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Anson Boswell Christopher Osborne

Date of Birth — Date de naissance

31 | 10 | 50

Country of Birth — Lieu de naissance

Trinidad, West Indies

Permanent Address — Résidence fixe

Manning. Alta. T0H 2M0.

Title of Thesis — Titre de la thèse

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Name of Supervisor — Nom du directeur de thèse

Dr. J. Balderson

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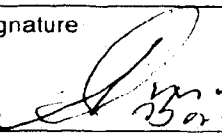

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PATTERNS OF PARENT/COMMUNITY INVOLVEMENT IN SCHOOLS IN ALBERTA

by

ANSON BOSWELL CHRISTOPHER OSBORNE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Patterns of Parent/Community Involvement in Schools in Alberta submitted by Anson B.C. Osborne in partial fulfilment of the requirements for the degree of Master of Education.

Supervisor

Date October 14, 1982

ABSTRACT

The central purpose of this study was to compare Designated Community Schools and non-Designated Community Schools (Traditional) in areas of parent-school communication mechanisms, community-related curriculum, use of school-community/parent committees and extended use of school facilities by the community. In addition to these principals' perceptions of support needs barriers, resources and skills to community involvement in schools were also examined.

The one-tailed T-test and Chi-Square tests were used for purposes of delineating any statistically significant differences between the two types of schools.

The sample was limited to 40 designated community schools and a matched sample of 36 traditional schools. Matching was done on the basis of the following:

1. Approximately same size of school based on the number of teachers;
2. Same grade levels taught in each school; and
3. Schools belonging to the same school district or division.

Statistically significant differences were found in the following areas:

1. Organized visits planned for parents to view schools' operation;

2. Use of occasional volunteers;
3. Aspects of curriculum reflecting issues of the surrounding community;
4. Use of guest speakers;
5. Use of school library by community members;
6. Principals' involvement in use of school facilities, volunteer programs, students going out into the community;
7. Principals' attendance in conferences where community involvement was the focus of attention.

The results of the study suggest that there are few differences between the two types of schools.

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

The value orientation of society today is in a state of flux. Sergiovani and Carver (1973, p. 23) cite Spindler as describing the shift in values as a change from traditional to emergent value orientation. This shift is characterized by the following:

1. A shift from the work success ethic to a non-competitive human relations syndrome;
2. A shift from the future time orientation of self-denial postponement of reward, planned future to a hedonistic immediate gratification, present time orientation; and
3. A shift from the puritan morality to a consensus morality.

The shift from the traditional to the emergent value orientation may be viewed as a continuum within which sits the school whose personnel occupy the full spectrum of this continuum. School boards are likely to be more traditional than the public they serve, the public more traditional than the administrative staff, school executives more traditional than older teachers with younger teachers, and students dominating the emergent end of the value continuum

(Sergiovanni & Carver, 1973, p. 23).

The school is a complex organization serving a complex society with various groups placing a multitude of demands on the organization. It seems as if the school and community have grown apart. Citizens feel that there is a mystery about what goes on in the school; they feel that it is becoming too expensive to maintain and there is growing opposition to increased taxes to support this mysterious and sometimes unresponsive institution. The school is most affected by declining understanding on the part of the community. What the public does not understand, it may soon distrust, and what it distrusts it finds difficult to support (Hughes, 1976, p. 11).

The problem of school personnel from the minister of education to classroom teacher is one of shortening or bridging the gap that has developed between the school and community. One apparent solution has been the development and support of the community school philosophy by the Department of Education in Alberta.

Proponents of community schools in Alberta claim that designated community schools are somewhat different from traditional schools. This claim stems from the activities which are carried out in the community school. Designated community schools involve the local community more than the local community is involved in traditional schools. In addition to the involvement of the community, the community school is supposed to ideally exhibit ten

characteristics as specified by the Interdepartmental Community School Committee. These ten characteristics are seemingly not given conscientious consideration, if any, by traditional schools.

The Problem

Effective education demands community participation, particularly parent involvement (Isobel, 1981). Furthermore, Mr. D. King, Minister of Education in Alberta, believes that participation in the education process is the right of everyone and that ways have to be found for involving parents in education. Parents should have access to the information, should participate in the decision-making process, be given the opportunity to be involved in the implementation of the decision and live with its consequences (Mr. King, 1980). Parents no longer are satisfied with simply listening objectively while a teacher or principal explains a problem or concern and then supports the decision. They are seeking more meaningful levels of involvement than those presently afforded them in many instances (Edmonton Public Schools Staff Bulletin, 1982).

In an attempt to enable communities and parents to have a more meaningful degree of participation in the education process, the Alberta Department of Education in conjunction with departments of Adult Education, Culture and Parks and Recreation has developed the community schools concept. Such schools are supposed to have an acceptable, effective community school advisory arrangement with teachers, other agencies, the community, students and parents.

Problem 1

In recent years administrators have placed considerable emphasis on parent involvement in schools (Gorton, 1977). Hughes (1976) suggests that in all probability, the fact that the public seems to have a negative attitude towards school may be as a result of the school's failure to carry out continuous dialogue with its community. One of the characteristics that a community school must ideally exhibit is a democratic collegial philosophy. This suggests that the school and the community, particularly the parents, should share in the decision-making process in the school. Based on the above, community schools should have a system of school-parent communication mechanisms that sets them apart from traditional schools. The first problem of this study is to examine the differences in school-parent communication mechanisms between the two sets of schools.

Problem 2

The first characteristic that a community school ideally exhibits is a commitment to relate the school's curriculum to the community. "Study of the community in the community is an integral part of this emphasis. Such study will use available community facilities and resources and include work and community service planned for educational outcomes" (MacDonald, 1980). The school can exhibit this

characteristic in the following ways:

1. Have s system of volunteers to help in its operation.
2. Invite a number of community members as guest speakers to speak to the students.
3. By sending its students into the community on field trips or on work experience.

The second problem examines the extent to which the schools attempt to relate the curriculum to their communities.

Problem 3

King (1980) contends that it is the right of everyone to participate in the educational process and that schools should find ways to involve parents in the eduea-tion process. Many schools have some type of parent advisory council which is usually designed to operate at the consultation level of citizen participation. At this level, decisions are made after hearings, meetings and surveys. However, Moss (1981) believes that in actual practice these councils operate at the informing or even manipulation level.

Community schools must have parent and/or community councils which at least should operate at the consultation level. Problem three explores the nature of school-parent/community committees in schools.

Problem 4

Minzey and LeTarte (1974), Stevens (1974), and Worth (1972) have all stated explicitly that extended usage of the school's facilities is one of the most important aspects of community schools. The Interdepartmental Community School Committee (1981) indicates that community use of schools' facilities is one characteristic of community schools. Extended programs and activities for children, youths and adults must be given serious consideration by community schools. Problem four examines the extent and for what purposes the school facilities are used by members of the community.

Problem 5

Minzey and LeTarte (1979) view community education schools as being involved in programs and process. They indicate that process which is on one end of a continuum is less understood by administrators, less traditional, more threatening and requires additional human and financial resources. Problem five examines principals' perceptions of barriers, support needs, skills and resources needed to enhance community involvement in schools.

Aims of the Study

The community school in Alberta is a relatively new innovation. Beginning in 1973, with the community school coordinator trial project, there have been several studies to examine certain aspects in the development of community schools in Alberta. However, no study has compared designated community schools with traditional schools with respect to parental/community involvement.

This study has several aims. First, it attempts to delineate any differences between the two types of schools in the areas indentified in the problem statements. Second, it may provide ideas to principals who wish to have a greater degree of parental/community involvement in their schools. Third, it provides information for the Interdepartmental Community School (IDCSC) to indicate whether or not designated community schools are indeed accomplishing their goal of a positive orientation to their communities through a more democratic system of education.

The study indicates principals' perceptions of the skills, support needs and resources necessary for their use in more actively involving lay personnel in their schools. It also identifies some areas of difficulty in attempting to obtain a more democratically operated school.

Definitions of Terms

The terms used in this study and the particular meanings attached to them are listed below. Other terms which arise in the course of the study are defined as they are introduced.

Designated Community School. This is a school where, with the endorsement of the School Board in cooperation with other local authorities on behalf of the community and with the approval of the Interdepartmental Community School Committee (IDCSC), there is formal commitment to the use of the educational process for both individual and community betterment. There is also formal commitment to consciously orient the school to the community it serves.

Traditional School. All schools that do not have designated community school status are traditional schools.

Interdepartmental Community School Committee (IDCSC). A committee consisting of one senior public servant from each of the following four government departments: Education, Advanced Education and Manpower, Parks and Recreation, and Culture. The committee shall have major responsibility for recommending to the Committee Departmental Deputy Ministers on the establishment, financing, functioning and modification of intra- and inter-departmental programs and initiatives related to the community school and community education.

Parents. This term refers to those adults over 18 years, with whom the student lives during the course of the school week. These adults may be the student's real

parents, relatives, friends or people with whom the student resides during the school week.

Community. People who live in a more-or-less contiguous area and are engaged in such processes or relationships as may normally arise in the pursuit of the chief concerns of life.

Community/Parental Involvement. The use of parents and other community members in helping principals and staff through appropriate voluntary services.

Principal. The principal teacher of the school hired by the board as an agent of the board, to administer and implement policies relevant to its operational guidelines as established by the School Act and board policies.

Assumptions

In conducting this study, certain assumptions are made regarding the responses of the participants. It is assumed that all responses would honestly reflect the respondent's opinions, that all questions are answered truthfully, that all respondents would understand the questionnaire items, and that the same interpretation would be attached to each question by each respondent.

It is also assumed that many parents want and are entitled to have some knowledge of their child's education and his educational achievement.

Limitations of the Study

There are certain limitations inherent in this study. In four school districts--Red Deer, Grande Prairie, Lafond and St. Paul--it was impossible to obtain a matched sample to the community school. In other districts--Banff, Ft. McMurray, St. Albert--it was impossible to obtain an appropriate matched sample to the community schools. For example, the Banff School District contains only two schools, a composite high school with grades seven to twelve and seventeen teachers, and an elementary school, grades one to six with seventeen teachers. Criteria for matching schools will be explained in Chapter III.

Another limitation related to the disparity existing between matched schools in terms of the nature of student populations brought about by differences in schools' socio-economic environments. This factor may have some bearing on the type and degree of parent/community involvement in the schools.

Delimitations of the Study

Certain delimitations were imposed on the study. Among these was the decision to confine the study, a comparison of designated community schools and traditional schools, to the principals' perceptions of the chosen schools. Some of the questions were perception-oriented and only the principals' perceptions were examined. Another delimitation was

to confine the matched sample to schools in the same district and type, that is, Public or Separate. Only those districts in which designated community schools existed were sampled. These delimitations restrict the findings of this study to specific circumstances and exert a restraint on the general applicability of the findings.

CHAPTER II

REVIEW OF THE LITERATURE

In Chapter I an introduction to the study was presented, including an outline of the study purpose, the significance of the study, its limitations and delimitations, and definitions of terms.

This chapter presents a review of the literature that is pertinent to the study purpose and tasks. The first section deals with citizen participation in education; the section provides an account of the community education concept. The final section discusses community schools.

Citizen Participation

Much of the literature on citizen participation assumes a cooperative model in which citizen participation is defined as:

> The orderly, channeled introduction of the viewpoints of citizen participants into an organization through appropriate structures and procedures set up for this purpose. Its objective is to accommodate the opinions and wishes of citizen participants in ways that give first priority to the convenience and continued viability of the organization. (Warren, 1977, p. 26)

Spiegel (1980) differentiates between two types of citizen participation--"top down" and "bottom up." In the

former case, citizen participation is set up and sanctioned by the government or educational institution. "Bottom up" participation occurs when citizen groups use the concept to justify their desire to have a say in planning and decision making.

Aleshire (1970) presents five views of citizen participation. The first is that citizens should be the key actors in decision making, with professionals providing organizational support and resources. His second view is that citizens can contribute by voicing their opinions on proposals and making suggestions. In the third view, decisions are made after citizens are surveyed and studied by professionals. The fourth view suggests that professionals should proceed as they see fit unless they hear otherwise. Finally, the citizen has nothing to contribute to decision making, which should be left to the professionals.

Arnstein (1969) developed a ladder of citizen participation which distinguishes between eight levels of participation. In descending order, these are:

8. Citizen control;
7. Delegated power (which, along with citizen control and partnership, is true citizen power);
6. Partnership;
5. Placation (representative citizen placed on planning committee and advisory councils);
4. Consultation (public hearings, meetings and surveys; no guarantee that public's view will be heeded);

3. Informing (no provision for feedback from participants);
2. Therapy; and
1. Manipulation (which, together with therapy, is to educate or cure the participants).

Arnstein views levels one through four as varying degress of token participation. Level five allows citizens to have some influence, although they may be outvoted, coopted or ignored. At this level, if the citizens have access to technical advice and are well organized, they may exert considerable influence. Levels six, seven and eight represent different degrees of true citizen control achieved through legislation or through negotiation between public officials and well organized citizens' groups.

A synthesis of Spiegel's, Aleshire's and Arnstein's models of participation may suggest that there are two types of citizen involvement--token or "lip service" and power. Spiegel's top down and bottom up participation and Aleshire's first two views may be interpreted as being congruous with Arnstein's top three levels. Arnstein's fifth level may correspond to Aleshire's third view. Aleshire's fourth view may correspond to Arnstein's second and third levels, while Aleshire's fifth and Arnstein's first level may correspond.

School boards are made up of selected or appointed citizens and do have real power. Professor Gwenna Moss, of the University of Saskatchewan (1981), suggests that Advisory councils are "usually designed to operate at the consultation level although in actual practice their operations

may more nearly resemble the informing and even the manipulation levels" (p.). She further suggests that most home-and-school associations would likely not be classed above the informing level.

Citizen Participation Rationale

Dr. King (1980) believes that participation in the educational process is the right of everyone and that ways have to be found for involving parents in education. He says that parents should have access to the information, should participate in the decision-making process, have the opportunity to be involved in the implementation of the decision and live with its consequences.

In addition to having the right to participate in publicly-supported educational institutions, Moss (1981) has indicated other rationales that underlie the concept of citizen involvement in educational decision making. Another rationale stems from the idea that better decisions may result from a process which involves citizens as well as professional educators and administrators. A third rationale is that involving citizens will help diffuse information related to those decisions throughout the community, thus helping to legitimize decisions. Finally, participants will benefit from their participation.

Few will argue against democracy, better decisions, the free flow of information and an informed citizenry. However, citizen participation in the educational process is

indeed paradoxical. A 1980 Gallup Poll showed that in the prairie region, 61.5 percent of those polled would not serve on an advisory committee of a school, yet 57 percent of those surveyed thought that the general public had "too little to say" about how schools are run (CEA Task Force, 1980).

During a recent conference in February of 1982 at the University of Alberta, on Parent Involvement in Education, it was clear that parents were seeking "more meaningful levels of involvement than those presently afforded them in many instances. Little support was given to the idea that qualitative involvement only meant listening objectively while a teacher or principal explained a problem or concern and their supporting the decision" (Edmonton Public Schools Staff Bulletin, March 1982).

Attitudes of Public

There seem to be several conditions that affect the attitude that the community may have about their schools.

Rising costs to maintain an effective education program have necessitated the need for the educational institution to ask for a bigger cut of the "public dollar pie." This demand has made the school more visible in the public's eye resulting in increased demand for accountability. The public no longer is satisfied to be passive participants and accept any increased financial demands which affect their own personal finances. This is compounded by the fact

that an increasing number of the public no longer have children in school. Increasing demands for more financial support by the school are met with cries not only for justification, but also demands for increased knowledge and a greater voice in the education process of their schools. Leaders, therefore, have to sell the future in a society that has become less future-oriented (Hughes, 1976, p. 7).

Attitudes toward the profession of education have changed. Teachers are losing the affectionate regard of the public. Educators are "throwing off the cloak of sanctity and the vow of personal poverty in an attempt to achieve certain economic and professional advantages" (Hughes, 1976, p. 7). The resultant ripping away of the image of the stereotype teacher has left many of society's members shocked and resentful and, in part, explains the changing attitude that many may have about their school and teachers (Hughes, 1976, p. 8).

A third condition that affects the attitude of the public may have to do with the state of flux that is found in many communities. Population mobility is very apparent in today's society, resulting in seemingly rapid changes in the character and social climate in an area. It may seem as if overnight organized resistance has developed, as if overnight the curriculum has become irrelevant, or as if overnight something has gone amiss in the operation of the school. It becomes evident that a continuous process of monitoring and analysis of the community must be a part of the school-community relation program (Hughes, 1976, p. 8).

Finally, schools are not the only public agency that is asking for an increasingly larger portion of the available public dollar. The competition from and among other agencies is indeed intense and, in a sense, it takes the form of "it's either them or us." These other agencies in competition for the available resources of the community include police and fire departments, recreation bureaus, street and highway department, etc., and they are also vital to the community's well being (Hughes, 1976, p. 10).

The most important factor of all may indeed be the school's failure to carry on continuous dialogue with its community. In a sense, the community feels alienated and it may well be that this feeling of alienation is the major source of the community's declining understanding of the educational institutions.

Alienation and Parent Apathy

The problem of alienation has not gone unnoticed by administrators who, in recent years, have placed considerable emphasis on parent involvement in the schools (Gorton, 1977, p. 93). In spite of the major emphasis given to parent involvement, administrators have encountered parent apathy. "Parents are indifferent to school affairs unless a controversial issue arises; otherwise most parents seem to prefer to remain uninvolved in school affairs" (Gorton, 1977, p. 93).

That parents feel alienated and administrators

proclaim that they are apathetic would lead the astute administrator to ask the question, "Why are parents apathetic?" Realistically, the administrator must realize that there will always be a number of parents who do not want to participate in school affairs; and that many parents are occupied with full time jobs, and that at the end of the day various activities compete with the school for the available time of parents.

From a parent's perspective, factors which restrict their involvement in the schools may include the following:

1. Not enough time;
2. Not sure how to get involved;
3. Not sure the school really wants parents to get involved;
4. Not sure parents have the necessary skill and knowledge to get involved in school affairs;
5. Have previously had poor or bad experiences when an attempt was made to become involved; and
6. No one has ever encouraged the parent to become involved (Gorton, 1977, pp. 93-94).

Jackson and Stretch (1976), in a study on perceptions of parents, teachers and administrators to parental involvement in early childhood programs, have identified five types of parental involvement:

1. Parents as passive recipients and supporters;
2. Parents as educators and learners in which they focus on teaching the child at home and becoming interested in learning about the child, the school and the program;

3. Parents as non-instructional volunteers--parents' participation focusing on clerical kinds of support tasks;
4. Parents as instructional volunteers--parent involvement focusing upon parents participating by assuming responsibility in classroom activities under the direction of a teacher; and
5. Parents as decision makers by assuming a partnership role in the school and making decisions alone or in conjunction with other groups regarding the development, implementation and evaluation of early childhood programs.

The results of the study were as follows:

1. All three groups perceived less parental involvement than they would prefer in tasks 3, 4 and 5;
2. Parents prefer less involvement in tasks 1 and 2 as they perceive they have; and
3. Parents prefer to be involved in a variety of tasks than to be involved a great deal in only one.

This study does suggest that parents are willing to become involved at least at the early school level. That parents seem to be apathetic may well be because the average school administrators and teachers are "afraid of and untrained in parent-partnership concepts" (Starr, 1978, p. 328). The beginning of an effective involvement program starts with commitment from the administration and staff at the school.

An effort to lessen alienation and increase parental involvement has been undertaken by the Government of Alberta

who officially announced its Community School Program Position in May of 1980. The government endorses the community school concept and provides technical and financial assistance in local implementation and operation of schools demonstrating commitment in practice and planning to the community school definition.

Community Education Movement

> Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across the moat there is a drawbridge, which is lowered at certain periods of the day in order that the part time inhabitants may cross over to the island in the morning and back to the mainland at night. Why do these young people go out to the island? They go there to learn how to live on the mainland. After the last inhabitant of the island has left in the early afternoon, the drawbridge is raised. Janitors clean up the island and the lights go out . . . . (Carr, 1942, p. 34)

This was William G. Carr's description of schools in the 1940's. Indeed with the continuing criticism of schools and the education they provide, it becomes apparent that the public is dissatisfied with the present state of schools. The quotation does paint a gloomy picture of schools and education in general. Proponents of community education believe that community schools offer a real opportunity to close the gap between education and reality.

Before one begins to discuss community schools, it is imperative that one has a panoramic view of what is called "community education," of which community schools are but one component.

Plato's and Sir Thomas Moore's Contributions

The philosophy behind community education is by no means new. Ideas are a "reconstruction and reordering of other ideas into new combinations of different patterns and expanded perceptions . . ." (Minzey & LeTarte, 1979). The ideas embracing the community education concept are very old and have been consistently pursued by the great educators of the past (p. 1).

