

A STUDY OF THE COMMUNITY PARTICIPATION OF  
SECONDARY AND COMMUNITY COLLEGE TEACHERS OF  
SOCIAL STUDIES IN THE DEARBORN, MICHIGAN, PUBLIC SCHOOLS

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A Dissertation  
Presented to  
the Faculty of the College of Education  
University of Houston

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

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by  
William C. Colovas

August 1964

## ACKNOWLEDGMENTS

This dissertation is testimony to the cooperative enterprise of many people. Their contributions functioned to unify and integrate the varied segments of this study into a meaningful document.

Acknowledgment is made to Professor Harold R. Bottrell, Chairman of the Research Committee. His efforts in coordinating and evaluating the technical phases of this study, and supervising the writing of it, were indispensable contributions to its successful termination.

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Appreciation is also extended to the administrative staff and to the teachers of social studies in the Dearborn, Michigan, public schools. Their near unanimous cooperation in providing the data for the study insured a comprehensive and meaningful investigation. An expression of humble gratitude is extended to the author's wife, Betty; son, Stephen; and daughters, Cynthia and Stephanie.

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## ABSTRACT

Colovas, William C. "A Study of the Community Participation of Secondary and Community College Teachers of Social Studies in the Dearborn, Michigan, Public Schools." Unpublished doctoral dissertation, University of Houston, Houston, Texas, August, 1964.

This study examined the personal and professional characteristics of social studies teachers in Dearborn, Michigan, public secondary schools and determined the relationship of these characteristics to the extent, nature, and precise degree of their community participation in ten organizational areas: (1) professional education, (2) adult education, (3) religious, (4) patriotic and community betterment, (5) economic, (6) recreation, (7) fraternal, (8) community welfare, (9) avocational, and (10) service and benevolent associations.

Bottrell developed the original research design which was modified and adapted for utilization in this study.<sup>1</sup> The instrument was composed of the following numerically weighted scale which measured participation in any single organization. Ten specific local organizations appeared under each organizational area. Thus, by decimal identification participation was expressed in index numbers.

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<sup>1</sup>Harold R. Bottrell and Henry Benton Steele, "How Much Community Participation?" Phi Delta Kappan (February, 1958), pp. 229-233.

Participation points were scored as follows:

Scale

<u>Degree of Participation</u>	<u>Weights per Degree</u>
X - Not a member.....	0 points
1 - Member but never attend....	1 point
2 - Attend 1/4 of meetings.....	2 points
3 - Attend 1/2 of meetings.....	3 points
4 - Attend 3/4 of meetings.....	4 points
5 - Attend all meetings.....	5 points
Z - Present officer, board member, committee member...	5 points
Y - Past officer or committee member.....	5 points

One hundred eighteen questionnaires were distributed and one hundred seven (90.7 per cent) were returned. Findings were presented as group data, thus concealing individual identities.

Personal and professional characteristics surveyed were nativity, size of community in which formative years were spent, colleges attended, education, sex, teaching level, age, marital status, teaching experience, income, and professional and non-professional employment.

Previous studies were found to have established that a direct relationship existed between age, occupation, income, education, and the number and types of memberships held, and the general extent of participation. These studies established that professional education and religious organizations provided the dominant attractions for teachers. However, they did not delineate the precise degree of community participation. Measurement devices for the most part involved simplified

interpretations of membership, time spent, and meeting attendance.

The instrument utilized in this study was flexible, yet all inclusive, with respect to organizational identification, provided for discriminatory measurement of participation and leadership functions, and facilitated statistically the determination of precise intensity of community participation. Data were reported through the use of frequencies, percentages, gross indices, net indices, and intensity ratings of community participation.

The findings indicated that Dearborn social studies teachers exhibited close socio-geographic proximity with respect to nativity, education, and teaching position.

The personal and professional characteristics which contributed the most direct relationship to the degree of community participation were age, income, sex, and the level of higher education.

The findings of this study revealed that Dearborn social studies teachers had 1,333 memberships in 234 separate organizations. These teachers reported gross and net membership indices of 12.5 and 12.7, respectively. A total of 4,847 participation points was reported. The gross and net indices of participation were 45.1 and 46.1, respectively. Three hundred eight leaderships were reported for a 2.9 net index of leadership. Overall participation intensity was a 3.6 rating.

Three profiles, general background factors, current

background factors, and organizational participation, were utilized in summarizing the community participation of Dearborn secondary and community college teachers of social studies.

It was concluded that various factors interacted to produce the community participation patterns of Dearborn social studies teachers. The findings compared favorably with other studies with respect to organizational affiliation and with respect to the relationship of personal and professional characteristics to community participation. The dominant characteristic of Dearborn teachers was their intense participation in professional organizations, which they did with more intensity than teachers in previously reported studies. The Dearborn Federation of Teachers was found to be the most attractive organization, reflecting the level of unionization in metropolitan Detroit. With respect to overall participation, it was concluded that Dearborn social studies teachers participated with most intensity in those organizations which were closely related to their personal economic, professional, and social needs.

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## CHAPTER I

### ORIGIN AND BACKGROUND OF THE STUDY

#### I. INTRODUCTION

This investigation has been directed toward answering the following question: What is the relationship between background factors such as age, sex, teaching level, professional education, salary, and family origin and the extent and degree in which Dearborn social studies teachers participate in community organizations? The research techniques and findings of this study will not have a completely final or autonomous value in themselves. Their significance will evolve from their contribution towards the establishment of techniques and procedures for further investigation in the broad field of community participation. It is intended, however, that the findings of this investigation offer an immediate stimulus for positive action by the professional staff of the Dearborn public schools. Also, it is hoped that these findings will be of interest to the Dearborn community.

In the case of the writer the greatest interest attached to this investigation of community participation derives from the unique role that organizations play in the social structure of the community in contemporary American life. A functional understanding of the role of social organizations is essential in comprehending any analysis of contemporary problems of

social existence in America today.

In this sense then it seems essential that all teachers, and especially teachers of social studies, understand the continuous and pervasive influence of social organizational association in American life. By virtue of their unique position in society it is incumbent upon social studies teachers to translate effectively the enormous cross-section of problems which originate out of social organization in America today.

That voluntary formal association is one of the most striking characteristics of American social organization has been the object of increasing study by educators and other social institutions. Indeed it has been quite observable for some decades that there has been a ground swell of interest in the American's apparent propensity for being a joiner of organizations. It is also most significant to note that the major purpose of this membership is to provide satisfaction for some social need. Social needs, as will be observed, run the gamut of civic, political, economic, health and welfare, educational, spiritual, recreational, avocational, security, and others. Furthermore, these needs exist at local, national and international levels.

De Tocqueville's early observation is unique.

In no country in the world has the principle of association been more successfully used, or applied to a greater multitude of objects, than in America. Besides the permanent associations which are established by law...a vast number of

others are formed and maintained by the agency of private individuals.<sup>1</sup>

De Tocqueville observed further the all encompassing role of organizations in American life.

The political associations which exist in the United States are only a single feature in the midst of the immense assemblage of associations in that country. Americans of all ages, all conditions, and all dispositions, constantly form association. They have not only commercial and manufacturing companies, in which all take part, but associations of a thousand other kinds--religious, moral, serious, futile, general or restricted, enormous or diminutive. The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; they found in this manner hospitals, prisons, and schools. If it be proposed to inculcate some truth, or to foster some feeling by the encouragement of a great example, they form a society, wherever, at the head of some new undertaking, you see the government in France, or a man of rank in England, in the United States you will be sure to find an association.<sup>2</sup>

Eulau<sup>3</sup>, in his recent review of Golembiewski's<sup>4</sup> two books, has made a statement which is also most appropriate to this study.

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<sup>1</sup>Alexis de Tocqueville, Democracy in America (New York: Alfred A. Knopf Co., 1953), Vol. I, p. 191.

<sup>2</sup>Alexis de Tocqueville, Democracy in America (London: Longmans, Green and Co., 1889), Vol. II, p. 98.

<sup>3</sup>Heinz Eulau, "Small Groups, Big Organizations, and Mass Society," Public Administration Review, Vol. XXII, No. 4 (December, 1962), p. 230.

<sup>4</sup>Robert T. Golembiewski, The Small Group: An Analysis of Research Concepts and Operations, (Chicago: The University of Chicago Press, 1962); Robert T. Golembiewski, Behavior and Organization: O & M and the Small Group (New York: Rand McNally & Co., 1962).

This, we are told, is the age of the 'mass'--of mass society, mass culture, mass persuasion, mass production, mass leisure, mass politics, mass this and mass that. Paradoxically, and perhaps pervertedly, this also seems to be the age of the 'group'--the family group, the friendship group, the work group, the play group, the clique, the gang. And among the cosmos of groups, genuine or synthetic, there is, last but not least, the experimental small group, brought together in camp or laboratory by ingenious practitioners of the behavioral sciences.<sup>5</sup>

This ground swell of interest in social organizations has led to interpretations and concern relative to the sociological implications of this phenomenon. It is logical, therefore, that from this concern attempts at scientific study and research of this aspect of the American social scene have been made. Most of the studies concerning community participation have been conducted with rural groups. More recently, however, research on community participation has been directed at the large urban centers.

Census and population statistics clearly indicate that only seven per cent of the American population today live in rural areas. This fact indicates the comparative rapidity of population shift from rural to city life since 1900 when over 50 per cent of the population lived in rural communities. Furthermore, this trend of urban migration may be expected to gain in momentum due to increased rural or farm automation. In view of the continuing change in social organization of the

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<sup>5</sup>Heinz Eulau, op. cit., p. 230.

urban community it becomes obvious that continued population expansion will create an even more complex urban social organization structure. A movement of the societal controls of economic and political means to the vast metropolitan areas of the United States has created a new set of social institutions whose complex structure demands, yet defies, sociological interpretation and organization. Commenting on this Axelrod states that:

City life seemingly enmeshed more and more thousands of people while traditional modes of behavior seemed to be inappropriate to the new order. Problems such as crime, divorce, delinquency, truancy, pauperism and unemployment, which were perceived by many students of society as symptoms of social disorganization, appeared characteristic of the new colossi. Social philosophers, social reformers, 'muckrakers', religious leaders, as well as sociologists saw a threat to society in the apparent breakdown of the traditional modes of social control.<sup>6</sup>

It is incumbent upon educators and particularly teachers of the social studies to understand and teach the problems of societal transformation to students and adult members of the community. It is intended, therefore, that this investigation into the extent and nature of formal group participation of Dearborn social studies teachers contribute materially to this end. Additional significance is given to this study in view of the fact that one of the major social problems of the day

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<sup>6</sup>Morris Axelrod, "A Study of Formal and Informal Group Participation in a Large Urban Community" (unpublished doctoral dissertation, University of Michigan, Ann Arbor, 1954), p. 2.

is school community cooperation. One of the crucial aspects of this study will be the elaboration of the strategic importance of the teacher's community contacts in furthering this cooperation.

Bottrell places this "strategic importance" in its proper functional prospective by emphasizing that:

The experience, the needs and the resources of the community have to be identified. Then the school seeks to build cooperation into the agencies, institutions, and leadership patterns through which the community operates. Thus, the joint undertakings of the school and the community must be directed toward developing competence in working together. This is the framework within which the school's relationship with other community agencies is examined....<sup>7</sup>

Bard, who is quoted by Bottrell, has encouraged the furthering of the relationships mentioned above by advocating active staff participation in significant community activities, particularly educative agencies such as religious, labor, civic, and governmental organizations.<sup>8</sup>

It becomes quite clear that Bard is thinking in offensively strategic terms through his identification of certain "power" agencies within the community. In other words, community support of educational objectives, whether curriculum or financial in nature, is just as important as securing visitation rights to the local museum.

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<sup>7</sup>Harold R. Bottrell, Educational Sociology (Harrisburg, Pennsylvania: The Stackpole Company, 1954), p. 168.

<sup>8</sup>Ibid., p. 175.

## II. PROBLEM ORIENTATION

The members of the Social Studies Department of the Dearborn Public Schools have an organization whose membership comprises one of the single most important and uniquely influential human resource elements in the Dearborn community. The social studies teachers of Dearborn, more than any other organized community group, are responsible for stimulating the minds of youth in the community in the areas of learning which are critically important.

These areas of learning encompass the social aspects of our society and as such relate to social or human problems, citizenship, democracy, human relationships with other factors of life, and the understanding of the infinite sources of cultural influence on the lives of all people.

The academic or classroom contributions of Dearborn social studies teachers speak most eloquently for themselves. However, the activities of and contributions of social studies teachers outside the realm of the more formalized academic or classroom situation should be better known throughout the school system and the city. It is the intention of this research to further this purpose by conducting a study dealing primarily with the community participation of the social studies teachers in the Dearborn Public Schools.

### III. STATEMENT OF THE PROBLEM

The immediate problem of this research is to discover by investigation and analysis the personal and professional characteristics of the secondary and community college teachers of social studies in the Dearborn, Michigan, public schools and to determine the relationships of these characteristics to the extent, nature, and degree of their community participation.

### IV. DEVELOPMENT OF THE STUDY

This study of "The Community Participation of Secondary and Community College Teachers of Social Studies in the Dearborn, Michigan, Public Schools" has been developed through an internal comparison and analysis of data which were obtained from four specific bodies of information relevant to Dearborn social studies teachers.

The first key body of information was obtained by analyzing the background of every social studies teacher in the sample. This phase of the investigation involved three broad background areas. The first area involved was personal data related to origin, family, and other vital statistics. The second area comprised the social studies teachers' professional education. The third background area consisted of the teachers' professional experience.

The second key set of data was derived from an analysis

of the community organization structure relative to ten groups of community organizations. This analysis provided data concerning the extent or scope of membership.

The third key body of data was obtained through the application of a weighted participation scale in relation to the ten groups of organizations which exist in the community. The result was a determination of the degree of participation.

The fourth key body of data was obtained by relating and comparing the data from the three previous key bodies of data. Thus, a meaningful index of participation was derived which will be used for internal comparisons between all factors.

#### V. THE NEED FOR THIS STUDY

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A study of this type will be extremely useful to the Dearborn community. The people of Dearborn have always made a strong commitment to education. This commitment was reinforced recently with voter approval for additional operation millage. Salaries for the instructional staff are the highest in the state and rank high nationally. Teaching materials and facilities are more than adequate. The total Dearborn community will be interested in the type and degree of contribution the teachers of social studies make to the community outside of their classroom instruction.

A further need for this study arises from the fact that a staggering amount of literature has been published relative

to the positive and negative aspects of teacher participation in community affairs and activities. The inexhaustible supply of existing literature in this field pertains not only to the community participation of social studies teachers but also to the community participation of all teachers. By far most of the literature in the field advocates extensive teacher participation in community affairs. However, it is quite obvious to any student of reality and research that most of the authors who advocate teacher participation in community are writing from a position whose foundation teeters and threatens to crumble for lack of stabilizing research with which to back their advocacy. These authors are expounding on the grand and the glorious virtues of community participation through the utilization of broad, all encompassing generalities. Their ideal is to be admired but their method is clouded and unclear. Thus, the cold blooded facts of research are needed in an effort to reorganize, interpret, redirect, and substantiate the melange of literature which advocates or denounces community participation of teachers.

