Services," The Public Junior College, Fifty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: The Society, 1952), pp. 141-46.

The community college is not a governmental agency, a social welfare agency, a museum. . . . Community services in the community college is legitimate only to the extent that it is an extension or expansion of educational resources, directed toward the social, economic, cultural and civic needs of the community.

The community college, therefore, cannot always be a "prime mover" for social, civic, cultural and economic change; its role may often be a supportive or coordinative one.<sup>7</sup>

If the community college is going to fulfill the function of meeting community needs through a program of community services, it should conduct adequate research to identify community needs. As a product of social change, it seems only logical for the community college to be particularly responsive to social change by devising programs to reduce these needs.

Jesse Parker Bogue says:

The community institution goes to the people who live and work where it is located, makes a careful study of the needs of those people for education not being offered by any other institution of learning, analyzes these needs, and builds its educational program in response to the analyses.<sup>8</sup>

#### The Problem

A community services director of a community college should be intimately involved in his community, identifying needs and providing programs to reduce these needs.

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<sup>7</sup>Gunder Myran, Community Services in the Community College (Washington, D.C.: American Association of Junior Colleges, 1969), p. 19.

<sup>8</sup>Jesse Parker Bogue, The Community College (New York: McGraw-Hill Book Co., Inc., 1950), p. 21.

He should have personal contacts in the community to aid him in reading the pulse of the community. A problem that arises from this is: To what extent can he depend upon responses from selected groups of community citizens in identifying needs of the community?

One approach is a study of congruency between community needs as identified by leadership responses of officers of voluntary associations and community needs as identified by other citizens of the community. This study would aid the director in reflecting on the extent to which he could rely on the leadership responses. Because of the greater accessibility of officers in these organizations the survey process could be simplified if their responses were a reflection of the citizen response at large.

#### Purpose

The purpose of this descriptive study was to identify the degree of consensus regarding community needs among various community groups within a non-urban community college district.

Specifically, the study is designed to answer two basic questions.

1. Are there significant differences among officers of voluntary associations (classified according to type of association) in their rankings of community needs presented in a

predetermined inventory of needs and to what extent are these differences significant?

2. To what extent are rankings of community needs by officers of voluntary associations congruent with the rankings of selected representatives of business, agriculture and industry; education and disadvantaged poor of a non-urban Community College District?

#### Limitations of the Study

This study is limited to selected voluntary associations located in Montcalm County, Michigan. The general application of the conclusions of the study is limited by the fact that it is not representative of all voluntary associations of the county or of Michigan and the United States.

#### Definition of Terms

For the purpose of this study, the following definitions are used:

Community.--A contiguous geographic area including people sharing and interacting with certain similar interests or activities, maintaining basic service institutions to provide for the common and recognized needs of its citizens, and expressing a "we" feeling. The area encompassed within the legal boundaries of Montcalm Community College



District shall serve as the community for this study. It is recognized, however, that there are other communities within this district.

Need.--As found in Webster's Seventh New Collegiate Dictionary: "Need is a lack of something requisite; desirable or useful."<sup>9</sup>

Community Service.--As developed by Gunder Myran of Michigan State University:

Those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and educational needs which are not met by formal collegiate degree or certificate programs.<sup>10</sup>

This definition of community services is based on a taxonomy of community service functions developed by Max R. Raines, Michigan State University. This taxonomy describes specific functions which make up the total dimension of community services for this study (see Appendix A).

Voluntary Association.--As a formally-organized group of people with a common interest or purpose who have elected officials, regular meetings, formal charter

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<sup>9</sup>Webster's Seventh New Collegiate Dictionary (Springfield, Mass.: G & G Merriam Company, 1965), p. 565.

<sup>10</sup>Gunder Myran, "The Structure and Development of Community Service Programs in Selected Community Colleges in the United States" (unpublished Ph.D. dissertation, Michigan State University, 1969), p. 12.

or organization and agree to work together to satisfy that interest or achieve that purpose.

This group of people or association is private (as distinguished from a public or governmental body) and membership in the group is by the choice of the individual and/or of the group as opposed to involuntary membership, such as in the family and nation into which the individual is born.

The voluntary associations in this study are non-profit voluntary associations as opposed to profit-making corporations.

Instrumental Association.--As a voluntary association, which has as its major function and orientation,

. . . activities which take place outside the organization. It seeks to maintain a condition or to bring about change which transcends its immediate membership . . . members identify with the group, at least in part, because of its commitment to goals which do not contribute directly to their own personal and immediate satisfaction.<sup>11</sup>

Expressive Association.--As a voluntary association, which has as its major function and orientation,

. . . immediate and continuing gratification to the individual exemplified by a senior citizens' club, boys' club. These groups perform a function primarily for the individual participants through activities confined and self-contained within the organization itself. In the main, the orientation

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<sup>11</sup>C. Wayne Gordon and Nicholas Babchuck, "A Typology of Voluntary Associations," American Sociological Review (September, 1959), 22-29.

of the group is not to the attainment of a goal anticipated for the future, but to the organized flow of gratification in the present.<sup>12</sup>

Instrumental-Expressive Association.--As a voluntary association incorporating both the instrumental functions and the expressive functions. In this type of organization, members are interested both in external goals as an instrumental association and in the fellowship goal as an expressive association. This would include a group such as the American Legion.<sup>13</sup>

#### Organization of the Study

Subsequent chapters will contain a review of related literature (Chapter II), methodology and study procedures (Chapter III), analysis of data (Chapter IV), and summary and conclusions, (Chapter V).

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<sup>12</sup>Ibid., p. 27.

<sup>13</sup>Ibid., p. 23.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The term, community, has a variety of meanings for people. For some it is the vivid recollection of days gone by when the community was viewed as Main Street, consisting of the village store, bank, and post office with rows of neat, white cottages and green grass bordering it. For others who live in big cities, it is visualized as hordes of people, stores, museums, hospitals, schools, radio and television stations and newspapers. The community may also be viewed as providing the setting for satisfying needs whether they be educational, economical, or social.

#### Definitions of a Community

The community may be defined in a variety of ways.

The Dictionary of Sociology defines a community as:

A sub-group having many of the characteristics of a society, but on a smaller scale, and with less extensive and coordinated common interests. Implicit in the concept of "community" is a territorial area, a considerable degree of

interpersonal acquaintance and contact, and some special basis of coherence that separates it from neighboring groups.<sup>14</sup>

Another definition states:

Community may be thought of as consisting of a group of people living in a contiguous area, having common centers of interest and activities, and functioning together in the chief concerns of life.<sup>15</sup>

The Dictionary of Modern Sociology defines a community as "an interdependent collectivity of persons living relatively permanently in a geographically limited area which serves as a focus for a major portion of the resident's daily life; usually involves people who share a common culture."<sup>16</sup>

All definitions appear to indicate that a community includes people within a territorial or geographical area, sharing and interacting with certain similar interests, bound together by a sense of belonging and providing daily requirements for its citizens.

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<sup>14</sup>Henry Pratt Fairchild, ed., The Dictionary of Sociology (New York: Philosophical Library, 1944), p. 52.

<sup>15</sup>Loren D. Osborne and Martin Neumeyer, The Community and Society (New York: American Book Company, 1933), p. 8.

<sup>16</sup>Thomas Ford Hault, Dictionary of Modern Sociology (Totowa, N.J.: Littlefield, Adams & Co., 1969), p. 73.

Needs

The essence of community life is the striving for a common basis for meeting mutual needs. Lindeman<sup>17</sup> says that man is born with three instinctive traits which give direction to all his motives and acts. These are self-preservation, self-perpetuation and self-assertion--it is in these self-seeking instincts that man recognizes his social nature and groups together in a community.

Joseph K. Hart<sup>18</sup> points out five major needs which constitute the source of our five major social institutions. As infants and children, our need for nurture and care gives rise to the institution of the family. Our need for some broad outlook on the meanings of life and destiny gives rise to institutions of religion. The provision for physical needs and wants gives rise to the institutions of industry. Our need of opportunity for sharing and enjoying the goods of the world in some just manner gives rise to the state. Finally, our need to know and to extend our capacity to know continuously gives rise to education.

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<sup>17</sup>Edward C. Lindeman, The Community (New York: Association Press, 1921), pp. 1-10.

<sup>18</sup>Joseph K. Hart, Community Organization (New York: MacMillan Co., 1927), p. 3.

Malinowski,<sup>19</sup> in describing man's needs biologically, cites certain conditions which are indispensable to the welfare of the individual and to the maintenance of the group. These basic needs include:

1. Nutrition (metabolism)
2. Reproduction
3. Bodily comforts
4. Safety
5. Relaxation (health)
6. Movement
7. Growth<sup>20</sup>

These needs are satisfied under, "conditions of culture"; that is, organized collective activities, which are carried on according to a traditional scheme, and in which human beings not merely cooperate with one another but continue the achievements, inventions, devices, and theories inherited from previous generations.<sup>21</sup> He also states, "The natural endowment of man presents . . . a system of needs which are, under culture, satisfied by organized and instrumentally adjusted responses."<sup>22</sup>

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<sup>19</sup>Bronislaw Malinowski, "The Group and the Individual in Functional Analysis," American Journal of Sociology, XLIV (May, 1939), 938-64.

<sup>20</sup>Metabolism replaces nutrition and health replaces relaxation in Bronislaw Malinowski's A Scientific Theory of Culture and Other Essays (New York: Oxford University Press, 1960), p. 91.

<sup>21</sup>Malinowski, "The Group and the Individual in Functional Analysis," p. 943.

<sup>22</sup>Ibid., p. 948.

In the last statement, he states that every institution "satisfied the derived and basic needs of the individual," as well as contributing "toward the integral working of the community as a whole."<sup>23</sup>

Needs may be individual, group or community, but it is in the social nature of man within the community that satisfaction of these needs takes place.

### Social Institutions

It is the community through its social institutions that aids the citizen to relate to the larger society, helping to satisfy the needs of each. Hertzler, in tracing the beginnings of social institutions concludes, "The great mass of social institutions are more or less permanent social agencies originating in the necessity of satisfying in a more or less cooperative way these urges and wants of individual human beings as they work themselves out in social life."<sup>24</sup> Roland Warren,<sup>25</sup> in his work, illustrates this point. He defines the community as "that combination of social units and systems which perform the major functions having locality relevance."

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<sup>23</sup>Ibid., p. 962.

<sup>24</sup>J. O. Hertzler, Social Institutions (Lincoln: University of Nebraska Press, 1946), p. 36.

<sup>25</sup>Roland L. Warren, The Community in America (Chicago: Rand McNally and Company, 1963), pp. 9-11.



The five social functions that help to satisfy both individual and societal needs at the community level are:

1. Production-distribution-consumption, which has to do with local participation in the process of producing, distributing and consuming those goods and services which are a part of daily living and access to which is desirable in the immediate locality.
2. Socialization involves a process by which society or one of its constituent social units transmits prevailing knowledge, social values, and behavior patterns to its individual members.
3. Social control involves the process through which a group influences the behavior of its members toward conformity with its norms.
4. Social participation by providing local access through religious organizations and other associations.
5. Mutual support by providing services in time of sickness, distress, in time of need.<sup>26</sup>

Warren presents his community around these five functions, illustrating how individual and societal needs are met.

David, in his study of community needs, examined twenty-two publications with a total of thirty-two authors, covering a period of sixty years. From an analysis of these data, seven social institutions of a community were identified. Social institutions were defined as, "those systems of human behavior made up of patterns or clusters of activities that group about the central needs of people in the smaller society, that of community." These are:

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<sup>26</sup>Ibid.

1. The familial institution
2. The economic institution
3. The educational institution
4. The recreational institution
5. The religious institution
6. The governmental institution
7. The health and welfare institution.

The functions are:

1. To provide for the integration of the reproductive activities and for the affectional and early socialization needs of the members of a society.
2. To provide for the material needs of the members of a society.
3. To provide for growth in and the extension of knowledge, for transmission of the cultural heritage, and for the development of attitudes consistent with the social needs of the members of a society.
4. To provide for the integration of the activities which renew mind and body to provide socially accepted outlets for physical, emotional, and aesthetic expressions of the members of a society.
5. To provide for the satisfaction of the human craving for an understanding of the inexplicable aspects of life and the supernatural.
6. To provide for the arbitration of conflict and for planning and direction for the mutual benefit of the members of a society.
7. To provide for the promotion and maintenance of the physical and mental well-being of the members of a society.<sup>27</sup>

A more recent approach in the study of community needs has been expressed by Irwin Sanders.

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<sup>27</sup> Alvin Russell Davis, "An Institutional Approach to a Study of Community Needs with Special Reference to the Community College" (unpublished Doctoral Dissertation, Austin, University of Texas, 1964), pp. 30-34.

Incorporating the works of Parsons,<sup>28</sup> Loomis,<sup>29</sup> Homans,<sup>30</sup> and Sanders<sup>31</sup> views the community as a social system. This focuses on "social relationships," interaction, the associational networks through which daily activities are carried on. It also assumes an interdependence of social units: i.e., social institutions. These social institutions include family, economy, government, religion, education, health, welfare and recreation.