Community education is a philosophy which:

1. Advocates greater use of all facilities in the community especially school buildings which tend to lie idle for extended periods of time;
2. Seeks to expand the activities of children in the traditional school program to additional hours of the day, week and year;
3. Attempts to make the education program more relevant by bringing the community into the classroom and taking the classroom into the community;
4. Includes equal educational opportunities for adults in all areas of education (academic, recreational, vocational, avocational and social); and
5. Identifies community resources and coordinates these resources to attack community problems, extended community power and work toward developing the community into the best it is capable of becoming.

In essence, therefore, the essential ingredients of community education are citizen involvement, shared decision making and

total community involvement in the education enterprise. The evolution of this philosophy can be traced back to the thinking of people such as Plato and Sir Thomas Moore (Dickenson, 1953, p. 240) and can be seen in the Fallenberg experiment.

Dickenson notes that community education has certain concepts that were described by Plato's "Perfect City." These concepts are:

1. A desire to improve existing conditions in the community;
2. The importance of the community in the social life of man;
3. The educative force of the cultural unit upon the life of the individual; and
4. Speculation of an education to operate throughout the citizen's life.

In the sixteenth century, Sir Thomas Moore described the citizens of Utopia, young and old, working, learning and living together with the dual object of self-improvement and civic advancement. Moore believed that when everyone is given a stake in the community, civic-mindedness and the individual's sense of social responsibility reach high levels (Dickenson, 1953, p. 240).

Plato's "Perfect City" and Moore's Utopia attempted a "social blueprint" to solve society's problems, without any allowance for elements of change, of struggle and of continuous adjustment and growth. The philosophy behind the Republic (Plato) and Utopia included the need for community cooperation; however, Dickenson summarized what community

educators should have learned in this way:

> Each "Republic" theoracy, divinely ordained kingdom or Utopia, offered a final, authoritarian solution of the innumerable problems of human association for all times. Coping with the problems of its own time, each unknowingly tried to make time stand still to rule out new problems. Since every existing organization is a tentative solution of a social problem which the preceding form of organization could not solve, one cannot simplify new difficulties or existing ones by ignoring or deploring them or by yearning for archaic living conditions . . . . What may be adequate today has a way of becoming inadequate tomorrow. (Dickenson, 1953, p. 249)

Community education proposes no social blueprint, but rather responds to the evolving needs of the community and where possible tries to anticipate them. Goals and plans are devised cooperatively in terms of newer developments with the individual given the opportunity to absorb and respond to these changes.

Fallenberg Experiment

What might be considered to be the first "modern" approach to community education was created by Phillip Emanuel von Fallenberg at Hofwyl, Switzerland, at the beginning of the nineteenth century. Fallenberg, the son of a Swiss nobleman, persuaded his father to purchase a six hundred acre estate to which he gave the name Hofwyl. A system of schools were set up with the purpose of assisting in the solution of community problems. The primary activity of the estate, consequently one important element of the project, included experimental work in agriculture and improvement and development of implements. Pupils in all

schools had close contacts with the experimental farm and manufacturing as an important part of their education.

Essentially there were five types of schools:

1. A summer school for teacher training in which they were given instruction for content and methods in the courses to be taught as well as to familiarize themselves with the work of parents and the agricultural related activities of the farm.
2. An academy for the sons of the upper classes in which curriculum was much broader than usual. Provisions for the development of an understanding of the problems and possible solutions of the lower classes were made.
3. An agricultural and trade school for the sons of peasants. Pupils were taught skills in literacy, spent many hours in the fields and implement factory helping to develop and apply newer, more scientific means of agriculture and land cultivation. The students also worked with local farmers to help them improve their farms.
4. A school of theoretical and applied science for sons of the middle classes offered instruction in vocational subjects with emphasis on the application of science to improvement of agriculture.
5. A school for girls of lower classes offered instruction in reading and writing the vernacular, simple arithmetic as needed in the home and home economics.

Robert A. Naslund (1953) sums up the impact of Fallenberg's schools this way:

> Pupils from America as well as Europe attended the Academy. Landowners of the vicinity visited the experimental farm frequently to see for themselves the newer ideas in practice. Improved implements were produced and sold to local farmers. Numerous official commissions inspected Hofwyl and carried back to their own countries many of the ideas which they saw implemented in the schools.

Fallenberg's view of the close relationship of education and the improvement of community was ahead of his time. Following his death in 1844, his system of schools was discontinued.

The Flint Story

Probably the best known community education program was started in Flint, Michigan, in the early 1930's as an aftermath of the depression.

At that time, in Flint, there was outright destitution for many families, unemployment was wide-ranging and on the increase, school gymnasiums remained empty and vacant outside the regular school hours; unrest, bewilderment and frustration gripped the city and youth ran wild and restless without purpose (Ed002523).

Out of this sweaty arena of poverty, frustration, aggression and wasted youth, two men emerged to join forces to combat the sorry situation. One was Charles Stewart Mott, a wealthy local industrialist, and the other was Frank J. Manley, Director of Physical Education for Flint's Public Schools. The concept with which they started was very simple: "Give kids something to do and they won't get into trouble" (Minzey & LeTart, 1979, p. 7). Mott had a keen

interest in boys' activities and Manley was concerned about the locked lonely schools and the vacant playgrounds. Together they embarked upon a plan for the development of recreational activities beginning in the fall of 1935.

A staff at central office was assembled to set up recreational programs in five schools. Under Manley's guidance, the staff went into the neighbourhoods and met the citizens they wanted to serve. They learned what activities the children and adults were interested in and neighbourhood committees were formed to offer suggestions. Once the needs and desires of the neighbourhoods were ascertained, Mott financed a program for keeping the schools open at night. The purposes were given as follows:

1. Reduce juvenile delinquency;
2. Improve safety conditions for children; and
3. Provide recretional and athletic activities for all age groups in the community (Campbell, 1962, p. 3).

The results were startling. Empty gymnasiums soon echoed with happy playful sounds. Baseball teams sprang to life on the playgrounds. Hobby clubs attracted parents and older citizens. Youngsters were playing a variety of sports. Large scale activities with fun for all . . . all these and more were involving children and adults (Ed002523).

In 1936, the program was expanded to fifteen public schools--again based on the wishes of the people and the advice of citizens' committees.

Recognizing that other important matters needed

attention, the community school activities expanded its program. An extensive health program was launched--from infant care, immunizations to specialized programs of service such as the Mott Children's Health Center and Dental Clinic.

The varied programs and activities that today comprise the total Flint Community Education Program stem from a basic recognition that education must be continued for all citizens and that every person has a right to develop educationally, socially, culturally to the maximum of his potential abilities.

Other notable developments of the community education concept in the 1930's included the following:

1. Tennessee Valley Authority Community Education project which focussed on the need to provide life long educational opportunities that directly related to community needs and that served the entire community.
2. The involvement and financial support of the Kellogg Foundation in Michigan who: (a) in 1933 supported a program to make graduate medical education available to physicians in certain rural counties in Southwestern Michigan; (b) in 1936 provided financial assistance to the University of Michigan School of Dentistry for the development of a program of post graduate education for the dentists of Michigan and neighboring states; (c) in 1938 started a ten year agricultural short course at Michigan State College and provided scholarships for rural youth who expected to make farming a livelihood

but had not furthered their education beyond high school; (d) in the late 1930's and ending during World War II, the foundation assisted in the development of school camping programs in Southwestern Michigan; and (e) since the mid 1930's, the foundation financially assisted in continuation of education programs that grew out of the interests and needs of the people.

Charles Mott of the Mott Foundation and the Kellogg Foundation provide good examples of outside agencies getting involved in the education process. This interagency cooperation is one of the parameters of the modern community education concept.

Definition of Community Education

Before looking at the definitions, it might be useful to look at the meanings of the words which make up the term.

Minzey and LeTarte (1979) suggest that "the word community must be viewed as a feeling rather than a geographical characteristic" (p. 21). Olsen (1963) contends that "a community consists of people who live in a more or less contiguous area and are engaged in such social processes and relationships as may normally arise in the pursuit of the chief concerns of life" (p. 362). For purposes of this study, community would be used to refer to a local situation characterized by a neighbourhood.

Dictionary definitions of education tend to restrict

it to a very structured, traditional setting of a combination of teaching and learning (Minzey & LeTarte, 1979, p. 22). John Dewey (1963) defines education as "that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience" (p. 26). H.G. Wells (1929) defines education as "the preparation of the individual for the community" (p. 1089). In light of the community education concept, both Wells and Dewey offer appropriate definitions of education.

The most visible aspects of community education seem to be the community school, community use of school facilities and adult education programs. In defining the term, many persons have focused on one or more of these aspects which, according to Minzey and LeTarte, falls short of capsulizing the total community education concept.

Minzey (1972) offers some reasons for the variations in understanding and descriptions of community education. Initially, community education meant adding recreational or extra programs for adults, youth and school-aged children to the existing school curriculum. Minzey adds that community education meant something different to institutions such as higher education, community colleges and vocational colleges. There were also different meanings attached to it by various school districts.

Instead of being simply an addition to the regular school program, Minzey (1974) says that "the regular school program is only a key part of community education" and that

"community education becomes responsible for all aspects of education as it relates to the community" (1972).

The difficulty in defining community education is acknowledged by Fred Totten (1970) and Maurice Seay (1974). Totten prefers to describe it as "an all-inclusive phenomenon functioning in the community to help people of all ages, races, religious and socio-economic backgrounds to fulfill their learning needs and to aid in the development and improvement of the entire community." Seay prefers to view community education as a concept which can be expressed as "the process that achieves a balance and a use of all institutional forces in the education of the people--all of the people--of the community." Minzey and LeTarte, while not totally satisfied with Seay's "expression" of community education, believe that it is one of the more inclusive definitions.

That some authorities view community education as additional programs centered around the school setting is evidenced by the following two definitions:

> When a school stays open in the morning, afternoon, and evening . . . up to twelve months a year . . . with programs geared to the needs of the total community which it serves . . . for boys and girls, men and women . . . involves representatives from the entire community in its policy formulation and its program planning--this is a community school. (National Association for Public School, 1968)
>
> . . . the composite of those services provided to the citizens of the community by the school district, excepting for those services provided through regular instructional activities for children aged five to 19 years. Such community school programs may include, among

> others, preschool activities for children and their parents, continuing and remedial education for adults, cultural enrichment and recreational activities for all citizens, and the use of school buildings by and technical services to community groups engaged in solving economic and social problems. (Michigan State Board of Education, 1969-70)

A search to find a base definition of community education in Canada is just as illusive. A select Committee on the Utilization of Educational Facilities in the province of Ontario offered this definition as documented by Glyn Roberts (1976):

> We defined community education in terms of a system of education in which everything affecting the well-being of all community members is of concern. The entire community is served through community education by bringing community resources to bear on community problems. The role of educational institutions is, thereby, extended from the traditional one of only teaching young people in a formal setting, to helping to provide for the learning needs of all community members. Total community involvement and shared decision making are basic principles of community education. Community education is a process whereby the whole community, not just the experts, works together to identify common needs and interests and develop the resources and programs of service to fulfill those needs and interests.

Roberts noted that when the committee was pressed for a more complete definition, their response was the following:

> Rather than attempt to provide a fuller definition for community education, we wish to outline the basic principles that we have identified for such a system:
> a) All learning needs of all members of a community are met in a system of community education;
> b) The community is defined in terms {of} all the people working and living in a local area;

c) All community resources can be brought to bear on the process of identifying and meeting community needs and problems;
d) Community education is concerned far more with process than with program;
e) Community education provides a framework for decision making that allows, encourages and supports community involvement and participation in the planning, organization and development of community resources;
f) Members of a community work together to define and solve community needs and problems;
g) Educational institutions take on a major role in fostering the community education process.

Robert Driscoll (1976), project officer for a study on "Informed Thought in Albert Concerning Community Education," concluded that Alberta experts perceived community education as:

1. A broad concept;
2. Including the totality of lifelong learning opportunities;
3. Being available to all community members;
4. Requiring that community members be involved in the identification of their needs and resources;
5. Participation by community members in the making of decisions necessary for the development of the needed educational services;
6. A willingness on the part of the relevant public agencies to decentralize service delivery; and
7. Participation by relevant public agencies in the cooperative delivery of programs at the community level.

Peter Prout, in his study of "Emerging Community Education Developments in Canada" (1976), found that "the term community education was not as widely used as the term community school, and the two were often used synonymously" (p.). He also indicated that officials of Departments/ Ministries of Education of a number of Canadian provinces/

territories perceived community education as did the Alberta experts.

Roberts and members of the Community Education Project team agreed that community education is a concept which is operationalized to the extent that:

1. There is a sharing and coordination of resources (ideas, information, power, personnel, facilities and equipment, clients, and programs) to service the priority education (lifelong learning) needs as identified by the members of the total neighbourhood community (generally a geographic area defined by the elementary school attendance boundary).
2. Utilization of the full potential of existcommunity resources and education (learning) programs/services is achieved regardless of the resource source, program sponsor or designated service authority.
3. There is community participation in and a sharing of decision making related to: (a) the identification of the needs to be serviced; and (b) the determination of the means by which the needs are to be serviced.
4. There exists, at the provincial, municipal and community levels of operation, a viable "working partnership" for the expressed purpose of making available to all residents of the community opportunities for learning experiences that are relevant to individual and community growth and betterment.

The definition of Community Education must include:

> . . . both the traditional and extended programs of education . . . . It must suggest the impact on the entire community and stress community process as well as programs. Finally, it must project the catalytic role played by the school while recognizing the contributions of other groups and agencies. (Minzey & LeTarte, 1979, p. 26)

Having looked at several definitions and with the aforementioned characteristics in mind, Minzey and LeTarte offer this definition:

> Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living and develop the community process toward the end of self-actualization. (1979, pp. 26-27)

Peter Prout, in his doctoral dissertation "General and Specific Environmental Conditions in Relation to Community Education Developments in Canada's Provinces and Territories," concludes that there appears to be general consensus on two points of community education.

> The first is that community education is concerned with the education of all members of the community, and the second is that community education as a process, is a means of attempting to coordinate the existing social services in the community to more effectively and efficiently serve the community.

Why Community Education?

Minzey and LeTarte have suggested that community education is needed for three reasons.

The first need relates to the expanded educational needs of our society. Typical programs relate to the kindergarten through grade 12 educational offerings. There is a great deficiency in the area of early childhood education as it relates to preschool years. For the "school aged" children, kindergarten to grade 12 schools become "institutions unto themselves which perform without regard to the students' environment or the influence which the community is having on the student . . . . There is a need for the

school to become aware that the child is a product of his total environment" (Minzey & LeTarte, 1979, p. 28). The adult population also needs to be provided with traditional educational services when desired for purposes of acquiring basic educational skills, high school diplomas, vocational and avocational interests. The authors see these opportunities lacking in the present education process. Community education would provide readily available opportunities for life-long learning.

The second need "has developed as a result of our changing society." The structural societal change from small communities where behaviour is well defined to large crowded urban concentrations which "foster a loss of sense of belonging, a loss of personal identity, a lack of concern for others and a creation of an environment which in many ways is abnormal for man," may indeed by responsible for the number of social problems. A possible solution may lie in recapturing a sense of community.

The final need "is related to the failure of our existing social agencies. Many of the traditional institutions including schools are no longer able to solve our social deficiencies. Community education can restore a sense of belonging and provide a means whereby people can solve their own community problems" (Minzey & LeTarte, 1979, p. 28).

Community education is concerned with the overarching concept of identifying the problems of a community

and delineating methods of solving these problems through community action. The community school, because of its facilities, central neighbourhood location and visibility, is the vehicle for carrying out that concept. By making a consciencious effort in encouraging citizen involvement in the educational enterprise, community education seems to be one way in breaking down the barriers that do exist between the school and the community.

Components of Community Education

As was stated earlier, community education began as additional programs to the regular school curriculum. In Minzey and LeTarte's (1979) view, it has expanded to include a process--a philosophical concept that has "changed the role of the public school" (p. 39). A community education oriented school addresses itself to the problems of community service and community involvement acting in a catalytic and coordinating role for the community to assist in the identification and solution of community needs.

Minzey and LeTarte (1979) contend that the two terms, program and process, though different in meaning are interdependent. They represent the terms on opposite ends of a continuum to show their relationship (see Figure 1). This relationship is explained in terms of the components or ingredients of community education.

The components of community education are: (a) the regular school program; (b) joint use of community and

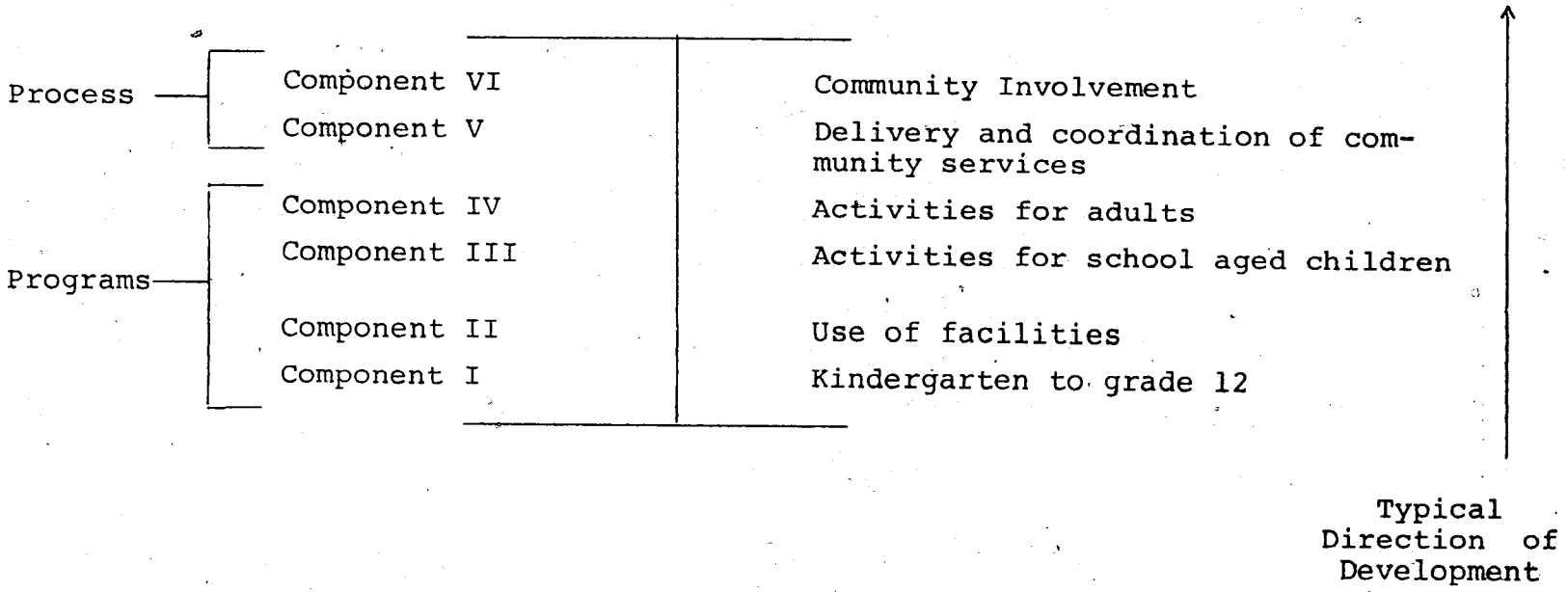

Figure 1. Components of Community Schools (Minzey & LeTarte, 1979).

school facilities; (c) additional programs and activities for school-aged children and youth; (d) programs and activities for adults; (e) delivery and coordination of community services; and (f) community involvement in decision making and problem solving.

The development of community education involves two aspects--programs and process--which are followed by most school districts when implementing community education. According to Minzey and LeTarte, the program components are normally self-evident for they are the most dramatic and traditional, and school boards and administrators are relatively comfortable in working in these areas. The process end of the continuum is less understood, less traditional, more threatening and requires additional human and financial resources. As a result of these factors, the growth of community education usually slows down or even terminates "somewhere short of the goals of true community education."

School and Community Education

Jack Stevens (1974), a leading community educator in Canada, believes that "community schools have surfaced, not as just another educational gimmick, but as a promising answer to growing isolation of education from the mainstream of community life" (p. 11). Community educators believe that their philosophy of education offers a realistic solution to this isolation problem.

The Alberta Commission on Educational Planning was

established by Order in Council in June 1969, under the Public Inquiries Act. The result was a report now popularly known as the Worth Report of 1972, titled "A Future of Choices." The report focused on building a basis for understanding and action that equates the future and education. It cited the school as a logical point for providing total community service programs. It suggested that the school can no longer afford to focus only on education of the young (six to 18 years), but rather it must provide life-long learning opportunities for all people:

> Life long learning . . . dissociates the term student from any particular age range . . . . It deliberately blurs dividing lines and provides for a merging of early, basic, higher and further education.