A further need for this study arises from the fact that research to determine the degree of participation of a specific group or groups of people who are members of organizations is practically non-existent. Steele's work on community participation of industrial education teachers of Houston, Texas, is the only attempt to deal specifically with this problem. The

existing literature (especially current literature) emphasizes the strategic importance for teachers to become increasingly involved in community affairs. However, no standards or guidelines have been established to determine critical specifics of community participation on the part of teachers. Research is therefore needed in order to determine several key and specific aspects of teacher participation in community life.

Several studies have been conducted dealing with the teachers' relationship to the community. These studies have made determinations of the percentage of teachers who participate in community life and the type and number of organizations to which they belong. However, no study has attempted to delineate the delicate, yet crucial, aspect of the degree of teacher participation with the exception of Steele's pioneering effort. With this in mind this research dissertation is intended to improve and expand upon the existing techniques for determining the degree of teacher participation in community life.

## VI. LIMITATIONS OF THE STUDY

This study was limited to the investigation of community participation on the part of the secondary school and community college social studies teachers in the public schools of Dearborn, Michigan in 1962-63.

This study was based on the simple premise that many

social studies teachers are members of various community organizations and that they participate in these organizations to a greater or lesser degree. With this in mind the investigation was further limited to determining the following four aspects of community participation.

1. What is the background of the social studies teachers?
2. What are the organizations in which social studies teachers are members?
3. What is the degree of participation in these organizations?
4. What are the relationships between background factors and the degree and type of activity in organized community affairs?

All but the first of the above mentioned aspects of community participation was determined through an examination and analysis of ten general groups of organized community activities. These groups are: (1) professional education organizations, (2) adult education, (3) religion, (4) patriotic and community betterment, (5) economic, (6) recreation, (7) fraternal orders, (8) welfare, (9) avocational interests, (10) service and benevolent associations.

A further limitation was that participation in the above mentioned categories was interpreted only through a weighted participation scale which was translated into an index of participation.

## VII. UTILIZATION OF THE STUDY

All information obtained from this study has been presented as group data. Most of the data obtained has been presented through an index of participation which evolved statistically through the utilization of values assigned to various degrees of participation. The index of participation was translated into factual and meaningful analysis. It was intended that the compiled results and their interpretation be self-evaluative in function, and of immediate service to the respondents, to other teachers, to the administration, to community organizations, and to lay citizens in general. Several suggestions for the utilization of this research will appear in a later chapter.

## VIII. DEFINITION OF TERMS

For the purposes of this dissertation the term social studies will be used extensively. Many specialists are in disagreement as to the specific definition and meaning of the terms social science and social studies. The distinction made here is that social science is the term designating that body of knowledge or discipline which is comprised of the various social studies. The term social studies gives reference to the individual subject fields such as History, Government, Economics, Sociology, or Civics.

The definition of personnel examined in this study relates to that segment of teachers who teach the social studies in grades seven through twelve and the community college. This group of teachers represents the junior high, senior high, and community college levels of teaching in Dearborn.

Definitions of terms dealing with the statistical aspects of this investigation are given additional emphasis in Chapter III. Such terms as participation, intensity of participation, gross and net index of participation and membership, and leadership are defined extensively in Chapter III. However, a brief introduction to these terms is appropriate at this point. The term membership, as used in this research, implies association in a formal organization as defined by the constitution or by-laws of that particular organization. The term degree of participation relates to the amount of and type of activity within an organization and is indicated by a weighted scale of values. This scale is explained completely in Chapter III. The scale of values is given the designation participation points. Thus, the total degree or amount of participation within an organization by an individual or group of teachers is referred to in terms of participation points.

The term index is used with reference to membership and participation. The purpose of this term is to compare averages of membership to averages of participation. The net index of membership in an organization or group of organizations

denotes the relationship of those respondents who are members to the total number of memberships held in that organization. Gross index of membership refers to all respondents--whether they are members of the organization or not--and their relationship to the total memberships held within an organization or group of organizations.

The net and gross indices of participation are derived in the same manner as the net and gross indices for membership with the exception that participation points are used instead of memberships in the tabulation.

Participation intensity indicates the relationship or comparison between the net index of membership and the net index of participation. The participation intensity is obtained by dividing the net or gross index of participation by the net or gross index of membership.

Leadership is defined as having held office or having served on a committee within an organization in the past or during the present.

## IX. DESCRIPTION OF SOCIAL SCIENCE DEPARTMENT

The organization structure of the Dearborn social science department is shown on Chart I. The primary authority and responsibility for social studies curriculum development and implementation rests with the associate superintendent in charge of instruction. The normal channel of authority is

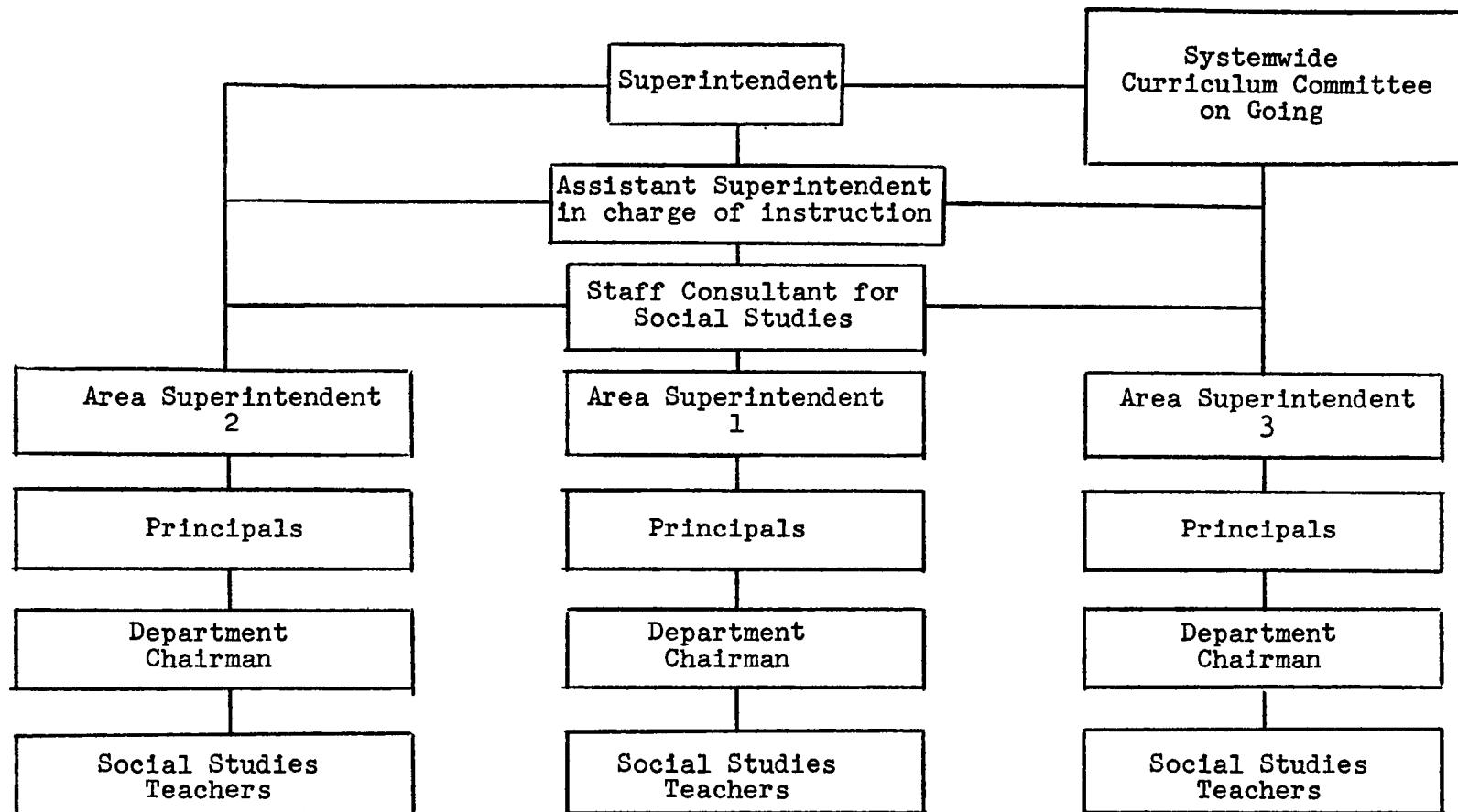


CHART I

Administrative Organization of Dearborn Social Science Department

vertical. However, the evolution of social science curriculum development and improvement is a direct result of function by the systemwide committee for social studies. This committee is comprised of two staff members from each school and three administrators--one from each area of the district. The associate superintendent in charge of curriculum is also a member of this committee.

The systemwide curriculum committee exists in perpetuity and its membership is on a released time basis. Decisions relative to curriculum change or revision represent for the most part the concerted efforts of all staff members working in coordination with building representatives who are members of the systemwide curriculum committee.

Theoretically, the instructional leader and supervisor within each school building is the principal. In reality, however, the social studies department under the leadership of the department chairman operates as an autonomous unit with the principal's role being that of advisor or consultant. It is also the responsibility of the principal to endorse recommendations which have filtered through the vertical chain of authority. The principal is the last person in the chain of command to put official approval on any policy of program implementation. He is also the administrative officer in closest proximity to the actual proving ground of instructional and curriculum practice.

There is no set level where ideas for curriculum improvement in the social studies originate. Any staff member can communicate his ideas to the social studies curriculum committee. Whether an idea becomes a functioning reality depends almost entirely upon action taken by the curriculum committee and the associate superintendent in charge of instruction.

The basic social studies fields taught in the Dearborn public schools at each level beyond the elementary schools are shown in Chart II. The specific subject breakdown within each field is not shown.

#### X. IN-SERVICE EDUCATION

The in-service program of education in the Dearborn public schools for social studies teachers is conducted on a voluntary attendance basis. Depending on the course offering, credit for the course can range from graduate level to no credit at all. The board of education reimburses all teachers who take and complete in-service courses up to fifty per cent of tuition. In-service courses for social science teachers are offered twice each school year and are divided in content between methods courses, resource courses, and subject matter courses.

Junior High School Grades 7 through 9	Senior High School Grades 10 through 12	Community College First 2 years of college
World Geography	World History	Economics
United States History	Civics	Geography
World History	Economics	History
	Sociology	Philosophy
	Personal Living	Political Science
	Psychology	Psychology
	American Problems	Social Science
	Cultural Anthropology	Sociology

## CHART II

Dearborn Social Science Subject Fields

## XI. SUMMATION OF RESEARCH PROCEDURES

The first two research procedures in this study were making final determination of the dissertation proposal and the selection of the group to be studied. The third procedure was the creation of a research design with the necessary sophistication for obtaining the desired data. This resulted in the establishment of the questionnaire. Requirements for the questionnaire were as follows: (1) establishing groups of community organizations which were typical and representative of organizational activities in the community; (2) groups had to be distinct from one another; (3) organization within each group had to be internally consistent in character and functions; (4) organizations were selected in which teacher membership and participation was reasonably expected to occur; and (5) community organizations were arranged for index derivation. Ten groups of ten organizations each, or a total of one hundred organizations, were arranged in a participation checklist. Thus, the total count of a respondent's memberships provided automatically an index of membership. Construction of the checklist provided a built-in, structured response pattern which required a report of degree of participation for each organization listed.

The fourth procedure was distributing and collecting the questionnaire. This was done through the cooperation of

the assistant superintendent in charge of curriculum, principals, building department chairman, and teachers. The department chairman in each school was given the final responsibility of distributing and collecting the questionnaires and forwarding them to the investigator.

The fifth procedure required preparation of all data for machine data processing. This involved a three-step operation consisting of: first, coding each questionnaire on standard data processing code forms; second, transferring the coded data to punch cards in preparation for machine data processing; third, obtaining via machine processing the necessary tabulations of data.

The sixth procedure was the development of tables and charts for the presentation of relationships and comparison of data.

The seventh procedure was the formulation of conclusions and recommendations in view of the data analysis.

## XII. ORGANIZATION FOR REPORTING THE STUDY

Chapter I has provided a basic overview of the entire study.

The review of research in the field of community participation is presented in Chapter II.

A brief background report of the Dearborn community is presented in Chapter III.

The techniques of research and the methodological procedures employed in this study are reported in Chapter IV.

The analysis of general background factors and community participation is reported in Chapter V.

The analysis of current background factors and community participation is presented in Chapter VI.

Community participation relative to ten groups of community organizations is reported in full in Chapter VII.

An analysis of teacher opinions relative to community participation and in-service education is presented in Chapter VIII.

Chapter IX contains the summary of the study, including the statement of the problem, review of the literature and research, research procedures, the findings of the study, conclusions, recommendations, and suggestions for further research.

## CHAPTER II

### REVIEW OF RESEARCH ON COMMUNITY PARTICIPATION

#### I. INTRODUCTION

It is the purpose of this review of the literature in the field of community participation to show the development of research techniques and methodologies used in previous studies. Secondly, the findings of the previous research are summarized. Thirdly, this review is intended to establish the basic foundation upon which this study has been based.

This review of literature will be presented in two parts. The first part deals with general population studies of community participation; the second part reviews studies of community participation of teachers.

Research in the field of community participation has been extensive yet unutilized. Many of the findings are clearly usable for the advancement of social goals at any level.

Previous studies of community participation have been conducted under varying circumstances. Conditions of time, place, and groups have varied. Standards, methods, and research techniques have also varied widely. Last, but not least, statistical standards have differed in applicability and analysis.

## II. GENERAL POPULATION STUDIES OF COMMUNITY PARTICIPATION

Chapin performed many of the early experiments designed to measure social participation and socio-economic status. His original social participation scale consisted of assigning weighted values to the following forms of community participation:<sup>1</sup> membership, attendance, contributions, membership on committees, and position of an officer. Chapin's social participation scale was extensively tested in experiments conducted at the University of Minnesota by Taeber, Dietz, Sickles, Mandel, Christiansen, and Francel.<sup>2</sup> These experiments indicated that any upward mobility by any measure of socio-economic standards variates, or factors, was accompanied by increased social insight or intelligence and increased social participation. He reported that this held for all population groups and at any age level.

The study of Sorokin and Berger is also mentioned here because it presented significant data on participation in terms of the amount of time spent on various community activities.<sup>3</sup>

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<sup>1</sup>F. Stuart Chapin, The Chapin Social Participation Scale (Minneapolis: The University of Minnesota Press, 1938).

<sup>2</sup>F. Stuart Chapin, "Social Participation and Social Intelligence," American Sociological Review, Vol. 4 (April, 1939), p. 158-164.

<sup>3</sup>Pitrim A. Sorokin and Clarence Q. Berger, Time-Budgets of Human Behavior (Cambridge: Harvard University Press, 1939).

Lindstrom's study in 1936 reported memberships, time spent away from home on association activities, and officer-ships held.<sup>4</sup>

The studies of Lindstrom, Sorokin and Berger were early attempts to measure the degree of participation and do not merit further review.

Komarovsky conducted a study to determine the extent and pattern of social participation of 2,223 adult residents of New York City.<sup>5</sup> Komarovsky reported class, sex, marital, religious, and status differences relative to the organized group affiliations of the adult residents who comprised her sample. Komarovsky determined that 60 per cent of the working class and 53 per cent of the white collar men in her study did not have any formal affiliation other than possible church membership. Her findings for women in the same respective groups showed an even greater percentage difference of non-affiliation.<sup>6</sup>

In summation, Komarovsky found that participation was a direct function of socio-economic status as measured by

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<sup>4</sup>D. H. Lindstrom, "Forces Affecting Participation of Farm People in Rural Organization," University of Illinois Agricultural Experiment Station Bulletin No. 423 (1936).