The behavior of the community as a total system is greatly dependent upon the interaction of these social institutions.

#### The Community College and the Community

The community college, a component of the educational institution, interacts with other institutions in meeting the needs of its citizens.

As the community college becomes "an integral part of the community," it, in reality, becomes a part

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<sup>28</sup>Talcott Parsons, The Social System (Glencoe, Ill.: The Free Press, 1951).

<sup>29</sup>Charles P. Loomis, Social Systems: Essays on Their Persistence and Change (Princeton, N.J.: D. Van Nostrand and Company, 1960).

<sup>30</sup>George C. Homans, The Human Group (New York: Harcourt, Brace, 1950).

<sup>31</sup>Irwin Sanders, The Community (New York: Ronald Press, 1967), pp. 18-22.

of the interdependency system of institutions in that community. Myran stresses this interdependency because "solutions to complex social problems in the community increasingly require a solution which is educational in nature, and the college correspondingly requires citizen participation in planning learning experiences if it is to remain relevant to changing community needs."<sup>32</sup>

Amiti Etzioni, in explaining this interdependency, says:

Social change, it is now held, may originate in any institutional area, bringing about changes in other areas, which, in turn, make for further adaptations in the initial sphere of change. Technological, economic, political, religious, ideological, demographic and stratificational factors are all viewed as potentially interdependent variables which influence each other as well as the course of the society.<sup>33</sup>

Relating this to the community college, Blocker, Plummer, and Richardson state:

Broad and pervasive social changes are ultimately implemented on the community level, there being a general cause-and-effect relationship between major social change and the behavior, attitudes and expectations of the individuals living in a social microcosm: the local community. Thus, the sweeping

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<sup>32</sup>Myran, "The Structure and Development of Community Service Program in Selected Community Colleges in the United States," p. 6.

<sup>33</sup>Amiti Etzioni and Eva Etzioni, ed., Social Change (New York: Basic Books, Inc., Publishers, 1964), p. 7.

changes in society shape and direct the two-year college as it is, in turn, attempts to meet changing community needs.<sup>34</sup>

The community college has demonstrated its commitment to meeting community needs through its basic functions. These include lower division college function, vocational-technical function, counseling function, general education function, and more recently, community service function.

#### Development of Community Service

Several recent studies have traced the history of community services. Two recent studies of the history of community service date it much older than the twentieth century. Harlacher traces community service to the days of Socrates: "Who by taking his wisdom into the streets and there creating a student-community representative of the people and actively concerned with the social and moral issues of the time."<sup>35</sup>

Myran lists in the historical background of community service:

. . . The lyceum movements, . . . started in the 1820's; the Chautauqua movement . . . ; land grant college . . . (established) in the mid-1800's; cooperative extension . . . established by the Smith-Lever

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<sup>34</sup>Blocker, Plummer, and Richardson, The Two-Year College: A Social Synthesis, p. 47.

<sup>35</sup>Ervin L. Harlacher, "The Community Dimension of the Community College" (report to the American Association of Junior Colleges, November, 1967), p. 7.

Act of 1914, and encouraged the use of agricultural technology by bringing the results of research to the farmer . . . ; the community school . . . (as typified by the Mott adult education and recreation program of the Flint (Michigan) Board of Education, (and) University extension (which) began in the late 1800's . . . <sup>36</sup>

The concept of community service may date back to the glorious days of Greece, but it has only been in recent years that community services has been a mainline function of the community college. The decade of the 1960's has witnessed great changes as a result of urbanism, racism, and environmental decline. It is in this period that community services programs have emerged as a major component of the community college.

#### Ways in Which Community Needs Are Identified by Community Colleges

There appears to be little available literature regarding the comprehensive study of a community to determine needs that relate to community service programs.

The identification of community needs by community colleges for community service programs has been primarily accomplished by studies, surveys, and pools. Harlacher cites in his study a comprehensive survey completed by a college in California:

The value of a comprehensive community survey was demonstrated by Cerritos College in California when it undertook a two-part community survey in

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<sup>36</sup>Myran, "Structure and Development of Community Service Programs," pp. 26-27.

cooperation with a citizen's advisory committee composed of city manager, Chamber of Commerce managers, school superintendents, and coordinating council presidents from the college districts communities. Part One was a socio-economic study of the district; Part Two, an opinion poll with special questions for the several communities in the district.<sup>37</sup>

American River District in California developed a community survey for,

. . . eliciting facts, opinions and judgments necessary to guide college officials on matters not directly related to the building program. It provided particularly important findings for curriculum planning, teaching methods, personnel requirements, financial outlook and school-community relationships.

Four approaches were employed in gathering information. A questionnaire was mailed to more than 300 individuals and firms located in, and employing sizable numbers of people from, the area. Sixty interviews were arranged with employers of large and small business firms and with representatives of labor and agriculture. Projections of student population were made to predict potential future enrollment at American River. Finally, parents of 1,391 high school sophomores were asked to supply information on the post-high school plans of their children.<sup>38</sup>

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<sup>37</sup>Harlacher, "The Community Service Dimension of the Community College," p. 57.

<sup>38</sup>Audrey Menefee, "The Community Survey: First Step for a New College," Junior College Journal (February, 1958), 259-61.

Another approach in determining community needs is the feasibility studies such as those of the Office of Community College Cooperation, Michigan State University, which are conducted prior to the establishing of a community college. The principal concern with this type of study is whether or not an area has the potential student population as well as an adequate tax base to support a college. It does, however, include sections on post-secondary educational needs as well as business and industry needs.

The Office of Community Development at Michigan State University developed instruments for determining community needs in such areas as industrial development, health and medical care, leisure-time activities, and citizenship education.

Gunder Myran in his study of thirteen community colleges throughout the United States discussed the methods of responding to community needs in relation to their organizational patterns. These patterns of organization included: (1) extended departmental pattern, (2) nucleated pattern, (3) advisory group pattern, (4) antenna pattern, and (5) affiliate pattern.

In the extended departmental pattern, community services are also generated through the departmental structure. Various departments offer short courses, exhibits, lectures, etc., according to how community



needs are perceived by those within each department. In this pattern, community needs are perceived through the eyes of specialists in various subject-matter areas.

In the nucleated pattern, all members of the community service staff spend a portion of their time identifying needs through meetings and professional contacts, and a portion of their time administering the programs that are developed. Faculty and advisory groups are significant in the nucleated pattern, but they are more likely to be "reactor" panels rather than process initiators.

The advisory group pattern is the most commonly used pattern, typically using the advisory group for "reality testing" in designing courses of instruction. In this pattern, however, advisory committees play a more crucial role in sensing community needs in their area of specialties (i.e., health, law, engineering), in designing new programs, evaluating present ones, and promoting these programs to the potential clientele. The college may have a staff member who is a coordinator of the advisory committees. In addition to the more common semi-permanent advisory committees, this pattern includes ad hoc committees dealing with critical issues.

The antenna pattern achieves its goal of maintaining a sensitivity to community needs by employing staff members whose focus of operation is in the community

rather than on the college campus. Staff members may be assigned to carry on liaison activities with business and industry, disadvantaged groups, the professions, etc. These persons serve as the "antennai" of the college by identifying needs in their area of specialties, and become process initiators for new programs at the community college.

The affiliate pattern moves basic units of community service beyond the administrative structure of the college. Administrators of these units will have a direct responsibility to organizations in the community other than the college, and will have an "affiliate" relationship with the college. Minimal financial support will come from the college. In this pattern, sensitivity to community needs and the identification of problems for which the community college has resources to contribute to a solution depend on the work of a network of affiliated organizations.<sup>39</sup>

Myran sums up these patterns of identifying community needs by saying:

For the most part, regardless of the pattern, the techniques used for the identification of community needs were simple and were directed toward specific groups or problems. Techniques such as studying census information, reviewing publications and studies of the Chamber of Commerce, tabulating program requests, mailing questionnaire surveys, reviewing self-studies for regional accreditation,

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<sup>39</sup>Myran, "Structure and Development of Community Service Programs," pp. 48-63.

and reading newspaper stories were used. There was no evidence of intensive programs of community analysis.<sup>40</sup>

Ways of Identifying Adult  
Educational Needs

Essert<sup>41</sup> suggests four techniques for determining needs. The first is discovering new needs by individual and group census; a second is that of making analytical studies of the community, such as surveys of ethnic problems, problems of crime, poverty, housing and industry. A third technique is the involvement of individuals or groups in self-discovery. The fourth technique is the interplay of all other techniques.

Dobbs<sup>42</sup> ascertained educational needs of adults through personal interviews in the homes of adults in a declining and non-declining community. Based upon this data, programs were to be initiated to meet the educational needs in both communities.

May<sup>43</sup> utilized self-surveys to uncover needs. By involving citizen participation in the various surveys,

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<sup>40</sup>Ibid., p. 110.

<sup>41</sup>Paul L. Essert, Creative Leadership of Adult Education (New York: Prentice-Hall, Inc., 1951), pp. 223-24.

<sup>42</sup>Ralph C. Dobbs, "Self-Perceived Educational Needs of Adults," Adult Education (Winter, 1966), 92.

<sup>43</sup>Elizabeth E. May, "Experiments in Method in Adult Education" (unpublished Ed.D. dissertation, Columbia University, 1937).

needs were uncovered through a cooperative participation technique.

Rieger and Anderson<sup>44</sup> identified need hierarchies in a study of five counties of the Grand Traverse Bay region utilizing a 2 per cent sample of households. Results were analyzed in terms of the hierarchial patterns of information needs and information sources by residence, education, age, and sex. This effort was designed to identify the sources of information used by people in a local area on a variety of subjects pertinent to carrying on their daily lives and the needs these people feel for more information.

In a study by Hendrickson and Foster,<sup>45</sup> educational needs of out-of-school youth were identified.

The study involved random sampling of 300 out-of-school youth and young adults nineteen to twenty-six years of age in various socio-economic areas of Columbus, Ohio. The main purpose was to discover the educational, cultural, and recreational needs of this age group with special attention to the areas of marriage and courtship.

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<sup>44</sup>Jon H. Rieger and Robert C. Anderson, "Information Source and Need Hierarchies of an Adult Population in Five Michigan Counties," Adult Education, XVIII, No. 3 (1968), 155-56.

<sup>45</sup>Andrew Hendrickson and Elizabeth Foster, "Educational Needs of Out-of-School Youth," Adult Education (Spring, 1961), 179.

Samuel Hand suggests that involving the community provides an opportunity for identifying needs and affords several advantages.

1. Representative citizens who participate in a systematic study of specific aspects of community life may have, by virtue of their familiarity with the local culture, more skillful insights into directions for programs than any one individual.
2. By involving the community, it will increase democratic participation and facilitate community self-development.

Hand identifies several ways in which an adult educator can involve the community in the identification of adult educational needs. These include:

1. Establish a personal acquaintanceship with and cultivate the friendship of key community leaders.
2. Establish and identify with and utilize existing community organizations and groups.
3. Form citizen advisory committees around program content areas of potential need.
4. Affiliate with community organizations and groups that function in areas of personal and professional interest.
5. Work with community council or other agency designated to provide overall coordination of effort among agencies concerned with adult education or community development.<sup>46</sup>

Kempfer found in his study of methods and organization of courses that needs and interests of adults were determined best by the following practices:

1. Cultivation of "coordinators" or liaison people in industry, business, labor, and community organizations who watch for opportunities for education to perform a service.

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<sup>46</sup>Samuel E. Hand, "Identification of Needs and Resources," in Administration of Continuing Education, ed. by Nathan C. Shaw (Washington, D.C.: National Association for Public School Adult Education, 1969), pp. 150-54.

2. Receiving requests from business, industrial, labor, and community groups.
3. Study of deficiencies of adults.
4. Maintaining extensive personal acquaintanceships with community leaders and groups.
5. Examination of census and similar data.
6. Making systematic surveys of business, civic, and industrial life of the community.
7. Examination of published surveys of other communities and similar literature.
8. Examination of catalogs, schedules, publicity materials, and programs of comparable institutions.
9. Acting on hunch.
10. Being sensitive to civic, personal, and social problems of people which can be alleviated by education.
11. Checking on known interests of people.
12. Utilization of checklists and other interest finders.
13. Receiving individual requests.<sup>47</sup>

Russell J. Kleis directed a study of continuing education needs in Muskegon, Michigan. Seven citizens task forces, a steering committee and a committee of the whole worked for a six-month period. Through the use of surveys, interviews, hearings and deliberative sessions, the community needs were identified. The committee then made recommendations relating to the roles of various educational agencies in the area.<sup>48</sup>

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<sup>47</sup>Homer H. Kempfer, Identifying Educational Needs of Adults, U.S. Office of Education, Federal Security Agency, Circular No. 330 (Washington, D.C.: Government Printing Office, 1951), p. 64.