It further suggests that the community school can serve society in at least four ways:

> . . . as a place for schooling where children and adults have optimum opportunities for learning and access to counselling and information services; as a neighbourhood centre where citizens of all ages may take part in a multiplicity of activities . . . as a vehicle for the delivery of health and social development services, legal aid, employment information, and other assistance to individual and families; and as a focus for community life, assisting citizens in the identification, examination and solution of neighbourhood problems.

The growing importance of the relationship between the school and community as noted by the Worth Report and Jack Stevens was further emphasized in the OECD Report of 1976. The report states that education policy for the seventies will be directed toward the achievement of three

basic objectives, two of which are responsiveness of community needs and broadening of education programs. It further states that educational purposes will be molded significantly by current thought as regards relationships of the school to the community. Under the theme "Issues and Choices" at the Saskatchewan Regional Conference, 1976, considerable emphasis was placed on this relationship:

> The school is not seen to exist in isolation, but rather it is one of a number of community and societal institutions. (OECD Report, 1976)

Community Schools

There is general agreement that a relationship exists between the school and the community (Decker, 1972). Indeed, the first schools in Canada were established by early pioneer settlers who placed the importance of educating their children secondarily to the survival of the family (Bergen, 1979). Members in the community had input into the operation of their schools. The school and church were used as meeting grounds for several community activities.

Education and Schooling

Most will agree that education and schooling are strongly related; however, there are differing points of view as to the actual relationships. The battle for the actual relationships has resulted in the evolution of three distinct relationships.

The first of these may be seen in the traditional school in which the school is separated from the community. The purpose of this type of school is solely to train children's minds by teaching them intellectual and vocational skills. Emphasis is placed on subject matter and the child's success is measured upon his academic ability and prowess in recalling what knowledge was imparted to him by his teacher (Decker, 1972, p. 13). This type of school is generally open from about 8:15 a.m., closes at about 4:30 p.m., and remains closed on weekends. It does not provide adults with educational deficiencies the opportunity to satisfy those deficiencies. This narrow view of the school stated thus far is not too flattering. However, this school may do a superior job in the areas in which it functions. Children may perform well in academic subjects; counselling and guidance services may be effective; and health care for its clientele may be good. However, this school does not provide adequate opportunities for youth and members of the adult community to fulfill their recreational, social and other educational needs (Totten & Manley, 1969).

A second relationship between education, school and community exists in what has been called the progressive school. In this type of school, children learn how to live as adults by first learning to live in the school community. Dewey (1904, p. 452) states that "a school has a corporate life of its own; that, whether good or bad, it is itself a genuine social institution--a community."

He expands on this concept later on (1915):

> When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely and harmonious.

At the elementary level, this type of school's pupils have a busy and varied day. They work, eat and play together; the school is likely to have a garden and pets tended by the students; the students form committees, organize parties and start clubs. At the end of the school day, they may have a period of supervised play that keeps them off the streets and city playgrounds and confines their playmates to schoolmates (Havighurst & Neugarten, 1967).

At the high school level, there is often an effective student government body with a great deal of power to deal with school activities, athletics and minor discipline problems. This type of school is sometimes on a farm where pupils do have a share in the responsibility of taking care of the farming activities (Havighurst & Neugarten, 1967).

In progressive schools, it is expected that students will be better citizens of the community because they have learned the lessons of democratic community life within the school itself.

Decker indicates that the third possible relationship among education, school and community and the one in which the relationship is the closest has been labelled community schools. The community school operates directly as an agent for community betterment with its students, both

children and adults, taking part in community activities. People who view education as a process of teaching concepts and attitudes of society tend to think of the whole community as an educative agent. In this respect, the school alone cannot do the job of education. The community school has two distinct characteristics:

1. Service to the entire community, not merely to children of school age; and
2. Discovery, development and use of the resources of the community as part of the educational facilities of the school. (Seay & Crawford, 1954)

Community schools take a broad view of education. The school becomes a center of service to help all people to fulfill their wants and needs; it takes the lead in community development and in the solution of social problems; and it makes its facilities available for use by those members of the community all day long, beyond the traditional school day hours, 52 weeks of the year.

Manley, Bernard and Burns (1961) sum up the fundamental differences between the three types of schools this way:

> The traditional school teaches children to know, define and catalog information through its logically organized, orally learned curriculum. The progressive school adds comprehension of what they had learned as a new dimension for the education of young people and is further concerned to permit self-expression of each child. However, it is important to know how to utilize information as well as define and comprehend. Out of this need that the community school came into being . . . with this approach education is guided discovery and problem solving, not rote memorization.

Community School Objectives

The community school does not replace the existing Kindergarten to grade 12 program already in progress. Instead, it expands this program to include services to all members of the community--upgrading, recreational, vocational and social. It means scrutiny of the existing curriculum to provide quality traditional programs with positive input of community education. The objectives of a community school, as stated by Minzey and LeTarte (1979), are:

1. The school attempts to develop a number of community programs. These programs will include such things as adult education, high school completion, enrichment classes for school age students, special programs aimed at solving community problems; indeed any program that is required to meet the needs of the community.
2. The community school attempts to promote interaction between school and community. This is done not only by simply opening the school for more hours, but by taking the students into the community and bringing the community into the school.
3. The community school attempts to survey the community resources and to assist in their delivery. These resources will be both formal and informal, institutional and individual. Business and industry have facilities and resources which can be converted into educational aids and community assets. There are many talents, professions and backgrounds in any community to be tapped.

The recognition and usage of these resources provides satisfaction for the people involved; the result is often a more positive attitude toward the educational system and its personnel.

4. The community school attempts to bring out a better relationship between social and governmental agencies. The agencies are designed to cope with community needs often with little interaction among themselves, resulting in each knowing very little of the other.
5. The community school attempts to identify community problems and ferret out the needs of the community. This objective implies a different role and responsibility for the school than the traditional teacher-pupil-subject role. The school senses the nature of a problem and decides what role it should play. "It may refer, coordinate or provide the entire service itself . . . . The school is not all things to all people, but is instead an expeditor, a facilitator or an ombudsman. . ." (Minzey & LeTarte, 1979).
6. The community school attempts to develop a process by which the community can become self-actualized. It attempts to destroy the feeling of powerlessness held by members of a community and attempts to provide a process for solution of problems and necessary changes through the interaction, cooperation and joint efforts of the community members.

It should be remembered that the community school is simply a delivery system of community education. It makes no attempt to usurp the specific jobs of other agencies, but rather it acts as a broker in that it relates problems to resources, for helping community resources respond to community needs.

Why the School?

The community school has several advantages over other agencies for the delivery of the community education process. Those cited by Project Task (1981) on Community Schools are:

1. Other agencies, particularly those of a governmental nature, have more direct involvement in the political field than do school systems. This involvement results in political pressures which may be given higher priority by the governing board than are community needs. Community education may thus become secondary to political issues and would consequently be less objective and effective than it is capable of being.
2. It is difficult to assign and to gain public acceptance of one agency having greater authority (even if only in a coordinating capacity) than other agencies or governmental units. It is assumed to be the rightful role of a school, however, to not only provide educational services but to provide them in the best, most efficient and most economical manner possible. Coordinating the

roles of other agencies in an attempt to maximize service and expertise is thus a natural outflow of a school's publicly perceived function.

3. Community education requires a sizeable budget which comes both from other agencies and public monies. There is a great reluctance on the part of existing agencies to provide funds to peer agencies. However, because schools have a common denominator through the children of the community, it is the most acceptable, non-threatening institution to citizens and other agencies to support through taxation.
4. The community school is ideally located. Because it is normally situated within walking distance for the children it educates, it is also readily accessible to other community members because of its proximity.
5. Schools already have many facilities which can be used for a wide variety of common purposes and programs.

Definition of Community School

It is no easy task to define a community school. Indeed, several educators and educational organizations have attempted a definition. A few of these are presented.

> A community school is a school which has concerns beyond the training of the literate, right-minded and economically efficient citizens . . . it is directly concerned with improving all aspects of living in the community . . . it is consciously used by the people of the community. Its curriculum reflects planning to meet the discovered needs of the community with changes in emphasis as circumstances

> dictate. Its buildings and physical facilities are at once a center for both youth and adults who together are actively engaged in analyzing problems suggested by the needs of the community and in formulating and exploring possible solutions to the problems. Finally, the community school is concerned that the people put solutions into operation to the end that living is improved and enriched for the individual and the community. (Hanna, Prof. of Education at Stanford University and Naslund, Associate Prof. of Education at University of Southern California, 1953)

Totten and Manley (1969) put forward this definition:

> A broad view school, which becomes a center of service to help all people learn how to fulfill their wants and needs, which takes the lead in community development and in the solution of social problems, may appropriately be called the community school.

Decker (1972) says that it is generally agreed by community educators that:

> A community school is one which serves people of all ages throughout the day and year; which helps them learn how to improve the quality of personal and group living; which organizes the core of the curriculum around the major problems they face; which uses the inquiry method of teaching and through it uses all learning resources of the community as well as of the library and classroom; and which is planned, conducted and constantly evaluated by school and community people together, including youth still in school.

The Alberta Teachers' Association (1981) defines a community school as:

> A school where first priority is given to the basic education function for children and youth; a community centre where citizens of all ages may take part in a multiplicity of activities; where appropriate, a centre for delivery and coordination of social services for the community; and where possible, a focus of community life and community improvement.

The general underlying philosophy behind community schools as a part of community education seems to be helping people to help themselves for the improvement of society.

Community Schools in Alberta

Background History

There were two legislative changes which facilitated the creation of community schools (Trial Project, 1975). The first of these occurred in 1966 when changes in the Recreation Development Act, the Municipal Government Act and the School Act were made to allow for the joint use of community facilities. These changes allowed for the reciprocal use of facilities. For example, the School Board could use the local curling rink while the community (Recreation Board) could use the school gymnasium provided there were no previously booked engagements.

The second legislative change occurred in 1971 when the Department of Education adopted a policy of giving credit for work experience to high school students. In this case, an agreement was struck between the Department of Manpower and the School Boards to allow high school students to experience real working conditions by undertaking jobs at various businesses in the community.

These two legislative changes initiated some integration between the school and community. By 1975, the impact of the Community Education movement, along with the

growing number of schools in the province which considered themselves to be community schools, prompted action within Alberta government circles. This resulted in the formation of a four-department committee consisting of representation from Alberta Advanced Education and Manpower, Department of Education, Department of Culture and Department of Recreation, Parks and Wildlife. The purposes of the committee, now called the Interdepartmental Community School Committee (IDCSC) were:

1. To delineate the community school concept;
2. To prepare recommendations regarding intra- and inter-departmental policy related to the concept; and
3. To coordinate intra- and inter-departmental policy until such time as a long-term policy could be established (Sullivan, 1976).

To accomplish this, six separate but related studies were undertaken. A synthesis of the studies included the following suggestions:

1. There should be a commitment by the provincial government to the community education concept;
2. That the government continue to provide support to a coordinating group and that this group might well be the IDCSC;
3. There must be recognition of the need for working partnership involving all relevant agencies at the provincial, municipal and neighbourhood community levels of operation; and

4. That there is formation of a provincially-based community Education Institute whose purpose would be to promote education as a process for mobilizing the initiative of Alberta communities towards improving Alberta community life.

Identification of Community Schools

Prior to the studies generated by the IDCSC, ten characteristics of community schools were identified and adopted. These characteristics were compiled after reviewing the literature on community schools and delineating those characteristics that convey the total community education concept.

One of the studies, "Alberta Community Schools: An Analysis" (1976), surveyed Alberta school superintendents who identified 94 schools in their jurisdiction as community schools. A study of these schools revealed that not one of them demonstrated utilization of all ten characteristics. However, 28 of these schools which demonstrated the most characteristics were picked and given Interim Certification as Community Schools by January of 1979. They were given financial assistance of about $18,000.00 with the stipulation of developing a charter or plan to demonstrate the extent to which these schools intend to demonstrate all ten characteristics. This they had to do by June of 1979. Upon successful completion of the charter, these schools were given Designated Community School Status. To date there are 40 such schools.

Community Schools and Document 35R

The IDCSC has put forth a definition of Community Schools (Document 35R, 1981) which is sanctioned by the government of Alberta:

> A community school is a school where, with the endorsement of the School Board in cooperation with other local authorities and on behalf of the community, there is a formal commitment to the use of the educational process of both individual and community betterment. There is also a formal commitment to consciously orient the school to the community it serves.

A community school must ideally exhibit the following characteristics:

1. Community-related curriculum;
2. Involvement of parents;
3. A democratic collegial philosophy;
4. Everyone a teacher--teachers working in cooperation with each other and community adults and students;
5. Everyone a learner--priority is given to the education of the young, but all community members are potential learners;
6. Interagency cooperation--the school cooperates with other organizations and agencies to provide comprehensive recreation, educational and social and cultural services to all people in the community;
7. Facility adaptation to allow for community use;
8. Community use--the school facility is available for extended usage;

9. Community issues--the school encourages the study of problems and issues of significance to the community; and
10. Sense of community.

In order that a school may be given Designated Community School Status, certain criteria must be met:

1. Evidence that the school and recreation boards, municipal and cultural councils have been briefed on the Alberta community school program position;
2. The school board has passed a resolution to declare the school a community school with the intent that the school will plan to exhibit community school characteristics;
3. The municipal council resolves to support the school as a community school;
4. School board and municipal council have use of each other's facilities;
5. The school principal and staff have resolved to support the community school concept; and
6. An establishment of a planning steering committee consisting of principal and representative(s) from each of: teaching staff, student body, parents, community members, municipal and further education council, and cultural council. The committee writes a brief or charter that outlines the history, present status, future plans, goals and objectives of the school and their operationalization for the five-year designation period.

During the writing of the charter, a process of about one year, the school is called a Declared Community School. Having completed the charter, it must be defended in front of a panel of IDCSC members. Successful defense results in the school being given Designated Community School status.

Financial Assistance

The government does provide financial assistance to Designated Community Schools. The breakdown of the grant is as follows:

1. A professional development grant of $11,000;
2. A school-community liaison grant of $11,000;
3. A further education grant of $5,550; and
4. Administrative grant broken down as follows:
   (a) secretarial - $13,875; and (b) community use - $15,540.

The administrative grant also pays for supplies, custodial services and supervisors or hosts for extended activities.

In sum, the government provides grants of $57,165 per year to Designated Community Schools. In addition to this, the school board provides financial assistance of $11,893, bringing the total funding of Designated Community Schools to $69,800. The charter must include a financial statement of how this grant will be spent.

Expressions of Concern

The Alberta Teachers' Association, in their members handbook, 1981, have expressed some concerns.

1. They indicate that there is proof that community schools add to the workload of the school staff;
2. That no staff can be expected to work under continuous overload conditions on a long-term basis;
3. They state that resources allocated to the basic education program must remain under the control of the school;
4. That community agencies should not command or demand these resources; and
5. That proposals for involvement of lay personnel in the curriculum of community schools do not make it clear who is to be in charge of curriculum and change (p. 193).

A similar pattern of concerns are expressed by superintendents in their 1979-80 reports. They voice concern over matters relating to control, accountability and responsibility over the establishment of community schools. Also indicated is that the role of the advisory board of community schools vis-a-vis the elected school board needs further clarification.

Concluding Statement

Temple (1981) suggests that effective education demands community participatio particularly parent involvement.

Dr. King (1980) believes that an effective community school will build sound bridges between schools and parents. "Parents and teachers will truly become partners and allies in the process that is upbringing of young people." He further claims that community schools will provide an education that is better understood and better supported by the community.

In studying designated community schools and traditional schools, it is assumed that communication, community related curriculum, school-community/parent committees, use of school facilities are important to the development of parent/community involvement in schools.

Summary

A summary of related literature pertinent to the present study was given. The literature review was presented in three sections. Section one was a general overview of citizen participation in education. Included in this section were descriptions of types of citizen participation, citizen participation rationale, public attitudes to schools and alienation and parental apathy.

Section two dealt with a history of community education. It provided definitions, rationales and components of community education.

Section three dealt with community schools in general and looked at the development of community schools in Alberta.

CHAPTER III

RESEARCH PROCEDURES

Introduction

The research methodology of the study is reported in this chapter. The contents have been organized under the following headings: (a) The Research Instrument; (b) Pilot Testing; (c) Data Collection Procedures; and (d) A Brief Description of the Statistical Techniques Used in Analyzing the Data.

Instrumentation

The questionnaire approach was chosen as the instrument for data collection in this study. One of the advantages of this method is that it affords a wide geographical coverage at minimum expense. In addition, Mouly (1978) states that the questionnaire may elicit more candid responses particularly when signatures are not required. The questionnaire used for this study was part of a study done in Ontario, 1976, on "School and Community: Principals and Community Schools in Ontario," by Glenn Estabrook and Michael Fullan. A copy is located in Appendix A.

Pilot Study

As a pilot study, the questionnaire was distributed to three principals of Alberta schools. One is an active principal of a community school while the other two were on sabatical leave from their schools. One of the three principals has worked in the field of community education for several years and was himself a principal of a community school. From their suggestions, revisions were made to the questionnaire.

The Population

Since the intent of the study was to examine perceptions of the nature of parent/community involvement of community schools and compare them to principals' perceptions of traditional schools, the questionnaire was sent to principals of both sets of schools. Using two lists, one obtained from the Community School Office to identify all the community schools in Alberta, and the other obtained from Alberta Education to identify all the schools in Alberta, the following information was obtained: (a) name and address of school; (b) name of principal; (c) name of school division in which the school is situated; (d) grade levels taught at the school; and (e) number of teachers employed at the school.

With the above information on all schools in Alberta, each designated community school was paired with a traditional school based on the following criteria: (a) belonging

to the same school district; (b) having the same grade levels in both schools; and (c) having the same or almost the same number of teachers. The first criterion was met in all cases. Criterion two and three were not met in all cases because of the nature of the schools especially in rural districts. An example of this exception was a matched sample in which the designated community school had grades one through six with four teachers, whil the only other appropriate school in the district had grades one through eight with five teachers.

In all, 36 pairs of schools were matched. Questionnaires were sent to all 40 principals of community schools of which 31 (77.5%) responded and to 36 principals of traditional schools of which 22 (61.1%) responded. This represents a net response of 69.7 percent. Of the returns, there were 16 pairs of schools that were matched. The analysis of the data was limited to those 16 pairs of schools.

Treatment of Data

The participants' responses were coded and submitted to a key punch operator at the University of Alberta for transfer into the IBM data cards. Most of the subsequent data processing was carried out on the University computer. Two tests were used to ascertain whether or not there were any statistical significant differences in the responses of the two groups of principals. They were t-tests and Chi Square tests.

T-tests

The one-tailed t-test was used to test for significant differences of the two groups when the answers to the questions contained continuous variables. The following questions, by section, were analyzed by the t-tests:

1. Section 1 - Parent-School Communication: questions 1a, 3 to 8;
2. Section 2 - Community Related Curriculum: questions 1 to 5a, 6, 7 and 9;
3. Section 3 - School-Community Committees: questions 3, 4 and 6;
4. Section 4 - Use of School Facilities: question 8; and
5. Section 5 - Community Involvement: questions 2 and 5.

Chi Square Tests

The Chi Square statistic was used to analyze all other questions. The responses to these questions were categorical. That is, the variables were discrete. This test was deemed appropriate for it examined cell frequencies of a given matrix, compared the the expected with the observed frequency and calculated a probability for the difference.

For both the two-tailed t-tests and Chie Square tests, a significance level of .05 was established. Statistical significant differences occurred at/or below the five percent probability level.

Open Ended Responses

Five of the eight questions in section five, Community Involvement, were open ended. The responses were categorized appropriately and then tested using the Chi Square technique for statistical significant differences.

Summary

This chapter contained a discussion of the instrument used to obtain the data, the procedure used in collecting the data, and a brief description of the statistical techniques used to analyze the data.

CHAPTER IV

RESEARCH FINDINGS

Introduction

This chapter contains a detailed description and analysis of the research findings. It is divided into five sections--community/parent communication; community related curriculum; community/parent school committees; community use of facilities; and community/parent involvement in schools. The responses to many open ended questions are presented. Chi Square tests were used on questions with discrete variables to determine if there were any significant differences between the traditional and community schools. For questions with continuous variables, t-tests were used to indicate any differences.

Questionnaire Returns

Forty questionnaires were sent to principals of community schools and 36 were sent to a matched sample of principals of traditional schools. This represents a sample population of 76 principals. Thirty-one questionnaires (77.5%) were returned by principals of community schools. Twenty-three (65.7%) of the questionnaires were returned by

principals of traditional schools. These represent a total of 53 (69.7%) returns. Of the returns, there were 16 pairs of matched samples representing 42.7 percent of the overall population.

The following findings are taken from only the matched responses.

Section 1
Parent-School Communication

Question 1a. How often do you talk with parents on the phone or in person?

Means of 1.63 from principals of both types of schools indicate that there was no significant difference between the two sets of principals. Seven (43.8%) principals from community schools reported having these conversations several times daily and eight (50%) reported having these conversations at least once a day. The identical frequencies were reported by traditional school principals (see Table 1).