<sup>5</sup>Mirra Komarovsky, "The Voluntary Associations of Urban Dwellers," American Sociological Review, Vol. XI (December, 1946), pp. 686-698.

<sup>6</sup>Ibid., pp. 686-698.

occupation, education, and income. Her study also pointed out that more than one-half of the working class persons in the sample were unaffiliated. At the other extreme nearly all professional persons belonged to some formal organization other than a church. These findings held separately for males and females, but the differences were more pronounced for the lower occupations and economic groups.

The findings of Foskett reinforce the conclusions of Komarovsky. He has related participation and non-participation to the variances of positions held within the social structure of the community. He endorsed the concept that social participation is a function of an individual's position in the social structure and the roles he plays in consequence of that position.<sup>7</sup>

Foskett's study was an improvement over previous studies of community social participation in that it measured participation in terms of membership as did Chapin's social participation scale, and also related participation to the policy formation process through the use of an index that reflected activity in a variety of channels of formal and informal group involvement. This activity was determined by a series of questions pertaining to several types of overt behavior. For example:

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<sup>7</sup>John M. Foskett, "Social Structure and Social Participation," American Sociological Review, Vol. 20 (August, 1955), p. 437.

...voting in elections, frequent discussion of educational, governmental and civic affairs with members of one's family, friends and officials; membership in organizations and associations; taking an active part in local educational or governmental issues; attending meetings where community affairs were a major subject of consideration; and associating frequently with community officials and leaders.<sup>8</sup>

Foskett utilized an eleven point scale based on one point for each question answered in the affirmative or for frequency of activity above a given level. Foskett's study did not measure either the intensity or effectiveness of participation. It was concerned only with the amount or extent of the kinds of activity indicated. Foskett's study, however, did come closer to utilizing the advanced scale and scoring techniques of Bottrell and Steele<sup>9</sup> than any of the other previous studies of community participation. Bottrell, who directed Steele's study,<sup>10</sup> has developed the most sophisticated index and scale to date for measuring the degree, intensity, extent, and frequency of participation in social organizations. Bottrell assigned numerical point values to six degrees of participation. This enabled all degrees of participation to

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<sup>8</sup>Ibid., p. 432.

<sup>9</sup>Harold R. Bottrell and Henry Benton Steele, "How Much Community Participation?", Phi Delta Kappan (February, 1958), pp. 229-233.

<sup>10</sup>Henry Benton Steele, "A Study of Community Participation of Industrial Education Teachers of Houston, Texas," (unpublished doctoral dissertation, University of Houston, Houston, 1957).

be translated into a precise index of participation.<sup>11</sup>

Foskett based his study on three variables or factors. These were, education, income and age. When based only on educational level, participation increased with the amount of education.<sup>12</sup> The same was true for income levels. Participation based on age showed the most active ages ranged from 35 to 55 years. When considered in terms of education and income the mean participation score continued to increase accordingly. However, it was noted that the increase became more pronounced when education increased beyond a certain point. It can be readily seen, for example, that a participation increase was hardly noticeable between lower and higher income respondents when in each case the educational level remained low.

The findings of Mayo<sup>13</sup> also compared favorably with those of Foskett's study with the exception that a decline in participation occurs at an earlier age in Foskett's study.

Reissman's study tested social participation with three commonly used variables--income, occupation, and education.<sup>14</sup> His findings further reinforce previously mentioned studies by

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<sup>11</sup>Bottrell and Steele, op. cit.

<sup>12</sup>Foskett, op. cit., p. 433.

<sup>13</sup>Selz C. Mayo, "Age Profiles of Social Participation in Rural Areas of Wake County, North Carolina," Rural Sociology, Vol. 15 (1950), pp. 242-251.

<sup>14</sup>Leonard Reissman, "Class, Leisure and Social Participation," American Sociological Review, Vol. 19 (1954), p. 83.

indicating that the higher classes of occupation, income, and education show a significantly higher degree of participation and involvement in community affairs than do members of the lower class of these variables. In other words, community participation is a direct function of socio-economic status.

To quote Reissman:

...it can be said that the middle class on the whole, tends to dominate the organizational activity, the intellectual life, and the leadership of the community.<sup>15</sup>

As part of his study, however, Reissman made a further contribution to research in the field by making an assessment of the aspirations of the higher and lower class groups. Here again the higher class appeared to possess a clearer understanding of what is necessary to achieve upward mobility. The lower class appeared to lack this understanding and also appeared to lack the strength of conviction relative to friendships, politics, and religious affairs.<sup>16</sup> The lower class appeared to be without ideals in these important areas. An obvious pattern of similarity was found to exist between class, aspirations, and participation. A comparison may be made here between Reissman's study and Middletown where the Lynds found 47 per cent of the lower class had no intimate friends as compared with

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<sup>15</sup>Ibid., p. 83.

<sup>16</sup>Ibid., p. 84.

only 16 per cent of the higher class.<sup>17</sup>

Woodward and Roper have substantiated the amount of political activity which is exhibited by the various socio-economic classes. Their findings show that voting and other forms of political activity receive greater attention and participation from members of the higher occupation, education, and income groups.<sup>18</sup>

Bushee has reported a study of adult participation in the 268 adult social organizations of Boulder, Colorado.<sup>19</sup> His study was based on the two standards of membership and attendance with comparisons made against the variables of sex, type of dwelling, and occupation. Bushee established the following ten major types of social organizations broadly enough to include all of the 268 clubs and sub-organizations for the purposes of his survey: churches, other religious, fraternal, educational, social, economic, recreational, social service, patriotic, and cultural.<sup>20</sup> Bushee's investigation showed that 29 per cent of Boulder adults did not belong to any organization;

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<sup>17</sup>Robert S. Lynd and Helen M. Lynd, Middletown (New York: Harcourt, Brace & Company, 1929), pp. 272-277.

<sup>18</sup>Julian L. Woodward and Elmo Roper, "Political Activity of American Citizens," American Political Science Review, Vol. 44 (1950), pp. 876-877.

<sup>19</sup>Frederick A. Bushee, "Social Organizations in A Small City," American Journal of Sociology, Vol. 51, p. 217.

<sup>20</sup>Ibid., p. 218.

women exceeded men in total membership by a ratio of 3:2 and also had higher attendance at meetings. Bushee noted the fact that in Boulder there was one organization for every 48 adult inhabitants. He has compared this with the Lynds'<sup>21</sup> study and Brunner and Kolb's<sup>22</sup> study in which one organization was reported for 73 and 165 adults, respectively. Bushee reported a total of 17,324 memberships in Boulder which were held by 8,542 individuals or 71 per cent of the adults.<sup>23</sup> As in other studies Bushee found a definite predominance of church membership and a dearth of memberships in fraternal organizations.<sup>24</sup>

From his findings Bushee attempted to determine basic motives which induced people to join organizations. These may be summed up in a rather loose order of importance as follows: (1) religious desires, (2) desire for self improvement, (3) desire for social relations, (4) desire for recognition and identification, (5) desire for social or community improvement.<sup>25</sup>

Bushee's findings differ from those in other studies in one respect--organization membership for women exceeded that

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<sup>21</sup>Lynd and Lynd, op. cit., p. 278.

<sup>22</sup>Edmund de S. Brunner and J. H. Kolb, Rural Social Trends (New York: McGraw-Hill Book Co., 1933), pp. 102 and 244.

<sup>23</sup>Bushee, op. cit., p. 218.

<sup>24</sup>Ibid., p. 219.

<sup>25</sup>Ibid., pp. 219-220.

of men. It is significant to note here that in all studies the number of women's organizations in a given community always exceeds the number for men. However, the total membership for men, with the exception of Boulder, always exceeds the total club memberships for women. As is the case with most studies of community participation, Bushee reported membership and attendance scores of participants were highest in religious, educational, and social or recreational types of organizations. This holds true for most studies of the general public and studies dealing with specialized groups such as teachers. Also, the highest degree of activeness is reported in these types of organizations. Exceptions occur in cities with large industrial labor forces in which case union membership is high but degree of activeness as such is low. Dotson,<sup>26</sup> Komarovsky,<sup>27</sup> and Freedman and Axelrod<sup>28</sup> confirm this fact.

Bushee has also found that the type of organization affects the degree of attendance. For example, larger organizations attract fewer members to meetings and meetings which offer social attractions are better attended than business or

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<sup>26</sup>Floyd Dotson, "Patterns of Voluntary Association Among Urban Working-Class Families," American Sociological Review, Vol. 16 (1951), p. 689.

<sup>27</sup>Komarovsky, American Sociological Review, op. cit., pp. 688 and 693.

<sup>28</sup>Ronald Freedman and Morris Axelrod, "Who Belongs to What In A Great Metropolis?" Adult Leadership (November, 1952), p. 7.

formal meetings.<sup>29</sup> This in one sense explains why the more social or recreational organizations enjoy a high rate of membership and attendance.

Bushee's final analyses of factors affecting participation in Boulder related to the socio-economic factor. It was found that members of the professions had the highest membership per individual, with an average of six or more. The income factor was interpolated by the types of housing occupied by the inhabitants. This was a crude index for measuring income but the findings coincided with those of other studies with regard to income and participation. Briefly, the findings showed that forty-two per cent of the people with six or more memberships occupied the best grade houses and forty-nine per cent of the people with six or more memberships occupied medium grade dwellings. Only eight per cent of those with six or more memberships lived in the lowest class homes.<sup>30</sup> It was further noted that sixty-five per cent of those occupying the lowest class homes were not members of organizations. Bushee, as did Anderson, Mather and others, concluded that those on the higher socio-economic levels clearly dominated the membership and controls of organized social life in a given community and that the poorer classes take part in organized social life only to

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<sup>29</sup>Bushee, op. cit., p. 222.

<sup>30</sup>Bushee, op. cit., p. 223.

a very small degree.

Dotson's study of fifty American born families from a working class district of New Haven, Connecticut, confirms previous studies which show lack of participation in formal voluntary associations by citizens of lower socio-economic status.<sup>31</sup> Dotson has discovered, however, that formal participation or membership is not as important a source of social contact and satisfaction to these groups as some of the literature tends to conclude. Dotson has asserted that the family and kinship play the crucial role in providing for the companionship and recreational needs of the people in his sample. Dotson has further emphasized that although two-fifths of his sample did not have any intimate friends outside the family and kin groups they were not social isolates but simply restricted their activities to family and kin group functions.<sup>32</sup>

Kaplan has presented a thorough analysis of socio-economic factors and circumstances which affect adult participation in cultural and educational activities.<sup>33</sup> He utilized three variables as the basis for socio-economic factors to be

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<sup>31</sup>Dotson, op. cit., pp. 688-689.

<sup>32</sup>Dotson, op. cit., p. 693.

<sup>33</sup>Abraham Abbott Kaplan, "Socio-Economic Circumstances and Adult Participation in Cultural and Educational Activities," Teachers College (Columbia University) Contributions to Education, #889 (1943), pp. 92-93, 119-120.

utilized in his study: economic status, nativity, and education. Kaplan's findings clearly show that of the three variables, education more directly influences participation. He found that when the educational factor was held constant there was little association between economic status and participation or between nativity and participation.

Kaplan's study indicated that the majority of those in the higher education category were native born and of higher economic status. Those with greater education, higher economic status, of professional and white collar occupations constituted the bulk of those participating in educational and cultural activities. Those, who in a sense needed further educational and cultural opportunities most, participated least.

Regarding sex, age, and marital status, Kaplan's findings were not precise. He reported that women tended to participate more than men via membership and younger adults more than older ones and single persons more than married ones. Thirty-nine per cent of 1,960 men and women interviewed reported organizational affiliations.

Lower status areas, as reported by Kaplan, tended to have larger percentages of cases who did not belong to any organization than did upper status areas. Reasons most frequently given for belonging to organizations were:

(a) social--56 per cent, (b) educational--49 per cent,

(c) fraternal--37 per cent, (d) recreational--35 per cent, (e) religious--15 per cent, (f) civic, communal, patriotic--12 per cent, and (g) political--6 per cent.

Finally, the higher socio-economic status areas had larger percentages of persons giving "social and educational" as reasons for belonging to organizations than lower status areas. Lower status areas had a larger percentage of cases citing "religious" as the reason for organizational affiliation than did the higher socio-economic status areas.

Mather has performed extensive and significant research in connection with income and social participation.<sup>34</sup> His study utilized two income groups and concerned the formal and semiformal organizations to which men and women who were heads of families belonged, the offices and committee chairmanships held, and in the case of selected groups the frequency of attendance in organizational affairs was determined. Groups of organizations involved in the study were church, fraternal, service clubs, recreational, patriotic, political, and cultural.

His findings clearly indicate that the percentage of men having no association with a group was eight times as great as that of the men in the higher income class, and for the women about five times greater.

In all organizations membership on the part of the

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<sup>34</sup>William G. Mather, "Income and Social Participation," American Sociological Review, Vol. 6 (1941), pp. 380-383.

lower income class was markedly lower. The organization which came closest to attracting equal membership was the church. Mather pointed out, however, that equality of membership in church is nullified by the fact that attendance of the lower income group is less than half that of the higher income group.

Another of Mather's findings was that members of the upper income class joined more, and more varied, organizations than the members of the lower class.

Mather defined leadership as the holding of an office, membership on boards of control, teaching of a Sunday school class, or acting as chairman of committees.<sup>35</sup> His findings concerning leadership roles and positions showed a greater disparity than the inequality of membership. He reported further that those people who owned homes averaged more memberships and leadership positions in the case of each income class. His final conclusion was that education has a direct bearing on the number of memberships and leaderships held and that these increase with increased educational level.

At this point in the review of literature it is appropriate to take Chapin's definition of socio-economic status and assess it in terms of Guttman's verification of it. Social status has been defined by Chapin as "the position that an individual or a family occupies with reference to the

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<sup>35</sup>Mather, op. cit., p. 381.

prevailing average standards of cultural possessions, effective income, material possessions, and participation in the group activities of the community."<sup>36</sup> Guttman proceeded to survey 67 Minneapolis Negro families in relation to the factors contained in Chapin's definition.

Guttman found that when given weights for statistical correlation these factors were clearly operational in determining socio-economic status within a specified segment of population.<sup>37</sup> In this sense, then, community participation within a given group of people can be tested and measured with the same set of factors and with consistent validity and reliability relative to other groups. For example, differences in social participation occur with individuals and families at the same poverty level.

Warner and Lunt found that participation in formal voluntary social organization varied in two basic ways. First, there was a higher degree of participation percentage-wise of the population of each social class, as social class position became higher. Secondly, there was a corresponding difference as to the type of association between the higher and lower

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<sup>36</sup>F. Stuart Chapin, Contemporary American Institutions, (Iowa: William C. Brown Co., 1935), p. 374.

<sup>37</sup>Louis Guttman, "A Revision of Chapin's Social Status Scale," American Sociological Review, Vol. 7, p. 363.

social classes.<sup>38</sup>

Anderson has concluded from his studies that the social participation of an individual is influenced greatly by past and present family patterns of participation. He stated:

Family members participate in social activities if other family members are participators; they do not if other family members are non-participators.<sup>39</sup>

Anderson also determined that:

...social participation as expressed in leadership roles is, in part, a status reaction of the community members who are expressing a degree of acceptance on their part, of these participators. The community members are acknowledging the higher relative position that these individuals hold in their midst.