<sup>48</sup>Russell J. Kleis, An Area Approach to Continuing Education, Educational Publication Services, College of Education (East Lansing: Michigan State University, August, 1967).

Importance of Voluntary Associations  
in Community Life

The importance of voluntary association organizations in community life dates back to early American days.

De Tocqueville once said in regard to voluntary associations concerned with community affairs: "Wherever at the head of some new undertaking, you see the government in France, or a mark of rank in England, in the United States, you will be sure to find an association."<sup>49</sup>

Christopher Sower and his associates stressed a similar view when they said, "The belief in Voluntary Community action for the welfare of the community may be the characteristic which more than any other single feature distinguishes the American community from communities in other cultures."<sup>50</sup>

The editors of Fortune magazine state,

. . . Except for the few intellectuals who don't believe in "joining," and the very, very poor who can't afford to, practically all adult Americans belong to some club or other, and most of them take part in some joint effort to do good. This prodigious army of volunteer citizens, who take time from their jobs and pleasure to work more or less unselfishly for the betterment of the community, is unique in the world. . . . Often, at the local level, they take on a share of the civic and

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<sup>49</sup>Alexis De Tocqueville, Democracy in America (New York: Oxford University Press, 1947), p. 319.

<sup>50</sup>Christopher Sower, et al., Community Involvement: The Webs of Formal and Informal Ties That Make for Action (Glencoe, Ill.: The Free Press, 1957), p. 27.

charitable burden. In addition, there are countless organizations dedicated to the betterment of the community--so-called "service" clubs. . . . Men may join an organization for the business or political reasons, or because they find security in belonging to a group or because they believe in accepting responsibility. They have learned that their own welfare rests in the welfare of all, and they contribute not only money to ameliorate misfortune, but brains and time to solve problems that reach far beyond old-fashioned charities.<sup>51</sup>

Why do some people participate more than others in various types of volunteer associations? Murray Ross suggests that people participate because participation has a positive effect on them.

"We should seek to encourage participation" because they (citizens) believe it contributes to the individual's mental health to be active in voluntary organizations in order to strengthen some worthwhile cause which one is working on and in order to study problems and take considerate action.<sup>52</sup>

Arnold Rose in his study found: "The people who join have more optimistic attitudes, greater satisfaction with their lives, more confidence in society than groups reporting fewer friends in organizational affiliations."<sup>53</sup>

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<sup>51</sup>The Editors of Fortune, U.S.A.: The Permanent Revolution (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1951), pp. 131-33.

<sup>52</sup>Murray G. Ross, "Community Participation," International Review of Community Development, Theories and Values, No. 5 (1960), 116.

<sup>53</sup>Arnold Rose, "Attitudinal Correlates of Social Participation," Social Forces, XXXVII, No. 2 (March, 1959), 206.



Roland Warren says:

Other studies have shown rather consistent support for the hypothesis that participation is related to interest in public issues and a belief that effective citizen action makes a difference while non-participation is an aspect of alienation, of separation for on-going activities of the community.<sup>54</sup>

Arnold Rose lists one of the major functions of voluntary associations in supporting democracy in the United States when he says:

The voluntary associations provide a social mechanism for continually instituting social changes, so that the United States is a society in flux, constantly seeking (not always successfully, but seeking nevertheless) to solve long-standing problems and to satisfy new needs of groups of citizens as these needs arise.<sup>55</sup>

Nelson, Ramsey, and Verner in their book, Community Structure and Change, in discussing the growth and development of voluntary associations state:

The large formal organization arises in response to needs which are not satisfied through the institutional framework of the community. . . . One type of need results from relationship between institutions and social change. The advent of new associations from time to time indicates that as new social problems are recognized, associations come into being to resolve them. Thus, formal organizations help

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<sup>54</sup> Warren, The Community in America, p. 191.

<sup>55</sup> Arnold Rose, Theory and Method in the Social Sciences (Minneapolis: University of Minnesota Press, 1954), p. 51.

reduce the lag between the needs of society that are undergoing rapid change and adaptability of institutions to meet those changing needs.<sup>56</sup>

Gist and Fava state:

. . . the complexities and demands of modern urban life are such that the traditional institutions cannot, by themselves, adequately satisfy all human needs. To meet these needs, however defined by the persons involved, voluntary associations have come into existence. If they did not perform some of these functions, they probably would not exist at all.<sup>57</sup>

Voluntary associations have developed to meet the needs of a variety of people seeking a common interest or purpose. Associations respond to needs not already being met by the community and aid in instituting social change.

There is a wide range of literature on the characteristics of people in relation to their participation in voluntary organizations of various types. Generally speaking, the studies show that people of high economic status participate in voluntary associations more than those of low status, and the degree of participation appears to follow a continuum from one extreme to another. Also, the more education a person has, the more likely he is to be affiliated with a voluntary association.

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<sup>56</sup>Lowry Nelson, Charles E. Ramsey, and Coolie Verner, Community Structure and Change (New York: The MacMillan Company, 1960), p. 357.

<sup>57</sup>Noel Gist and Sylvia Fava, Urban Society (New York: Thomas Y. Crowel Company, 1964), p. 385.

Charles R. Wright and Herbert H. Hyman, basing their evidence on two national probability sample studies, plus a number of more specific studies in different-sized communities conclude:

1. Membership is directly related to socio-economic status, as measured by level of income, occupation, home ownership, interviewer's rating of level of living, and education (National).
2. Membership is accompanied by a greater interest in such public affairs as unemployment problems, city planning, and public schools (Denver).
3. Membership is associated with voting in Presidential, Congressional and local elections (Denver).
4. Membership is associated with support for local charities (Denver).<sup>58</sup>

Babchuck and Booth in a longitudinal study covering a four-year period conclude:

1. Voluntary association membership is characteristic of a majority of adult Americans. Eighty-four percent in the panel belonged to one or more associations.
2. Membership is equally characteristic of urban and rural residents. The rate of membership for urban, small town, rural non-farm, and farm residents were within a five percent range of each other.<sup>59</sup>

#### Instrumental and Instrumental- Expressive Associations

Voluntary associations constitute a group of people sharing a certain interest and purpose and agree

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<sup>58</sup>Charles R. Wright and Herbert H. Hyman, "Voluntary Associations Membership of American Adults: Evidence from National Sample Surveys," American Sociological Review, XXIII, No. 3 (June, 1958), 294.

<sup>59</sup>Nicholas Babchuck and Alan Booth, "Voluntary Association Membership: A Longitudinal Analysis," American Sociological Review, XXXIV, No. 1 (February, 1969), 44.

to come together and satisfy this interest or purpose. No definitive research has been found to indicate the exact number of associations in the United States. Fox<sup>60</sup> estimates 5,000 national associations but makes no claim that it is complete.

Recent research has attempted to categorize associations according to their functions.

Rose suggests two types of associations:

Some associations act only to express or satisfy the interests of their members in relation to themselves--these include the recreational and sports associations, the social and hobby clubs, and the scientific societies, which may be especially numerous in the United States but which are also found in large numbers in all literate societies. Other associations are directed outward; they wish to achieve some condition or change in some limited segment of the society as a whole. The former may be called "expressive" groups and the latter "social influence" groups.<sup>61</sup>

Lundberg, et al., used a three-fold designation:

Voluntary organizations fall into three classes. Some (for example, choral societies, bridge clubs, or poetry clubs) are usually identified with leisure-time agencies because their activities are ends in themselves and are engaged in for their own sake. In contrast to such "leisure" organizations are chambers of commerce, trade unions, and most other occupational, economic, and political groups. These constitute an extension of income-yielding activities and are more closely allied to a member's work than to his leisure. One may join such organizations quite irrespective of the intrinsic satisfaction derived from their activities,

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<sup>60</sup>Sherwood Dean Fox, "Voluntary Associations and Social Structure" (unpublished Ph.D. Thesis, Harvard University, 1952).

<sup>61</sup>Rose, Theory and Method in the Social Sciences, p. 52.

in order to secure economic benefits, political favors, civic improvements, and so on. These organizations may be called instrumental in the sense that their activities are not ends in themselves, but rather means for the attainment of ends. In addition there are organizations like fraternal orders which have certain aspects of both "leisure" and "instrumental" groups. Their appeal lies not merely in business and pecuniary benefits, but also in the companionships and other non-economic satisfactions which they offer.<sup>62</sup>

Gordon and Babchuck developed a typology of voluntary associations using the functions of the association as a criteria. They identified three types of associations. These are Instrumental, Instrumental-expressive and Expressive.

Instrumental association's function is not to "exist primarily to furnish activities for members as an end in itself, but serve as social influence organizations designed to maintain or to create some normative condition or change."<sup>63</sup> Examples of Instrumental associations would include: The NAACP, League of Women Voters, and a Neighborhood Improvement Council. Members of Instrumental associations are interested in improving their environment without direct gratification to themselves.

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<sup>62</sup>George A. Lundberg, Mirra Komarovsky, and Mary Alice McInery, Leisure: A Suburban Study (New York: Columbia University Press, 1934), pp. 126-27.

<sup>63</sup>Gordon and Babchuck, "A Typology of Voluntary Associations," p. 25.

Expressive associations, on the other hand, are interested in "immediate and continuing gratification to the individual. . . . In the main the orientation of the group is not to the attainment of a goal anticipated for the future but to the organized flow of gratifications in the present."<sup>64</sup>

Examples of expressive associations would include: senior citizens clubs, conceived to develop citizenship responsibility on a long-range basis, bowling and chess associations. Members of expressive associations participate because they obtain gratification from the activity itself.

Instrumental-expressive associations reflect functions of both groups. Gordon and Babchuck suggest a case in point:

At the national level, the Legion has registered lobbyists and a legislative program officially endorsed by its members, but at the local level, it functions primarily as a club for convivial activities. . . . Members identify with organization both for the fellowship it provides and for the special objectives it seeks.<sup>65</sup>

Upon examination of the functions of the three types of associations, it is clear that instrumental and instrumental-expressive associations are strongly interested in the community and in the general welfare of the citizens of the community. Very little literature was

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<sup>64</sup>Ibid., p. 27.

<sup>65</sup>Ibid., p. 28.

found to indicate differences between members of instrumental, instrumental-expressive and expressive associations.

Arthur P. Jacoby,<sup>66</sup> in a study of nine student voluntary associations on the campus of a Canadian university, found differences between instrumental members and expressive members. He found voting in student government elections to be more common among instrumental members than expressive members. This was also true for viewing documentary or educational programs on television. Instrumental members were more likely to report that they regularly read a number of news magazines and newspapers than expressive members.

Expressive members tended to receive lower grades and greater numbers of tickets for traffic violations than instrumental members.

No research was found to indicate differences between members of instrumental and instrumental-expressive associations. However, evidence of their functions points out one difference, i.e., immediate self-gratification, between the two types of associations. This suggests that responses from the two groups may differ as they view community needs.

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<sup>66</sup>Arthur P. Jacoby, "Some Correlates of Instrumental and Expressive Orientation to Associational Membership," Sociological Inquiry (Spring, 1965), 163-75.

### Summary

The review of literature and research indicates:

1. Most definitions of a community include people within a geographical area, sharing common interests, bound together by a sense of belonging and providing for common needs.
2. The essence of community is the meeting of mutual needs. These needs may relate to the biological or cultural nature of man. It is in attempting to satisfy these needs that man recognizes his social nature and groups together in a community.
3. Social institutions of a community originated in the necessity of satisfying needs, both individual and societal.
4. The social institutions that exist in most communities include familial, economic, educational, recreational, religious, governmental and health and welfare.
5. The community as a social system depends on the interaction and interrelationship of the social institutions of the community.
6. The community college, a component of the educational institution strives to become an



integral part of the community, thus part of the interdependency system of institutions in the community.

7. Many of the social changes experienced today in the community require a solution which is educational in nature.
8. The community college has demonstrated its commitment to meeting community needs through its functions of lower division college, education, vocational, technical education, counseling, general education and, more recently, community service.
9. Before a community college plans programs for community service, it should identify the community needs.
10. The identification of community needs by community colleges has been primarily accomplished by studies, surveys and polls.
11. Review of recommendations concerning adult educational needs indicate involving the community or segments of the community is commonly recommended.
12. The development of voluntary associations indicates the needs meeting of a variety of people seeking a common interest or purpose.

Associations respond to needs not already being met by the community and aid in instituting social change.

13. In general, studies indicate that people of high economic status participate in voluntary associations more than those of low status. Also, the more education a person has, the more likely he is to be affiliated with a voluntary association.
14. The principal function of instrumental associations is to serve as social influence organizations designed to maintain or create some normative condition or change. Instrumental-expressive functions include that of the instrumental as well as to bring gratification to members.

## CHAPTER III

### METHODOLOGY AND PROCEDURES

The purpose of this chapter is to describe the procedures which were designed to realize the purposes set forth in Chapter I. Seven sections are developed. Section I presents Montcalm County as the setting. The next describes the sample for the study. This is followed by the development of the interview guide and the arrangements and administrations of the interview guide. This is continued by a description of the associated studies. Finally, data analysis is discussed.