Question 1b. What is the main subject of discussion during conversations with parents?

As shown in Table 2, there is a significant difference between the two sets of principals in the nature of conversations with the parents. Seven (43.8%) community school principals compared to three (18.8%) traditional school principals indicated that the main topic of conversation was about students' academic performance. Eight (50%) traditional school principals as compared to one (6.3%)

Table 1

Frequency Distribution, Means, Standard Deviation and T-Value - Principals' Conversation with Parents on Phone or in Person

	Several Times/Day	At Least Once/Day	Every Few Days	Mean	Standard Deviation	T-Value	Significant Difference
Community Schools	7	8	1	1.63	.62	1.00	N.S.
Traditional Schools	7	8	1	1.63	.62		N.S.

Table 2

Frequency Distribution and Chi Square - Main Topic of Principal - Parent Discussions

	Students' Academic Performance	Disciplinary Matters	Other School Related Matters	Other	Chi Square	Sig. Dif.
Community Schools	7	1	7	0	10.6	**
Traditional Schools	3	8	3	2		

** $P \leq .01$

community school principal indicated that they talked mostly about disciplinary matters. Table 3 shows the breakdown of responses for the category "other school related matters." Seven (43.8%) community school principals checked this category. Attendance (12.5%), student activities (18.8%) and volunteer groups (12.5%) were mentioned as the topic of conversation by community school principals. Student activities (12.5%) and use of school facilities (6.3%) were mentioned by traditional school principals as the topic of conversation.

Question 2. Do you encourage your staff to communicate directly with parents regarding student performances or disciplinary matters?

Thirteen (81.3%) community school principals and 11 (68.8%) traditional school principals prefer that their staff deal directly with parents. The others, three (18.8%) community school principals and five (31.3%) traditional school principals prefer that such matters be handled through the school's office. A Chi Square score of 0.17 indicates that there is no significant difference between the two sets of principals (see Table 4).

Question 3. How many times per year does the school sponsor student performances for the general public?

Means of 2.63 (community schools) and 2.56 (traditional schools) suggest that such performances are sponsored twice yearly at both types of schools. There is no significant difference between the two types of schools.

Table 3

Breakdown of Responses for Principals' Conversation With Parents
Category 3 "Other School Related Matters"

	Community Schools N = 7		Traditional Schools N = 3	
	Absolute Frequency	PCT Frequency	Absolute Frequency	PCT Frequency
Attendance	2	28.6		
Student Activities	3	42.9	2	66.7
Volunteer Programs	2	28.5		
Use of School Facilities			1	33.3

Table 4

Frequency Distribution and Chi Square - Principals' Preference on Staff-Parent Communication with Respect to Students' Academic Performance or Disciplinary Matters

	Prefer Staff to Deal Directly With Parents	Prefer Each Teacher to Decide How to Handle the Matter	Chi Square	Sig. Dif.
Community Schools	13	3	0.17	n.s.
Traditional Schools	11	5		

Six (37.5%) community schools and three (18.8%) traditional schools have these performances four or more times yearly. Four (25%) of community schools and six (37.5) traditional schools have these performances twice yearly. Two (12.5%) community schools and five (31.3%) traditional schools have these performances three times per year, while four community schools and two traditional schools have them once per year (see Table 5).

Question 4. Other than parent-teacher interviews, how often does this school provide an opportunity, on an organized basis, for parents to see how the school operates.

This opportunity is provided by community schools significantly more than it is provided by traditional schools. Twelve (75%) of the community schools and four (25%) of traditional schools have these organized visits more than twice yearly. Three community schools have them twice yearly and one principal indicated that his school never has such organized visits. Four traditional school principals have these visits semi-annually; six have them annually and two do not have any at all (see Table 6).

Question 5. What is your preference regarding parents' visits to the school during the school day?

There was no significant difference between the principals' preferences. Fifteen community school principals and 11 traditional school principals prefer that parents drop in at any time. Six principals of traditional schools and two principals of community schools indicated that parents

Table 5

Frequency Distribution, Means, Standard Deviations and T-values - School Sponsored Student Performances for General Public

	Once/ Year	Twice/ Year	Three Times/ Year	Four or More Times/ Year	Means	Standard Deviation	T-value	Sig. Dif.
Community Schools	4	4	2	6	2.63	1.26	.88	*
Traditional Schools	2	6	5	3	2.56	0.96		

Table 6

Frequency Distribution, Mean, Standard Deviation and T-value - Organized Parent Visits to See How School Operates

	More Than Twice/Year	Semi-Annually	Annually	Never	Mean	Stand. Dev.	T-value	Sig. Dif.
Community Schools	12	3	0	1	1.38	0.81	-3.07	**
Traditional Schools	4	4	6	2	2.38	1.03		

* $P \leq .05$.
** $P \leq .01$.

are welcome to visit after first contacting the school's office. There was one principal of a traditional school who preferred that parents restrict such visits to those occasions organized for such purposes (see Table 7).

Question 6. Other than report cards, how many letters of communication about activities at the school were sent to parents during the school year?

Both types of schools have sent out such letters at least five times during the year (see Table 8). Nine principals of traditional schools and three principals of community schools indicated that the general orientation of such letters were exclusively related to school matters. Some examples that typify their responses are:

1) Important events and some examples of student writing;
2) Basic information to parents by subjects;
3) School operation information;
4) Upcoming events for the month, cafeteria menu, important days, e.g. school closure, etc.

No principals of traditional schools and three principals of community schools indicated that their letters included community news. The three responses are as follows:

1) Information in regard to school and community activities;
2) Performance reports on designated students. Community newspaper for community school programs and class field trips;
3) School news (upcoming events in classrooms); community happenings, children's written work included.

Table 7

Frequency Distribution, Mean, Standard Deviation and T-value -
Principals' Preference Regarding Parents' Visits to the School During The School Day

	Feel Free To Drop In Any Time	First Contact Office	Restrict to Organized Occasions	Mean	Stand. Dev.	T-value	Sig. Dif.
Community Schools	15	2		1.06	0.25	-1.87	n.s.
Traditional Schools	11	6	1	1.38	0.62		

Table 8

Frequency Distribution, Mean, Standard Deviation and T-value -
Letters of Communication Sent to Parents about School Activities

	Five or More	Three or Four	One or Two	Means	Standard Deviation	T-value	Significant Differences
Community Schools	15	1	0	1.06	0.25	0.52	n.s.
Traditional Schools	14	2	0	1.13	0.35		

Question 7. In general, how satisfied are you with the amount and quality of communication you have with parents of students at your school?

An examination of Table 9 shows that seven community school principals and nine traditional school principals are very satisfied with the amount and quality of communication that they have with parents. Nine community principals and six traditional school principals are somewhat satisfied with their communication with parents, while there was one principal from each type of school that was somewhat dissatisfied. These slight variations in responses were not sufficient to constitute a statistical significant difference between the two groups of principals.

Question 8. Would you like parents to take more initiative in approaching you and your staff about school related matters?

The responses given by the two sets of principals were not significantly different (see Table 10). Nine community school principals and six traditional school principals felt that parents should take more initiative, while seven community school principals and ten traditional school principals felt that parents already take the right amount of initiative in approaching them and their staff about school related matters.

The principals of traditional schools had additional comments on parent-school communication. One thought that he had an excellent working relationship with parents.

Table 9

Frequency Distribution, Mean, Standard Deviation and T-value - Principals' Satisfaction with Amount and Quality of Communication with Parents

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Mean	Standard Deviation	T-Value	Sig. Dif.
Community Schools	7	9	1	1.56	0.56	0.76	n.s.
Traditional Schools	9	6	1	1.50	0.63		

Table 10

Frequency Distribution, Mean, Standard Deviation and T-value - Principals' Opinions on Parents' Initiative About Approaching School Regarding School Related Matters

	Yes, A Need For This	No, Right Amount Initiative Now	Mean	Standard Deviation	T-value	Significant Difference
Community Schools	9	7	1.44	0.51	0.50	n.s.
Traditional Schools	6	10	1.56	0.51		

Another expressed the concern that there was no guarantee that newsletters actually get to the parents. The third had this to say:

> The problem is not in the quantity of interaction, but in the range of services. Many parents are overserved, while others will not make themselves available for the service needed. Among some few parents the attitude "I'm a tax payer so I will tell you what you are to do (what teacher, etc.) with my child" is a greater problem when they have had some contact with the school. They feel they have sufficient information to make the decision.

Four community school principals gave additional comments on parent-school communication. One said that enough paper communication is sent home but much does not get to the parents. He also indicated that his school has a telephone committee network that can contact all households on a 24-hour notice to spread really important information. Another indicated that his teachers make visits to all the homes of the students in their classes. A third principal indicated that parents can deal directly with the school or with a parent/teacher advisory council set up for that purpose. Finally, the fourth principal indicated that much of the communication with parents who are volunteers is informal. Volunteer meetings are held occasionally to discuss volunteers' roles and for feedback purposes. These volunteers are encouraged to "drop in" any time.

Summary

In summary, t-tests on mean scores and Chi Square tests on group differences revealed that statistically significant differences existed between community and traditional schools in two of the eight questions--extra parents' visits to view school operations and the main topic of discussion during parent-principal conversations.

Section 2
Community Related Curriculum

One way in which community and school life can be integrated is through the school curriculum. There are nine questions to this section which may be broken into three categories: (a) Category one, questions one to three, deals with school volunteers; (b) Category two, questions four to six, deals with guest speakers to the school; and (c) Category three, questions seven to nine, deals with students going into the community. Because of the nature of the questions, t-tests on differences of means between community and traditional schools were performed on questions one to five(a), six, seven and nine. Chi Square tests were used on questions five(b) and eight to ascertain whether or not there were any significant differences between the two sets of schools.

Question 1. How many parents and/or community members work as volunteers on a regular basis in the school?

The results reveal no significant differences between the two types of schools. Three community schools and two traditional schools use one to three volunteers regularly. Three community schools and four traditional schools utilize four to six volunteers regularly. Four community schools and two traditional use seven to ten volunteers regularly, while more than ten volunteers are used by six and five community and traditional schools, respectively. Three traditional schools do not use any volunteers regularly (see Table 11).

Question 2. How often does this school rely on occasional volunteer work by parents/community members?

A mean of 1.44 (community schools) suggest that most community schools rely on occasional volunteers at once per week. In fact, there were 11 of these schools. A mean of 2.00 (traditional schools) suggest that most of these schools relied on occasional volunteer work at least once per month. There were nine of these schools. This represents a significant difference between the two types of schools (see Table 12).

Question 3. What was your role regarding the overall volunteer program in the school?

There was no significant difference between the two types of schools. Ten community school principals and six traditional school principals indicated that they were actively involved with establishment. Four community school principals and six traditional school principals indicated

Table 11

Frequency Distribution, Mean, Standard Deviation and T-value - Number of Regular Volunteers

	None	1-3 Vol.	4-6 Vol.	7-10 Vol.	More Than 10	Mean	Stand. Dev.	T-value	Sig. Dif.
Community Schools	0	3	3	4	6	3.81	1.17	1.17	n.s.
Traditional Schools	3	2	4	2	5	3.25	1.53		

Table 12

Frequency Distribution, Mean, Standard Deviation and T-value - Occasional Volunteer Usage in Schools

	At Least Once/ Week	At Least Once/ Month	At Least Once/ Year	Never	Mean	Standard Deviation	T-value	Sig. Dif.
Community Schools	11	3	2	0	1.44	0.73	-2.05	*
Traditional Schools	4	9	2	2	2.00	0.82		

* $P \leq .05$

that although they were not actively involved in the establishment of the program, they were strongly supportive of it. Four community school principals and three traditional school principals officially approve of the program but have no daily involvement in its operation (see Table 13).

Question 4. In general, is it a school practice to have aspects of the school curriculum reflect issues of the surrounding community?

Fourteen community schools as compared with six traditional schools attempt to do this in those courses where it is relevant. Two community schools and five traditional schools have no school-wide policy although some teachers attempt to do this in their own classes. Four traditional school principals indicated that this is not a consideration in designing the curriculum at their schools. There was a significant difference between the two types of schools (see Table 14).

Question 5a. Do you have community members outside the teaching profession come into this school to talk to students about their particular area of expertise?

Thirteen community schools frequently have such speakers, while three indicated they sometimes have them. This is significantly different from the three traditional schools which have them frequently, the eight traditional schools which sometimes have them, the four schools which have them once in a while and the one traditional school which never uses such guest speakers (see Table 15).

Table 13

Frequency Distribution, Mean, Standard Deviation, T-value - Principals' Role in the Overall Volunteer Program

	No Such Program	Actively Involved In Its Estab.	Strongly Support But Not Actively Involved In Its Estab.	Approve Program But Not Involved In Daily Operation	Mean	Stand. Dev.	T-value	Sig. Dif.
Community Schools	0	10	4	4	2.56	0.81	-0.54	n.s.
Traditional Schools	2	6	6	3	2.71	0.73		

Table 14

Frequency Distribution, Mean, Standard Deviation and T-value - School Practices on Curriculum Reflecting Issues of Surrounding Community

	We Attempt to Do This In Appropriate Courses	No School Policy Some Teachers Do This In Their Own Classes	This is Not A Consideration	Mean	Stand. Dev.	T-Value	Sig. Dif.
Community Schools	14	2	0	1.13	0.34	-3.43	**
Traditional Schools	6	5	4	1.88	0.81		

** P ≤ .01

Table 15

Frequency Distribution, Mean, Standard Deviation and T-value - Guest Speakers to Talk to Students on Their Area of Expertise

	Frequently	Some-Times	Once in A While	Never	Mean	Stand. Dev.	T-Value	Sig. Dif.
Community Schools	13	3	0	0	1.19	0.40	-4.32	***
Traditional Schools	3	8	4	1	2.19	0.83		

***P ≤ .001
**P ≤ .01

Question 5b. Do visits from guest speakers from outside the teaching profession tend to be single visits or do visitors tend to come in on a more regular basis?

As shown in Table 16, eight community schools and 12 traditional schools have such visits from guest speakers on a single basis mainly, while seven community school principals and one traditional school principal indicated that such visits are of two equal types--regular and single. However, a Chi Square value of 6.63 showed that the two types of schools were not significantly different.

Question 6. What was your role regarding the program for guest speakers in your school?

Thirteen community school principals were actively involved in the establishment of the guest speaker program, while three officially approved of the program but were not actively involved in its on-going operation. This is statistically significantly different from the ten traditional school principals who support the program but were not involved in its establishment and the five who officially approve of the program but are not involved in its on-going operation (see Table 17).

Question 7. How often do students of this school go on field trips to the local community?

Twelve community school principals indicated that their students go on field trips frequently, while four indicated that their students sometimes go on field trips. This was not significantly different from the eight

Table 16

Frequency Distribution and Chi Square
- Frequency of Guest Speakers to School

	No Such Program	Regular Basis Mainly	Single Visit Basis Mainly	Both Types Equally	Chi Square	Significant Difference
Community Schools	0	1	8	7	6.63	n.s.
Traditional Schools	1	2	12	1		

Table 17

Frequency Distribution, Mean, Standard Deviation and T-value -
Principals' Role in Guest Speaker Program

	Actively Involved In Estab.	Support But Not Involved In Its Estab.	Approve But Not Involved In Daily Operation	Mean	Stand. Dev.	T-value	Sig. Dif.
Community Schools	13	1	3	2.31	0.70	-4.39	***
Traditional Schools		10	5	3.29	0.47		

***p ≤ .001

traditional school principals who indicated that their students frequently go on field trips and the seven who indicated that the students sometimes go on such trips (see Table 18).

Question 8. Are any of the students at this school involved on a regular basis with the community as part of their course work?

Principals from both types of schools were very similar in their responses to this question, hence there was no significant difference. In fact, ten community school principals indicated students from their schools were not regularly involved with the community as part of their course work, while 14 traditional school principals entered the same response (see Table 19).

Question 9. What was your role regarding those aspects of the school program which involve students going out into the community?

Table 20 shows that there was no significant difference between the two sets of principals in their roles regarding students going out into the community. Five community school principals indicated that there was no such program, six indicated they were actively involved in its establishment, two supported it but were not involved in its establishment, while four officially approve of it but are not involved in its daily operation. The count for traditional school principals in the corresponding categories were five, two, three and seven, respectively.

Table 18

Frequency Distribution, Mean, Standard Deviation and T-value - Frequency of Field Trips

	Frequently	Sometimes	Once In A While	Never	Mean	Stand Dev.	T-value	Sig. Dif.
Community Schools	12	4	0	0	1.25	0.45	-1.62	n.s.
Traditional Schools	8	7	1	0	1.56	0.63		

Table 19

Frequency Distribution and Chi Square - Are Any Students of This School Involved on a Regular Basis with the Community as Part of Their Course Work

	Yes	No	Chi Square	Significant Difference
Community Schools	6	10	1.50	n.s.
Traditional Schools	2	14		

Table 20

Frequency Distribution, Mean, Standard Deviation and T-value - Principals' Role in Program Which Involves Students Going Out Into the Community

	No Such Program	Actively Involved In Its Estab.	Strongly Support But Not Involved In Estab.	Approve But Not Involved Daily Operation	Mean	Stand. Dev.	T-value	Sig. Dif.
Community Schools	5	6	2	4	2.73	0.91	1.74	n.s.
Traditional Schools	5	2	3	7	3.36	0.81		

Very few principals (one from a traditional school and three from community schools) expressed any additional views about community related curricula. The traditional school principal indicated that:

> We could do much more of this if we had more funds for it. I would particularly support programs such as outdoor school, ski weeks, swimming, boating, craft centers, etc., being run by the School Boards and available at every age level at a nominal cost to parents.

One community school principal indicated that the various community related curricular programs are planned by a staff member hired half time for this purpose. The second principal indicated that such programs are "dealt with by teachers and the community school coordinator. The third principal opinionated that:

> Teachers need to get away from the two times four teaching style (two covers of a book and four walls of the classroom).

Summary

In summary, t-tests on the mean scores revealed that statistically significant differences existed in questions two, four, five(a) and six between the two groups. In category one, use of school volunteers, there was a significant difference in the use of occasional volunteers. Category two, use of guest speakers, showed statistical differences in the following areas: (a) school curricula which reflect the community; (b) the frequency of occurrence of guest speakers; and (c) the principal's role in the guest speaker program. There were no statistical differences in category three, students' visits to the community.

Section 3
School-Community Committees

The intent of this section is to explore the nature of any formal channels of communication which may exist between the school, parents and surrounding community, and to see if any significant differences existed between community and traditional schools. "T" and Chi Square tests were done for questions 3, 4 and 6, and 5 respectively. Frequency distributions will be given for question 2.

Question 1. Is there a school-community committee of some type operating specifically at the level of this school?

There was no significant difference between the two groups of schools. As is shown in Table 21, all sixteen community schools have some type of committee while eleven of the sixteen traditional schools reported the existence of such committees.

Question 2. Describe briefly the activities and format of this committee.

An examination of the responses received showed that there are basically two types of committees--a community council which deals with both school and community affairs, and a school council which deals exclusively with school matters. Table 22 shows the frequency distribution of the two types of councils.

Some examples that typify the responses of community school principals of their community councils are:

> Community Groups Council - school representative sits on it with representatives of each of other community agencies.

Table 21

Frequency Distribution and Chi Square of Community-School Committee

	N = 16 Community School				N = 16 Traditional School				x^2	Sig.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Is there a school-community committee of some type operating specifically at the level of this school?	16	0	100	0	11	5	68.8	31.3	3.52	n.s.

Table 22

Frequency Distribution of Types of School-Community Councils

	N = 16 Community Schools	N = 11 Traditional Schools
Community Councils	14	1
School Councils	2	10

> Parent Advisory Committee - fund raising, joint planning of activities with staff, "sounding board" for programs policies.
>
> Operation of the community school, setting of objectives, budget, evaluation of objectives.
>
> A community school committee exists as a sub-committee of the school board. It meets monthly with three staff members always present.
>
> We have a Community Council and a Parent Advisory Council - The C.C. works to meet the needs of the community and the P.A.C. works as a sounding board, organizer of internal matters.
>
> Community Council - not only concerns itself with school matters but also community concerns.

Some examples that typify the responses of traditional school principals of their school councils are:

> We have a Local Advisory Committee for the E.C.S. program. We have a Parent Advisory Committee for the whole school. Both are effective on policy and curriculum.
>
> A Parent Liaison Committee exists. One person represents a classroom in the school. We discuss current issues, problems and have established two sub-committees--one dealing with additional playground construction, another dealing with the school becoming a society under "Alberta's Society Act."
>
> There is a monthly Parent-Teacher meeting which is operated by the parents. This meeting acts as a sounding board for new school policies. They bring in speakers and discuss local school activities.
>
> School Council - one parent from each home room, Principal and one teacher. Deals with volunteers, fund raising, social activities, sponsors awards, advises on policy and contentious programs, i.e. family life, moral education, etc.