On the other hand, participation or non-participation may be an expression by the participators of their own feeling of superiority or inferiority in the community.<sup>40</sup>

Anderson's study investigated the relationship of socio-economic status to formal and informal social participation of 344 New York farm families. His data were derived through self-ratings as expressed by the Sewell<sup>41</sup> socio-economic score

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<sup>38</sup>W. Lloyd Warner and Paul S. Lunt, "The Social Life of a Modern Community," (New Haven: Yale University Press, 1941) Vol. 1, p. 329.

<sup>39</sup>W. A. Anderson, "Family Social Participation and Social Status Self-Ratings," American Sociological Review, Vol. 11, 1946, p. 253.

<sup>40</sup>Ibid., p. 253.

<sup>41</sup>William H. Sewell, "Construction and Standardization of A Scale For Measurement of the Socio-Economic Status of Oklahoma Farm Families," Oklahoma A & M College, Technical Bulletin No. 9, Stillwater, Oklahoma, April, 1940.

and the correlation of these self-ratings to actual formal participation as expressed by the Chapin<sup>42</sup> formal participation index. From the analysis of his data Anderson reported a high correlation with the judgment of these families relative to their socio-economic position in the community, their formal and informal participation in community affairs and finally their leadership in community activities. He concluded that individuals and families of low socio-economic status do not participate or take on leadership positions because they have an inferiority status complex, behave accordingly and because the community does not confer these roles upon them.<sup>43</sup>

Anderson's final statement appears to have penetrating importance to teachers.

The promotion of wider social participation, therefore, is not simply a matter of getting families to join activities or to accept leadership responsibilities, but also a problem of overcoming attitudes toward themselves that block such participation. Much of the participation inertia in our society is no doubt related to these self-attitudes.<sup>44</sup>

Freedman and Axelrod conducted a study of 749 people over 20 years of age relative to their participation in formal community organizations. Their study involved a scientifically

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<sup>42</sup>Stuart F. Chapin, "Design for Social Experiments," American Sociological Review, Vol. 3 (December, 1938) pp. 786-800.

<sup>43</sup>Anderson, op. cit., p. 257.

<sup>44</sup>Ibid., p. 258.

selected random sample representing a cross-section of Metropolitan Detroit.<sup>45</sup> They discovered that eight out of every ten people belong to either a church or other formal organization or to both, and that more men are members of organizations than women with the exception of church membership.

Freedman and Axelrod related five socio-economic differences to community participation: sex, economic, education, race, and age.<sup>46</sup>

Regarding sex, they relate that roughly twice as many men as women reported membership in organizations, and that as the level of activity increased the difference in the amount of membership between the two sexes grew less. With respect to the percentage of attendance at meetings men rated about one per cent more than women in the category of "highest activity."

With respect to income the level of participation increased or decreased correspondingly to the level of income. Similarly, Axelrod and Freedman reported that higher educational level meant more participation and a higher degree of activity, the greatest difference occurring at the leadership or most active level. Nine times as many people from the highest

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<sup>45</sup>Ronald Freedman and Morris Axelrod, "Who Belongs To What In A Great Metropolis?" Adult Leadership, Vol. 1, No. 6 (November, 1952), p. 6-9.

<sup>46</sup>Ibid., pp. 8-9.

educational level as from the lowest educational level were in the leadership group.

In the Detroit study it was found that participation patterns of Negroes and whites were essentially the same. Negroes were concentrated in the lower economic groups where participation rates were most always quite low. From this Freedman and Axelrod concluded that Negroes are more active than whites of similar economic status.

Regarding age, the degree of participation and activity increased from age 20 to 50. There was a drop from age 50 which became quite pronounced above 60. It was found that more than one-half of the people above sixty had no memberships, and almost one-third of those who did belong did not attend meetings. The findings of Freedman and Axelrod regarding age agree closely with Pitkin's age cycle of community participation.<sup>47</sup>

Finally, Freedman and Axelrod attempted to relate group membership and level of activity to the political life of the community. They found that the higher the level of participation and activity, the better the voting record. Also, the more active that people were in organizations the more frequently they discussed politics, registered to vote, contacted

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<sup>47</sup>Victor E. Pitkin, Youth Development and Democratic Citizenship Education, 30th Yearbook of the National Council for the Social Studies (Washington: National Education Association, 1960), p. 35.

public officials, and took part in political campaigns.<sup>48</sup>

Goldhamer utilized fifteen personal and demographic characteristics as the basis for his examination of participation in voluntary associations in Chicago.<sup>49</sup> He reported that age level affects the amount and type of organizational activity primarily because of the physical and value changes that take place with the passing of time. Age and participation were further affected by sex with women showing a more prolonged period of activity than men; also, women tended to initiate their participation at a later age. Goldhamer further reported that education is a key factor in the amount, type and intensity of participation. The higher the education, the greater the tendency for membership in professional organizations and the acceptance of leadership positions. It was noted that up to an educational level approximating the ninth grade, participation varied quite little with income or social status level. However, as education increased beyond that point participation also increased in rather direct proportion. Goldhamer related that the level of socio-economic status affected participation directly. Lower socio-economic status delayed the onset of participation relative to age, the longevity, the intensity,

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<sup>48</sup>Freedman and Axelrod, op. cit., p. 9.

<sup>49</sup>Herbert Goldhamer, "Some Factors Affecting Participation In Voluntary Associations," (University of Chicago, Ph.D. Dissertation, 1942) p. 11.

and the type of associational activity.

Goldhamer's study has gone a step farther than other studies on community participation in that it related religion and ethnic origin to the degree of participation.

It appears that Goldhamer has investigated community participation in greater sociological detail than have other researchers. His sampling of a large urban center undoubtedly aided in providing a comprehensive stratification of data with which to carry out his study.

The studies of Goldhamer (Chicago) and Freedman and Axelrod (Detroit) are two of the most comprehensive large urban studies ever undertaken. Both deal with community participation but base their data on similar and dissimilar data. For example, Goldhamer utilized type of religion, nationality, marital, and personality factors whereas Freedman and Axelrod dealt extensively with union and racial factors. From the standpoint of sociology it appears that a combination of both the Detroit and Chicago studies would indeed be all inclusive relative to understanding the community participation of large urban centers.

### III. STUDIES OF TEACHER PARTICIPATION

Greenhoe investigated the nature and extent of teacher community participation by analyzing the responses of 9,122 public school teachers in a national sample relative to four

types of participation.<sup>50</sup> These types were regular membership, payment of dues or contributions, extent of attendance at meetings, and officer or sponsor affiliation. A review of Greenhoe's findings revealed that ninety-five per cent of the teachers claimed membership in one or more organizations, eighty per cent attended meetings, and the median membership held by all teachers was four. Thirty per cent of the men and fifty per cent of the women belonged to from one to five organizations and women maintained a higher attendance ratio than men. Sixty-five per cent of the women attended as many as five meetings per month.

With respect to monetary contributions it was discovered that men contributed more than women up through three activities but that beyond four activities women contributed more than men.

Concerning leaderships Greenhoe reported that one of every five teachers was a sponsor or officer in some organization or activity.

In determining the kinds of activities in which teachers participated, Greenhoe analyzed data for Ohio teachers under ten general categories of community participation.<sup>51</sup> Her analyses indicated that eighty-four per cent of the teachers

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<sup>50</sup>Florence Greenhoe, Community Contacts and Participation of Teachers (Washington: American Council on Public Affairs, 1941), p. 63.

<sup>51</sup>Ibid., p. 65.

were members of religious organizations and twenty-three per cent held leadership positions as sponsors and officers in church organizations. She reported that very little leadership was shown outside of religious activities.

Greenhoe further discovered that women had a larger membership in professional, religious, welfare, leisure, and civic organizations than men but that men were twice as active in fraternal, patriotic, political, and economic organizations as women. Finally, a rather startling discovery, according to Greenhoe, was that men clearly dominated women in youth groups.

Notation is made here of the specific activities in the five broad categories which showed the greatest teacher membership in the Ohio study. Greenhoe reported the following breakdown of activities according to membership:<sup>52</sup>

1. Religious: bible study, church, Sunday school, young people's societies, Y.M.C.A., and Y.W.C.A.
2. Professional: adult education, alumni, child study, mothers' clubs, and P.T.A.
3. Relief-Welfare: Red Cross, women's benefit, community chest, child welfare and relief agencies.
4. Leisure pursuits: social clubs, art-literary clubs, hobby, dramatics, musical, bridge, and country clubs.
5. Civic: Grange, Chamber of Commerce, holiday celebrations, civic luncheon clubs, Farm Bureau, Ladies Aid, and W.C.T.U.

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<sup>52</sup>Ibid., p. 67.

Greenhoe's study agrees with subsequent research that religious and professional activities rank first and second respectively relative to teacher membership and participation.

In's study related certain background characteristics to the type and amount of teacher participation in community improvement activities.<sup>53</sup> According to his findings teachers living in the community were more active in community organizations than teachers who were living outside of the community where they taught. He also found that there was no significant difference in participation between men and women. Health organizations received the highest degree of participation. Professional educational organizations were second in terms of teacher participation. This finding differs from most other research in which professional educational organizations ranked first. In also found that new teachers and those who had remained a long period of years were most active in community organizations. This finding also differs considerably from others in the field. Most other studies show that the first and last years of teaching are characterized by relative inactivity. In did not weigh any of his information so the true degree of activity is unclear.

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<sup>53</sup>Andrew Wing Sing In, "The Relationship of Certain Measurable Factors in the Personal and Educational Background of Urban Public School Teachers to Their Participation in Community Improvement Activities," (unpublished doctoral dissertation, New York University, 1951).

The National Education Association reported in 1957 facts concerning the active community participation of teachers.<sup>54</sup> Close analysis of the report shows once again that religious and professional organizations dominated the greater part of the American teacher's formal activity. The National Education Association attempted to discover the extent of the teacher's political participation. The Association's finding was that less than ten per cent of the teachers participated actively in formal political activities.<sup>55</sup> Their conclusion in this respect was that teachers expressed a relative inferiority complex and attitude of withdrawal towards this particular activity. A criticism of this research is that the teacher response to the questionnaire was only forty-three per cent of a total 12,098 questionnaires. This fact raises doubt as to whether such a response merits useful consideration.

Ryans' study clearly substantiated the fact that two key characteristics of teachers is their extensive membership in religious and professional teacher organizations. His study agrees with the National Education Association Survey of 1957<sup>56</sup>

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<sup>54</sup>"The Status of the American Public-School Teacher," Research Bulletin, Vol. 35, No. 1 (Washington: Research Division of the National Education Association), February, 1957, pp. 32-33.

<sup>55</sup>Ibid., p. 61.

<sup>56</sup>Ibid.

that seventy-five per cent of the teachers in each sample are active church members.<sup>57</sup> Also, it may be noted that eighty-three per cent of Ryans' sample reported affiliation with some professional teaching organization.<sup>58</sup>

In his study Ryans has attempted to relate statistically various teacher characteristics to specific classroom behaviors as perceived by the teachers in his sample. Three of these characteristics are reported here because of their relevancy to this research study: participation in avocational or recreational activities, participation in religious activities, and participation in professional teacher organizations. Ryans has generalized that teachers who reported membership in avocational or recreational activities tended, as a group, to score higher with respect to understanding, friendly classroom behavior, responsible, businesslike classroom behavior, favorable attitude toward pupils, favorable attitudes toward democratic classroom practices, and emphasis upon child-centered educational viewpoints.<sup>59</sup> These same participants tended to score lower than non-participants with respect to verbal understanding and validity of response. Validity of response was defined by Ryans as avoidance of excessive use of self-enhancing

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<sup>57</sup>David G. Ryans, Characteristics of Teachers (Washington, D.C.: American Council on Education, 1960), p. 303.

<sup>58</sup>Ibid., p. 304.

<sup>59</sup>Ibid., pp. 301-303.

and socially acceptable responses.<sup>60</sup>

Participants in religious activities and professional teaching organizations tended to score the same way as those teachers who participated in avocational or recreational activities with respect to those classroom behaviors previously mentioned.<sup>61</sup>

Steele has also made an attempt to relate teaching quality to the degree of participation by relating the various participation point scores of Houston industrial education teachers to the average supervisory rating of each participation point score.<sup>62</sup> Steele's findings showed that those teachers who fell within the low participation category also had a low average supervisory rating. Those teachers who scored in the highest participation point category also received low supervisory ratings. Those teachers who fell in between the low and high participation point categories received the highest average supervisory score.

Jefferson has at the outset of her investigation expressed this writer's basic intentions regarding reasons for research in the area of teacher community participation. She

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<sup>60</sup>Ibid., p. 303.

<sup>61</sup>Ibid., pp. 303-305.

<sup>62</sup>Henry Benton Steele, "A Study of Community Participation of Industrial Education Teachers of Houston, Texas," (unpublished doctoral dissertation, University of Houston, Houston, 1957) p. 135.

stated that:

So much has been said and written about the importance of teacher participation in community activities that I decided to get some facts about it in my own community.<sup>63</sup>

It is quite obvious that the majority of writing regarding this subject has been submitted lacking research as the basis for recommendations advocating greater teacher participation in community affairs.

Jefferson discovered that teachers are most active in their professional organizations and least active in fraternal groups. Many teachers in Rochester, Indiana, hold offices and leadership positions in social and religious organizations and sponsor children's civic organizations such as scouts, 4-H clubs and teenage canteen.<sup>64</sup> She reported that the scope of participation of the teachers in her study extended over 223 community activities. The percentage of teachers participating in each area was: Professional--79 per cent, Religious--68 per cent, Public Welfare--58 per cent, Social--58 per cent, Fraternal--39 per cent.

Jefferson obtained her statistics on teacher membership in community organizations by sending out 40 questionnaires.

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<sup>63</sup>Joyce Lund Jefferson, "Teacher Participation in Community Activities and Organizations," Nation's Schools, Vol. 50 (November, 1952), pp. 77-79.

<sup>64</sup>Ibid., p. 77.

The thirty-eight teachers who responded showed an average of five-plus memberships per person. This fact led Jefferson to conclude that there was a danger of overjoining on the part of some teachers, while others belonged to virtually no organizations. Jefferson included public speaking and writing by teachers as a form of participation in the various categories of her questionnaire. The questionnaire revealed, however, that more than 50 per cent of Rochester teachers have never spoken on educational topics before community groups or written an item for the local newspaper. Jefferson found that the greatest share of this activity was carried on by the superintendent and his three principals. Teachers expressed lack of confidence on their part as one reason for this lopsided situation.

Other findings of Jefferson's study showed that the administration was generally satisfied with teacher participation but showed concern of overjoining on the part of some teachers. An administration recommendation indicated that in the future emphasis should be placed on quality participation rather than on quantity membership.