#### Montcalm County as the Setting

Montcalm County is located near the center of the lower peninsula of Michigan. It was organized in 1850. The county derives its name from Louis Joseph, Marquis de Montcalm, a distinguished French general (see Appendix B).

Montcalm County originally was covered with some of the finest white pine in Michigan. The lumbering of this timber was practically completed in the 1890's. Following the completion of the lumbering operations, the

county developed into one of the outstanding agricultural counties in the state, specializing in the raising of potatoes, also having many outstanding dairy herds.

Montcalm County has a land area of 712 square miles and a 1960 population of 35,795 people. This was an increase of 15.4 per cent from 1950 compared to the 8.5 per cent and 4 per cent respectively during the next preceding two decades. This growth has been considerably less than for the state during the past three decades.

An analysis of growth within the county reveals a 12 per cent decrease in the northwest fourth between 1910 and 1960 and a slight decrease also in the southeast. A slight increase had occurred in the northeast, but the greatest increment has been in the southwest part, surrounding the city of Greenville. Greenville increased 11.6 per cent in population, from 6,668 to 7,440, during 1950-1960. Industries such as Gibson refrigerators and Ore-Ida potatoes have attracted many workers (see Appendix C).

In 1940, 1950, and 1960, respectively, the per cent of persons living in urban areas was 18.6, 21.5, and 20.8. Between 1950 and 1960 the greatest change resulted in an increase of the rural non-farm population from 35.3 per cent to 54.5 per cent and a decrease in the rural farm population from 43.2 per cent to 24.7 per cent.

The composition of the labor force in the county indicates that 38 per cent are engaged in manufacturing which is the same as for the state as a whole.

However, whereas 40.1 per cent of persons in Michigan were white-collar workers (professional, managerial, sales and clerical), only 29.5 per cent of the workers in Montcalm County were engaged in that type of work.

Fifteen per cent were in retail, including food and dairy products and eating and drinking places, while 13 per cent were involved in agriculture. Thus the industries of manufacturing, retailing and agriculture comprised about two-thirds of the labor force.<sup>67</sup>

Montcalm County is now experiencing still another change in the closing decades of the twentieth century. Manufacturing has become the chief user of the labor force. Small farming is being replaced by large-scale farming oriented to business techniques. Many small farmers are turning to the city for their livelihood, unable to compete with large-scale farming. It will mean a more impersonal way of life. New occupations will increase as specialization and division of labor become more elaborate. Although still basically a rural county, the lessening

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<sup>67</sup>University of Michigan, Bureau of School Services, Montcalm County Vocational-Technical Education Study (Ann Arbor: University of Michigan, January, 1967), pp. 1-5.

importance of agriculture and gradual movement to an urban society will continue to produce changes in the needs of its citizens.

### Sample

A list of all voluntary associations in Montcalm County was obtained by the following methods: (1) Requesting the Greenville Chamber of Commerce to supply a list for the Greenville area voluntary associations. (2) In a study of all weekly and daily papers in Montcalm County, a list of voluntary associations was compiled. (3) An article in the daily Greenville paper, the largest paper in Montcalm County, explaining the study, led to the calling of this writer by officers of several associations informing him of other associations. (4) Chamber of Commerce organizations throughout the county supplied other names for the study.

Eighty-eight organizations constituted the voluntary associations obtained by these methods. From this list, the criteria for distinguishing between instrumental and instrumental-expressive associations were applied for each association (see Definitions, p. 8). Eleven associations were dropped from the sample by not fulfilling all criteria of either an instrumental or instrumental-expressive association. Of the seventy-seven organizations which constituted the voluntary associations for the study, officers of fifty-two associations responded to the

invitation to participate in the study. This constitutes 67 per cent of the total group.

Twenty-five associations did not participate for the following reasons:

<u>Number Not Participating</u>	<u>Reason</u>
19	No response to letter
4	Interview could not be conducted until after cutoff date
2	Sent in card but failed to respond to interview

Four officers of the organization, namely the president, vice president, treasurer, and secretary were to be used for the sample. If the association did not include titles, such as vice president, treasurer, or secretary, the president selected those representatives from his organization who would closely correspond to the titles listed above. Three officers were the minimum selected to represent an association.

One hundred sixty-one officers of voluntary associations comprised the sample size. Thirty-five officers represented eleven instrumental associations and 126 officers represented forty-one instrumental-expressive associations (see Appendix D).

Development of the Telephone  
Interview Guide

Following a review of pertinent literature and in consultation with professors in the College of Education and Office of Community Development at Michigan State University, a telephone interview guide was developed to facilitate obtaining the information needed for this study.

The telephone interview was utilized because of a time factor that would not allow the writer to travel throughout the county to interview personally all representatives of voluntary associations.

Sudman says, regarding telephone interviews: "In none of these experiments was there any indication that the telephone results were less satisfactory than those obtained from personal interviews."<sup>68</sup>

He goes on to cite convenience, time, cost, and the fact that responses are likely to be more candid and less distorted in terms of social acceptance as factors in favor of telephone interviews.

The telephone interview has several limitations, as Julian L. Simon points out:

First, the interview must usually be short, unless you prearrange the interview. Second, you cannot observe the subjects visually, which cannot prevent lying in personal interviews.<sup>69</sup>

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<sup>68</sup> Seymour Sudman, Reducing the Cost of Surveys (Chicago: Aldine Publishing Company, 1967), p. 67.

<sup>69</sup> Julian L. Simon, Basic Research Methods in Social Science (New York: Random House, 1969), p. 250.



However, Simon also points out that, "people may not lie or exaggerate as much in a phone interview as in a personal interview because they are not as personally involved with the telephone interviewer."<sup>70</sup>

The telephone interview guide used for this study consists of questions in two areas (Appendix E). Part I is a Community Needs Inventory with a ranking scale of one to five, one indicating little need, five indicating great need. Part II consists of several questions relating to association concerns.

The Community Needs Inventory was developed in cooperation with Dr. Gunder Myran of Michigan State University. The Inventory was based on a review of literature of community needs and of community college service programs as identified by Dr. Myran in a nationwide study (Appendix F).

The questions relating to association concerns were designed to determine the community needs that were of significance for each association, their reasons for success or failure in meeting these needs and the associations they cooperated with in resolving the community needs.

The instrument was field-tested in Ionia County by interviewing representatives of seven instrumental and instrumental-expressive associations. Several of their

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<sup>70</sup>Ibid.

suggestions were incorporated into the instrument. One suggestion was to define in question eight what "increasing medical resources" meant. (More doctors, more hospitals was added to clarify the meaning.) Also in questions nineteen, twenty-three, and twenty-six, additional comments were added to clarify meaning of the statements. The second suggestion was to add other needs at the end of the instrument allowing the interviewer an opportunity of self-expression. It was also reviewed by the doctoral committee chairman. His suggestions as well as the suggestions of the representatives in the Ionia County voluntary associations were considered in the development of the final telephone interview guide.

#### Arrangements for Interviews

The initial contact with seventy-seven organizations used for the study was by letter from the president of Montcalm Community College to the president of each of the organizations. This letter (Appendix G) asked each organization to participate in this study and requested the names and phone numbers of each officer. Four officers of the organizations, namely, the president, vice president, treasurer, and secretary, were to be used in the telephone interview and to act as representatives of their organization.

If the association did not include titles such as vice president, treasurer, or secretary, the president

selected those representatives from his organization who would closely correspond to the title listed above. The second contact with the organization was upon receipt of a letter of acceptance and the names and numbers of those to be interviewed. A letter and informational packet were sent to each officer. The information in the packet included: (1) a letter explaining the purpose of the interview, (2) a sample telephone interview guide, and (3) a postcard to be sent to the college stating the most desired time for the telephone interview.

#### Administration of Interviews

Following receipt of the postcard at the college stating the most desired time for the telephone interview, a call was made to each of the representatives of the association. Insofar as possible, an informal atmosphere was maintained. Each person had in his possession a copy of the Community Needs Inventory.

The person called was asked how he ranked each of the thirty community needs. These were recorded on the interview copy (Appendix E). The second part of the interview consisted of questions which related to the voluntary association representative's perceptions of important community needs each association was attempting to reduce and their success or failure in meeting community needs. Representatives were also asked if they cooperated with any other associations in meeting

community needs. At the conclusion of the interview, interviewees were asked to mail their Community Needs Inventory to the college in order that responses could be verified.

### Associated Studies

The realization for need for a total study of community needs in Montcalm County developed as Montcalm Community College accepted a grant of money from the W. K. Kellogg Foundation. The grant was to assist Montcalm in becoming a national developmental center in connection with the Kellogg Community Service Leadership Program.

In its proposal, Montcalm stated:

The major weakness of the community service program is that it has received inadequate attention. The community analysis study should be implemented as soon as possible formulating the basis for the future direction of community service programs.<sup>71</sup>

Specifically, the study was to:

1. Determine the extent of knowledge about the understanding of current, major social problems among citizens in the service area.
2. Identify the kinds of activities and programs on instruction (formal and informal) which citizens in the service area desire.<sup>72</sup>

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<sup>71</sup>Donald Fink, "Abstract and Budget of Proposal to Become a National Developmental Center in Connection With the Kellogg Community Services Leadership Program" (a proposal submitted to the W. K. Kellogg Foundation of Battle Creek, Mich., Sidney, Mich., Montcalm Community College, 1968). (Mimeographed.)

<sup>72</sup>Ibid.

Four separate studies of community needs in Montcalm County were conducted during the period of this study: This one and three others were conducted by members of the Montcalm Community College staff in cooperation and consultation with consultants from Michigan State University. Part I of the Community Needs Inventory was included in each of the four studies as the instrument for identifying community needs. Responses to this portion of all four studies were combined and analyzed to identify the degree of congruency between the perceptions of community needs as held by representatives of disadvantaged poor, business, industry and agriculture, educational resources and counseling. No other portions of the associated studies were employed in this study and no conclusions of this study are dependent upon any other portions of the associated studies.

Interviews were conducted with each group during the same period as this study.

#### Study of the Needs of Disadvantaged Poor

The objective of the six weeks community needs study was to obtain and interpret information regarding the present needs of those individuals that could be filled through community service programs. The term disadvantaged poor is defined as those individuals who fall within the poverty guidelines established by the Office of Economic Opportunity.

The names of disadvantaged poor were collected from the various institutions of the community. A 10 per cent selection was to be utilized for this study; however, due to difficulties in communicating with them and a time factor by which a study had to be completed, only a 1 per cent selection could be used. Personal interviews were arranged and carried out to obtain the responses for this study. Interviews were conducted at a summer camp in the community, sponsored by the county and an agency of the Federal Government. Ten disadvantaged poor constituted the sample size for this study.

#### Study of Educational and Counseling Needs

This study had a two-fold objective:

1. Educational Resources
  - a. To identify needs which are not presently being taken care of in Montcalm County.
2. Adult Counseling
  - a. To identify counseling needs which are not being taken care of in Montcalm County.

The study director selected his sample from the following sources:

1. Seven public school districts
2. Private schools
3. Intermediate school office
4. County Sheriff's Department
5. Juvenile officer

6. Parole officer
7. Department of Social Service
8. Montcalm County Mental Health Department
9. Pastors of local churches
10. Michigan Employment Security Commission
11. Local labor unions
12. Sportsman's clubs
13. Agricultural Cooperative Extension Service
14. Veterans' organizations

A 5 per cent random selection was to be utilized for this study; however, due to vacation, business or illness, only a 3 per cent selection could be achieved. Personal interviews were conducted with the chief officer or his representative at their place of business and the responses were returned to this writer. Thirty-one educators and counselors represented the sample size for this study.

Study of the Needs of Business,  
Industry, and Agriculture

It was the purpose of this study to:

1. Determine the educational level required for job entry.
2. Determine the educational and cultural needs to remain at the present job level.
3. Determine the educational requirements for job advancement and determine what programs are already provided.

4. Determine what job opportunities could be filled through courses provided by a community services program.
5. Determine the recreational, cultural, and community development needs of Montcalm County.

One index used for collecting the names of businesses in the community was the yellow pages. Knowledgeable persons in the community provided the names of other businesses. In order to provide as wide a base as possible for the sample, business and industry were divided into the following categories:

1. Advertising (radio, newspapers, etc.)
2. Agricultural services (implement dealers, elevators, etc.)
3. Auto service (garages, new and used car sales, etc.)
4. Bank and finance
5. Construction (contractors, lumber dealers, plumbers, etc.)
6. Food, dairy, drink (retail)
7. Health, hospital, medical, dental
8. Hotel and motel
9. Insurance and real estate
10. Job and machine shops (with less than fifty employees)
11. Professional (other than medical, etc.)