Question 3. How effective are such committees as a mechanism of communication between school and community?

Mean scores of 1.81 (community schools) and 1.91 (traditional schools) indicate that principals feel such committees are somewhat effective, consequently there is no significant difference between the two groups (see Table 23).

The principals were asked to comment on their feelings. Only four principals (one from a community school and three from traditional schools) complied. Their responses are given below:

From the community school prinicipal:

> Difficult to assess how representative parent groups' opinions are of the entire school community. Parents are reluctant to give opinions on education (i.e. curriculum) matters.

From traditional school principals:

> We have an E.C.S. advisory board which facilitates some meaningful communications between home and school. We had a parent advisory committee last year for the school at large but did not exist this year as the parents did not actively seek to carry it on.

The last two quotations are from principals who thought that the committee is only slightly effective.

> This depends on the personalities that make up the group. You trade a better understanding of the intent and activities of the school and its programs for a considerable amount of staff time.

> Too few parents are interested in coming to meetings.

Question 4. What is the nature of your involvement with the committees?

There was no significant difference between the two

groups. Mean scores of 1.25 (community schools) and 1.36 (traditional schools) suggest that most of the principals were actively involved in organizing/coordinating activities of the group (see Table 24).

Question 5. Is this school represented on a committee operating at a more general level (e.g. Board or "Area" Committee) where members of the school and of the community meet to discuss school-related matters?

As shown in Table 25, there was a significant difference between the two groups for this type of committee.

Five community school principals described the committee as follows:

> Community Groups Council - discuss school related issues and community issues that affect school, e.g. after and before school care facilities, lunch hour facilities, etc.
>
> Neighbourhood Network, including members from our attendance area and other community agencies.
>
> The community council meets monthly. Most topics concern school but some are community related. A teacher, vice principal and myself are voting members.
>
> Community School Committee - where teachers and community school coordinator sit on; ideas are exchanged during our steering committee meetings which involves the community.
>
> In a needs only basis, e.g. High School, Additional schools.

Question 6. If there is such a community school committees, what is the nature of your involvement with it?

The responses to this question did show a significant difference between the two types of schools (see Table 26).

Table 23

Effectiveness of Community Councils as Communication Link Between School and Community - Means, Standard Deviation and T-values

	C.S.		Trad.Sch.			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	T-value	Sig. Dif.
How effective do you feel such a committee has been as a mechanism of communication between school and community?	1.81	0.40	1.91	0.70	-0.45	N.S.

Table 24

Principals' Involvement With the Committees - Means, Standard Deviation and T-value

	C.S.		T.S.			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	T-value	Sig.Dif.
What is the nature of involvement with the committees?	1.25	0.45	1.36	0.67	-0.53	N.S.

Table 25

Frequency Distribution and Chi Square for School-Community Committees

	N = 16 Community School				N = 15 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Is this school represented on a committee operating at a more general level where members of the school system and of the community meet to discuss school related matters?	8	8	50	50	1	14	6.7	93.3	5.11	*

*P ≦ .05

Table 26

Nature of Principals' Involvement With School-Community Committee - Means, Standard Deviation and T-value

	N = 8 C.S.		N = 1 T.S.			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	T-value	Sig.Dif.
What is the nature of your involvement with such a committee?	1.50	.76	4.00	0	-3.12	*

*P ≤ .05

Five of the community school principals indicated that they are actively involved in organizing/coordinating activities of the committee. Two of the community school principals indicated that while they were not actively involved as an organizer, they attend most meetings. One community school principal indicated that while he does not attend meetings, he likes to keep informed with the committee's activities. The principal from the traditional school where such a committee exists is involved only on an occasional basis when asked to attend.

Only one principal ventured a comment on school-community committees in general. This was a principal from a traditional school, and he said that "Ad-hoc parent groups which are formed for the duration of a particular function are more effective. This way you do not have to find activities for a certain position just because it exists."

Summary

A majority of schools have some type of school/community committee in operation. These committees are of two types--community committees which focus both on school and community matters, and school committees which focus exclusively on school matters. There is a statistical significant difference between the two types of committees with the community schools having predominantly more community committees than the traditional schools. On the average, both sets of principals feel that these committees are

"somewhat" effective as a communication mechanism between school and community. Irrespective of the types of committees operating at the schools, both sets of principals are actively involved in organizing/coordinating their activities.

Section 4
Use of School Facilities

This section was designed to explore the community's use of school facilities. T-tests and Chi Square tests were used where appropriate to determine if any significant differences existed between the two groups of schools.

Question 1a. At this school, are there any recreational and/or educational activities for children and/or teenagers after hours or on weekends?

Table 27 shows that all the community schools and all but one of the traditional schools did have such activities. Consequently there was no significant difference between the two sets of schools.

Question 1b. What types of programs are offered?

An examination of Table 28 shows quite a variety of programs that were offered, ranging from athletic to ethnic language and cultural programs. In all, there were seven categories of programs of which three--special events (i.e. films, dances, carnivals), summer programs and ethnic language and cultural programs--are significantly different between the two schools.

One of the two community school principals who entered a

Table 27

Activities for Children and Teenagers at School After Hours/Weekends - Frequency Distribution and Chi Square

	N = 16 Community School				N = 16 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Are there any recreational and/or educational activities for children and/or teenagers after hours or on weekends?	16	0	100	0	15	1	93.8	6.3	0	n.s.

Table 28

Frequency Distribution and Chi Square for Types of Programs Offered

	N = 16 Community School				N = 15 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
What types of programs are offered?										
1) Athletics (sports & Exercise)	16	0	100	0	14	1	93.3	6.7	0.00	n.s.
2) Interest clubs and courses	15	1	93.8	6.3	11	4	73.3	26.7	1.12	n.s.
3) Youth groups (guides, drop-ins, etc.)	15	1	93.8	6.3	13	2	86.7	13.3	0.00	n.s.
4) Special events (films, dances, carnivals)	15	1	93.8	6.3	6	9	40.0	60.0	5.69	**
5) Summer programs	14	2	87.5	12.5	5	10	33.3	66.7	7.43	**
6) Ethnic language and cultural programs	10	6	62.5	37.5	2	13	13.3	86.7	5.95	**
7) Other	2	14	12.5	87.5	0	15	0	100	1.34	n.s.

**P ≤ .01

category of other indicated that the other programs were for senior citizens, play groups, mother's drop in, and noon hour cub programs.

Question 1c. Who is mainly responsible for the on-going operation of these programs.

An examination of Table 29 shows that eleven of the sixteen community school principals indicated that some other person employed by the Board of Education was responsible for the operation of these programs. Eight of these "other persons" are community school coordinators, two are community school secretaries and one is the curriculum coordinator. This is significantly different from traditional schools where eleven of its principals indicated that some other organization or group is mainly responsible for the ongoing operation of these programs. The organizations or groups responsible are shown in Table 29a.

Question 2a. Are there regularly scheduled recreational and/or educational programs for adults at this school?

Table 30 shows that all sixteen of the community schools and fourteen of sixteen traditional schools have programs for adults. Therefore, there is no significant difference between the two groups of schools.

Question 2b. What types of adult programs are offered?

There is quite a variety of programs offered for adults (see Table 31). Of those adult programs offered,

Table 29

Frequency Distribution and Chi Square of Persons and/or Organization Responsible for Ongoing Operation of Extra Programs for Teenagers and/or Children

	N = 16 Community School		N = 15 Traditional School			
	Absolute Frequency	PCT Frequency	Absolute Frequency	PCT Frequency	x^2	Sig. Dif.
Who is mainly responsible for the ongoing operation of extra programs for teenagers and/or children?						
1) The school's day-time staff;	3	18.8	2	13.3		
2) Other persons employed by the Board of Education;	11	68.8	2	13.3		
3) Some other organization or group.	2	12.4	11	73.4	10.1	**

**P $\leq$ .01

Table 29a

Frequency Distribution of Other Organizations or Groups Responsible for Extra Programs for Children and/or Teenagers - Traditional Schools

Organization/Group	Frequency Count
Parks and Recreation	8
Community Services	1
Scouting Association	2
Joint Use Committee	1
Church Group	1
Boys and Girls Club	1

Table 30

Frequency Distribution and Chi Square for Adult Programs

	Community School				Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Are there regularly scheduled recreational and/or educational programs for adults at this school?	16	0	100	0	14	2	87.5	12.5	.53	n.s.

Table 31

Frequency Distribution and Chi Square for Types of Adult Programs Offered at School

	N = 16 Community School				N = 14 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
What types of adult programs are offered?										
1) Athletics	16	0	100	0	14	0	100	0	-	-
2) Interest clubs and courses	16	0	100	0	9	5	64.3	35.7	4.53	*
3) Community and special interest groups	16	0	100	0	5	9	35.7	64.3	11.8	***
4) Academic upgrading and basic education	8	8	50	50	2	12	14.3	85.7	2.83	n.s.
5) Special events	9	7	56.3	43.8	5	9	35.7	64.3	0.57	n.s.
6) Ethnic language and cultural programs	9	7	56.3	43.8	3	11	21.4	78.6	2.46	n.s.
7) Other	4	12	25.0	75.0	0	14	0	100	2.16	n.s.

the results show a significant difference in two--athletic and interest clubs and courses. All community schools have athletic programs while nine of fourteen traditional schools have adult athletic programs. Sixteen community schools offered adult interest courses while five of fourteen traditional schools have these courses.

Question 2c. Who is mainly responsible for organizing and staffing the programs for adults?

A frequency distribution of responses to this question is shown in Table 32. A significant difference was recorded. Nine of fourteen community school principals reported that other person(s) employed by the board of education were responsible for organizing and staffing these adult programs. Eleven of fourteen traditional school principals reported that such responsibilities are undertaken by some other organization or group. Table 32a gives a frequency distribution of the persons, groups and/or organizations responsible for the staffing and organization of the adult programs.

Question 2d. Are any of these programs for adults held during the regular school day?

Only five of sixteen community schools answered affirmatively to this question. On the other hand, no traditional school has an adult program during the regular school day. The two groups of schools were significantly different (see Table 33). Table 33a identifies those adult programs which are held during the regular school day.

Table 32

Frequency Distribution and Chi Square on Responsibility for Organizing and Staffing Adult Programs

	N = 15 Community School		N = 14 Traditional School			
	Absolute Frequency	PCT Frequency	Absolute Frequency	PCT Frequency	x^2	Sig. Dif.
Who is mainly responsible for organizing and staffing extra programs for adults?						
1) The school's day time staff;	2	13.3	1	7.1		
2) Other person(s) employed by the Board of Education;	9	60.0	2	14.8		
3) Some other organization or group.	4	26.7	11	78.6	8.03	*

$P \leq .05$.

Table 32a

Frequency Distribution for Persons, Organizations and/or Groups Responsible for Organizing and Staffing of Adult Programs

	Community Schools	Traditional Schools
	Frequency Distribution	
Community School Coordinator	7	
Continuing Education	2	1
Parks and Recreation	1	7
Church Groups		1
Community Groups	1	2
Adult Clubs		1
Private Groups		2
Community Services	3	

Table 33

Frequency Distribution and Chi Square for Adult Programs Held During the Regular School Day

	N = 16 Community School				N = 14 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Are there any adult programs held during the regular school day?	5	11	31.3	68.7	0	14	0	100	8.03	*

*P ≦ .05

Table 33a

Types of Programs for Adults Offered During the Regular School Day at Community Schools

	Absolute Frequency
Types of Programs:	
1) Athletics	1
2) Interest clubs and courses	3
3) Community and special interest groups	1
4) Academic upgrading and basic education	2
5) Special events	1
6) Ethnic language and cultural programs	1
7) Other	1

Question 3. What is the nature of your involvement in extra programs for children and/or adults?

There were four categories of responses to this question (see Table 34). Eight principals from community schools as compared with two principals from traditional schools indicated they were actively involved in organizing/coordinating some or all of these activities. Eleven principals of community schools and four principals of traditional schools indicated they acted as resource persons to those who organize and supervise the programs for adults and/or children. These two categories--principals actively involved in organizing/coordinating some or all of these activities, and principals acting as a resource person to those who organize and supervise the programs--showed significant differences between the principals of the two sets of schools.

One principal from a community school reported that he is responsible for the programs but his involvement is through the coordinator. Three principals from traditional schools provided these comments adjunct to acting in some other capacity:

> I assist with bookings and with problems as they arise.

One principal claimed that he is involved in "arranging for facilities."

> As principal, I approve or disapprove any requested activity and its location within the school. Any problems are referred to me.

Table 34

Frequency Distribution and Chi Square on Principals' Involvement in Programs for Adults

	Community School				Traditional School					
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency		x^2	Sig. Dif.
	Yes	No	Yes	No	Yes	No	Yes	No		
I am actively involved in organizing/coordinating some or all of these activities	8	1	88.9	11.1	2	10	16.7	83.3	8.05	**
I am an instructor and/or supervisor for some of these activities	4	6	40.0	60.0	2	9	18.2	81.8	0.39	n.s.
I act as a resource person to those who organize and supervise these activities	11	1	91.7	8.3	4	7	36.4	63.6	5.49	*
I act in some other capacity	4	2	43.8	56.2	8	4	33.3	66.7	-	-

*P ≦ .05

**P ≦ .01

Question 4. Is the library or resource centre of this school open, on a regular basis, to the community?

There was a significant difference between the two groups of schools in this area (see Table 35). Seven of sixteen community school principals answered "yes" to this question, as compared to no principal from traditional schools. Of these, one principal indicated that the library is not used for book learning and reading facility, but rather it is used as a meeting and social place. Another claimed that the library is staffed "two evenings per week by volunteers."

Question 5. Are any special services (e.g. medical/dental, legal, day care, etc.) provided at this school to the general public?

An examination of Table 36 shows no significant difference between the two groups of schools. Four principals of community schools elaborated on the special courses at their schools. Some descriptions are given below:

> The school recently developed health and dental units for both teacher-student uses, also community use.
>
> There is an after-school care service that is sponsored by the community's After-school Care Board of which the principal is a member. There is also a Native Pastoral Centre, sponsored by the Archbishop's office, which provides religion and guidance. The principal's involvement is to provide facilities.

Another principal indicated that there is a health unit for pre-school check-ups and a community information centre at his school. Two principals from traditional schools reported

Table 35

Frequency Distribution and Chi Square for Community Use of Library or Resource Centre

	N = 16 Community School				N = 16 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Is the library or resource centre of this school open on a regular basis, to the community?	7	9	43.8	56.2	0	16	1	100	6.58	**

** $P \leq .01$

Table 36

Frequency Distribution and Chi Square for Special Services Provided at School

	N = 16 Community School				N = 16 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Are any special services provided at this school to the general public?	6	10	37.5	62.5	3	13	18.8	81.3	.62	n.s.

the following:

> The "County After School Association will be starting a morning and after school day care program in the near future. My role as principal is not yet defined.
>
> The Day Care Society operates a day care program fairly independently from the school. My involvement is little more than to provide the facility.

Question 6. Has this school been involved in any neighbourhood improvement projects within the past two years?

Table 37 shows no significant difference between the two sets of schools. Of the nine community schools which responded in the affirmative, two each were involved in playground development and garbatnons and one each was involved in the following:

1. Lobbying and planning for a facility for before and after school day care;
2. Lobbying for pedestrian crossing signs and lights on the street near the school;
3. The junior high students held two work weekends where they worked in the neighbourhood; and
4. The painting of the community rink.

One of the traditional schools was involved with a group that was lobbying for traffic safety, while the other two were involved with playground development.

Question 7. Does community use of school facilities make extra demands on you as a principal?

The majority of both sets of school principals (68.8% community schools and 68% traditional schools) indicated

Table 37

Involvement in Neighbourhood Improvement Projects - Frequency Distribution and Chi Square

	N = 16 Community School				N = 15 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		Frequency		Absolute Frequency		Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Has the school been involved in any neighbourhood improvement projects within the past two years?	9	6	60	40	3	12	20	80	3.47	n.s.

that community use of school facilities made extra demands on them (see Table 38). Some comments made as to the nature and extent of these demands from community school principals were as follows:

> Over 4,000 casual users of school facilities in programs run after hours in addition to 100+ daily in E.S.C. programs--could go on but too intricate.
>
> Time to organize and coordinate events, etc. time spent giving people information, etc.
>
> General knowledge of groups that book the facility. Facility problems. Groups very often want extras.
>
> Being familiar with Joint Use Agreement. Meetings with Parks and Recreation and Booking clerks re Joint Use Agreement; supervising budget for after hours custodians; looking into problems that arise with user groups and school staff.
>
> These are usually occasional demands and as I live in the community, I'm pleased to help out.

Some comments from traditional school principals were:

> Scheduling, problems arising from maintenance, control.
>
> Sometimes becomes frustrating--group problems, demands, etc.
>
> Our school is used nightly sometimes by as many as five groups. My role covers everything from special "favours" for use of school equipment to reprimands for misuse. Theft and damage reports go through the school's office.
>
> Does not take a lot of time . . . most of it is in communicating with teachers, custodian and booking agent.
>
> Only in terms of coordinating, booking and policing the care of the facilities.

Table 38

Extra Demands on Principals as a Result of Community Use of School Facilities - Frequency Distribution and Chi Square

	N = 16 Community School				N = 14 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Does community use of school's facilities make extra demands on you as a principal?	11	5	68.8	31.3	9	5	60	33.3	1.17	n.s.

Question 8. In general, how do you feel about community use of this school's facilities?

All the principals of community schools are very much in favour of community use of school facilities ($\bar{x}=1.00$) whereas four of sixteen principals of traditional schools are very much in favour of community use of school facilities ($\bar{x}=1.25$). This was sufficient to constitute a significant difference between the two sets of school principals (see Table 39).

One traditional school principal, although very much in favour of community use of school facilities, elaborated this way:

> I feel the facilities used should exclude instructional areas in regular use . . . . I feel the gymnasium or spare room should be used only for activities compatible with the function for which it was designed. Dances on gym floors destroy the finish and make it very slippery and unsafe for daily use. I feel fees should reflect the wear and tear on the facilities so that the school is not constantly absorbing the cost of damage or using facilities where the condition is lower than school wear would have produced. Some repayment is available but it is unrealistically small. School design should provide separate entrance and washrooms than those used by the school to reduce vandalism and security problems. Separate caretaking security staff should be provided for the common use area in the evenings.

Other comments from principals of traditional schools were:

> As long as it does not interfere with the education process or school use of the facility.

Table 39

Frequency Distribution, Mean, Standard Deviation and T-value - Principals' Feelings on Community Use of School's Facilities

N = 16	Very Much In Favour	Somewhat In Favour	Mean	Standard Deviation	T-value	Significant Difference
Community School	16	0	1.00	0	-2.24	*
Traditional School	12	4	1.25	.45		

*P $\leq$ .05

> I am in favour of the use however they are poorly organized and it requires a great deal of my time dealing with the headaches they cause with custodian and teachers.

Four principals of community schools offered these comments:

> The school is the "hub" of the community and we have paid for it as taxpayers, thus we should use it.

> We have been involved in community use of the school for eight years. I find our school is in constant use.

> In the inner city area where facilities are limited, I feel very strongly in opening up our facilities for the community.

> A school should reflect the interests and needs of the community.

Summary

Most schools have some type of activity for adults and children/teenagers after hours or on weekends. There was a statistical significant difference between the two groups of schools as to the person or organization mainly responsible for the organization and staffing of these activities. Although only a small percentage (31.3%) of community schools offered adult programs during the regular school day, this was statistically significantly different from traditional schools (0%). Statistical significant differences also occurred in the nature of the principals' involvement in extra programs for adults. Few schools, 37.5 percent community schools and 18.8 percent traditional schools, offered any special services to the general public. Of these schools who offered such services, after school

care and/or day care services occurred most frequently. Most principals were very much in favour of community use of schools' facilities but felt that such usage created extra demands on them.

Section 5
Community Involvement in General

The purpose of the fifth and last section of this study is to explore principals' perceptions on community involvement.

Question 1. What person at this school has the greatest responsibility for organizing and/or supervising any community related activities?

An examination of Table 40 shows that ten of sixteen (62.5%) community schools delegate this responsibility to the community school coordinator. Of the traditional schools, four (25%) indicated that no single person had that responsibility, six (37.5%) indicated that the principal was responsible, and four indicated that some other person or organization was responsible. In the latter case, Parks and Recreation had that responsibility in two schools, while the Joint Use Committee and head office personnel had the responsiblity in the other two schools. These responses did show a significant difference between the two groups of schools.

Question 2. In your opinion, do members of the community seem interested in what goes on at this school?