Brown's study demonstrated that social participation is one outgrowth of fulfilling the expectations of the community in which one is a member.<sup>65</sup> He noted, however, that this expectancy

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<sup>65</sup>E. J. Brown, "Elements Associated With Activity and Inactivity In Rural Organizations," Agriculture Experiment Station, Bulletin 574, Pennsylvania State University, 1954.

was not uniformly distributed and appeared to approximate the same relationship to the local status hierarchy as participation. It appeared that the amount of participation was extensively related to the pressures an individual feels from the community to participate in activities. In this sense it was reported that community participation indicated two significant implications. These were the participant's willingness to devote time and energy to the affairs of the community, and a response of the self image role the participant felt he was expected to play in the community.

Anderson's study reported essentially these same two implications eight years earlier in 1946.<sup>66</sup>

Buck studied the extent of social participation among 1,107 public school teachers in 66 communities in 22 counties in Pennsylvania.<sup>67</sup> His study was designed to be comprehensive from the standpoint of obtaining a representative sample with regard to size of population center, subject field, and level of teaching. In this sense there are some apparent discrepancies because of the greater percentage representation from the smaller communities.

Buck compared his findings to Chapin's norms and reported

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<sup>66</sup>W. A. Anderson, "Family Social Participation and Social Status Self-Ratings," American Sociological Review, Vol. 11, 1946, p. 253.

<sup>67</sup>Roy C. Buck, "The Extent of Social Participation Among Public School Teachers," Journal of Educational Sociology, Vol. 33, No. 8 (April, 1960), p. 313.

that one-third of the Pennsylvania teachers in his sample participated at or above the rate of top business and professional people and eighty per cent had participation scores higher than the average for white collar workers.

Studies by Chapin,<sup>68</sup> Brown,<sup>69</sup> Nolan and John,<sup>70</sup> which utilized the Chapin participation scale, showed that business and professional people consistently ranked higher than other occupational groups with regard to participation in community affairs.

Buck's study also showed that teachers between the ages of 20 and 24 participated less than older teachers. No significant difference in participation appeared in the older group of teachers, i.e., 25 and over. His findings showed a difference in participation within the salary ranges of the teachers with a consistent increase in participation taking place with increases in salary.<sup>71</sup>

Buck did not attempt to determine the quality of participation nor did he attempt to discover the extent of leadership

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<sup>68</sup>F. Stuart Chapin, Experimental Designs in Sociological Research, (New York: Harper and Brothers, 1955) pp. 275-278.

<sup>69</sup>Brown, op. cit.

<sup>70</sup>Francena L. Nolan and M. E. John, "Selectivity of Membership and Participation In Rural Organizations," Agricultural Experiment Station, Bulletin 601, Pennsylvania State University, 1955.

<sup>71</sup>Buck, op. cit., p. 318.

in community affairs on the part of teachers.

A final significant finding from this study revealed that teaching placed many teachers in the community in an altogether different setting than that of their childhood and youth, and that a majority of teachers grew up in homes where participation in community activities was likely to have been low.

The National Education Association reported in 1956 characteristics relative to the community participation of first year teachers. Their investigation confirmed that two out of five teachers belonged to a church, one in five to a civic club, and two out of five to some type of social group.<sup>72</sup>

It also reported that the larger the school system the greater the per cent of beginning teachers who belonged to a church or social group. The trend of membership in civic clubs by size of school system was mixed, and apparently size of city had little relationship to such affiliations.

According to the report, the older the first year teacher was the more likely it was that he belonged to two of the three groups; however, it was noted that the per cent of participation decreased between ages 26 and 28 and then proceeded to increase sharply thereafter. Persons teaching their

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<sup>72</sup>National Education Association, Research Division, First Year Teachers in 1954-55, Research Bulletin Vol. XXXIV, No. 1 (Washington, D.C.: The Association, February, 1956).

first year after reaching age forty as compared with those teaching their first year at age 22 or less, were half again as prone to membership in a church and twice as likely to belong to some type of civic organization. Older beginning teachers were not necessarily any more likely to belong to a social group.

A general conclusion of this study was that the proportion of first year urban teachers who became active in the religious, civic, and social life of the community during their first year of service was quite small.

Steele's study of community participation differs from other studies of teacher participation basically in four ways.<sup>73</sup> Firstly, it was not a general population study; secondly, it was not a study of teachers in general; thirdly, the instrument used for determining the extent and intensity or degree of community participation was unique in that it provided for a comprehensive list of community organizations with provision for the inclusion of those organizations not on the master check list; fourthly, the most advanced feature of the instrument was the design of the participation point scale. The scale was designed to measure the precise intensity of participation within an organization and also the type of activity within an

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<sup>73</sup>Henry Benton Steele, "A Study of Community Participation of Industrial Education Teachers of Houston, Texas," (unpublished doctoral dissertation, University of Houston, Houston, 1957).

organization. As will be shown later, the resultant findings automatically became an index of participation which may be utilized for internal comparisons within a common sample, or external comparisons with similar or dissimilar samples.

Steele's study was directed by Professor Bottrell at the University of Houston in 1956. Bottrell has written extensively in the field of educational sociology and his insight regarding the crucial role of formal organizations in community life was instrumental in the construction of the unique research design used by Steele and for the most part adopted for use in this present study.<sup>74</sup>

Steele's study dealt with the specific group of industrial education teachers of Houston, Texas. However, many of his findings related closely with findings of other national studies concerning community participation of teachers.

It was reported by Steele that the industrial education teachers of the Houston Independent School District had the highest degree of participation in professional organizations and the second highest degree of participation in religious organizations. There was one-hundred per cent membership in religious organizations compared to only ninety-two per cent membership in professional organizations. From this example

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<sup>74</sup>Harold R. Bottrell and Henry Benton Steele, "How Much Community Participation?", Phi Delta Kappan (February, 1958), pp. 229-233.

it is possible to see the precision with which Steele was able to delineate the intensity or degree of participation.<sup>75</sup> In other words, membership by itself does not tell the whole story of community participation. At any rate the fact that professional and religious organizations rank one and two, respectively, regarding degree of participation and membership agrees almost completely with all other general studies concerning teachers reported here.

Steele has also reported that participation in adult education ranked third in intensity behind professional organizations. However, an exact comparison reveals that the actual degree of participation in adult education was about half of that in professional and religious organizations.<sup>76</sup>

As expected, participation in the service and benevolent clubs was the lowest of all groups, averaging less than one participation point per teacher. Unexpected from the standpoint of previous studies was the second to last (ninth in rank) ranking of participation in recreational activities.

The most recent study dealing with the community participation of teachers is part of a greater study which was conducted by the National Education Association. In its entirety the study is without question the most comprehensive

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<sup>75</sup>Steele, op. cit., pp. 76 and 85.

<sup>76</sup>Ibid., p. 113.

ever performed relative to the personal and professional characteristics, assignments, and attitudes of the "American Public School Teacher."<sup>77</sup> The 92.6 per cent response to the questionnaire was approximately twice the response of the 1957 study of the National Education Association.<sup>78</sup>

This most recent study has provided a greater scope or variety of information on the American public school teacher than any previous study. The separate phases of the study present a comprehensive yet generalized profile and summary of the American public school teacher. Community participation was only one phase of the total study.

The Association reported community participation of teachers relative to seven types of organizations: (1) teacher's association, (2) church or synagogue, (3) youth serving group, (4) fraternal or auxiliary group, (5) political party organization, (6) women's group, (7) men's service club, other organizations.<sup>79</sup>

The degree of teacher participation was reported in

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<sup>77</sup>National Education Association, "The American Public School Teacher, 1960-61," (Washington, D.C.: The Association, May, 1962) Research Monograph 1963-M2.

<sup>78</sup>National Education Association, "The Status of the American Public School Teacher," Research Bulletin 35 (Washington, D.C.: The Association, February, 1957) pp. 3-64.

<sup>79</sup>National Education Association, "The American Public School Teacher, 1960-61," op. cit., p. 27.

terms of the amount of time given to organizational work per week, the extent of membership, and active or inactive membership.<sup>80</sup> The least precise area of the study was measurement of the degree of participation. The Association did not clearly delineate nor define the terms "active" and "inactive" participation, therefore, a precise determination of active or inactive membership and degree of participation within an organization was not recognizable. The breakdown of membership reported was as follows: (1) teachers' professional organizations--94.8 per cent; (2) church or synagogue--87.2 per cent; (3) youth serving group--21.2 per cent; (4) fraternal or auxiliary group--32.6 per cent; (5) political party--30.8 per cent; (6) women's group--31.6 per cent; (7) men's service club--19.6 per cent; (8) other organizations--36.8 per cent.<sup>81</sup>

Time spent in organizational life was most commonly reported as being from one to two and one-half hours per week. Only 12 per cent of the teachers reported no time given to organizations.<sup>82</sup> Twenty-five per cent of the teachers who claimed membership in religious, professional and political organizations reported inactive membership. This fact substantiates the premise brought out in previous research that

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<sup>80</sup>Ibid., pp. 26-27.

<sup>81</sup>Ibid., pp. 27-32.

<sup>82</sup>Ibid., p. 28.

membership is not the whole story of participation.

As in all other studies concerning teacher participation, professional education organizations and religious organizations possessed the greatest number of memberships. Membership was surprisingly high in fraternal and auxiliary organizations and men's service clubs. This fact was rather surprising when compared against past performance and research which have shown activity in service clubs to be quite low.

Other aspects of community participation reported showed that most memberships were held by the age group 35 to 50 years old, that men had slightly more memberships than women, and that teachers in smaller school districts held more memberships, percentage-wise, than teachers in larger districts. It was also reported that those teachers with a higher level of education and experience had a greater number of memberships through approximately age 55 at which point there was evidence of a slowing down of community participation on the part of all teachers.

In summation of the National Education Association Study, it must be stated that the overall profile of teacher community participation would have been considerably more significant if specific degrees of participation had been determined. Also, no attempt was made to determine the leadership position of teachers in the organizational life of the community. Although other phases of the study were quite extensive and thorough,

the community participation phase of the investigation remained sterile in comparison to other studies in the field of community participation.

#### IV. SUMMARY

The review of literature in this chapter has emphasized the development of research designs and methodologies utilized by researchers in determining various aspects and characteristics of community participation. The studies reviewed showed that the most elementary technique for measuring community participation was a determination of memberships held in community organizations. It is evident that this has been the commonest measure of participation. Research in the field, however, has grown in sophistication and subsequent studies have dealt with time spent, frequency of attendance at meetings, amount of monetary contributions to organizations, number and types of leaderships held, length of memberships held, and determinations of the intensity of participation.

A few studies have assigned numerical weights to the factors mentioned above, with resultant scores for participation. General population studies have been essentially internal comparisons of certain socio-economic factors and participation. Other studies have related community participation to various demographic, personal, and professional characteristics. Most of the studies have dealt with broad areas or

categories of participation.

Findings of previous studies regarding the population as a whole provide evidence exposing a considerable lack of formalized social life and community interest on the part of approximately 25 per cent of the adult population. This segment does not attend church, has no organized recreational or social life, and does not join any occupational or educational organizations. It is possible, of course, that these people have reasonably extensive and satisfying informal contacts and associations. This fact, however, remains to be determined through research.

Studies which have dealt with the community participation of teachers have provided numerous implications which must be given serious consideration. It is quite apparent from the studies of Greenhoe, Cook, Ryans, Buck, Steele, and the National Education Association that teachers are active in a limited scope of community activities. These are primarily educational, religious, and professional activities. The question arises then of whether or not teachers are utilizing their unique professional abilities for community betterment beyond the walls of the classroom. Should teachers compete with other professional and business groups for equal membership on service, welfare, and other community organizations? Are teachers in any way in competition with these organizations? Should teachers aspire to make their professional weight a

part of the community power structure? What response are teachers' professional views receiving in the community? Are teachers being discounted as a potential force of influence for social progress within the community? How much participation should teachers undertake? What is the degree of teachers' political or voting power? Last, but not least--of what value is community participation to teachers?

Concerning the strategic areas of community power and leadership all available research agrees that teachers, with the exception of religious and teacher professional associations, occupy virtually no position of leadership, power, or influence in the community. Greenhoe's study, Steele's study, Ryans' study, and others strongly substantiate this situation.

Regarding the usefulness of the studies reviewed, it must be stated that each study has its merits within the purposes for which it was designed. The purpose may have been to survey single channel participation such as voting or religious activity. On the other hand, the purpose may have been to determine multi-membership and type of participation.

Each of the previous studies could be utilized for generalized comparisons and replication within narrow limits. Nearly all of the studies have commonly broad categories of factors which lend to broadly based generalized analyses and comparisons. For example, it may be generalized that participation depends, and is generally related to, the socio-economic

status of groups or individuals within a given community. Or, that teachers have a high membership in religious and professional organizations. However, most of the previous studies are not built upon the rigid methodological research design and statistical theory so necessary for meaningful replication and comparison.

Bottrell's research design offers a precise methodological technique which lends to comparative analyses.<sup>83</sup> His checklist provides precision in organization identification because it is designed to be all inclusive and yet remain within a rigid numerical scale and index. No other design can stand up to such flexibility and rigidity.

This study is an internal comparison of the relationship of demographic, personal, and professional characteristics to the community participation of Dearborn social studies teachers.

The degree or amount and extent of participation will be determined through a research design which provides for (a) a weighted participation scale, (b) a flexible list of community organizations designed to be all inclusive within ten broad categories of community organization, (c) an index of participation which will be used for comparisons between

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<sup>83</sup>Harold R. Bottrell and Henry Benton Steele, "How Much Community Participation?", Phi Delta Kappan (February, 1958), pp. 229-233.

individual organizations, categories of organizations, or any and all of twenty demographic, personal, and professional characteristics. A detailed description of the research design and techniques will be forthcoming in Chapter IV.

## CHAPTER III

### A PROFILE OF DEARBORN AND METROPOLITAN DETROIT

#### I. INTRODUCTION

Dearborn is one of over one hundred cities which comprise the vast metropolitan Detroit area. This particular metropolitan area is the fifth largest in the United States with a population of well over four million people. A major metropolitan complex such as Detroit presents industrial, educational, and cultural advantages but also possesses the social problems of a rapidly expanding urban society.

Metropolitan Detroit must be classified as a massive industrial and manufacturing center whose major industries include automobiles, steel, chemicals, pharmaceuticals, rubber, salt mining, and machinery.<sup>1</sup>

Dearborn is headquarters for the industrial empire founded by the late Henry Ford. It is essentially a home owners' community with more than eighty-five per cent of its homes owner-occupied. The 115,000 residents in approximately 33,000 dwelling units enjoy one of the highest per capita incomes of any comparable city in the United States and live in homes ranging from expensive to low priced frame dwellings.

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<sup>1</sup>Detroit Board of Commerce.

The total assessed valuation of property in Dearborn was \$464,000,000 in 1963.

Geographically, Dearborn has been two cities even though Dearborn (West Dearborn) and Fordson (East Dearborn) consolidated into one city in 1928. Separating the two "ends," as the East and West sections are popularly called, has been some 4,500 acres of Ford owned land. Within the past few years, however, this "divider" has taken on great significance to the city and, in some respects, to the entire state of Michigan.

Dearborn's so-called "rural" central area is being developed into a new civic, cultural, and industrial heart. Pace-setter for the development is the 12-story staff headquarters of the world-wide Ford Motor Company, completed in 1956.

## II. EDUCATIONAL AND CULTURAL STATUS

In this central area, the University of Michigan Dearborn Center now occupies 210 acres of the late Henry Ford's Fairlane estate, given along with \$6,500,000 to the University by the Ford Motor Company in a unique combination education-industry program. The branch opened its doors for the 1959 fall term to junior and senior students majoring in the fields of engineering, business administration, liberal arts, and education.