12. Retail (other than food)
13. Service (barber, beauty, TV, gas, etc.)
14. Transportation
15. Wholesaling (all areas)

Five hundred ninety-four businesses were identified as the population for the study. A sample size of 5 per cent was determined to be acceptable for this study; however, the study director, in order to have a sufficient number of interviewees, used a 10 per cent random selection. Every other name was placed on a reserve list. This proved to be helpful; the extra selections were almost all used. Approximately 10 per cent of the business establishments had closed during the past year. Interviews were conducted with the owner or person concerned with the hiring of staff.

Montcalm County includes only ten major representatives of industry. These were all included in the survey. They were as follows:

1. Aunt Jane's Foods
2. Federal Mogal
3. General Electric
4. Gibson's
5. H. J. Heintz
6. Ore-Ida Foods
7. Ranney Refrigerator
8. R. J. Tower Iron Works

9. Wilson Dairy

10. Wolverine World Wide

Personal interviews were conducted with the chief personnel official of each industry. The study director found that little information was available regarding the agricultural area. County offices had incomplete records of the farms in the county. The most complete list was obtained from the Office of the Agriculture Stabilization and Conservation Service. The ASCS definition of a farm was ten acres or more with habitable buildings. A 1 per cent sampling was utilized for the study.

Twenty-eight persons constituted the sample size reporting responses on the Community Needs Inventory. Failure to turn in the Needs Inventory or responses received after the cut-off date were reasons given for the low sample size.

#### Limitations of the Methodology

Certain limitations emerge when making an analysis of these studies. These include:

1. The sample size of the study of disadvantaged poor was far smaller than desired due to difficulties in communicating with them and was disproportionately constituted of women.
2. Because of a time factor in which all studies had to be completed, it cannot be assured that

sample sizes were selected from a total population.

3. The thirty-item Community Needs Inventory with key words introducing the community needs, such as increasing, improving, and reducing, may have tended to structure the response suggesting a greater need. A study of community should be undertaken using an instrument with a Likert scale. These responses then could be weighed and an item analysis utilized to increase the degree of homogeneity in the set of items.

#### Analysis of Data

Interviewees' responses to Part I of the Community Needs Inventory were checked with the writer's copy to verify the responses. Three officers were the minimum to represent an association. Their responses to each question were averaged and served as the association's response to the question.

Study directors for the Associated Studies returned the completed Part I of the Community Needs Inventory for each group and individual scores were recorded.

After consultation with Dr. Natalie Sproull, Michigan State University, an analysis of variance test was selected to obtain the desired results. The analysis of variance using item scores of Part I of the Community

Needs Inventory would test the significance of the difference between means of the various groups. The 5 per cent level of significance was utilized because of the limited sample size of several categories.

The descriptive responses of the three or four officers to Part II of the telephone interview guide were combined to provide the association's response. These questions related to the association's reasons for success or failure in meeting selected community needs and which associations they cooperated with in resolving these needs.

#### Summary

In this chapter, the methodology and procedures of the research were described.

Montcalm County, a non-urban community college district, provided the setting for this study. Thirty-five officers representing eleven instrumental associations and 126 officers representing forty-one instrumental-expressive associations provided the sample size for this study; while ten disadvantaged poor, thirty-one educators and counselors, and twenty-eight persons from business, industry and agriculture represented the sample sizes for the associated studies made at the same time. A telephone interview guide was developed to facilitate obtaining the information needed for this study. All groups responded to Part I of the guide while descriptive responses to Part II were obtained only from

the associations. An analysis of variance test was utilized for Part I to test the significance between means of the various groups. A Scheffe Post-Hoc Test was utilized to determine significances within the groups. Descriptive responses to Part II of the interview guide were summarized and presented in tabulated form.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this chapter is to present and analyze the degree of concensus regarding community needs among various community groups within a non-urban community college district with reference to the two questions of this study.

1. Are there significant differences between responses of officers of voluntary associations representing the instrumental type of association and those officers representing the instrumental-expression type of association?
2. To what extent are rankings of community needs by officers of voluntary associations congruent with the rankings of selected representatives of business, industry and agriculture; education, and disadvantaged poor of a non-urban community college district?

### Data Obtained

Data was gathered by means of a telephone interview guide developed in cooperation with Dr. Gunder Myran. The telephone interview guide used for this study consisted of questions in two areas. Part I was a Community Needs Inventory with a ranking scale of one to five, one indicating little need, five indicating great need. Part II consisted of questions relating to associations' concerns.

The instrument was designed to gain the perceptions of community needs as held by officers of voluntary associations and as held by samples of disadvantaged poor, business, industry and agriculture and educators and counselors. Officers of voluntary associations responded to both parts of the instrument by means of pre-arranged telephone interviews. Disadvantaged poor as well as representatives of business, industry and agriculture and education and counselors were interviewed personally by directors of the associated studies and their responses to Part I of the Community Needs Inventory were reported to this writer.

Four officers were to act as representatives for each association. Where four officers were not available due to vacation, three officers served as representatives for their association. Their responses were averaged and served as the associations' response to the Community Needs Inventory. One-hundred sixty-two officers representing

fifty-two associations constituted the sample size for this study.

The instrument was distributed to ten persons representing disadvantaged poor, thirty-one persons representing educators and counselors, and twenty-eight persons representing business, industry and agriculture.

Mean scores were used to rank the community needs perceived by officers of voluntary associations. The mean was an average of the one to five ratings of the interviewees and was computed for each of the thirty community needs.

The analysis of variance was employed to test for significance between means of the response to Part I of the Community Needs Inventory. A Scheffe Post-Hoc Test was run to determine the significance within each of the five categories. This test is only used following an analysis of variance treatment on scores which are significant.

In analyzing the data, the .05 per cent level of significance was considered acceptable for this study in identifying the congruence of responses.

For purposes of analysis, data was organized according to the questions listed above.

#### Question 1

Are there significant differences between responses of officers of voluntary associations representing the



instrumental type of association and those officers representing the instrumental-expressive type of association?

Data from the study as it pertains to this question is presented in Table 1. The data shows that there were no significant differences between means in the ranking of community needs between officers of instrumental associations and officers of instrumental-expressive associations.

Table 2 shows that there were slight differences between the two groups regarding increasing opportunities for mature women. Instrumental-expressive associations expressed a greater need for increasing opportunities for mature women in education or employment than did instrumental associations. Finally, instrumental-expressive associations stated a greater need for increasing recreational opportunities for adults than did instrumental associations.

### Question 2

To what extent are responses of officers of voluntary associations congruent with responses of selected representatives of business, industry, agriculture, education, and disadvantaged poor of a non-urban community college district?

Table 3 indicates there were no significant differences in perceptions of community needs among the

TABLE 1.--Mean score and significance probability of rankings of community needs as identified by officers of instrumental associations and officers of instrumental-expressive associations.

Community Needs	Instrumental Mean Score (N=11)	Instrumental Expressive Mean Score (N=41)	Significance Probability .05 Level
1. Increasing education opportunities	3.909	3.951	NS
2. Increasing opportunities for job training and up-grading	3.818	4.121	NS
3. Helping locate jobs	3.000	3.414	NS
4. Helping employers find employees	3.181	3.414	NS
5. Improving labor-management relationships	3.090	3.121	NS
6. Increasing business and industrial growth	3.727	4.146	NS
7. Improving public health standards	3.454	3.195	NS
8. Increasing medical resources	3.181	3.560	NS
9. Increasing awareness of social agency services	3.090	3.341	NS
10. Improving types of services of social agencies	2.727	2.926	NS

TABLE 1.-- (continued).

Community Needs	Instrumental Mean Score (N=11)	Instrumental Expressive Mean Score (N=41)	Significance Probability .05 Level
11. Improving law enforcement	3.272	3.073	NS
12. Improving public and traffic safety	3.090	3.390	NS
13. Programs on causes of drug and alcohol abuse	3.636	3.634	NS
14. Identifying causes of juvenile delinquency	4.000	3.829	NS
15. Improving minority group relationships	2.727	2.658	NS
16. Improving housing conditions in poverty areas	3.363	2.902	NS
17. Reducing unemployment rate	3.000	2.756	NS
18. Improving delinquency neighborhood areas	3.272	3.048	NS
19. Increasing opportunities for cultural activities	3.818	3.487	NS
20. Combating air and water pollution	3.636	3.853	NS
21. Broadening the base of community decision-making	3.636	3.536	NS

TABLE 1.--(continued).

Community Needs	Instrumental Mean Score (N=11)	Instrumental Expressive Mean Score (N=41)	Significance Probability .05 Level
22. Increasing opportunities for mature women	2.090	3.268	NS
23. Increasing opportunities for family life counseling	4.000	3.756	NS
24. Increasing opportunities for career counseling	3.818	3.902	NS
25. Increasing resources for mental health	3.818	4.000	NS
26. Increasing response to senior citizens	3.545	3.585	NS
27. Increased recreation for youth	3.818	3.926	NS
28. Increased recreation for adults	2.636	3.121	NS
29. Improving efficiency of local county government	3.272	3.780	NS
30. Improving efficiency of local city government	3.272	3.658	NS

TABLE 2.--Mean score and significance probability of rankings of community needs as identified by officers of instrumental associations and officers of instrumental-expressive associations.

Community Needs	Instrumental Mean Score (N=11)	Instrumental Expressive Mean Score (N=41)	Significance Probability .05 Level
Increasing oppor- tunities for mature women	2.090	3.268	NS
Increased recre- ation for adults	2.636	3.121	NS

various groups for twenty-one of the thirty community needs. As expressed in a percentage, this represents 70 per cent congruency.

It can be observed in Table 4 that significant difference was found at the .05 level between disadvantaged poor and representatives of business, industry and agriculture regarding "increasing educational opportunities for adults and out-of-school youth."

Disadvantaged poor perceived this as a greater need than did representatives of business, industry and agriculture.

Table 5 indicates that there was a significant difference at the .05 level between officers of instrumental-expressive associations and disadvantaged poor regarding "helping people locate jobs in the area."

TABLE 3.--Mean score and significance probability of rankings of community needs by officers of instrumental and instrumental-expressive associations, disadvantaged poor, representatives of educational resources and counseling, and business, industry and agriculture.

Question Number	Instrumental Mean Score (N=11)	Instrumental Expressive Mean Score (N=41)	Association Officers Combined Mean Score	Disadvantaged Poor Mean Score (N=10)	Educational Resources & Counseling Mean Score (N=31)	Business, Industry & Agriculture Mean Score (N=28)	F Statistic	Approximate Significance Probability of F Statistic .05 Level
1	3.909	3.951	3.930	5.000	3.903	3.714	2.972	0.022 (significant)
2	3.818	4.121	3.970	4.800	4.000	4.107	1.722	0.150 not significant
3	3.000	3.414	3.207	4.400	3.225	3.142	2.527	0.044 (significant)
4	3.181	3.414	3.298	4.300	2.903	3.535	2.849	0.027 (significant)
5	3.090	3.121	3.106	3.800	2.935	2.938	0.946	0.440 not significant
6	3.727	4.146	3.937	3.500	4.193	4.071	1.138	0.342 not significant
7	3.454	3.195	3.324	4.100	3.645	3.500	1.686	0.158 not significant
8	3.181	3.560	3.371	3.700	3.161	3.785	1.081	0.369 not significant
9	3.090	3.341	3.261	4.000	3.709	2.785	3.137	0.017 (significant)
10	2.727	2.926	2.827	3.700	3.290	2.535	2.282	0.065 not significant
11	3.272	3.073	3.172	3.200	3.129	2.857	0.284	0.888 not significant
12	3.090	3.390	3.240	3.200	2.838	3.285	0.981	0.421 not significant
13	3.636	3.634	3.635	4.100	3.483	3.785	0.627	0.644 not significant
14	4.000	3.829	3.914	4.300	3.674	3.892	0.607	0.658 not significant
15	2.727	2.658	2.692	3.600	2.870	3.142	1.506	0.205 not significant
16	3.363	2.902	3.133	4.800	3.548	3.000	5.657	0.000 (significant)
17	3.000	2.756	2.878	4.400	2.838	2.607	4.165	0.003 (significant)
18	3.272	3.048	3.160	4.200	3.483	3.142	2.062	0.090 not significant
19	3.818	3.487	3.652	4.200	3.870	3.250	1.911	0.113 not significant
20	3.636	3.853	3.745	3.200	3.419	3.678	0.828	0.510 not significant
21	3.636	3.536	3.586	4.000	3.741	3.642	0.429	0.787 not significant
22	2.090	3.268	3.088	4.700	3.096	3.214	4.515	0.002 (significant)
23	4.000	3.756	3.878	4.800	3.935	3.392	3.393	0.012 (significant)
24	3.818	3.902	3.860	3.400	3.709	3.892	0.650	0.628 not significant
25	3.818	4.000	3.909	4.100	4.000	3.714	0.501	0.735 not significant
26	3.545	3.585	3.565	3.900	4.064	3.714	0.989	0.416 not significant
27	3.818	3.926	3.872	4.300	3.967	3.535	1.033	0.393 not significant
28	2.636	3.121	2.879	4.200	3.612	3.035	3.175	0.016 (significant)
29	3.272	3.780	3.526	3.300	3.645	3.392	0.854	0.493 not significant
30	3.272	3.658	3.465	3.500	3.612	3.357	0.402	0.807 not significant

TABLE 4.--Mean score and significance probability of ranking of community needs as identified by disadvantaged poor and representatives of business, industry and agriculture.