Table 40

Frequency Distribution and Chi Square of Persons Responsible for Supervising Community Related Activities

	N = 16 Community School		N = 16 Traditional School			
	Absolute Frequency	PCT Frequency	Absolute Frequency	PCT Frequency	x^2	Sig. Dif.
1) There are no community related activities	0	0	1	6.3		
2) There is no single person responsible	2	12.5	4	25.0		
3) Myself as principal	3	18.8	6	37.5		
4) Vice principal or administrative assistant	-	-	-	-		
5) Secretary	-	-	-	-		
6) Teacher	-	-	-	-		
7) Community school coordinator	10	62.5	0	0		
8) Parent or community member	1	6.3	1	6.3		
9) Other	0	0	4	16.7	16.67	**

** $P \leq .01$.

Table 41 shows the frequency distribution of responses. Fifty percent of the community school principals believe that the community seems interested in what goes on in the school to a great extent while the other fifty percent believe that there is only a moderate amount of interest. This gives a mean score of 1.50 (see Table 42). Of traditional school principals, 33.3 percent, 40 percent and 26.7 percent, respectively, believe that interest is shown to a great extent, moderately and a little. The mean scores for traditional schools is 1.93.

Question 3. In the past two years, have you attended any conferences where school-community relations was a focus of attention or area of discussion?

Fifteen of sixteen (93.8%) community principals as compared to four of sixteen (25%) of traditional school principals did attend such conferences over the past two years. This was significantly different between the two groups (see Table 43).

Of the principals who commented on the effectiveness of those conferences, four of five (80%) community school principals thought them to be worthwhile, while two of four (50%) traditional school principals were of the same opinion. One principal from a traditional school comment as follows:

> The sessions I have attended were part of School Board programs with only educators present. I feel there is a need for greater coordination among various agencies involved. A community school coordinator, even one for several schools, would be a big asset.

Table 41

Frequency Distribution and Chi Square on Principals' Perception of Community's Interest in School

	N = 16 Community School		N = 15 Traditional School	
	Absolute Frequency	PCT Frequency	Absolute Frequency	PCT Frequency
Do members of the community seem interested in what goes on at this school?				
1) To a great extent	8	50	5	33.3
2) A moderate amount	8	50	6	40.0
3) A little			4	26.7
4) Not at all				
5) Don't know				

Table 42

Mean, T-value and Standard Deviation of Principals' Perception of Community Interest in School

	Mean	Standard Deviation	T-value	Sig. Difference
Community School	1.50	.52	-1.81	**
Traditional School	1.93	.80		

**P ≦ .01

Table 43

Frequency Distribution and Chi Square on Principals' Attendance of School-Community Relation Conference

	Community School				Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
In the past two years, have you attended any conferences where school-community relations was a focus of attention or area of discussion?	15	1	93.8	6.2	4	12	25	75	15.7	***

***P ≦ .001

Question 4. There seems to be a concern on the part of some educators that involvement of the community in the school may lead to a demand by the community to assume greater control. What are your feelings on this?

The responses to this question were categorized into two broad categories--agree and disagree--for purposes of Chi Square tests. The results showed no significant difference (see Table 44).

However, although 7.14 percent of the community school principals agreed in general, such agreement had different orientations (see Table 45). Some agreed and were in favour of greater community control of schools, some agreed but contended that safeguards must be established to prevent this, while others in agreement were not concerned if the community demands greater control.

An example that typifies each category of response in Table 45 follows:

> Agree - I am for greater control:
>
> Why not--I feel the school must reflect its community and provide "life centered education" to the youngsters in that community.
>
> Agree - Safeguards must be provided to prevent this
>
> If you don't provide the right leadership this may happen.
>
> Agree - But not concerned
>
> I concur but this doesn't bother me. After all, whose needs are we serving and who owns the schools?

Table 44

Frequency Distribution and Chi Square for Principals' Opinions on Whether Increased Community Involvement Results in Community's Demand for Greater Control of Schools

	N = 14 Community School				N 8 Traditional School				x^2	Sig. Dif.
	Absolute Frequency		PCT Frequency		Absolute Frequency		PCT Frequency			
	Yes	No	Yes	No	Yes	No	Yes	No		
Increased community involvement results in community's demand for greater control of schools	10	71.4	4	28.6	3	37.5	5	62.5	2.42	n.s.

Table 45

Frequency Distribution on Principals' Perceptions on Whether Increased Community Involvement Results in Community's Demand for Greater Control - Complete Breakdown of Responses

	Agree - I am for Greater Community Control of Schools	Agree - Safeguards Must be Established to prevent greater control	Agree - but not Concerned	Disagree - Community Does not Want greater Control
Community Schools	4	3	3	4
Traditional Schools	1	1	1	5

Disagree - Community does not want greater control

I haven't felt this nor have I felt the people who use our school are making an attempt to control, but act in an advisory capacity.

Question 5. To what extent do you think that each of the following groups is in favour of increased community involvement at this school?

The category of responses were as follows:

1 = very much in favour;

2 = somewhat in favour;

3 = a little in favour; and

4 = not at all in favour.

T-values (see Table 46) show that principals' views as to extent each of eight groups are in favour, were significantly different for four of the groups. These groups were the school's staff (T = -4.31), students of the school (T = -2.18), parents/other community members (T = -2.77) and principals themselves (T = -3.10).

Question 6. What do you see as the major support needs regarding the development of community involvement at this school?

From the responses, the following categories were created: (a) time; (b) finance--for staff, custodians and facilities; (c) commitment; and (d) education and communication.

Table 47 gives the frequency distribution and Chi Square value of the responses. As the table shows, there is no significant difference in the principals' responses.

Table 46

Means, Standard Deviation and T-values of Principals' Perceptions of the Extent to Which Certain Groups are In Favour of Increased Community Involvement

	Community School		Traditional School			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	T-value	Sig. Dif.
1) Ministry of Education	1.00	0.00	1.09	0.30	-1.18	n.s.
2) Board of Education						
- Trustees	1.63	0.81	1.57	0.56	.20	n.s.
- Administrators	1.75	0.86	2.08	0.67	-1.12	n.s.
3) School staff	1.56	0.51	2.64	0.84	-4.31	**
4) Students of the School	1.57	0.66	2.18	0.75	-2.18	*
5) Parent/Other Community members	1.50	0.52	2.13	0.74	-2.77	**
6) Alberta Teachers' Assoc.	2.54	0.97	2.29	0.77	.60	n.s.
7) You as principal	1.06	0.25	1.83	0.84	-3.10	**

*P ≦ .05
**P ≦ .01

Table 47

Frequency Distribution and Chi Square of Principals' Perceptions of Major Support Needs for Community Involvement in Schools

	Time	Finance	Support & Commitment	Communication	x^2	Sig. Dif.
	Absolute Frequency	Absolute Frequency	Absolute Frequency	Absolute Frequency		
Community School	2	9	5	3	2.88	n.s.
Traditional School	0	6	2	0		

Examples of the responses in each category follow:

Time

Time for teachers and administrators to get out there.

Finance

If it involves time--it involves more support staff to coordinate.

Funding for school-community coordinator.

A paid coordinator and money for suitable facilities. A school is generally not comfortable nor attractive to adults.

The three quotations above are from principals of traditional schools. One community school principal said the following:

Money for physical plant improvements to accommodate greater community use. Money to provide time for administrators, teachers, etc., to coordinate the schools and community more closely.

Support and Commitment

Board support.

Support from "district level and provincial level."

The support and participation of the parents.

A sympathetic central office and school board, a supportive staff, an interested community.

The staff needs to be committed to make the concept work.

Education and Communication

Educating the public on the possibilities.

An information program to make communities aware of their rights and responsibilities towards their schools.

A good p.r. program.

Question 7. What do you see as the major barriers regarding community involvement at this school?

The following categories were created from the responses: (a) lack of time; (b) lack of understanding; (c) lack of money; (d) apathy; and (e) other.

Table 48 shows that there was no significant difference between the two sets of principals in their responses. Examples of responses from each category follow:

Lack of Time

Many parents both work or are single parents and have little time for involvement.

Extra demands such involvement makes on teachers' time. Teachers must see it as worthwhile.

Lack of Understanding

Lack of understanding of community school efforts both by teachers and powers of the community.

Lack of experienced people in the field of community education.

Lack of Money

Money. As involvement and usage increase so does the cost of organization and maintenance. Attempt to "do it on the cheap" will only result in run-down facilities and contention between the daytime and after hours users.

Time, publicity. It is very difficult to publicize what is happening. Costs of advertising are beyond our budget.

Apathy

Insufficient interest or ability to organize on the part of the community.

The community does not really want to become involved. We have plenty of cultural and recreational facilities already in place.

Table 48

Frequency Distribution and Chi Square of Principals' Perceptions of Major Barriers of Community Involvement in Schools

	Frequency Distribution						
	Lack of Time	Apathy	Lack of Understanding	Lack of Money	Other	x^2	Sig. Dif.
Community Schools	4	1	4	3	6	8.52	n.s
Traditional Schools	1	4	0	5	3		

> Unless there is a genuine need, community schools are doomed to failure.
>
> Both parents, if there are any parents, are working--little interest in education. Low socioeconomic area. No time for school.

Other: The responses from traditional school principals were fear of risk, added responsibilities of principal and lack of citizen and board cooperation. From community school principals they were lack of personnel, high transiency, and lack of facilities.

Question 8. What skills or resources do you feel you personally need to acquire in order to deal more successfully with community involvement?

For purposes of analysis, the question was divided into two parts--skills and resources. The skills were broken into the following categories: (a) communication; (b) public relations; (c) organization and management; and (d) leadership. Table 49 gives the frequency distribution and Chi Square value of the responses. There is no significant difference between the two groups of principals. Of the community school principals, five of eleven mentioned that they needed to develop their communication skills as compared with two principals of the traditional schools. Each of two community school principals indicated that they needed to develop skills in organization and management, leadership and public relations. No principals of traditional schools mentioned any of the last three skills.

Table 50 shows the frequency distribution and Chi Square value of the four categories of resources most

Table 49

Frequency Distribution and Chi Square Value for Principals' Perceptions on Skills Needed to Improve Community Involvement

	Frequency Distribution				x^2	Sig. Dif.
	Communication	Public Relations	Organization & Management	Leadership		
Community Schools	5	2	2	2	2.026	n.s.
Traditional Schools	2	0	0	0		

Table 5

Frequency Distribution and Chi Square Value for Principals' Perceptions on Resources Needed to Improve Community Involvement

	Extra Staff	Experts	Finance	Time	x^2	Sig. Dif.
Community Schools	2	1	2	2	1.37	n.s.
Traditional Schools	3	0	3	3		

frequently mentioned. There was no significant difference in responses between the two groups of principals. The categories are: (a) extra staff; (b) experts in the field of communication education; (c) finance; and (d) time.

Some of the comments that were not classified under either skills or resources follow:

From principals of community schools:

> Probably a lot. A more outgoing personality would help a lot.
>
> Willingness to let people try to do things. Confidence enough to make mistakes and let others make mistakes.
>
> I feel most teachers would have adequate skills. Attitude is the most important requirement.

In fact, three of these principals mentioned attitude as an important consideration.

From principals of traditional schools:

> To be convinced that more {community involvement} is needed.
>
> To be able to create a more positive attitude about education in the minds of parents.
>
> I need the conviction that it is necessary and desirable and not just a promotional fad.
>
> I don't believe this is my job.

Question 9. Who do you think should be mainly responsible for helping you develop in this direction (community involvement)?

The two most frequently mentioned groups were the Ministry of Education and the Board of Education. Seven and five community school principals, respectively, mentioned

that the Ministry and the Board of education should be mainly responsible for helping in the development of community education. The corresponding numbers for principals of traditional schools were three and seven (see Table 51). Under the category of other, two community school principals mentioned that they themselves are mainly responsible. Social services, community leagues and parks and recreation were mentioned by principals of traditional schools. There was no significant difference in the responses between the two sets of principals.

Summary

There were statistical differences in the responses of the two types of principals in the following areas:

1. Persons responsible for supervising community-related activities in school;
2. Principal's perception of community interest in school;
3. The attendance of principals to school-community relations conferences; and
4. Principals' perceptions as to the extent to which certain groups are in favour of increased community involvement in schools.

Most community school principals (71.4%) agreed that increased community involvement in schools results in the community's demand for greater control of schools, while five (62.5%) of traditional school principals who responded disagreed. The major support needs, regarding the development of community involvement in schools, most frequently

Table 51

Frequency Distribution and Chi Square Value of Principals' Perceptions on the Group That is Mainly Responsible for Helping Them Develop in the Direction of Community Involvement

	Ministry of Education		Teachers Federation		Board of Education		Other		x^2	Sig. Dif.
	Abs Freq.	Pct Freq.	Abs Freq.	Pct Freq.	Abs Freq.	Pct Freq.	Abs Freq.	Pct Freq.		
Community Schools	7	46.7	1	6.7	5	33.3	2	13.3	3.01	n.s.
Traditional Schools	3	23.1	0	0.0	7	53.8	3	23.1		

identified were the availability of time, finance, commitment and education and communication. The major barriers were the lack of time, understanding, money and apathy. In order to deal more successfully with community involvement, principals perceived themselves as being deficient in skills in communication, public relations, leadership, organization and management, while they thought the resources needed were extra staff, experts in the field, finance and more time to devote to that area. Finally, principals thought that the Ministry of Education and the Board of Education should be mainly responsible for helping them develop in the direction of community involvement.

Comparison of Matched Community Schools with Unmatched Community Schools (n = 15)

A comparison of the data collected for the matched community schools with the community schools that were unmatched revealed statistically significant differences in only two instances. The first was the nature of principals involvement with the school-community committee. Table 52 shows the frequency distribution and means of the results. Means of 1.5 (matched sample) and 2.56 (unmatched sample) resulted in a T-value score of -2.23 and a significant difference below 0.05.

The second difference occured in principals perception of the extent to which the Ministry of Education is in favour of increased community involvement in schools. Table 53 shows that all the principals of community schools believed that the Ministry of Education is very much in favour of increased community involvement as compared with eleven principals of community schools that were unmatched. Means of 1.00 (matched) and 1.27 (unmatched) resulted in a T-value score of -2.26 and a significant difference below the 0.05 probability level.

Table 52

Nature of Principals' Involvement with School Community Committee - Frequency Count, Means, Standard Deviation and T-value

	Actively Involved In Org. & Coord. Activities	Not Actively Involved Attend Most Meetings	Do Not Attend Most Meetings Keep Informed	Involved On An Occ. Basis	No Involvement	$\bar{X}$	S.D.	T-value	Sig. Dif.
Community Schools (matched)	4	3	1	0	1	1.5	0.76	-2.23	*
Community Schools (unmatched)	2	2	3	3	0	2.56	1.13		

*p ≦ .05

Table 53

Principals' Perceptions of the Extent to Which the Ministry of Education is in Favour of Increased Community Involvement in Schools

	Very Much In Favour	Somewhat In Favour	A Little In Favour	Not At All In Favour	Mean	S.D.	T-value	Sig. Dif.
Community Schools (matched)	15	0	0	0	1.000	0		
							-2.26	*
Community Schools (unmatched)	11	4			1.27	0.46		

* p =

Analysis of Unmatched Community Schools and Matched Traditional Schools

Having examined the community schools that were matched and comparing them with community schools that were unmatched, attention is now turned to a comparison of the fifteen community schools that were not matched to the sixteen traditional schools that were matched.

This section reports on the data from community schools (non-matched) and traditional schools (matched) that were statistically significantly different from the matched sample of community and traditional schools. There were eleven such instances.

Whereas the matched sample revealed a significant difference in principals' preference regarding parents visits to school during the regular school day, a comparison of the traditional schools (matched) and community schools (unmatched) showed no significant difference (Table 54). Eleven traditional school principals and ten community school principals (unmatched) preferred that parents drop in at any time.

For principal's involvement on a committee operating at a more general level where members of the school system and of the community meet to discuss school related issues there was no significant difference between the principals of traditional schools and community schools

Table 54

Frequency Distribution, Mean, Standard Deviation and T-value--Principals' Preference Regarding Parents' Visits to School During the School Day

	Should Feel Free To Drop In	Must First Contact Office	Restrict Visits	Mean	S.D.	T - value	Sig. Dif.
Community Schools (matched)	15	2	0	1.06	0.25		
						-1.87	*
Traditional Schools (matched)	11	6	1	1.38	0.62		
						0.21	n.s.
Community Schools (unmatched)	10	5	0	1.33	0.49		

* $p \leq 0.05$

unmatched. A mean score of 2.56 for the latter set of principals suggests an almost even number of principals were either involved in the organization of such a committee and attend most meetings or, although they do not attend most meetings, they keep informed of the group's activities. A mean score of 4.00 for traditional school principals (matched) indicates that they are involved only occasionally (Table 56).

Of the variety of programs offered children/youth and adults after hours, the following while statistically significantly different between the matched sample of traditional and community schools were not significantly different between the traditional schools (matched) and community schools (unmatched):

1. Special Events such as films, dances and carnivals for teenagers and children (Table 56).
2. Summer Programs for teenagers and children (Table 57).
3. Ethnic Language and Cultural Programs for teenagers and children (Table 58).
4. Interest clubs and courses for adults (Table 59).

As for the administration of these courses/activities, once again there were significant differences between principals of the matched schools, while a comparison of principals of traditional schools (matched) and community schools (unmatched) revealed no significant

Table 55

Nature of Principals' Involvement with School-Community Committee - Means, Standard Deviation and T-value

	Mean	Standard Deviation	T-value	Sig. Difference
Community Schools (Matched)	1.50	0.76		
			-3.12	**
Traditional Schools (Matched)	4.00	0		
			1.12	n.s.
Community Schools (Unmatched)	2.56	1.13		

**P ≦ .05

Table 56

Frequency Distribution and Chi Square for Schools Offering Special Events (Films, Dances, Carnivals) for Teenagers and Children After Hours

	Absolute Frequency		PCT Frequency		x^2	Sig. Dif.
	Yes	No	Yes	No		
Community Schools (Matched)	15	1	93.8	6.3		
					5.69	**
Traditional Schools (Matched)	6	9	40.0	60.1		
					3.47	n.s.
Community Schools (Unmatched)	12	3	80.0	20.0		

** $p \leq .01$

Table 57

Frequency Distribution and Chi Square for Schools Offering Summer Programs for Teenagers and Children After Hours

	Absolute Frequency		PCT Frequency		x^2	Significant Difference
	Yes	No	Yes	No		
Community Schools (Matched)	14	2	87.5	12.5	7.43	**
Traditional Schools (Matched)	5	10	33.3	66.7		
					2.13	n.s.
Community Schools (Unmatched)	10	5	66.7	33.3		

**$p \leq 0.1$

Table 58

Frequency Distribution and Chi Square for Schools Offering Ethnic Language and Cultural Programs for Teenagers and Children After Hours

	Absolute Frequency		PCT Frequency		x^2	Significant Difference
	Yes	No	Yes	No		
Community Schools (Matched)	10	6	62.5	37.5		
					5.95	**
Traditional Schools (Matched)	2	13	13.3	86.7		
					0.22	n.s.
Community Schools (Unmatched)	6	9	40.0	60.0		

** $p \leq .01$

Table 59

Frequency Distribution and Chi Square for Interest Clubs and Courses Offered for Adults

	Absolute Frequency		PCT Frequency		x^2	Sig. Dif.
	Yes	No	Yes	No		
Community Schools (Matched)	16	0	100	0		
					4.53	*
Traditional Schools (Matched)	9	5	64.3	35.7		
					2.16	n.s.
Community Schools (Unmatched)	14	1	93.3	6.7		

* $p \leq 0.05$

difference. Specifically, the two items in question are:

1. Principals acting as a resource person to those who organize and supervise programs for adults and youth (Table 60).
2. Principals actively involved in organizing/coordinating some or all of the programs for both adults and youths (Table 61).

Community use of schools' facilities do make extra demands on principals' time. However, there was a statistically significant difference in the responses offered between principals of traditional schools (matched) and principals of community schools (unmatched). Fifteen or one hundred percent of the latter indicated that extra demands were made on their time as compared with nine or sixty percent of the former. A comparison of the principals from the matched revealed no significant difference (Table 62).

An analysis of principals' perceptions on community interest in school activities produce no significant difference between principals of the matched traditional schools and principals of the unmatched community schools. In the former case, 33.3% believed that the community possessed a great deal of interest in the school's activities, while 40% thought that there was only moderate interest. From the principals of the unmatched community

Table 60

Frequency Distribution and Chi Square on Principals' Acting as Resource Person to Those Who Organize and Supervise Programs for Adults and Youth

	Absolute Frequency		PCT Frequency		x^2	Sig. Dif.
	Yes	No	Yes	No		
Community Schools (Matched)	11	1	91.7	8.3		
Traditional Schools (Matched)	4	7	36.4	63.6	5.49	*
Community Schools (Unmatched)	8	2	80.0	20.0	2.49	n.s.