Right next to the university campus, the Henry Ford Community College has been developed by the Dearborn board of

education on 75 acres, also contributed by the company, to replace the overcrowded and obsolete junior college that was housed partially in part of an elementary school. The new Henry Ford Community College provides a wide curriculum for the freshman and sophomore years and has a current enrollment of 8,258 students.

School buildings and the educational program in Dearborn are recognized as among the finest in the nation. There are 31 public schools, including four high schools, with enrollment at approximately 22,000. In addition, there are 12 private and parochial schools with an enrollment of about 6,830.

An outstanding library system consists of the main library, four branches and a bookmobile. The City also has developed and is maintaining nine off-street parking lots, which have more than 2,151 metered spaces.

Chief among Dearborn's many points of industrial and civic interest is the Henry Ford Museum and Greenfield Village, opened in 1929. It is one of America's outstanding educational institutions and a true preservation of American heritage. From all corners of the United States and many foreign countries, over one million people of all ages pass through the Museum and Village each year, on foot or by sleigh or horse-drawn carriage.

The City operates an Historical Museum, composed of two buildings, where frequently changing exhibits return early

Dearborn history to life.

Finally, a most significant civic development in this mid-town open farmland is the brand new multimillion dollar Civic Center, which is rising on a 50-acre site donated by the Ford Motor Company in January, 1957. This new Civic Center is destined to be one of the city's most useful cultural assets and now houses a beautiful Youth Center, a police court building, and a fire station.

Other units planned for the Center are an auditorium, City Hall, convention facilities, tourist facilities, and other major Ford Motor Company cultural contributions.

### III. RECREATION

Residents of Dearborn enjoy one of the finest recreation programs to be found anywhere. This includes eight outdoor neighborhood swimming pools, 43 supervised play areas, and a varied sports program for all ages in the summer months. A diversified winter program is highlighted by seven easily accessible artificial neighborhood ice rinks, dozens of natural rinks, and indoor activities for the whole family at a number of school buildings.

The heart of this recreation program is Camp Dearborn, the 586-acre "Citizens Country Club" located near Milford, Michigan, in Oakland County's rolling lake country, 35 miles northwest from the City Hall and less than an hour's drive by

expressway.

Here six lakes, a half-mile long beach, picnic groves, playfields, a wide variety of boats, and family camping facilities in novel Tent Village offer cool summer pleasure for Dearborn residents and their guests.

#### IV. INDUSTRIES

The Ford Motor Company, which employs about 25 per cent of Dearborn's workers and pays about 51 per cent of Dearborn's taxes, takes an active part in community life through economic, charitable, and educational contributions. Its capital expenditures program, starting with construction of the mighty 1,200 acre Rouge plant, has played an important part in Dearborn's social and economic progress.

Altogether, Dearborn boasts of more than 200 industries. Besides Ford, some of the other chief industries are: Sharon Steel Products Company, Chrysler Products--Universal Division, Dearborn Stamping Company, American-Standard Industrial and Clippert Brick. Retail outlets in Dearborn number 1,678. There are two major shopping districts--each along Michigan Avenue in East and West Dearborn.

#### V. GROWTH OF DEARBORN

Dearborn's climb into prominence is marked chiefly by three major eras. The first spurt occurred around the 1830's

when the United States Army built the Detroit Arsenal at what is now the Michigan-Monroe area in West Dearborn. The abundant supply of clay for bricks to construct the many buildings was one major factor in locating the Arsenal here.

The decision by Henry Ford to build his huge Rouge plant in his home town gave impetus, starting in 1917, to another era resulting in the City of Fordson taking shape adjacent to the plant.

Fearing that the City of Detroit would perhaps encircle, if not attach, the new City of Fordson, Mr. Ford sought and obtained citizen support to consolidate Fordson with Dearborn, which flanked his vast estate. The consolidation was approved by voters of both communities to form the present city of 25.3 square miles.

The third and final era came immediately following World War II when the population began to grow from its 1940 mark of 64,000 as Dearborn became a mecca for those seeking a clean city, good public service, and low taxes. At the present time Dearborn's growth is static; land, with the exception of Ford property, has been completely utilized for residential or commercial development.

## VI. SUMMARY

Much of the social and civic life of Dearborn residents is interwoven closely with that of Detroit and surrounding

communities. Detroit is, of course, the cultural heart of the vast metropolitan area. It can be stated with reasonable assurance that a metropolitan area such as Detroit provides virtually every outlet and facility for social fulfillment and participation.

Dearborn participates effectively, however, in the realm of social and civic functions. There are fourteen business and service clubs which are active in Dearborn along with more than 300 fraternal, educational, youth, veterans, church, and other social organizations. About 55 churches, representing many faiths, are also located in the city.<sup>2</sup>

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<sup>2</sup>Research and Information Department, City of Dearborn, Michigan.

## CHAPTER IV

### RESEARCH PROCEDURES

#### I. INTRODUCTION

The major purpose of this chapter is to describe the research procedures which were used in conducting the study.

The heart of any dissertation centers upon prosecution of the problem through the utilization of a methodology which satisfies the basic tenets of scientific research. Validation of any research, therefore, depends to a great extent on repetitive efforts under similar or variable conditions. In this sense, then, the research procedures and methodology which were used in this study are a verification of those used by Bottrell and Steele.<sup>1</sup>

A further purpose of this chapter is to present in logical sequence the component parts of the problem and to examine and evaluate these components through utilization of a step-by-step developmental sequence of the research procedures. The order of the research procedures utilized was as follows: (1) selection of the research area, (2) selection of the group, (3) construction of the questionnaire,

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<sup>1</sup>Harold R. Bottrell and Henry Benton Steele, "How Much Community Participation?", Phi Delta Kappan (February, 1958), pp. 229-233.

(4) administration of the questionnaire, (5) procedures employed in processing data, (6) procedures employed in presenting the data, and (7) development of conclusions and recommendations from data analysis.

## II. SELECTION OF THE RESEARCH AREA

After preliminary examination of numerous proposals it became quite apparent that the writer's intense interest was in the problems of human social interaction. Additional study in the field of educational sociology brought about the awareness that organizational association is a principal means for seeking solutions and satisfactions to the various problems and social needs in contemporary America.

In seeking to delimit a field of study under the broad interest area previously indicated three specific concepts were considered in order to associate their relationship with the previously stated area of social organizations.

The first basic concept was that a teacher is a fundamental part of the largest social organization ever created and that the primary purpose of that organization is to educate youth and other members of the community for effective social competence.<sup>2</sup>

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<sup>2</sup>I. James Quillen and Lavone A. Hanna, Education for Social Competence (New York: Scott, Foresman & Co., 1948), p. 1.

The second basic concept was that the school attempts to educate through the effective utilization of all community resources, many of which are found outside of the school building and, therefore, must be sought and discovered in the all inclusive arena of the community.

The third basic concept was that teachers as a professional group possess a strategic position for discovering and making contact with all segments of the community in an effort to further total education in the community. The fact that teachers comprise such a large professional segment of the population makes this possible.

Bottrell<sup>3</sup> and Allen<sup>4</sup> created a pronounced awareness of the scope and variety of sources for communication and contact between school and community and have elaborated on several key implications of this contact for the total school program. At this point several other considerations entered into the selection of an area which would meet the basic requirements for acceptable research. The determination was made that the

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<sup>3</sup>Harold R. Bottrell, Educational Sociology (Harrisburg: The Stackpole Co., 1954), p. 8; Harold R. Bottrell, Teaching Tools (Pittsburgh: The Boxwood Press, 1957), pp. 17-19; and Harold R. Bottrell, Applied Principles of Educational Sociology (Harrisburg: The Stackpole Company, 1954).

<sup>4</sup>Earl Archie Allen, "A Study of the Superintendents' Sources of Information Regarding School Community Problems" (unpublished doctoral dissertation, Wayne State University, Detroit, 1961).

general field of school and community relations has been discussed and treated primarily as a problem in public relations. This determination illuminated several crucial questions: What is an area of useful research in the broad field of school and community relations? What is potentially the most extensive and effective source of direct contact between the school and community? What is the role of the teacher in his contacts with the community? What outlets are available for teacher contact with community? How does participation vary with different teachers, groups of similar and dissimilar teachers, and with teachers from various geographic areas? How can a teacher's community contacts serve to bring the community into the school and the school into the community? What other uses can be made from teacher participation in community? What is the extent and nature of teacher participation or contact with community affairs as it now stands? How can this contact help overall school improvement, community betterment and foster more effective school community relations? Is there sufficient teacher community participation? What is enough or the right amount of teacher participation?

The previous research cited in Chapter II concerning the teacher's activities in the community lacked continuity of method and statistical comparability. Even the two largest studies in the field, which were conducted by the National Education Association in 1957 and 1961, were based on different

statistical techniques, sampling procedures, data analysis, and type of questionnaire.<sup>5</sup> The Association itself admitted that due to these statistical inconsistencies, comparisons between the two studies would be invalid. Further investigation of studies in community participation proved that research limited to obtaining data on membership alone provided variable and indefinite information relative to participation. It was further noted that when community organizations are identified only in broad categories, the resulting data are too generalized and do not provide specific information relative to types and degree of participation.

Additional inquiry proved that responses indicating active or inactive membership provided evidence of unreliability on two critically important fundamentals of effective research. These were variation and lack of control regarding the interpretation of the degree of activeness on the part of respondents and lack of precision in the establishment of discriminatory intervals relative to degrees of participation. These two considerations made impossible any standard treatment for relating and comparing data.

After due consideration of the complex factors cited above, the decision was made to limit this research to a study

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<sup>5</sup>National Education Association, Research Division, The American Public-School Teacher, 1960-61, Research Monograph 1963-M2 (Washington: The Association, April, 1963), p. 5.

of the community participation of a precisely defined group of teachers in voluntary formal social organizations. In the final analysis this research was delimited to one aspect (voluntary formal social organizations) of the greater area of community participation.

### III. SELECTION OF THE GROUP

The social studies department of the Dearborn Public Schools provided direct access to a unique segment of professional personnel whose functions related to the major thesis of this research. More than any other group in the community, Dearborn social studies teachers were charged with the responsibility of teaching social participation to the youth and adults of the community. Thus, the decision was made to base this study on the community participation of secondary and community college teachers of social studies in the Dearborn Public Schools. A further delimitation required that teachers included in the study should be teaching at least two classes in the social studies. These secondary social studies teachers represented three levels of teaching: junior high school, senior high school, and community college. The size of this group numbered one hundred eighteen teachers.

The next step in this research was the construction of the questionnaire to be used for surveying the social studies teachers relative to their community participation.

#### IV. CONSTRUCTION OF THE QUESTIONNAIRE

Several studies on questionnaire construction, sampling procedures, and survey techniques in the social science field<sup>6</sup> were consulted with reference to the construction of the questionnaire. The studies of community participation reviewed in Chapter II were also thoroughly examined in an effort to determine the feasibility of adapting their questionnaire methods for this study. The previous studies were found to be individual experiments intended in part toward developing effective research techniques for determining various types and degrees of community participation. Intense analysis of research techniques utilized in past studies, however, indicated their lack of sophistication as instruments which could be used for discriminatory measurement. Also, the techniques utilized lacked the flexibility necessary for effective comparative replication under changing conditions. This held true for all instruments reviewed with the exception of

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<sup>6</sup>Morris H. Hansen, William N. Hurwitz, and William G. Madow, Sample Survey Methods and Theory (New York: John Wiley & Sons, Inc., 1953), Vol. I; Hubert M. Blalock, Social Statistics (New York: McGraw-Hill Book Company, Inc., 1960); Allen L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Rinehart & Company, Inc., 1954); Margaret Jarman Hagood and Daniel O. Price, Statistics for Sociologists (New York: Henry Holt & Company, 1952); and James E. Wert, Charles O. Neidt, and J. Stanley Ahmann, Statistical Methods in Educational and Psychological Research (New York: Appleton-Century-Crofts, Inc., 1954).

Bottrell's and Steele's.<sup>7</sup> Bottrell and Steele established a precedent by designing an instrument which possessed a discriminatory scale and a flexible, yet comprehensive, checklist of formal social organizations. Their instrument was utilized and adapted to this study. For the purposes of this study, however, one factor was added to their participation scale in an effort to improve the measurement of the leadership aspect of participation. It was also noted that Steele<sup>8</sup> included in his questionnaire a section for participation in administrative organizations which was considered inappropriate for use in this study.

The questionnaire constructed for this study was composed of three parts: Part I contained personal background data; Part II was constructed as a checklist of community organizations and the participation scale; Part III was a section devoted to the expression of professional opinions. A detailed description of each part follows.

Part I - Background Data. . Background data were divided into three sections: demographic, professional experience,

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<sup>7</sup>Harold R. Bottrell and Henry Benton Steele, "How Much Community Participation?", Phi Delta Kappan (February, 1958), pp. 229-233.

<sup>8</sup>Henry Benton Steele, "A Study of Community Participation of Industrial Education Teachers of Houston, Texas" (unpublished doctoral dissertation, University of Houston, Houston, 1957), pp. 188-193.

and professional education.

The individual name was not requested in order to preserve anonymity of the respondent. Even in a tenure system like Dearborn many teachers expressed concern as to possible administrative uses of the findings of this study, therefore, the respondent's name was excluded from the section on background data. Teaching level was determined by a serial number assigned to each questionnaire. Salary level was interpolated from the respondent's experience, professional education, and the prevailing salary policy of the Dearborn Public Schools. All of the remaining personal background factors<sup>9</sup> were included for the purpose of developing internal comparisons and relationships between these factors and the type and degree of participation in community affairs. The degree of participation was determined by application of the participation point scale to the particular organization or group of organizations claiming membership. The function of the participation point scale will be explained in Part II of this chapter.

#### Part II - Participation in Community Organizations.

This part of the questionnaire was comprised of two sections: checklist of organizations and participation point scale.

The community participation checklist of organizations

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<sup>9</sup>See Appendix, The Questionnaire - Background Factors.

was adapted from the references cited on page 8 of the questionnaire.<sup>10</sup> Precise adjustment of the checklist to local conditions was made possible by consulting the index of community organizations made available by the Research and Information Department of the City of Dearborn.

The checklist was designed to examine the community participation of Dearborn social studies teachers in ten specific groups or areas of organized community activities: (1) professional education organizations, (2) adult education, (3) religion, (4) patriotic and community betterment, (5) economic, (6) recreation, (7) fraternal orders, (8) welfare, (9) avocational interests, (10) service and benevolent associations.

Each group of the above organizations was composed of ten representative local organizations, for example, the professional education group was made up of the following organizations:

Organization	Degree of Participation						Offices etc.
Professional Education Organizations							
National Council of Social Studies	X	1	2	3	4	5	Z Y
Michigan Council of Social Studies	X	1	2	3	4	5	Z Y
Detroit Social Studies Club	X	1	2	3	4	5	Z Y
The American Historical Asso.	X	1	2	3	4	5	Z Y
American Federation of Teachers	X	1	2	3	4	5	Z Y
Michigan Federation of Teachers	X	1	2	3	4	5	Z Y
Dearborn Federation of Teachers	X	1	2	3	4	5	Z Y
National Education Association	X	1	2	3	4	5	Z Y
Michigan Education Association	X	1	2	3	4	5	Z Y
Dearborn Education Association	X	1	2	3	4	5	Z Y
Others, List _____	X	1	2	3	4	5	Z Y

<sup>10</sup>Ibid.