Community Needs	Disadvantaged Poor Mean Score (N=10)	Business, Industry & Agriculture Mean Score (N=28)	Significance Probability .05 Level
1. Increasing educational opportunities	5.000	3.714	S

TABLE 5.--Mean score and significance probability of rankings of community needs as identified by disadvantaged poor and representatives of business industry and agriculture.

Community Need	Instrumental Expressive Mean Score (N=41)	Disadvantaged Poor Mean Score (N=10)	Significance Probability .05 Level
3. Helping locate jobs	3.415	4.400	S

The disadvantaged poor viewed this as a great need while officers of instrumental-expressive associations indicated little need.

Table 6 indicates that there was a significant difference at the .05 level between disadvantaged poor and representatives of educational resources and counseling regarding "helping employers find potential employees."

TABLE 6.--Mean score and significance probability of rankings of community needs as identified by disadvantaged poor and representatives of business, industry and agriculture.

Community Needs	Disadvan- taged Poor Mean Score (N=10)	Educational Resources & Counseling Mean Score (N=31)	Significance Probability .05 Level
4. Helping employers find employees	4.300	2.903	S

Disadvantaged poor indicated a great need while representatives of educational resources and counseling regarded this as of limited need.

It can be observed in Table 7 that there was a significant difference at the .05 level between representatives of business, industry and agriculture and representatives of educational resources and counseling regarding "increasing awareness of available social agency services."



TABLE 7.--Mean score and significance probability of rankings of community needs as identified by educational resources and counseling and representatives of business, industry and agriculture.

Community Needs	Business, Industry & Agriculture Mean Score (N=28)	Educational Resources & Counseling Mean Score (N=31)	Significance Probability .05 Level
9. Increasing awareness of social agency services	2.786	3.710	S

Representatives of educational resources and counseling indicated a significantly greater need than did representatives of business, industry and agriculture.

Table 8 shows that there was a significant difference at the .05 level between disadvantaged poor and officers of instrumental-expressive associations regarding "improving housing conditions in poverty areas."

TABLE 8.--Mean score and significance probability of rankings of community needs as identified by disadvantaged poor and representatives of business, industry and agriculture.

Community Needs	Disadvan- taged Poor Mean Score (N=10)	Instrumental Expressive Mean Score (N=41)	Significance Probability .05 Level
16. Improving housing conditions in poverty area	4.800	2.902	S

Disadvantaged poor indicated a significantly greater need than did officers of instrumental-expressive associations.

Table 9 shows that there was a significant difference at the .05 level between disadvantaged poor and representatives of business, industry and agriculture regarding "reducing unemployment rate of the area."

TABLE 9.--Mean score and significance probability of rankings of community needs as identified by disadvantaged poor and representatives of business, industry and agriculture.

Community Needs	Disadvantaged Poor Mean Score (N=10)	Business, Industry & Agriculture Mean Score (N=28)	Significance Probability .05 Level
17. Reducing unemployment rate	4.400	2.607	S

Disadvantaged poor indicated a significantly greater need than did representatives of business, industry and agriculture.

Table 10 shows that there was a significant difference at the .05 level between disadvantaged poor and officers of instrumental and instrumental-expressive associations regarding "increasing opportunities for mature women in education or employment."

TABLE 10.--Mean score and significance probability of rankings of community needs as identified by disadvantaged poor and representatives of business, industry and agriculture.

Community Needs	Disadvantaged Poor Mean Score (N=10)	Instrumental Mean Score (N=11)	Instrumental Expressive Mean Score (N=41)	Significance Probability .05 Level
22. Increasing opportunities for mature women	4.700	2.090	3.268	S

Disadvantaged poor indicated a significantly greater need than did officers of instrumental and instrumental-expressive associations.

It can be observed in Table 11 that there was a significant difference at the .05 level between disadvantaged poor and representatives of business, industry and agriculture regarding "increasing opportunities for family life counseling."

TABLE 11.--Mean score and significance probability of rankings of community needs as identified by disadvantaged poor and representatives of business, industry and agriculture.

Community Needs	Disadvan- taged Poor Mean Score (N=10)	Business, Industry & Agriculture Mean Score (N=28)
23. Increasing oppor- tunities for family life counseling	4.800	3.392

Disadvantaged poor indicated a significantly greater need than did representatives of business, industry and agriculture.

Table 12 shows that there was a significant difference at the .05 level between disadvantaged poor and officers of instrumental associations regarding "increasing recreational opportunities for adults."

Disadvantaged poor indicated a significantly greater need than did officers of instrumental associations.

TABLE 12.--Mean score and significance probability of rankings of community needs as identified by disadvantaged poor and representatives of business, industry and agriculture.

Community Needs	Disadvantaged Poor Mean Score (N=10)	Instrumental Mean Score (N=11)
28. Increased recreation for adults	4.200	2.636

#### Summary of Questions 1 and 2

The responses regarding Question 1 indicate that no significant differences were found between ranking officers of instrumental associations and instrumental-expressive associations.

In regard to Question 2, there were no significant differences in perceptions of community needs among the various groups for twenty-one of the thirty community needs. As expressed in a percentage, this represents 70 per cent congruency.

Disadvantaged poor rankings indicated significant differences from one or more groups on eight community needs. Their rankings differed on three community needs each from instrumental-expressive associations and business, industry and agriculture. Disadvantaged poor perceptions of community needs differed from instrumental associations on two community needs and on one from education resources and counseling.

There was a significant difference on one community need between rankings of business, industry and agriculture and educational resources and counseling.

Other Needs

Officers of voluntary associations were asked at the conclusion of the thirty-item Community Needs Inventory to cite other community needs they perceived to be important regarding their community. The responses of those who answered are listed in Table 13.

TABLE 13.--Other needs.

Need	Number
Need for community swimming pool	18
Conservation of resources	12
Improve roads	10
Respect for rights of others	9
Less government interference, let people alone	8
More county-wide zoning	7
Improve efficiency of volunteer firemen	6
Community shelter plan	3
Total	73

Eighteen stated a need for community swimming pool; twelve stated conservation of resources; ten stated improvement of roads; nine stated respect for the rights of others; eight stated less government interference, let people alone; seven stated more county-wide zoning; six

stated improvement of the efficiency of volunteer firemen; and three stated community shelter plan.

These responses may indicate the local community concern for greater recreational facilities, preserving of our national resources, safety, and respect for others as well as increasing educational opportunities and safety for adults and out-of-school youth.

#### Association Concerns

Part II of the telephone interview guide consisted of descriptive questions relating to the association and its concern regarding community needs. The responses of the three or four officers of each association were combined to provide an association response. The open-ended questions were designed to obtain responses of officers as to which of the thirty community needs that were of particular concern to each association, the association's reasons for success or failure in meeting these needs, and the associations they cooperated with in resolving the community needs. The results are summarized below.

In Table 14, Question A, "which of these needs are of particular concern to your association?" twelve were for increasing business and industrial growth of the area, nine were for increasing educational opportunities for adults and out-of-school youth, eight were for increasing recreational opportunities for youth, six were for

TABLE 14.--Question A. Which of these needs are of particular concern to your association?

Needs	Number
Increasing business and industrial growth of the area	12
Increasing education opportunities for adults and out-of-school youth	9
Increasing recreational opportunities for youth	8
Increasing opportunities for cultural activities	6
Improving public health standards of the area	6
Increasing types of services of social agencies	4
Combating air and water pollution	3
Identifying causes of juvenile delinquency	3
Improving efficiency of local city government	1
More programs on causes of drug and alcohol abuse	1
Total	52

increasing opportunities for cultural activities, six were for improving public health standards of the area, four were for increasing types of services of social agencies, three were for combating air and water pollution, two were for identifying causes of juvenile delinquency, one was for improving efficiency of local city government, one was for more programs on causes of drug and alcohol abuse.

Table 15, Question B, "which of the community needs has your association had the most success in meeting?" twelve stated increasing recreational opportunities for youth, ten stated increasing opportunities for cultural activities, nine stated increasing business and industrial growth of the area, nine stated increasing educational



TABLE 15.--Question B. Which of the community needs has your association had the most success in meeting?

Needs	Number
Increasing recreational opportunities for youth	12
Increasing opportunities for cultural activities	10
Increasing business and industrial growth of the area	9
Increasing educational opportunities for adults and out-of-school youth	9
Improving public health standards of the area	6
Association not active in meeting needs	6
Total	52

opportunities for adults and out-of-school youth, six stated improving public health standards of the area; and six stated association not active in meeting needs.

In Table 16, Question C1, "how do you account for this success?" nineteen stated civic pride, thirteen stated strong leadership, eight stated upholding of national association goals, seven stated not successful--minority members involved, and five stated lack of leadership.

In Table 16, Question C2, "what methods or activities did your association utilize?" the most prevalent answers included strong publicity campaign, that all members were involved (fined if did not participate); emotional appeal (seasonal activities and patriotic); co-sponsoring with national traveling groups (circus,

TABLE 16.--Question C1. How do you account for this success?  
 Question C2. What methods or activities did your association utilize?

	Number
1. Civic Pride	19
Strong leadership	13
Uphold national organization goals	8
Not successful--minority of members involved	7
Lack of leadership	5
Total	52
2. Strong Publicity Campaign	
All members involved (fined if did not participate)	
Emotional appeal (seasonal activities and patriotic)	
Co-sponsor with national traveling groups (circus, variety shows, sports--donkey baseball, basketball)	
Grass-roots appeal (broad base citizen participation)	

variety shows, sports--donkey baseball, basketball) and; grass-roots appeal (broad base with citizen participation).

In Table 17, Question D, "what problems appear to prevent your association from solving these needs?" twenty-six stated leadership; eight stated community needs must be resolved by state and federal governments (welfare, housing); six stated minority of members involved; six stated lack of communication among members; four stated finance; and two stated "other."

TABLE 17.--Question D. What problems appear to prevent your association from solving these needs?

Problem	Number
Leadership	26
Community needs must be resolved by state and federal (welfare, housing) government	8
Lack of minority of members involved	6
Lack of communication among members	6
Finance	4
Other	2
Total	52

The majority of the responses indicate that leadership is lacking in the organization which prevents it from solving community needs. Other factors include, not being aware of community needs, lack of cooperation among members, lack of communication among members, and finance.

In Table 18, Question E, "with which associations do you cooperate in resolving community needs?" eighteen stated other service associations, twelve stated other associations, nine stated church groups, six stated little cooperation except in local community, and seven stated none.

Most associations cooperate with one or more associations in resolving community needs. This may indicate two or more service groups working together on common community needs, on a local or county level, or possibly

TABLE 18.--Question E. With which association do you cooperate resolving community needs?

Association	Number
Other service associations	18
Other associations	12
Church groups	9
Little cooperation except in local community	6
None	7
Total	52

individuals in a local community might belong to more than one association, thus the greater likelihood of cooperation between associations.

#### Summary of Association Concerns

Officers of instrumental and instrumental-expressive associations indicated that their associations are concerned about promoting business in the community, aiding the youth, less privileged, and civic pride. Their success in meeting the needs of the community have come in increasing recreational opportunities, educational and cultural activities, increasing business and industrial growth.

The majority of the associations cooperate with one or more associations in the community to resolve community needs. Where failure occurs, it is generally as a result of a lack of leadership on the part of the associations.

### Summary

This chapter has presented an analyses of data gathered from the responses to a two-part telephone interview guide. Part I, a Community Needs Inventory, was distributed to various groups in the community. Officers of instrumental and instrumental-expressive associations as well as representatives of disadvantaged poor, business, industry and agriculture, and educational resources and counseling, were asked to rank on a one to five scale the degree of need for each of thirty pre-determined community needs.

Part II of the interview guide required descriptive responses from officers of instrumental and instrumental-expressive associations relating to their associations' concerns in identifying community needs and their success or failure in resolving the needs.

The results indicated that there are no significant differences between the rankings of instrumental and instrumental-expressive associations. No significant differences were found among all groups for twenty-one of the thirty community needs. As expressed in percentage, this represents 70 per cent congruency. Disadvantaged poor ranks differed from one or more groups on eight community needs.

The descriptive responses indicated that the associations are interested in promoting business, aiding the youth, less privileged, and civic pride.

Their successes have come in meeting the needs of the community in areas of recreation, education, and culture. The majority of the associations cooperate with one or more associations and failure to resolve community needs occurs as a result of a lack of leadership.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

##### Purpose of the Study

The purpose of this descriptive study was to identify the degree of consensus regarding community needs among various community groups with a non-urban community college district.

Specifically, the study is designed to answer two basic questions.

1. Are there significant differences among officers of voluntary associations (classified according to type of association) in their rankings of community needs presented in a predetermined inventory of needs and to what extent are these differences significant?
2. To what extent are rankings of community needs by officers of voluntary associations congruent with the rankings of selected representatives of business, agriculture and industry;

education and disadvantaged poor of a non-urban community college district?