* $p \leq .05$

Table 61

Frequency Distribution and Chi Square for Principals Who Are Actively Involved in Organizing/Coordinating Some or All of the Programs for Adult and Youth

	Absolute Frequency		PCT Frequency		x^2	Sig. Dif.
	Yes	No	Yes	No		
Community Schools (Matched)	8	1	88.9	11.1	8.05	**
Traditional Schools (Matched)	2	10	16.7	83.3		
					2.15	n.s.
Community Schools (Unmatched)	6	5	54.5	45.5		

** $p \leq .01$

Table 62

Extra Demands on Principals as a Result of Community Use of School Facilities-Frequency Distribution and Chi Square

	Absolute Frequency		PCT Frequency		X^2	Sig. Dif.
	Yes	No	Yes	No		
Community Schools (Matched)	11	5	68.8	31.3	1.17	n.s.
Traditional Schools (Matched)	9	5	60.0	33.3	7.50	*
Community Schools (Unmatched)	15	0	100.0	0		

*$p \leq .05$

schools, 40% believe that the community possessed a great deal of interest in the schools activities, while 53.3% thought that there was only moderate interest shown by the community (Table 63).

Finally, while there was a significant difference in principals' (matched) perception of the extent to which parent/other community members are in favour of increased community involvement, a comparison of principals of traditional schools (matched) and community school principals (unmatched) revealed no significant difference. Means of 2.13 (Traditional) and 1.67 (Community schools unmatched) suggest that most of these principals believe that the parents/community are somewhat in favour of increased community involvement (Table 64).

Table 63

Frequency Distribution, Means, Standard Deviation and T-value on Principals' Perception of Community Interest in School

	To A Great Extent		A Moderate Amount		A Little					
	ABS. Freq.	PCT Freq.	ABS. Freq.	PCT Freq.	ABS. Freq.	PCT Freq.	$\bar{x}$	S.D.	T-value	Sig. Dif.
Community Schools (Matched)	8	50	8	50	0	0	1.50	0.52	-1.81	**
Traditional Schools (Matched)	5	33.3	6	40	4	26.7	1.93	0.80	1.02	n.s.
Community Schools (Unmatched)	6	40	8	53.3	1	6.7	1.67	0.62		

**p ≦ .01

Table 64

Means Standard Deviation and T-value of the Extent to Which Parents/ Other Community Members are in Favour of Increased Community Involvement

	Mean	S.D.	T-value	Sig. Dif.
Community Schools (Matched)	1.50	0.52		
Traditional Schools (Matched)	2.13	0.74	-2.77	**
Community Schools (Unmatched)	1.67	0.82	1.64	n.s.

** $p \leq .01$

CHAPTER V

SUMMARY, IMPLICATIONS OF FINDINGS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

The primary objective of this study was to examine patterns of parent/community involvement in community schools and compare them to traditional schools. In order to carry out this objective, several problems were formulated. From the problems, hypotheses were developed to compare specific areas for either the confirmation or rejection of any differences that exist between community and traditional schools.

Data for the study were gathered from principals of community and traditional schools.

A summation of the results of each of these research problems is given in the first section of this chapter. Implications of these results for further investigation are then presented.

Summary

Problem 1

The first problem was to examine ways in which parents are made aware of the schools' activities.

Hypothesis 1.1. It was hypothesized that principals of community schools converse with parents more often than principals of traditional schools. (REJECTED)

The results revealed that principals of both types

of schools converse with parents at least once a day. It was further determined that principals of community schools tended to talk more about students' academic performances, student activities, attendance and volunteer programs as opposed to traditional school principals who tended to talk more about disciplinary matters.

Hypothesis 1.2. It was hypothesized that principals of community schools send more letters to parents about school activities than do principals of traditional schools. (REJECTED)

The results show that there is no significant difference between the two groups of principals as to the number of such letters sent home to parents.

Hypothesis 1.3. It was hypothesized that community schools sponsored more student performances for the general public than do traditional schools. (REJECTED)

The results show that both schools sponsor such performances two or three times yearly.

Hypothesis 1.4. This hypothesis stated that there are more organized visits planned for parents to see how the school operates in community schools than traditional schools. (ACCEPTED)

The results showed that community schools have such visits at least twice yearly, while the traditional schools have such visits at least once per year.

Hypothesis 1.5. Principals of community schools have more of an "open doors" philosophy for parents' visits

than principals of traditional schools. (REJECTED)

The results show that there is no significant difference between the two groups of principals. Furthermore, the results suggest that most principals prefer that parents should feel free to drop in at the school at any time.

Hypothesis 1.6. Principals of community schools are more satisfied with the amount and quality of communication they have with parents than traditional school principals. (REJECTED)

The results revealed no evidence of significant differences in the degree of satisfaction felt by the principals. Principals are somewhat satisfied with the amount and quality of communication they have with parents.

Problem 2

The second problem was to examine the extent to which emphasis is placed on relating the school's curriculum to the surrounding community.

Hypothesis 2.1. There are more parents/community members working as volunteers in community schools than there are such volunteers in traditional schools. (REJECTED)

The results show no significant difference as to the number of volunteers used by either set of principals. However, a mean score of 3.81 by community school principals suggests that most of these principals utilize seven to ten volunteers on a regular basis. This is compared with a mean score of 3.25 from traditional school principals, which suggests such schools utilize four to six volunteers on a regular basis.

Hypothesis 2.2. Community schools rely on occasional volunteers more than principals of traditional schools. (ACCEPTED)

The results show that most community schools rely on such volunteers at least once per week, while traditional schools rely on such volunteers at least once per month.

Hypothesis 2.3. Principals of community schools are more actively involved in the establishment of volunteer programs than are principals of traditional schools. (REJECTED)

The results suggest that both types of principals, although they strongly support the program, were not involved in its establishment.

Hypothesis 2.4. Community schools attempt to have aspects of the curriculum reflect issues of the surrounding community more than is done in traditional schools. (ACCEPTED)

Community schools attempt to have aspects of the curriculum reflect community issues in those courses where it is relevant. This suggests that a conscienci s effort is made in this direction at community schools. It appears this is not the case at traditional schools, which have no school-wide policy on that matter. However, some teachers at traditional schools attempt to have issues of the community reflected in the curriculum.

Hypothesis 2.5. More community members from outside the teaching profession are used as guest speakers in community schools than are used in traditional schools. (ACCEPTED)

Such guest speakers are used frequently at community schools while traditional schools have these sometimes. Most of these visits are single visits mainly, however several community school principals indicated that the guest speakers are used on a regular basis.

Hypothesis 2.6. Principals of community schools are more actively involved in the guest speaker program than are principals of traditional schools. (ACCEPTED)

Most of the community school principals were actively involved in the establishment of the guest speaker program. The principals of traditional schools, although they strongly support the program, were not involved in its establishment.

Hypothesis 2.7. It was hypothesized that students from community schools go on more field trips and are more involved on a regular basis with the community as part of their course work than those from traditional schools. (REJECTED)

The results show no significant difference between the students from the two types of schools, although more community school principals indicated that their students frequently go on field trips. Very few students from both schools are involved on a regular basis with the community as part of their course work.

Hypothesis 2.8. Principals of community schools are more actively involved in programs which involve students going out into the community than are principals from

traditional schools. (REJECTED)

The results show that both sets of principals strongly support the program but were not involved in its establishment.

Problem 3

The third problem of the study was to examine the uses of school-community committees and to determine if any significant differences existed between committees of the two types of schools.

Hypothesis 3.1. There are more school-community committees at community schools than at traditional schools. (REJECTED)

Although there was no significant difference in the number of school-community committees at the two types of schools, there was a difference in the types of committees operating in the schools. Basically, the councils at community schools deal with both school related and community related issues as opposed to those found at traditional schools, which deal exclusively with school related issues. Community schools (50%) were represented on a committee operating at a more general level where members of the school system and of the community meet to discuss school related matters.

Hypothesis 3.2. Principals of community schools perceive that their school-community committees are more effective as a mechanism of communication between school and community than is perceived by principals of traditional schools. (REJECTED)

Both sets of principals thought these committees are somewhat effective as a mechanism of communication between school and community.

Hypothesis 3.3. Principals of community schools are more actively involved in school-community committees than are principals of traditional schools. (REJECTED)

Most of the principals were actively involved in organizing/coordinating activities of the group.

Problem 4

The fourth problem was to examine the extent and for what purposes the schools' facilities are used by the community.

Hypothesis 4.1. There is a greater variety of recreational and/or educational activities for children and/or teenagers after hours or on weekends at community schools than exist at traditional schools. (PARTIALLY CONFIRMED)

The following activities/programs exist in all schools after hours or on weekends: athletics, interest clubs and courses, youth groups, special events, summer programs, and ethnic language and cultural programs. Of these, community schools have significantly more summer programs, have significantly more special events such as films, dances and carnivals, and offered significantly more ethnic language and cultural programs. At community schools, the community school coordinator and/or community school secretaries were responsible for the ongoing operation of these programs. At traditional schools the department of parks and recreation was most frequently mentioned as being responsible for the

ongoing operation of the programs.

Hypothesis 4.2. There is a greater variety of recreational and/or educational programs for adults at community schools than there are at traditional schools. (PARTIALLY CONFIRMED)

The following adult programs/activities are offered at both schools for adults: athletics, interest clubs and courses, community and special interest groups, academic upgrading and basic education, special events and ethnic language and cultural programs. Of these, significant differences occurred for the interest clubs and courses and community and special interest groups. The community school coordinator was most frequently reported by community school principals as being mainly responsible for the staffing and organization of these programs. Once again, the department of parks and recreation was most frequently mentioned by principals of traditional schools as being mostly responsible for the staffing and/or organization of these programs.

Five community schools mentioned that some adult programs were offered at the school during the regular school day. None of these programs were offered during the day at traditional schools.

Hypothesis 4.3. Principals of community schools are more actively involved in the organization and coordination of these activities for adults and youth than are principals of traditional schools. (ACCEPTED)

Significant differences occurred in the following

two categories:

1. I am actively involved in organizing/coordinating some or all of these activities; and
2. I act as a resource person to those who organize and supervise these activities.

Significantly more principals of community schools were involved in the above two categories.

Hypothesis 4.4. The school library or resource centre are used more at community schools by community members than used by community members at traditional schools. (ACCEPTED)

The results show that at traditional schools, the library or resource centre is never used by community members, while 43 percent of the community schools have this facility used by community members. This indeed was significantly different.

Hypothesis 4.5. There are more special courses provided at community schools to the general public than are provided at traditional schools. (REJECTED)

Very few schools provide any special services to the public. Of those that had such services, the following were mentioned: health and dental units for staff, students and community usage; and after-school and day care services.

Hypothesis 4.6. Community schools are involved in more neighbourhood improvement projects than traditional schools. (REJECTED)

The results show no significant difference between the two groups for involvement in neighbourhood projects.

Some of the improvement projects are as follows: playground development, garbathons, work weekends, painting the community rink and lobbying for pedestrian cross walk signs and lights near the school.

Hypothesis 4.7. It was hypothesized that principals of community schools are more in favour of community use of school facilities than are principals of traditional schools. (REJECTED)

The results show that significantly more principals of community schools are in favour of community use of schools' facilities. It should be noted that all the community school principals are very much in favour as compared to 75 percent of the principals of traditional schools. This positive attitude towards com munity use of school facilities exists in spite of the fact that 68.8 percent of principals of community schools and 60 percent of principals of traditional schools claim that community use of schools' facilities make extra demands on them.

Problem 5

The main objective of the final section was to explore principals' thoughts on community development in schools in general. In order to do this, several open-ended questions were included so as not to restrict or bias principals' responses to predetermined categories of responses. Furthermore, as the author's intent was to acquire a perspective, few hypotheses were formulated.

Hypothesis 5.1. Community members seem to be more interested in what goes on at community schools than they

Some of the improvement projects are as follows: playground development, garbathons, work weekends, painting the community rink and lobbying for pedestrian cross walk signs and lights near the school.

Hypothesis 4.7. It was hypothesized that principals of community schools are more in favour of community use of school facilities than are principals of traditional schools. (ACCEPTED)

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Hypothesis 5.1. Community members seem to be more interested in what goes on at community schools than they

seem to be interested in what goes on at traditional schools. (ACCEPTED)

There was a significant difference in the responses of the two groups of principals. Of the community school principals, 50 percent thought that the community was interested to a great extent while the other 50 percent thought that the community was moderately interested. Of the principals of traditional schools, 33.3 percent thought the community showed a great deal of interest, 40 percent were of the opinion that the community showed a moderate amount of interest and 26.7 percent believed the community had little interest in the schools.

Hypothesis 5.2. Principals of community schools have attended more conferences where community involvement was an area of discussion than have principals of traditional schools. (ACCEPTED)

These conferences were attended by significantly more principals of community schools (93.8%) than were attended by principals of traditional schools (25%). Few principals of either type of school commented on the effectiveness of such conferences. Of those who commented, most thought them to be worthwhile.

The following will be a concise summary of the information gathered from the responses from section five of the questionnaire.

At community schools, the community school coordinator was most frequently mentioned (62.5%) as being

mainly responsible for organizing and/or supervising any community related activities. At traditional schools, the principal (37.5%) and no single person (25%) were most frequently mentioned as being responsible.

Of community school principals, 71.4 percent thought that increased community involvement in schools results in the community's demand for greater control of the schools. Of these, 40 percent were in favour of greater community control of schools, 30 percent thought that safeguards must be established to prevent this, and 30 percent were not concerned about such developments. Only eight (53.3%) of traditional school principals responded to this issue of which three (37.5%) believed that increased involvement led to a greater demand for control.

Community school principals believe that the Ministry of Education is very much in favour of increased community involvement in schools. These principals are also very much in favour of increased involvement. The results suggest that trustees, central office administrators, school staff, students and parents/other community members were somewhat in favour of increased community involvement. They felt that the Alberta Teachers' Association are only a little in favour. Traditional school principals felt that the Ministry of Education is very much in favour. They themselves, trustees, central office administrators, students, parents/other community members and the Alberta Teachers' Association are somewhat in favour while they felt the school

was a little in favour.

The major support needs regarding the development of community involvement at schools as specified by the principals are: (a) time; (b) finance--extra for staff, custodians and facilities; (c) support and commitment from the board, central office and school staff; and (d) better communication and education of the concept. Of these, finance and commitment were the two most frequently mentioned by both sets of principals.

The major barriers to community involvement in schools as identified by principals are: (a) lack of time; (b) lack of understanding; (c) lack of money; and (d) apathy. Of these, lack of time and understanding were most frequently mentioned by principals of community schools while apathy and lack of money were most frequently mentioned by principals of traditional schools. Other barriers mentioned were fear of risk, added responsib ies to the principal, lack of citizen and board cooperati lack of personnel, high transiency, and lack of facilities.

Of the skills needed to enhance the development of community involvement in schools, the following were mentioned: (a) communications; (b) public relations; (c) organization and management; and (d) leadership. Of these skills, communication was most frequently mentioned by principals of community schools. There were few responses from principals of traditional schools on the needed skills.

The resources needed to enhance the development of community involvement in schools are: (a) extra staff; (b) finance; and (c) time. Several community school principals indicated that a positive attitude is an important consideration.

Finally, principals thought that the Ministry of Education and the Board of Education are the two groups that should be mainly responsible for helping them develop in the direction of community involvement.

Implications

School-Community Communication

It was interesting to discover from the results of this study that generally the amount and type of communication mechanisms were practically the same for the two types of schools. The only significant differences occurred in the areas of extra organized parents' visits to view the school's operation and the general nature of conversation between principal and parent. It may be that principals of traditional schools can benefit from the nature of conversation that principals of community schools have with parents. The fact that the latter's conversation with parents seems to center around students' academic performance, student activities, volunteer programs and attendance as opposed to disciplinary matters--the center of traditional school principal-parent conversation--may lead one to suggest that conversation between principals of community

schools and parents tends to be more positive and less threatening to the parent than those conversations between traditional school principals and parents. It may be healthy for principals, while not excluding the negative aspects of behaviour, etc., to also focus on positive sides of the students in their conversations with parents.

Principals of traditional schools may also attempt to make parents more aware of the school's operation by arranging more organized open houses for parents not only for classroom visitation but also for purposes of viewing the various teaching aides, i.e. audio visual materials, etc. Hughes (1976) indicated that the public is interested in increasing their knowledge of the school's operation. Organized visits may be one way to satisfy that interest.

Hughes (1976) also suggested that the schools have failed to carry on continuous dialogue with the community. The fact that roughly 50 percent of each of the types of school principals are somewhat satisfied about the amount and quality of school-parent communication may indicate that principals Uave to work harder towards improving their communication techniques or mechanism. A good starting position may be in attending communication conferences or taking appropriate courses at the advanced education institutions.

Community Related Curriculum

One of the objectives of a community school is to promote interaction between school and community. The I.D.C.S.C. (1981) states that schools should encourage

interested people to help teachers with the operation of the school through appropriate (voluntary) service. That both types of schools use volunteers to help in the library, to help in remedial reading programs, on field trips, etc., does show that the schools are utilizing members of the community.

Jack Stevens (1974) and the O.E.C.D. Report (1976) suggest that schools cannot afford to exist in isolation from the mainstream of life. One way in which to lessen this isolation is for schools to have aspects of the school's curriculum reflect issues of the surrounding community. This philosophy seems to be too important to be left to chance by school principals. Traditional school principals should have school-wide policies on curriculum reflecting issues of the surrounding community as the study suggests is done by community school principals.

Minzey and LeTarte (1979) state that taking the student into the community and bringing the community into the school helps promote interaction between school and community. This will also help to lessen the isolation between school and community. Community schools do utilize members from outside the teaching profession as guest speakers on their particular areas of interest more frequently than is done at traditional schools. Furthermore, community school principals are more actively involved in these guest speaker programs. It may be a suggestion that principals of traditional schools increase and improve this program at their

schools for, indeed, the information received by the students will not only expand their knowledge base but will increase their awareness of the relevance of their school experiences.

School-Community Committees

Minzey and LeTarte (1979) believe that community education consists of two different yet interdependent parts--programs which include the regular school day activities, use of school facilities, activities for adults, and extra programs for youth and process consisting of delivery and coordination of community services and community involvement. Arnstein's eight-rung ladder of citizen participation also has two components--token participation and true participation. The results of the study show that every school had some type of parent/community-school committee used for various purposes and at various levels of mostly token citizen participation. The community schools do have councils which in addition to their token duties do seem to participate in some meaningful decisions. Traditional school/community committees seem to operate mostly at the consultation level of participation--sounding board, sponsoring of awards, etc.

That Mr. King (1981), Minister of Education, stated that participation in the educational process is the right of everyone and that ways have to be found for involving parents in education--parents are seeking more meaningful levels of participation (Edmonton Public Schools Staff Bulletin, March 1982)--suggests that this is a very important

issue in education today. The study results indicate that there is a deficiency in this area. Ways have to be found to make principals more adept in utilizing committees beyond the token participation level.

Use of School Facility

One of the characteristics of community schools as stated by the I.D.C.S.C. (1980) is extended use of schools' facilities. Jack Stevens (1976) indicated that schools are too expensive to be so inefficiently used. Minzey and LeTarte (1979) mentioned that three of the four components of community education are joint use of the community and school facilities, additional programs for school aged children and youth and programs and activities for adults.

The facilities of both types of schools appear to be extensively used after the regular school hours. Community school principals are significantly more involved in the organization/coordination of these programs and activities which suggests that these programs are probably better structured and administered at community schools. The extended use of school facilities does make extra demands on both types of principals. However, traditional school principals indicate that these demands tend to be of the scheduling, maintenance controlling and policing nature. These facts together with the fact that community school principals are more in favour of community use of facilities than traditional school principals may have certain implications

to both traditional principals and school boards in general.

First, since most of community schools have a coordinator for these extra activities, it may be suggested that traditional schools assign one person at school other than the school principal to these duties. This person should keep the principal informed on any exceptional occurrences. Secondly, the schools should have policies on the use and replacement of equipment that should be understood by the users. Third, schools may consider the hiring of extra custodial staff for the supervision of these extra activities.

Community Involvement in General

Mr. King believes that participation in the education process is the right of everyone. Parents want to have more meaningful levels of involvement. Involving citizens in educational decision making may result in better decisions and will help diffuse the information throughout the community, thus helping to legitimize the decisions (Moss, 1981).

To improve community involvement in schools, the results show that several deficiencies must be filled. First principals must improve their skills in communication, leadership, public relations, and organization and management. This can be done through in-service and appropriate courses at higher level education institutions. Very few traditional school principals have attended conferences where community involvement was an area of discussion

recently. It may be appropriate for such principals to begin attending such conferences.

That principals believe community involvement is hindered by, among other things, lack of time and money, and that they need extra staff, have some serious implications for school boards and indeed the Board of Education. Community involvement is time consuming and demands extra manpower. School Boards will have to seriously consider allotting additional financial resources to the various schools for this purpose. Community schools are at a definite advantage in making greater gains in this direction since they are given in excess of $69,000 for this purpose.

Thus far, all the implications have been geared towards painting a somewhat glorified picture of community schools. An appropriate question to ask at this time is, "Do the slight differences between the two types of schools warrant the additional $5,700 grant be allotted to community schools?"