Provision was made in the questionnaire for the inclusion of any specific organizations or other types of organizations which were not included in the categories previously described.

The participation scale used in this study was evolved from Bottrell and Steele's original effort to make an accurate determination of the degree of participation.<sup>11</sup> For the purposes of this study the "Y" factor was incorporated into the scale in order to give weight to organization leadership positions held prior to the time of this study.

The participation scale used in this study consisted of eight degrees of participation with each degree weighted by a numerical value, as follows:

<u>Scale</u>	
Degree of Participation	Weights per Degree
X - Not a member.....	0 points
1 - Member but never attend.....	1 point
2 - Attend 1/4 of meetings.....	2 points
3 - Attend 1/2 of meetings.....	3 points
4 - Attend 3/4 of meetings.....	4 points
5 - Attend all meetings.....	5 points
Z - Present officer, board member, committee member....	5 points
Y - Past officer or committee member.....	5 points

The determination of weights for the participation scale was the most crucial aspect in construction of the scale.

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<sup>11</sup>Bottrell and Steele, op. cit.

In other words, a delineation of the type and extent of membership within an organization or a group of organizations had to be made. The number of memberships held by a respondent was not discriminatory enough to make this distinction. With this in mind a system of weights was decided upon which gave a numerical value to each degree of participation. To illustrate, a person who was a member of nine organizations but never attended a meeting received nine participation points. However, a person who was a member of one organization, attended all of the meetings, and had a leadership position within that organization received ten participation points, which was indicative of a higher degree of intensity of participation than the person who held membership in nine separate organizations.

A total of ten participation points was possible for each single organization, one hundred points for each group of ten organizations and a grand total of one thousand points for all one hundred organizations. Example: a teacher who circled 5, indicating attendance at all meetings of a particular organization, and who also circled Z and/or Y to indicate a present or past leadership position in that organization received ten participation points for that organization. Each single participation point was assigned the value of one-tenth of one per cent thus making an index base of 100. Thus, it was possible to compare a 100 point index of membership with a 100 point index of participation and derive a specific

participation intensity.

Member Participation Points was the term selected to designate the total number of participation points scored by a respondent in a particular organization, a group of organizations, or in all ten groups of organizations.

Participation Intensity was derived by dividing the net or gross index of participation by the net or gross index of membership. For the purposes of this study the net index was used. An example of the derivation of participation intensity for professional organizations follows. Numbers used are hypothetical. Total respondents to the questionnaire are 100.

Community Organization			Membership			Participation			
	Teachers No.	%	Total Memberships	Gross Index	Net Index	Total Part. Points	Gross Index	Net Index	Inten- sity
Prof. Education	80	80	300	3.0	3.8	1000	10	12.5	3.3

Formulas		Total Part. Points		Net Index of Part.	
Gross Index	$= \frac{\text{Total Pts.}}{100}$ (or total respondents)	Net Index	$= \frac{\text{Points}}{\text{Only Respond-ents withmembership}}$	Part. Inten- sity	$= \frac{\text{Net Indexof Part.}}{\text{Net Index ofMembership}}$

Following are the significant terms which were utilized in this study. A thorough understanding of these terms is essential to the analysis of the data.

Non-Member indicates a teacher who responded to the questionnaire by answering the background questions but who possessed no memberships and was totally a non-participant.

Total membership points means the number of memberships held. Each membership received the value of one point.

Gross index of membership denotes the average number of memberships (membership points) for all respondents whether or not they possessed any memberships.

Net index of membership denotes the average number of memberships of those respondents who possessed at least one membership.

Total participation points indicates total community participation as interpreted through the participation scale.

Gross index of participation refers to the average number of participation points of all respondents, both participants and non-participants.

Net index of participation shows the average number of participation points of those teachers possessing at least one membership.

Intensity of participation relates the net index of membership to the net index of participation. Intensity is a precise determination of the degree of participation per membership whereas indices of membership and participation denote the extent and scope of membership and participation. The intensity rating is in the very real sense descriptive of the net worth of each individual membership. The basic advantage of the intensity formula was its flexibility of application. It was applied to the personal and professional characteristics

of all teachers, to general categories of formal organizations, and to specific formal organizations.

Total leaderships indicates all leadership positions held within a particular category of a specific background factor or organization.

Net index of leadership is the average number of leaderships per participant or group of participants within a particular category of a specific background factor or organization.

Derivation of the terms defined above is shown by the following formulas:

$$\text{Total Respondents} = R \qquad \text{GIM} = \frac{\text{TMP}}{R}$$

$$\begin{array}{l} \text{All respondents} \\ \text{possessing at least} \\ \text{one membership} \end{array} = R_1 \qquad \text{GIP} = \frac{\text{TPP}}{R}$$

$$\text{Total membership points} = \text{TMP} \qquad \text{In} = \frac{\text{NIM}}{\text{NIP}}$$

$$\text{Gross index of membership} = \text{GIM} \qquad \text{NIM} = \frac{\text{TMP}}{R_1}$$

$$\text{Net index of membership} = \text{NIM} \qquad \text{NIP} = \frac{\text{TPP}}{R_1}$$

$$\text{Total participation points} = \text{TPP} \qquad \text{NIL} = \frac{\text{TL}}{R_1}$$

$$\text{Gross index of participation} = \text{GIP}$$

$$\text{Net index of participation} = \text{NIP}$$

$$\text{Intensity} = \text{In}$$

$$\text{Total leaderships} = \text{TL}$$

$$\text{Net index of leadership} = \text{NIL}$$

Part III - Professional Opinions. The first section of this part of the questionnaire, although designed for free, open-ended answers, was most significant in that it provided a first-hand report of the respondent's evaluation concerning the values and limitations of community participation to the classroom situation. The last section of Part III provided for suggestions for improvement of the in-service program relative to the respondent's personal viewpoints toward any phase of the total educational program.

In summation, the questionnaire was designed as a three-part instrument. Part I, because of its personal nature, required only a check mark or a word. Part II of the questionnaire required closer examination in order to circle the appropriate degree of participation. Part III required personal evaluation and explanation concerning the respondent's view toward the relationship of community participation and teaching social studies. Also, Part III asked for suggestions for improving the program of in-service education.

#### V. ADMINISTRATION OF THE QUESTIONNAIRE

Prior to the distribution of this questionnaire, permission was secured from the central administration of the Dearborn Public Schools. Six administrators were contacted personally during February, 1963, beginning and ending with the superintendent. The order of contact was as follows:

superintendent, associate superintendent--division of instruction, director of school community relations, director of personnel, director of testing and research, and again the superintendent. Along with securing approval, permission was given for contacting the principal and social studies department chairman of the thirteen schools to be surveyed.<sup>12</sup> The purpose of the study was discussed with each principal and building department chairman. In two cases the writer was able to attend a building social studies meeting and was able to convey personally the purpose of the questionnaire. In each school the social studies department chairman explained and distributed the questionnaire to all social studies teachers. The questionnaires were returned via inter-school mail.

One hundred seven questionnaires were received out of one hundred eighteen sent, giving a return of 90.68 per cent.

## VI. PROCEDURES EMPLOYED IN PROCESSING DATA

The questionnaire utilized in this study was designed to facilitate machine data processing. Every item on the questionnaire, including opinion questions, was coded on standard data processing code forms. Eight respondents were coded on each sheet. The information was transferred from the code sheets to standard data processing punch cards by key punch

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<sup>12</sup>See Appendix, The Questionnaire - cover letter from administration.

operation. The final operation was to involve passing the punch cards through the desired computer to obtain the required frequencies necessary in all factor analyses. Because of last minute circumstances which were beyond the investigator's control, the data had to be hand tabulated and processed. The code key was composed of five separate sections. Section one contained identification data relative to teaching level.

Section two contained background data relative to pre-service and current service data.

Section three of the code key contained all data relevant to organizational participation. Each of the one hundred organizations appeared in this section. Data pertinent to the degree of general participation within that organization and three degrees of leadership participation were recorded.

Section four of the code key dealt with two opinion or open-ended questions.

Section five of the code key was identical to section three except that it provided for participation in organizations not listed specifically in the questionnaire.

## VII. PROCEDURES EMPLOYED IN PRESENTING DATA

The major consideration in presenting the data was that it be understandable and meaningful to professional educators and the lay public.

A further consideration was that simplicity would foster

maximum utilization and immediate application of those findings deemed significant. Hagood and Price have stated that: "In anyone of the special forms of presentation of quantitative material the chief desiderata are logical organization, preciseness, and ease of comprehension."<sup>13</sup>

Wallis and Roberts contend that the degree of statistical complexity depends upon the use which will be made of the analysis.

The meaningfulness of the decisions reached from a statistical analysis depends upon the relation between the numbers that are analyzed and the real world to which the decisions will relate. The numbers that are analyzed arise from a series of operations, sometimes as simple and intuitively meaningful as counting the number of times a stick can be laid along the edge of a table and writing down the number, sometimes so complicated that a vast body of scientific and technological knowledge accumulated over centuries is necessary to understand the relation between the final number and the particular aspect of the world that is of interest.<sup>14</sup>

The findings of this study were presented as comparisons and relationships through the use of percentages, indices, and graphic representation.

Chapter I provided the background and orientation for the entire study. It included a statement of the problem, the development of the study, limitations of the study, the

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<sup>13</sup>Margaret Jarman Hagood and Daniel O. Price, Statistics for Sociologists (New York: Henry Holt & Company, 1952), p. 35.

<sup>14</sup>W. Allen Wallis and Harry V. Roberts, Statistics (Glencoe, Illinois: The Free Press, 1956), p. 159.

need for the study and its limitations and a summation of technical terms and research procedures.

Chapter II developed a point of demarcation for this study through a review of available research in the field of community participation.

Chapter III is a resume of the Dearborn Community. Population, physical, industrial, cultural, and governmental resources are described in this chapter.

Chapter IV has presented, in detailed form, the research procedures utilized in the prosecution of this research. Included in Chapter IV has been a detailed explanation of the research area, construction of the questionnaire, the administration of the questionnaire, data processing, and data presentation procedures.

In Chapter V, general background factors and community participation are reported. These general background factors include nativity area, size of community in which the life of the respondent was spent up to age sixteen, degree data, age, teaching level, sex, marital status, professional experience, income, and college certification relative to major or minor in social studies.

The current background data are reported in Chapter VI and include professional education courses being pursued for degree and non-degree purposes, in-service education, work experience related or non-related to teaching, and pursuit of

advanced degrees by number and type. In this chapter, tables and charts are employed to show relationships and comparisons of community participation relative to the current background factors previously described.

The findings for each of the ten areas of community participation are reported in tabular form in Chapter VII. Membership and participation point indices were reported for each of the ten groups of organizations and for each individual organization.

Chapter VIII presents an analysis of teacher opinions relative to community participation and the in-service program of education as offered in the social studies department of the Dearborn Public Schools. These opinions are categorized so that both positive and negative teacher reactions are clearly delineated.

A summary of the entire study is presented in Chapter IX. In this chapter conclusions and recommendations are formulated in view of the facts previously determined. Recommendations are intended for possible utilization by teachers and the administration relative to community participation and in-service education. Also, in this chapter, areas and specific topics requiring future research are indicated. These areas and topics pertain to in-service education, community participation, and related fields.

## VIII. DEVELOPMENT OF CONCLUSIONS AND RECOMMENDATIONS

The final research procedure required the bringing together of all data analyses and findings into a series of conclusions and recommendations. It was the purpose of this procedure to develop the positive and negative aspects of the findings relative to community participation of teachers.

## IX. SUMMARY

This chapter has explained the seven basic research procedures utilized in the prosecution of the study.

The first procedure involved selecting an area for research and delimiting the area to a specific problem.

The second procedure consisted of selecting a group to be studied. The several criteria considered prior to the selection were: accessibility of the group, size of the group, and appropriateness of the group.

The third procedure required the construction of the questionnaire. The questionnaire contained three sections: background, community participation in organized groups, and professional opinions on the value of community participation to the teacher in classroom situations and suggestions to improve the in-service training program. The most significant contribution of the questionnaire was the development of the weighted participation scale.

The fourth procedure was the step-by-step process of distributing and collecting the questionnaire.

The fifth procedure involved adaptation of the questionnaire to modern techniques of data processing.

The sixth procedure consisted of devising methods for reporting the data. The data were reported through the use of comparisons and relationships involving simple percentages and indices. Tables were developed for this purpose.

The seventh procedure involved the development of conclusions and recommendations regarding the findings of this study.

The research techniques utilized were relatively simple and can be adapted for utilization with a variety of groups. They translate generalities about membership and participation into specific and revealing particulars. They are self-evaluative in function, hence, of immediate service to respondents and others who may be concerned.

## CHAPTER V

### GENERAL BACKGROUND FACTORS AND THEIR RELATION TO COMMUNITY PARTICIPATION

#### I. INTRODUCTION

In this chapter fifteen general background factors of the one hundred seven respondents to the questionnaire are described in relation to community participation. The percentage response to the questionnaire by teaching level is shown in Table I. A total response of 90.7 per cent was considered excellent and indicated comprehensive sampling of the group involved in the study. It was further assumed with reasonable assurance that the response to the questionnaire was indicative of teacher and administrator endorsement of such a study. It appeared that the social studies teachers of Dearborn were interested in obtaining specific and factual information regarding their relationship to the field of community participation.

TABLE I  
QUESTIONNAIRES BY NUMBER SENT, NUMBER RETURNED, AND  
PERCENTAGE RETURNED AT EACH SCHOOL LEVEL

School Level	Sent	Received	Per Cent Received
Junior High	55	49	89.1
Senior High	46	41	89.1
Community College	17	17	100.0
TOTALS	118	107	90.7

The general background factors which are described below were those factors which had a direct relationship to the respondent's personal and professional life. These factors were accorded priority in their influence on community participation over the current background factors described in Chapter VI by reason of the permanency of their attachment to the respondent. Stated in another fashion, these general background factors were considered the least likely to undergo change. For the most part, all changes which could possibly take place within the realm of these general background factors would be clearly predictable. For example, age, teaching experience, and salary would change annually. Marital status would, in most cases, change but once during a teaching career. Degree status would, in the greatest percentage of cases, be expected to change from at least a bachelor's degree to a master's degree.

General background factors reported in this chapter in the order given are (1) nativity, (2) size of community in which the respondent's formative years to age sixteen were lived, (3) colleges attended and degrees conferred, (4) teaching level by age interval and sex, (5) age (specific), (6) age grouping and average age, (7) teaching level, (8) marital status, (9) degrees held, (10) bachelor's degrees by year obtained, (11) master's degrees by year obtained, (12) total teaching experience, (13) years of Dearborn teaching experience,

(14) current income from teaching, and (15) current income by teaching level and sex.

With the exception of Tables I, III, V, VI, XVI, in Chapter V and Table XXII in Chapter VI, all of the tables in Chapters V and VI were designed to present a description of community participation relative to twelve specific factors. These were: (1) total number of teachers per category, (2) percentage of teachers per category, (3) non-members per category, (4) total memberships (membership points) per category, (5) gross index of membership, (6) net index of membership, (7) total participation points (according to participation scale), (8) gross index of participation, (9) net index of participation, (10) intensity of participation, (11) total leaderships, and (12) net index of leadership.