### Methodology

Thirty-five officers representing eleven instrumental associations and 126 officers representing forty-one instrumental-expressive associations provided the sample size for the associations, while ten disadvantaged poor, thirty-one educators and counselors, and twenty-eight persons from business, industry and agriculture represented the sample sizes for the associated studies made at the same time.

A telephone interview guide was developed to facilitate obtaining the information needed for this study. The telephone interview guide consisted of questions in two areas. Part I was a Community Needs Inventory with a ranking scale of one to five, one indicating little need, five indicating great need.

Part II of the interview guide consisted of descriptive questions relating to association concerns and was designed to determine the community needs that were of significance for each association, their reasons for success or failure in meeting these needs, and the associations they cooperated with.

Three associated studies were made at the same time as this study. They were studies of disadvantaged poor, educational resources and counseling, and business,



industry and agriculture. All groups responded to Part I of the guide while descriptive responses to Part II were obtained only from the associations.

An analysis of variance test was utilized for Part I to test the significance between means of the various groups. A Scheffe Post-Hoc Test was utilized to determine significances within the groups. Descriptive responses to Part II of the interview guide were summarized and presented in tabulated form.

#### Findings

1. There were no significant differences among officers of instrumental associations and officers of instrumental-expressive associations in their rankings of community needs.
2. In general, there is a high degree of congruency of rankings of community needs among officers of instrumental associations, officers of instrumental-expressive associations, representatives of business, industry, educators and disadvantaged poor. There was no significant difference in twenty-one of the thirty items on the questionnaire indicating a 70 per cent congruency.
3. There were significant differences in rankings of community needs between disadvantaged poor

and officers of instrumental and instrumental-expressive associations regarding "increasing opportunities for mature women."

4. There were significant differences in rankings of community needs between disadvantaged poor and officers of instrumental-expressive associations regarding "helping people locate jobs," and "improving housing conditions in poverty areas."
5. There were significant differences in rankings of community needs between disadvantaged poor and officers of instrumental associations regarding "increasing recreational opportunities for adults."
6. There were significant differences in rankings of community needs between disadvantaged poor and representatives of business, industry, and agriculture regarding "increasing educational opportunities for adults and out-of-school youth," reducing unemployment rate of the area," and increasing opportunities for family life counseling."
7. There were significant differences in rankings of community needs between disadvantaged poor and representatives of educational resources

and counseling, regarding "helping employers find potential employees."

8. There were significant differences in rankings of community needs between representatives of business, industry and agriculture, and representatives of education regarding "increasing awareness of available social agency services."
9. The responses regarding "which needs are of particular concern to your association" indicate that associations are primarily interested in promoting business, aiding the youth, aiding the less privileged, and civic pride.
10. The responses regarding "the needs associations have had the most success in meeting" indicate increasing recreational opportunities for youth, increasing cultural activities, increasing opportunities for adults and out-of-school youth, and increasing business and industrial growth.
11. The associations tended to view their success in meeting community needs in terms of total involvement of membership and subsequent appeal to civic pride. The responses of the associations indicated that difficulties occurred

when leadership faltered or active participation by their membership proved unresponsive.

### Conclusions

Earlier, it was stated that community colleges have accepted community service as one of their major functions. This assumes a commitment on the part of the college to respond to or reduce the needs of citizens of a community. It is essential, therefore, that community needs be clearly identified in order that programs can be instituted.

The central purpose of this study was to identify the degree of consensus regarding community needs among various community groups within a non-urban community college district.

It can be concluded that there is general agreement of the rankings of community needs among officers of instrumental associations and officers of instrumental-expressive associations.

It can also be concluded that there is high degree of consensus among all groups of the community in their rankings of community needs.

Despite limitations in the samples it seems quite likely that disadvantaged poor hold significantly different views of community needs than other groups and these differences were reflected in the data. While one might

limit his assessment of community needs to leaders of a few associations and feel relatively comfortable that other non-sampled association officers would concur, he cannot make such assumptions about the disadvantaged group.

It can also be concluded that the community needs identified by officers of voluntary associations appear to be consistent with the national goals of most associations. These include a concern for promoting industrial growth, civic and charitable interest as well as greater educational opportunities for the citizens. Where associations failed to identify or resolve community needs, lack of leadership was the most common response given.

#### Suggestions for Community Service Programs

Disadvantaged poor rankings of community needs differed from one or more groups in eight of the thirty community needs. Their responses indicated greater need in a variety of areas. It is suggested that public relations programs be developed that could be oriented to inform the general public of the education, housing, job, legal and health crises of the disadvantaged poor. If educational programs are initiated, the general public could be of help to promote and assist in these programs that fulfilled the needs of the disadvantaged poor. Education would be a good means of insuring the long-term effects of material improvements.

Educational programs might include counseling programs, identifying needs both personal and vocational as well as budget planning and meal planning.

Recommendations for Further Research

1. This study should be replicated with appropriate sample sizes of other similar geographical areas to determine if commonalities exist.
2. Further research should investigate differences in needs as they relate to other geographical locations, age distributions, and educational and economic levels.
3. Further research should investigate the means by which continuing sensitivity to community needs could be developed.
4. Future research should investigate the parameters of training and experience necessary in a community service director in order that he can function effectively in the community.

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## APPENDICES

APPENDIX A

TAXONOMY OF COMMUNITY SERVICE

FUNCTIONS

## APPENDIX A

### TAXONOMY OF COMMUNITY SERVICE

#### FUNCTIONS

Career Development includes career counseling, job placement, group guidance sessions, etc.

Social Outreach includes educational programs for ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

Community Analysis includes census tracts, analyzing manpower data, conducting problem-oriented studies, etc.

Cultural Development includes fine art series, art festivals, artists in residence, community theatre, etc.

Public Forum includes public affairs pamphlets, "town" meetings, TV symposiums, etc.

Civic Improvement includes community self-studies, urban beautification, community chest drives, neighborhood clean-up drives, etc.

Recreational Development includes sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.

Educational Expansion includes institutes, tours, retreats, contractual in-plant training, etc.

Cooperative Planning includes calendar coordination, information exchange, joint committee work, etc.

Educational Extension includes evening classes, TV courses, "weekend college," etc.

Public Information includes interpreting programs and activities of community services to the college staff as well as to the community-at-large.

Faculty Consultation includes consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

Conference Planning includes professional assistance in registration procedures, program development, conference evaluation, etc.

Advisory Liaison includes identifying and involving (in an advisory capacity) key members of the various subgroups with whom cooperative programs are being planned.

Facility Utilization involves encouraging community use of college facilities.

Organizational-Administrative includes staff recruitment, job description, budgetary development, etc.



Staff Development includes professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

Program Evaluation includes appraising probable effectiveness of various facets of the program through participant ratings, attendance patterns, behavioral changes, program requests, etc.<sup>73</sup>

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<sup>73</sup>Max R. Raines, "A Tentative Taxonomy of Community Services," unpublished manuscript, Michigan State University, November, 1968.

APPENDIX B

MAP OF MICHIGAN SHOWING THE LOCATION  
OF MONTCALM COUNTY

APPENDIX B

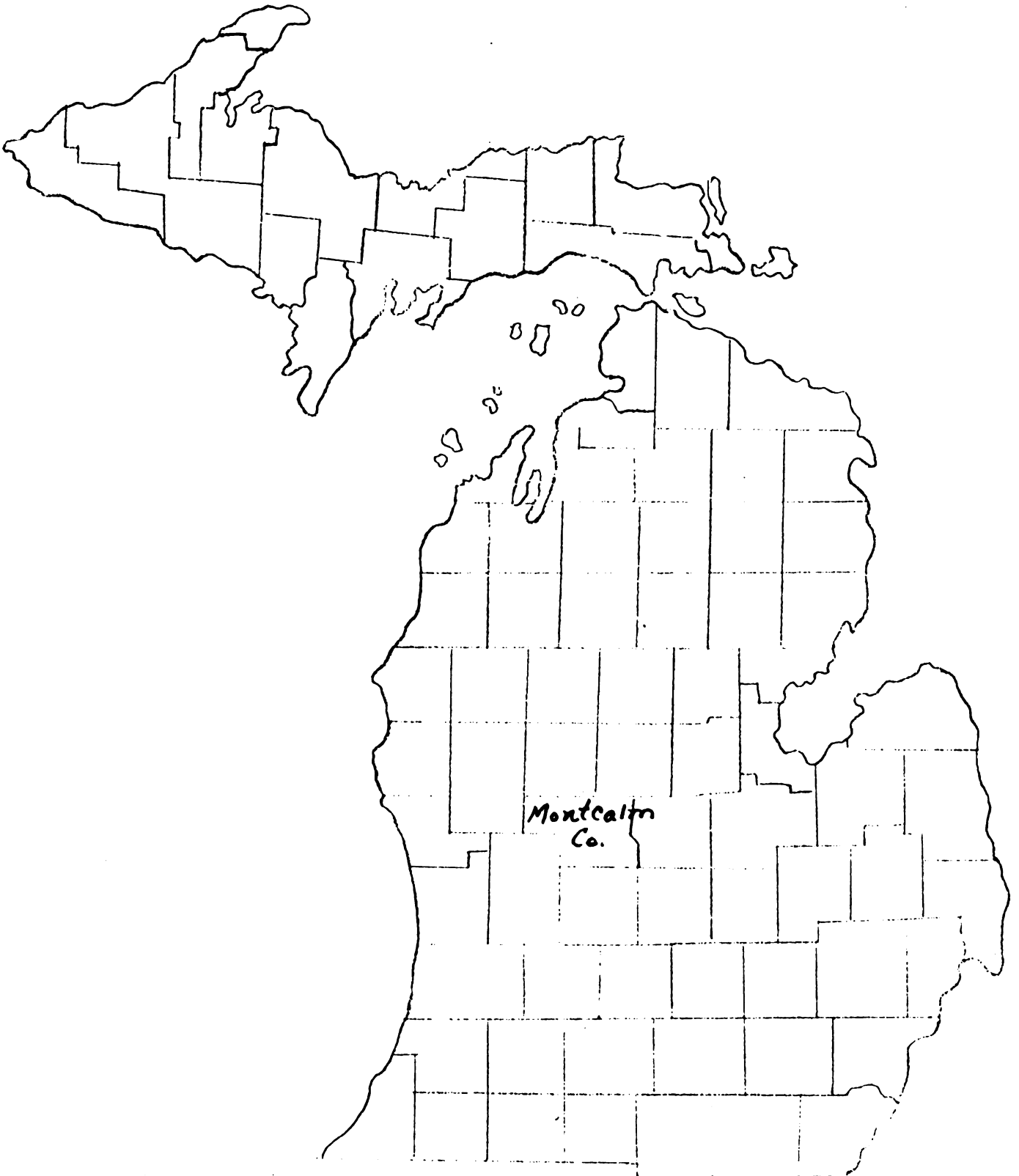


Figure 1.--Map of Michigan showing the location of Montcalm County.