In the area of parent-school communication there is essentially no difference between the two schools. Community schools are doing nothing unique to communicate with parents. The relationship between community schools and parent councils essentially is the same as exists between traditional schools and their parent committees. Parent committees are essentially utilized as the "token" level of participation. True democratic decision-making processes are not evident.

In the area of community related curriculum statistically significant differences occurred in the following:

1. Use of occasional volunteers;
2. Curriculum reflecting issues of surrounding community;
3. The utilization of guest speakers; and
4. Principals' role in guest speaker program and in students going out into the community.

These areas may suggest that community schools have made gains in this direction. However, the question may still be asked, "Are these gains worth the extra $57,000?"

Both types of schools are used extensively for extra curricular activities on an extended hours basis. Once again, community schools do not seem to be unique. Community school principals have attended more conferences and/or inservice sessions where community involvement was the focus of attention. They, together with their traditional school counterparts, identify essentially the same types of skills in which they are deficient that will help them develop in the direction of increased community involvement. Finally, the same types of barriers, support needs and resources seem to exist for both types of principals.

The community school concept is somewhat new to Alberta and is experiencing its share of "growing pains." There are several limitations of the study; however, based on the results of this study, it may be concluded that:

1. There are essentially only slight differences between the two types of schools; and

2. Maybe community schools do not warrant the extra $57,000 granted to them by the government.

Recommendations for Further Research

As community schools are in the infant stages in Alberta, both descriptive and comparative types of research are needed.

The descriptive types of research may investigate the following:

1. Principals of community schools may be surveyed to ascertain how they go about acquiring the needs of their respective communities;
2. Communities may be surveyed to ascertain the effectiveness of the needs assessment and extent to which the community schools meet these needs;
3. Communities may be surveyed to ascertain their perceptions of the type of school involvement afforded them vis a vis the type they would prefer; and
4. Interagency cooperation is one of the characteristics of the community schools. Studies may be done to ascertain the extent to which this characteristic is met.

Comparative studies may be done in the following areas:

1. Research may be needed to develop and improve instruments which would compare community schools to traditional schools in the areas which were the focus of this study;

2. Parents with children in both types of schools may be compared to ascertain if there are any significant differences in their attitudes about the two types of schools;
3. Teachers may be examined to ascertain if there are any significant differences in their attitudes as professionals working the two types of schools; and
4. The attitudes of students from both types of schools may be examined for any significant differences.

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APPENDIX A

RESEARCH INSTRUMENT

PATTERNS OF COMMUNITY/PARENT INVOLVEMENT IN SCHOOLS

This is a survey of Alberta school principals. The questionnaire pertains to a study I am conducting as a graduate student in Educational Administration at the University of Alberta. The study is concerned with the various ways in which parents and members of the community are involved in their local schools. It should provide ideas and stimulate thought for parent/community involvement in schools. Professor James Balderson is supervising the study.

I ask that you, as principal, complete this form personally for some of the questions require that the principal's own perspective be given. All information will be treated confidentially. As soon as the results of the study become available a summary will be mailed to all participants who wish to have one.

Most of the questions can be answered by placing a check ✓ next to the number which corresponds to your reply. Sometimes you will be asked to respond in your own words. Please feel free to add your comments to any item where you feel it is relevant.

I realize that there are a great many other demands on your time, but I hope that you will find the questionnaire relevant and interesting to complete. It should take no more than thirty minutes of your time. I would appreciate you filling out the questionnaire within the next week.

Please mail your completed questionnaire in the enclosed pre-paid envelope.

Your time and effort are much appreciated. Thank you for you anticipated cooperation.

Ian Osborne, Graduate Student
Dept. of Educational Administration
University of Alberta

GENERAL INFORMATION

NAME OF SCHOOL JURISDICTION_____

GRADE LEVELS_____TO_____

NUMBER OF FULL TIME STUDENTS_____

NUMBER OF FULL TIME TEACHERS_____

HOW LONG HAVE YOU BEEN PRINCIPAL AT YOUR PRESENT SCHOOL

_____

DO YOU WISH TO RECEIVE A SUMMARY OF RESULTS

YES_____ NO_____

PARENT - SCHOOL COMMUNICATION

CC

In this section, we would like to examine your perceptions of the amount and quality of communication which exists between parents and your school. Col 1-4

1. (a) During a typical school week, how often do you personally talk with parents on the telephone or in person?

___ 1. several times a day

___ 2. at least once a day

___ 3. every few days 5

___ 4. at least once a week

___ 5. never

(b) What is the main subject of discussion during these exchanges?

___ 1. students' academic performance

___ 2. disciplinary matters

___ 3. other school related matters (please specify) 6

___ 4. other (please specify)

2. In general, do you encourage your staff to communicate directly with parents regarding student performance or disciplinary matters (other than during the usual parent-teacher interviews)?

___ 1. Yes, I prefer them to deal directly with parents.

___ 2. No, I prefer that these matters be handled through the school's office. 7

___ 3. I prefer that each teacher decide how the matter should be handled.

3. How many times a year does the school sponsor student performances for the general public (e.g. concerts, plays, variety shows, etc.)?

___ 1. once a year

___ 2. twice a year 8

___ 3. three times a year

___ 4. four or more times a year

CC

4. Other than parent-teacher interviews, how often does this school provide an opportunity, on an organised basis, for parents to see how the school operates? (e.g. Open House, classroom visitations)

___1. more than twice a year

___2. semi-annually

___3. annually 9

___4. never

5. What is your preference regarding parent visits to the school during the school day?

___1. Parents should feel free to drop in at any time.

___2. They are welcome to come after first contacting the office. 10

___3. I prefer that they restrict their visits to those occasions organised for this purpose (e.g. parent-teacher interviews).

6. Other than report cards, how many letters of communication (e.g. newsletters) about activities at the school has this school sent to parents during the current school year (i.e. since September, 1981)?

___1. five or more

___2. three or four 11

___3. one or two

___4. We don't send out newsletters

If you make use of these forms of communication, please describe their general format and/or orientation:

7. In general, how satisfied are you with the amount and quality of communication you have with parents of students at your school?

___1. very satisfied

___2. somewhat satisfied

___3. somewhat dissatisfied 12

___4. very dissatisfied

___5. no opinion

00

8. Would you like parents to take more initiative in approaching you and your staff about school-related matters?

___ 1. Yes, there is a need for this.

___ 2. No, they take the right amount of initiative now. 13

___ 3. No, they take too much initiative already.

Please use the space below to express any additional views you may have about parent-school communication.

COMMUNITY RELATED CURRICULUM

One way in which community and school life can be integrated is through the school curriculum. In this section, we would like to examine the different ways in which this might be happening in this school.

1. How many parents and/or members of the community work as volunteers on a regular basis in the school (e.g. helping in the library or in a remedial reading program)?

___ 1. none

___ 2. 1 - 3 volunteers

___ 3. 4 - 6 volunteers 14

___ 4. 7 - 10 volunteers

___ 5. more than 10

2. How often does this school rely on occasional volunteer work by parents/community members (e.g. field trips, driving, etc.)?

___ 1. at least once a week

___ 2. at least once a month

___ 3. at least once a year 15

___ 4. never

CC

3. What is your role regarding the overall volunteer program in the school?

___ 1. As indicated above, there is no such program in our school.

___ 2. I was actively involved in the establishment of the program.

___ 3. I strongly support this program, although I wasn't involved in its establishment. 16

___ 4. I officially approve this program but have no active involvement in its day-to-day operation.

___ 5. Although such a program exists in our school, I have some reservations about it. (please specify)

4. In general, is it a school practice to have aspects of the school curriculum reflect issues (e.g. cultural, socio-economic) of the surrounding community?

___ 1. Yes, we attempt to do this in those courses where it is relevant.

___ 2. Although there's no school-wide policy, some teachers are doing this in their own classes. 17

___ 3. This is not a consideration in designing the curriculum at our school.

5. (a) Do you have community members from outside of the teaching profession come in to this school to talk to students about their particular areas of expertise (e.g. visiting speakers, poets, artists, practical demonstrations, etc.)?

___ 1. frequently

___ 2. sometimes 18

___ 3. once in a while

___ 4. never

(b) In general, do these tend to be single visits, or do the visitors tend to come in on a more regular basis (i.e. throughout the year)?

___ 1. no such program

___ 2. regular basis mainly 19

___ 3. single visit basis mainly

___ 4. both types equally

CC

6. What is your role regarding the type of program described above (question #4)?

___ 1. There is no such program in our school.

___ 2. I was actively involved in the establishment of the program.

___ 3. I strongly support this program, although I wasn't involved in its establishment. 20

___ 4. I officially approve this program but have no active involvement in its day-to-day operation.

___ 5. Although such a program exists in this school, I have some reservations about it. (please specify)

7. How often do students of this school go on field trips to the local community (e.g. visiting local industries, outdoor science education, etc.)?

___ 1. frequently

___ 2. sometimes 21

___ 3. once in a while

___ 4. never

8. Are any of the students at this school involved on a <u>regular</u> basis with the community as part of their course work (e.g. work-study program in business or industry, community resources)?

___ 1. yes 22

___ 2. no

9. What is your role regarding those aspects of the school program which involve students going out into the community (i.e. questions 7 and 8)?

___ 1. There is no such program in our school.

___ 2. I was actively involved in the establishment of the program.

___ 3. I strongly support this program, although I wasn't involved in its establishment. 23

___ 4. I officially approve this program, but have no active involvement in its day-to-day operation.

___ 5. Although such a program exists in our school, I have some reservations about it. (please specify)

CC

Please use the space below to express any additional views you may have about community related curriculum.

SCHOOL - COMMUNITY COMMITTEES

In this section, we would like to explore the nature of any formal channels of communication which may exist between your school and surrounding community.

1. Is there a school - community committee of some type operating specifically at the level of this school?

   ___ 1. yes

   ___ 2. no

   If no, please skip to question 5.

24

2. Please describe briefly the activities and format of this committee. (If more than one committee exists, please describe the one which you feel is operating most effectively.)

25 - 28

3. If there is such a group, how effective do you feel it has been as a mechanism of communication between school and community?

   ___ 1. very effective

   ___ 2. somewhat effective

   ___ 3. slightly effective

   ___ 4. not at all effective

29

   Comments:

CC

4. If there is such a group, what is the nature of your involvement with it?

___ 1. I am actively involved in organizing/co-ordinating activities of the group.

___ 2. While I'm not actively involved as an organizer, I attend most meetings.

___ 3. Although I don't always attend meetings, I like to keep informed of the group's activities. 30

___ 4. I'm involved only on an occasional basis (e.g. when asked to attend).

___ 5. I have no involvement with this group.

5. Is this school represented on a committee operating at a more general level (e.g. Board or "area" committee) where members of the school system and of the community meet to discuss school-related issues?

___ 1. yes 31

___ 2. no

If no, please skip to end of this section.

If yes, please describe briefly.

32 - 33

6. If there is such a group, what is the nature of your involvement with it?

___ 1. I am actively involved in organizing/co-ordinating activities of the group.

___ 2. While I'm not actively involved as an organizer, I attend most meetings.

___ 3. Although I don't always attend meetings, I like to keep informed of the group's activities. 34

___ 4. I'm involved only on an occasional basis (e.g. when asked to attend).

___ 5. I have no involvement with this group.

CC

Please use the space below to express any additional views you may have about school-community committees.

USE OF SCHOOL FACILITIES

In this section, we are interested in finding out what extra services may be offered through this school's facilities.

1. (a) At this school, are there any recreational and/or educational activities for children and/or teenagers after-hours or on weekends?

___ 1. yes

___ 2. no 35

If no, please continue with question 2.

(b) What types of programs are offered? Please indicate all types.

___ 1. Athletics (sports and exercise) 36

___ 2. Interest clubs and courses 37

___ 3. Youth groups (Guides, Drop-ins, etc.) 38

___ 4. Special events (e.g. films, dances, carnivals) 39

___ 5. Summer programs 40

___ 6. Ethnic language and cultural programs 41

___ 7. Other (please describe) 42

(c) Who is mainly responsible for the on-going operation of these programs?

___ 1. The school's day-time staff.

___ 2. Other person(s) employed by the Board of Education (please specify) 43

___ 3. Some other organization or group (please specify)

2. (a) Are there regularly scheduled recreational and/or educational programs for adults at this school?

___ 1. yes

___ 2. no 44

If no, please continue with question 3.

CC

(b) What types of programs are offered? Please indicate all types.

___ 1. Athletics (sports and exercise) 45

___ 2. Interest clubs and courses 46

___ 3. Community and special interest groups 47

___ 4. Academic upgrading and basic education 48

___ 5. Special events 49

___ 6. Ethnic language and cultural programs 50

___ 7. Other (please describe) 51

(c) Who is mainly responsible for organizing and staffing these programs?

___ 1. The school's day-time staff

___ 2. Other person(s) employed by the Board of Education (please specify) 52

___ 3. Some other organization or group (please specify)

(d) Are any of these programs for adults held during the regular school day?

___ 1. yes

___ 2. no 53

If yes, please specify:

___ 1. Athletics (sports and exercise) 54

___ 2. Interest clubs and courses 55

___ 3. Community and special interest groups 56

___ 4. Academic upgrading and basic education 57

___ 5. Special events 58

___ 6. Ethnic language and cultural programs 59

___ 7. Other (please describe) 60

CC

3. What is the nature of your involvement in these programs for children and/or adults? If there are no such programs, please continue with question #4.

(a) I am actively involved in organizing/co-ordinating some or all of these activities.

___ 1. yes

___ 2. no 61

(b) I am an instructor and/or supervisor for some of these activities.

___ 1. yes

___ 2. no 62

(c) I act as a resource person to those who organize and supervise these activities.

___ 1. yes

___ 2. no 63

(d) I act in some other capacity.

___ 1. yes

___ 2. no 64

If yes, please describe:

4. Is the library or resource centre of this school open, on a regular basis, to the community?

___ 1. yes

___ 2. no 65

5. Are any special services (e.g. medical/dental, legal, daycare, etc.) provided at this school to the general public?

___ 1. yes

___ 2. no 66

If yes, please describe briefly, indicating the sponsoring agency and the nature of your own involvement with the service:

CC

6. Has this school been involved in any neighbourhood improvement projects within the past two years?

___ 1. yes

___ 2. no 67

If yes, please describe briefly:

7. Does community use of this school's facilities make extra demands on you as a principal?

___ 1. yes

___ 2. no 68

___ 3. There is no community use of our facilities.

If yes, please describe the nature and extent of these demands:

8. In general, what are your feelings about community use of this school's facilities?

___ 1. I am very much in favour of this

___ 2. I am somewhat in favour of this 69

___ 3. I am somewhat opposed to this

___ 4. I am very opposed to this

Please use the space below to indicate any other feelings you may have about community use of school facilities.

GENERAL QUESTIONS REGARDING COMMUNITY INVOLVEMENT

In this last section, we would like to ask a few general questions about the topic of community involvement in school.

1. What person at this school has the greatest responsibility for organizing and/or supervising any community-related activities?

___ 1. There are no community -related activities.

___ 2. There is no single person responsible.

___ 3. Myself, as principal.

___ 4. Vice-principal or Administrative Assistant

___ 5. Secretary 70

___ 6. Teacher

___ 7. Community-school co-ordinator

___ 8. Parent or community member

___ 9. Other (please specify)

2. In your opinion, do members of the community seem interested in what goes on at this school?

___ 1. To a great extent

___ 2. A moderate amount

___ 3. A little 71

___ 4. Not at all

___ 5. Don't know

3. In the past two years, have you attended any conferences where school-community relations was a focus of attention or an area of discussion?

___ 1. yes 72

___ 2. no

If yes, please comment on the degree to which you found this (these) conference(s) worthwhile.

CC

4. There seems to be a concern on the part of some educators that involvement of the community in the school may lead to a demand by the community to assume greater control. What are your feelings about this? — — — 2 Col 1-4

5. To what extent do you think that each of the following groups is in favor of increased community involvement at this school?

	Very much in favor	Somewhat in favor	A little in favor	Not at all in favor	Don't know	
Ministry of Education	1	2	3	4	5	5
Board of Education						
(i) Trustees	1	2	3	4	5	6
(ii) Administrators	1	2	3	4	5	7
Staff of this school	1	2	3	4	5	8
Students of this school	1	2	3	4	5	9
Parents/other community members	1	2	3	4	5	10
Your Teachers' Federation affiliate	1	2	3	4	5	11
You, as principal	1	2	3	4	5	12

6. What do you see as the <u>major</u> support needs regarding the development of community involvement at this school? 13

7. What do you see as the <u>major</u> barriers regarding the development of community involvement at this school? 14

CC

8. What skills or resources do you feel you personally need to acquire in order to deal more successfully with community involvement? 15

9. Who do you think should be mainly responsible for helping you develop in this direction? 16

___ 1. Ministry of Education

___ 2. Teachers' Federation

___ 3. Board of Education

___ 4. Other (please specify)

APPENDIX B

FOLLOW UP LETTER

Dear Sir/Madam:

I have been disappointed to see that you have not returned the questionnaire mailed to you on March 22 as part of my M.Ed. programme. The questionnaire deals with patterns of community/ parent involvement in Alberta schools.

As a principal myself I can appreciate the time constraints and pressures under which we work. Answering questionnaires are simply low in priority. It may be that you have already answered the questionnaire and have probably just forgotten to return it. If this is the case, please drop it in the mail to me as soon as possible, and do not bother to read any further. On the other hand, if you had intended to answer it but have either forgotten or misplaced the questionnaire, please answer the enclosed copy, complete with an already stamped and addressed envelope. If you have not returned the questionnaire for some other reason, I am at a loss to know how to gain your confidence and cooperation. Perhaps if I talk about why I think the study is important to principals and the safeguards that exist to protect your anonymity, it might be a start.

I believe that schools undergo far too much critism. The principal, as leader of his school, bears the brunt of this critism. By and large the critism stems from a misinformed and unaware public. I contend that if such publics are more aware of some aspects of the school's operation and are given some exposure to the schools, the stressful situations under which the principal is placed could be lessened. It just might be that we, as principals, should have planned strategies for parental/community participation in our schools. In every school there is

some degree of parental/community involvement, if we as principals can share our strategies, ideas and perceptions, such sharing can be used for the betterment of the educational environment.

Individual information will remain strictly confidential. Each set of responses is coded on computer cards directly from the answer sheets and makes no sense to anyone. But the information, so coded, can be scored by the computer to produce the data needed for this study. This is one of the main reasons why I feel confident that anonymity will be maintained.

I hope that the above information will help motivate you in participating in this study. I would most certainly appreciate your participation by your completion of the enclosed questionnaire.

Yours sincerely,

Anson (Ian) Osborne

APPENDIX C

CHARACTERISTICS OF DESIGNATED COMMUNITY SCHOOLS IN ALBERTA

COMMUNITY SCHOOL

PROGRAMME POSITION, PRINCIPLES, PROCEDURES

The community school idea is not new in Alberta. The traditional one room, "little white school house" often resembled the ideal community school described below. But, with changing times, these desirable aspects of the one room country school became de-emphasized.

The community school enters positively into the life of the community. A basic operating principle for the community school is that a sense of community is important, and that people who live in a community should have substantial influence over the destiny of that community.

Consistent with this orientation to the community, a community school is characterized by a composite set of attributes as outlined below:

Community School - is a school where, with the endorsation of the School Board in cooperation with other local authorities and on behalf of the community, there is formal commitment to the use of the educational process for both individual and community betterment. There is also a formal commitment to consciously orient the school to the community it serves. By design, a community school ideally exhibits the following kinds of characteristics:

1. The basic educational competencies are enhanced by relating these to real life situations in the community in which the school is located. Intense study of the local community becomes a springboard for study of life in other communities and the world. Study of the community in the community is an intergral aspect of this emphasis. Such study will use available community facilities and resources, and include work and community service planned for educational outcomes.

2. There is an effective involvement of parents and other interested people in helping to provide advice to develop the curriculum of the school and in helping teachers with the operation of the school through appropriate (voluntary) service.

3. A democratic, collegial philosophy is encouraged by the School Board and principal teacher in the administration and functioning of the school. Parents and other interested community people are regarded as allies.

4. The faculty includes teachers working in cooperation with each other and with community adults and students.

5. Although the education of the young is the priority, all members of the community are potential students, including the very young and adults of all ages. Educational activities involving heterogeneous age groupings are not uncommon.

6. Consistent with The Goals of Basic Education for Alberta, the school regards itself as an integral part of the total community education system. The school cooperates with other community organizations and agencies to assist in the delivery of comprehensive educational, recreational, cultural and social services to people in the school attendance area.

.../Cont'd.

7. School facilities may be designed or modified with effective teacher and community input so that the building itself is different from the usual school. Ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

8. The school facility is available for educational, recreational, cultural and social service and other community use on an extended time basis daily and yearly. Such community useage might be scheduled at any time during each operational day.

9. The school, by policy, encourages a constructive study of problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

The school has as an important stated goal the fostering of a sense of community. It assumes it is important that the people who live in its attendance area know and care about each other.