APPENDIX C

CITIES, TOWNS, AND VILLAGES

APPENDIX C

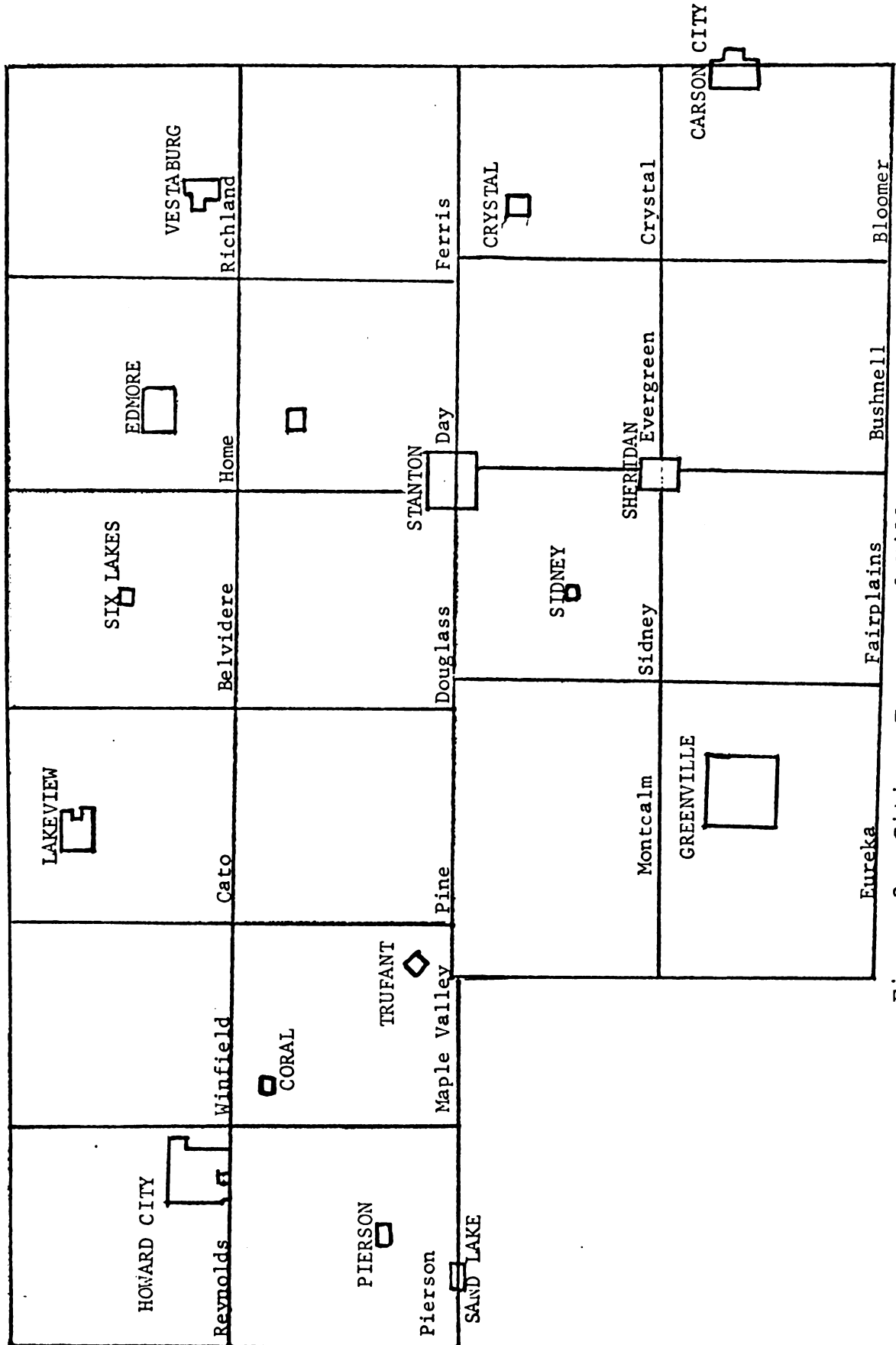


Figure 2.--Cities, Towns, and Villages.

APPENDIX D

LIST OF ORGANIZATIONS IN MONTCALM COUNTY

APPENDIX D

LIST OF ORGANIZATIONS IN MONTCALM COUNTY

<u>Instrumental-Expressive Associations</u>	<u>Number of People Contacted</u>
American Legion	
Carson City, Post 380	3
Greenville	3
Business Men's Association	
Vestaburg	3
Business & Professional Women's Club	
Greenville	3
Carnation Union, AFL-CIO	
Sheridan	3
Chamber of Commerce	
Greenville	3
Howard City	3
Lakeview	3
Stanton	3
County Conservation Association	
Howard City	3
Farmer's Union	
Lakeview	3
Federation of Women's Clubs	
Greenville	3
Fireman's Association	
Belvidere	3
Flat River Conservation Club	
Greenville	3
Flat River Historical Society	3
Friends of the Library	
Stanton	3
Greenville Area Council for the Arts	4
Jaycees	
Greenville	3
Stanton	4
Jaycees Auxiliary	
Greenville	3
Stanton	3

<u>Instrumental-Expressive Associations</u>	<u>Number of People Contacted</u>
Lions Club	
Carson City	3
Crystal	3
Edmore	3
Lakeview	3
Sheridan	3
Vestaburg	3
Montcalm County Farm Bureau	4
Parent-Teacher Association	
Breenville	3
Howard City	3
Rotary Club	
Greenville	3
Tri-County Hospital Auxiliary	
Edmore	3
Sheridan County Hospital Guild	3
Union, One Ida	
Greenville Local 661	3
UAW CIO	
Greenville Local 137	3
Greenville Local 308	3
U.M. Hospital Auxiliary	
Greenville	3
U.F.W.	
Post 5065, Sheridan	3
Post 5062, Six Lakes	3
Women's Club	
Carson City	3
Stanton	3



Instrumental Associations

American Heart Association	3
American Red Cross, Montcalm County	3
County Cancer Society	3
Dairy Herd Improvement Association	3
Heart of Michigan Christmas Tree Growers Association	4
Michigan Artificial Breeders Association	3
Montcalm County Democratic Committee	3
Montcalm County Republican Committee	3
Montcalm County Soil Conservation Association	3
Montcalm County United Fund	4
Potato Growers Association, Chief Wabasis	3

Total Persons:	161
Instrumental:	35
Instrumental-Expressive:	126

In county organizations, officers of county were used in place of each local chapter.

APPENDIX E

INTERVIEWER'S COPY--MONTCALM COMMUNITY  
COLLEGE INTERVIEW GUIDE

APPENDIX E

INTERVIEWER'S COPY

MONTCALM COMMUNITY COLLEGE INTERVIEW GUIDE

Part I. Community Needs

- 1 2 3 4 5 1. Increasing educational opportunities for adults and out-of-school youth?
- 1 2 3 4 5 2. Increasing opportunities for job training and up-grading (i.e., business, professional, farming, industry)?
- 1 2 3 4 5 3. Helping people locate jobs in the area.
- 1 2 3 4 5 4. Helping employers find potential employees.
- 1 2 3 4 5 5. Improving labor-management relationships.
- 1 2 3 4 5 6. Increasing business and industrial growth of the area.
- 1 2 3 4 5 7. Improving public health standards of the area.
- 1 2 3 4 5 8. Increasing medical resources (i.e., more doctors, more hospitals).
- 1 2 3 4 5 9. Increasing awareness of available social agency services.
- 1 2 3 4 5 10. Increasing types of services of social agencies.
- 1 2 3 4 5 11. Improving law enforcement in the county.
- 1 2 3 4 5 12. Improving public and traffic safety of the area.

- 1 2 3 4 5 13. More programs on causes of drug and alcohol abuse.
- 1 2 3 4 5 14. Identifying causes of juvenile delinquency.
- 1 2 3 4 5 15. Improving minority group relationships.
- 1 2 3 4 5 16. Improving housing conditions in poverty areas.
- 1 2 3 4 5 17. Reducing unemployment rate of the area.
- 1 2 3 4 5 18. Improving delinquency neighborhood areas.
- 1 2 3 4 5 19. Increasing opportunities for cultural activities (i.e., art, music, drama, lectures, etc.)
- 1 2 3 4 5 20. Combating air and water pollution.
- 1 2 3 4 5 21. Broadening the base of community decision-making.
- 1 2 3 4 5 22. Increasing opportunities for mature women in education or employment.
- 1 2 3 4 5 23. Increasing opportunities for family life counseling (i.e., financial, marriage, person, etc.).
- 1 2 3 4 5 24. Increasing opportunities for career counseling.
- 1 2 3 4 5 25. Increasing resources to deal with mental health problems.
- 1 2 3 4 5 26. Increasing response to needs of senior citizens (recreation, health, etc.).
- 1 2 3 4 5 27. Increasing recreational opportunities for youth.
- 1 2 3 4 5 28. Increasing recreational opportunities for adults.
- 1 2 3 4 5 29. Improving efficiency of local county government.
- 1 2 3 4 5 30. Improving efficiency of local city government.

Other needs: \_\_\_\_\_

---

Part II. Organization Concerns:

A. Which of these needs are of particular concern to your association? \_\_\_\_\_

\_\_\_\_\_

B. Which of the community needs has your association had the most success in meeting? \_\_\_\_\_

\_\_\_\_\_

C. How do you account for this success? What methods or activities did your association utilize? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. What problems appear to prevent your association from solving these needs? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. With which associations do you cooperate in resolving community needs? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX F

INTERVIEW GUIDE

APPENDIX F

INTERVIEW GUIDE

**Dear Officer:**

Thank you for your interest in this study. A copy of the interview guide is provided prior to the telephone interview.

It would aid in the telephone interview if you would take a few minutes and complete the interview guide prior to the call. Also, several questions relating to the guide will be asked during the telephone interview and you may want to place it beside the phone.

Following the telephone interview we would appreciate if you would mail the guide back to Montcalm College in the envelope provided. This will insure that we have an accurate response of your organization.

Thank you again for your cooperation.

INTERVIEW GUIDE

ORGANIZATION \_\_\_\_\_ DATE \_\_\_\_\_  
 PHONE NUMBER \_\_\_\_\_ CITY OR VILLAGE \_\_\_\_\_  
 REPRESENTATIVE OF ORGANIZATION \_\_\_\_\_

Hello, I'm Phil Ward, and I'm helping gather information for Montcalm Community College. The college is asking for your cooperation and assistance in answering several questions relative to your organization. The information gained from this interview will aid the college in planning additional community service programs. It is important that we get the views of your organization which is one that is concerned with improving the community.

Actually we think you will find the questions interesting to answer and your participation in this project an enjoyable one.

Try to answer these questions as the representative of your organization and as fully as you can. We will be happy to provide a summary of findings to your organization upon request.





COMMUNITY NEEDS INVENTORY**Instructions:**

Listed below are statements of needs generally found in most communities. Read each statement of need carefully before responding. For each need, a scale is presented with a ranking from 1-5. One (1) indicates little or no need and a ranking of (5) indicates a great or critical need. Please indicate your ranking by circling the appropriate number for each item.

	little need    to    great need				
1. Increasing Educational opportunities for adults and out of school youth.	1	2	3	4	5
2. Increasing opportunities for job training and up-grading.	1	2	3	4	5
3. Helping people locate jobs in the area.	1	2	3	4	5
4. Helping employers find potential employees.	1	2	3	4	5
5. Improving labor-management relationships.	1	2	3	4	5
6. Increasing business and industrial growth of the area.	1	2	3	4	5
7. Improving public health standards of the area.	1	2	3	4	5
8. Increasing medical resources (i.e. more doctors, more hospitals).	1	2	3	4	5
9. Increasing awareness of available social agency services.	1	2	3	4	5
0. Increasing types of services of social agencies.	1	2	3	4	5
1. Improving law enforcement in the county.	1	2	3	4	5
2. Improving public and traffic safety of the area.	1	2	3	4	5
3. More programs on causes of drug and alcohol abuse.	1	2	3	4	5
4. Identifying causes of Juvenile Delinquency.	1	2	3	4	5
5. Improving minority group relationships.	1	2	3	4	5
6. Improving housing conditions in poverty areas.	1	2	3	4	5
7. Reducing unemployment rate of the area.	1	2	3	4	5
8. Improving declining neighborhood areas.	1	2	3	4	5
9. Increasing opportunities for cultural activities (i.e. art, music, drama, lectures, etc.).	1	2	3	4	5
	little need		to		great need

	little need		to	great need	
	1	2	3	4	5
20. Combating air and water pollution.	1	2	3	4	5
21. Broadening the base of community decision making.	1	2	3	4	5
22. Increasing opportunities for mature women in education or employment.	1	2	3	4	5
23. Increasing opportunities for family life counseling (i.e. financial, marriage, personal, etc.)	1	2	3	4	5
24. Increasing opportunities for career counseling.	1	2	3	4	5
25. Increasing resources to deal with mental health problems.	1	2	3	4	5
26. Increasing response to needs of senior citizens (recreation, health, etc.)	1	2	3	4	5
27. Increasing recreational opportunities for youth.	1	2	3	4	5
28. Increasing recreational opportunities for adults.	1	2	3	4	5
29. Improving efficiency of local county government.	1	2	3	4	5
30. Improving efficiency of local city government.	1	2	3	4	5

OTHER NEEDS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Officer \_\_\_\_\_

Organization \_\_\_\_\_

APPENDIX G

LETTER

OFFICE OF THE PRESIDENT

July 11, 1969

Dear Officer of a Montcalm County Voluntary Association:

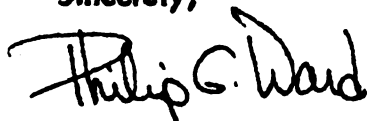
The W.K. Kellogg Foundation recently awarded Montcalm Community College a grant of money to become a National Demonstration Center in Community Services for rural Community Colleges. This grant of money will help to provide greater community services to the citizens of Montcalm County. The Community Services already being provided include: credit and non-credit courses, vocational and technical courses and cultural programs. To determine other specific needs of individuals and groups, Montcalm Community College is initiating a community wide study and desires your assistance.

As an officer of a voluntary association in Montcalm County, we are particularly desirous of obtaining your identification of community needs, because of your interest in the community and your organization's experiences in resolving some of the community needs. This information can be obtained in a telephone interview. The telephone interview will be brief and will consist of several questions relating to community needs as perceived by your organization.

Enclosed is a copy of the interview guide for your use during the interview. Several questions will be asked relating to this guide. It will be appreciated if you will complete the enclosed post card for your interview and return it to Montcalm College prior to July \_\_\_\_\_.

Further phases of this study cannot be carried out until we have received your response. We will be pleased to send your organization a summary of the findings upon request. Thank you for your cooperation.

Sincerely,



Philip G. Ward  
Study Director



Donald D. Fink  
President

PW/ls



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