The significant terms, formulas and statistical procedures which are utilized in the tables of Chapters V and VI were described previously in Chapter IV. Understanding these terms is essential in the analysis of the tables.

The chapter has been concluded with a "profile" of Dearborn social studies teachers with respect to the relationship between general background factors and community participation.

## II. NATIVITY AREA

The data in Table II show that the largest number (63.6%) of Dearborn social studies teachers came from Michigan. Furthermore,

TABLE II  
NATIVITY (BIRTHPLACE) OF DEARBORN SOCIAL STUDIES PERSONNEL  
BY STATE AND METROPOLITAN DETROIT IN RELATION TO COMMUNITY PARTICIPATION

Nativity By States	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Michigan	68	63.6	2	808	11.9	12.2	3153	46.4	47.8	4.0	206	3.1
(Metropolitan Detroit)	47	43.9	0	561	11.9	11.9	2126	45.2	45.2	3.8	129	2.7
Ohio	8	7.5	0	133	16.6	16.6	418	52.3	52.3	3.1	18	2.3
Illinois	5	4.7	0	54	10.8	10.8	179	35.8	35.8	3.3	8	1.6
Canada	5	4.7	0	55	10.0	10.0	201	40.2	40.2	4.0	9	1.8
Iowa	2	1.9	0	32	16.0	16.0	101	50.5	50.5	3.2	11	5.5
Minnesota	2	1.9	0	44	22.0	22.0	77	38.5	38.5	1.7	3	1.5
Missouri	1	.9	0	23	23.0	23.0	50	50.0	50.0	2.2	1	1.0
Kentucky	1	.9	0	4	4.0	4.0	14	14.0	14.0	3.5	0	0
Nebraska	1	.9	0	19	19.0	19.0	83	83.0	83.0	4.4	9	9
New Jersey	1	.9	0	5	5.0	5.0	6	6.0	6.0	1.2	0	0
New York	1	.9	0	12	12.0	12.0	35	35.0	35.0	2.9	2	2.0
Pennsylvania	1	.9	0	4	4.0	4.0	10	10.0	10.0	2.5	0	0
South Dakota	1	.9	0	20	20.0	20.0	93	93.0	93.0	4.6	16	16.0
England	1	.9	0	16	16.0	16.0	44	44.0	44.0	2.8	0	0
Germany	1	.9	0	8	8.0	8.0	27	27.0	27.0	3.4	3	3.0
Rumania	1	.9	0	9	9.0	9.0	25	25.0	25.0	2.8	1	1.0
No Response	7	6.5	0	87	12.4	12.4	331	47.3	47.3	3.8	16	2.3
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Sixty-eight teachers comprised 63.6 per cent of all respondents. Two were non-members. These teachers reported 808 memberships, gross and net membership indices of 11.9 and 12.2, respectively, 3153 participation points, gross and net participation indices of 46.4 and 47.8, respectively, 4.0 intensity, 206 leaderships and a 3.1 net index of leadership.

43.9% came from the Metropolitan Detroit area. The next highest state in contribution of teachers to Dearborn was Ohio with eight and seven of these were born in Toledo which is less than sixty miles from Dearborn. Illinois was next with five teachers and Iowa and Minnesota followed with two teachers each. Canada contributed five teachers. These findings are similar to those of Greenhoe<sup>1</sup> and Steele<sup>2</sup> regarding the proximity of birth area to the geographic location of the teaching position. In the case of Dearborn teachers, the 43 per cent who came from the Metropolitan District area was considerably higher than the findings of Greenhoe and Steele.

States bordering Michigan contributed fifteen teachers--this exceeded all other states. The thirty-one out-of-state respondents comprised 28.9 per cent of all Dearborn social studies teachers. Eighty-five (80%) of all Dearborn social studies teachers were born in the Great Lakes region, of which Michigan is the center. This finding coincides with Steele's findings, in which case 78 per cent of Houston industrial education teachers came from Texas and bordering states.

Table II shows nativity area by states and the Detroit metropolitan area. Seven teachers did not respond to the question of nativity except indirectly by size of community in which life to sixteen was spent.

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<sup>1</sup>Florence Greenhoe, op. cit., p. 63.

<sup>2</sup>Henry Benton Steele, op. cit., p. 50.

With respect to community participation and nativity by state and Metropolitan Detroit the findings provide inconclusive evidence for ranking one state above another. Seven states and three countries reported but one respondent each. These respondents showed great variance within the net index of participation with scores ranging from 6 to 93 at the lowest and highest extremes, respectively. Participation intensity ratings of the single respondent states and countries ranged from a low of 1.2 to 4.6 at the maximum (South Dakota). The lone respondent from South Dakota also led the leadership index of all single respondent areas with sixteen separate leaderships.

Respondents from Michigan and the adjoining states of Ohio, Illinois, Iowa, and Minnesota reported a comparatively constant degree of participation in relation to other states. These states showed a lesser disparity relative to the major indices of participation that did the other states. Michigan ranked in the top three of every index when compared to the adjoining states and was first in intensity and net index of leadership.

It may be stated in summation of Table II that geographic origin by state was not a determining factor in the degree or extent of the respondent's community participation. An extremely large sampling group from a variety of states would provide more conclusive evidence as to whether or not the size,

type (industrial or rural) and geographic location of states influenced participation to any extent.

### III. DEGREES GRANTED BY INSTITUTIONS

Table III presents a comparison of professional characteristics relative to the institution granting the degree and the type of degree conferred. Thirty institutions granted at least one degree. Five teachers did not report the institution from which they graduated. As in Steele's study<sup>3</sup> the institutions closest to Dearborn conferred most of the degrees. Eastern Michigan University granted twenty-three bachelor's degrees (21.5%) and led all other institutions in that category. Wayne State University followed with sixteen (15.0%), the University of Michigan was next with thirteen (12.1%), Western Michigan conferred nine (8.3%), Michigan State granted seven (6.5%), Central Michigan granted six (5.6%), Toledo University granted four (3.7%), Northwestern and Albion three each (3%), and the University of Detroit and Iowa State Teachers College conferred two bachelors degrees each (1.8%).

The University of Michigan led all other institutions in conferring graduate degrees with a total of thirty. Twenty-eight of these were master's degrees (35.4%) and two were doctor's degrees comprising forty per cent of all doctor's

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<sup>3</sup>Ibid., pp. 55-57.

TABLE III

## DEGREES GRANTED BY INSTITUTIONS

Institution		Per Bachelor's Cent	Per Master's Cent	Per Doctor's Cent	Per Law Cent	Per Total Degrees	Per Cent		
University of Michigan	13	12.1	28	35.4	2	40	0 0	43	22.3
Wayne State University	16	15.0	20	25.3	2	40	2 100	40	20.7
Eastern Michigan U.	23	21.5	11	13.9	0	0	0 0	34	17.6
Michigan State U.	7	6.5	6	7.6	1	20	0 0	14	7.3
Western Michigan U.	9	8.3	0	0	0	0	0 0	9	4.6
Central Michigan U.	6	5.6	0	0	0	0	0 0	6	3.1
Toledo University	4	3.7	2	2.5	0	0	0 0	6	3.1
Northwestern U.	3	3.0	1	1.3	0	0	0 0	4	2.1
Albion College	3	3.0	1	1.3	0	0	0 0	4	2.1
University of Detroit	2	1.8	1	1.3	0	0	0 0	3	1.5
Harvard University	1	.9	1	1.3	0	0	0 0	2	1.0
University of Chicago	0	0	2	2.5	0	0	0 0	2	1.0
Iowa State Teachers	2	1.8	0	0	0	0	0 0	2	1.0
Colorado State	0	0	2	2.5	0	0	0 0	2	1.0
New York University	0	0	1	1.3	0	0	0 0	1	.5
University of California	0	0	1	1.3	0	0	0 0	1	.5
University of New Mexico	0	0	1	1.3	0	0	0 0	1	.5
Hillsdale College	1	.9	0	0	0	0	0 0	1	.5
University of Minnesota	1	0	0	0	0	0	0 0	1	.5
Fairleigh Dickinson U.	1	.9	0	0	0	0	0 0	1	.5
Iowa University	1	.9	0	0	0	0	0 0	1	.5
Northern Illinois	1	.9	0	0	0	0	0 0	1	.5
St. Joseph's College	1	.9	0	0	0	0	0 0	1	.5
Hiedelberg College	1	.9	0	0	0	0	0 0	1	.5
Salem College	1	.9	0	0	0	0	0 0	1	.5
Miami of Ohio	1	.9	0	0	0	0	0 0	1	.5
Nebraska State Teachers	1	.9	0	0	0	0	0 0	1	.5
Valparaiso University	1	.9	0	0	0	0	0 0	1	.5
Detroit Inst. of Tech.	1	.9	0	0	0	0	0 0	1	.5
Lockhaven State Teachers	1	.9	0	0	0	0	0 0	1	.5
Not Mentioned	5	4.7	1	1.3	0	0	0 0	6	3.1
TOTALS	107	100.0	79	100.0	5	100	2 100	193	100.0

degrees. Wayne State University granted twenty master's degrees (25.3%) and two doctor's degrees (40%). Eastern Michigan granted eleven master's degrees (13.9%), Michigan State granted six master's degrees (7.6%) and one doctor's degree (10%), and Toledo University, the University of Chicago, and Colorado State conferred two master's degrees each (2.5%). Wayne State University also granted two law degrees. Geographic dispersion of degrees by institution was not extensive although every region of the country except the Northwest and Southeast was represented. Institutions in Michigan and its surrounding states accounted for 170 (88%) of the 193 degrees granted. This fact compares closely with nativity by state (Table II) in which eighty per cent of Dearborn social studies teachers reported nativity in Michigan and bordering states.

Examination of nativity area and the geographic location where the bachelor's degree was attained identify closely with the findings of Steele<sup>4</sup> in that almost eighty per cent of the respondents were educated and employed in geographic regions with close proximity to the nativity area of the respondents. The sixty-eight teachers reporting nativity in Michigan received their bachelor's degrees in Michigan. These teachers were educated less than 125 miles from Dearborn and fifty-one (75%) of Michigan born teachers received their bachelor's

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<sup>4</sup>Ibid., p. 56.

degrees at an institution less than fifty miles from Dearborn.

In summation, the University of Michigan led all institutions with forty-three (23.3%) degrees conferred. Wayne State ranked second with forty degrees (20.7%), Eastern Michigan was third with thirty-four degrees (17.6%), Michigan State University was fourth with fourteen degrees (7.3%), Central Michigan University and Toledo University ranked fifth with six degrees (3.1%), Northwestern University and Albion College ranked sixth with four degrees (2.1%), and the University of Detroit was seventh with three degrees (1.5%). No other institution granted more than one per cent of all degrees.

All geographic regions of the country with the exception of the Northwest and Southeast were represented relative to degree granting institutions.

Finally, the great majority of Dearborn social studies teachers (64%) were home grown and home educated products and an additional twenty per cent were born and educated in states immediately bordering Michigan. It was clearly established, therefore, that eighty-four per cent of Dearborn teachers had origins of nativity and higher education in the Great Lakes region of the United States. This finding reinforced those of Greenhoe<sup>5</sup> and Steele<sup>6</sup> relative to the geographic area of

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<sup>5</sup>Greenhoe, op. cit., p. 21.

<sup>6</sup>Steele, op. cit., p. 50.

nativity, education, and employment.

It may be concluded, therefore, from this study, complemented by Greenhoe's study and Steele's study, that the largest percentage of teachers in a given school district are employed in the geographic region of closest proximity to birth or institution of higher education, and in most cases, these three factors--birth, education, and employment--were in extremely close geographic proximity to one another.

#### IV. SIZE OF COMMUNITY IN WHICH MOST OF LIFE UP TO SIXTEEN YEARS OF AGE WAS SPENT AND COMMUNITY PARTICIPATION

The data in Table IV show community participation in relation to the size of community in which the respondent spent most of his life up to sixteen years of age. Forty-five teachers (42.1%) came from cities of 100,000 and more population. The least number of teachers (4) came from cities and towns of less than 500 population. Twelve teachers came from cities of 50,000 to 99,999 population and possessed the highest net index of membership and participation with ratings of 16.5 and 65.3, respectively. These same twelve teachers possessed a leadership index of 5.1 which was the highest of all population categories. The highest intensity or degree of participation was maintained by the four teachers who came from cities of under 500 population. Their intensity rating of 5.8 was actually less than the 6.5 rating possessed by the

TABLE IV  
SIZE OF COMMUNITY IN WHICH MOST OF LIFE UP TO  
SIXTEEN YEARS OF AGE WAS SPENT AND COMMUNITY PARTICIPATION

Size of Community	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
No Response	1	.9	0	10	10.0	10.0	65	65.0	65.0	6.5	5	5.0
Farm	10	9.3	0	134	13.4	13.4	493	49.3	49.3	3.7	28	2.8
Under 500	4	3.7	0	21	5.3	5.3	129	32.3	32.3	5.8	4	1.0
1000 - 4,999	11	10.3	0	115	10.5	10.5	399	36.3	36.3	3.5	23	2.1
5000 - 9,999	8	7.5	1	80	10.0	11.4	329	41.1	47.0	4.1	18	2.6
10,000 - 24,999	11	10.3	0	141	12.8	12.8	427	38.8	38.8	3.1	34	3.1
25,000 - 49,999	5	4.7	0	51	10.2	10.2	176	35.2	35.2	3.5	8	1.6
50,000 - 99,999	12	11.2	1	182	15.2	16.5	718	59.8	65.3	3.9	56	5.1
100,000 & over	45	42.1	0	599	13.3	13.3	2111	46.8	46.8	3.5	127	2.8
TOTALS	107	100	2	1333	12.5	12.7	4847	45.3	46.2	3.6	303	2.9

This table is read as follows: Ten teachers comprised 9.3 per cent of all respondents. These teachers spent most of their life up to sixteen years of age on the farm. These teachers reported 134 memberships, gross and net membership indices of 13.4 and 13.4, respectively, 493 participation points, gross and net participation indices of 49.3 and 49.3, respectively, 3.7 intensity, 28 leaderships and a 2.8 net index of leadership.

one teacher who did not respond to the question, however, no significant interpretation was attached to the non-respondent.

Analysis of the data in Table IV clearly indicates that the twelve teachers who came from cities of 50,000 to 99,999 possessed the highest gross and net index of membership and participation, ranked third in intensity of participation and first in the net index of leadership. It was also noted that one member of this group was a nonparticipant which tended to make the gross indices somewhat lower. Significant for Dearborn teachers was the fact that the forty-five teachers who came from cities of 100,000 and over ranked in the upper 50 per cent of every index of participation.

Chart III indicates that considerable irregularity existed relative to any consistent pattern of increasing or decreasing community participation with respect to the four indices of community participation. No observable trend or cycle was determinable which could be consistently related to the size of community and participation. In only two instances were all four indices of participation on a correspondingly upward trend from the preceding smaller population category. These were the communities of 1,000 to 4,999 and 50,000 to 99,999 population. In the single case of communities with over 100,000 population all indicators of community participation were consistent with a downward trend from the 50,000 to 99,999 population communities but were maintained at a

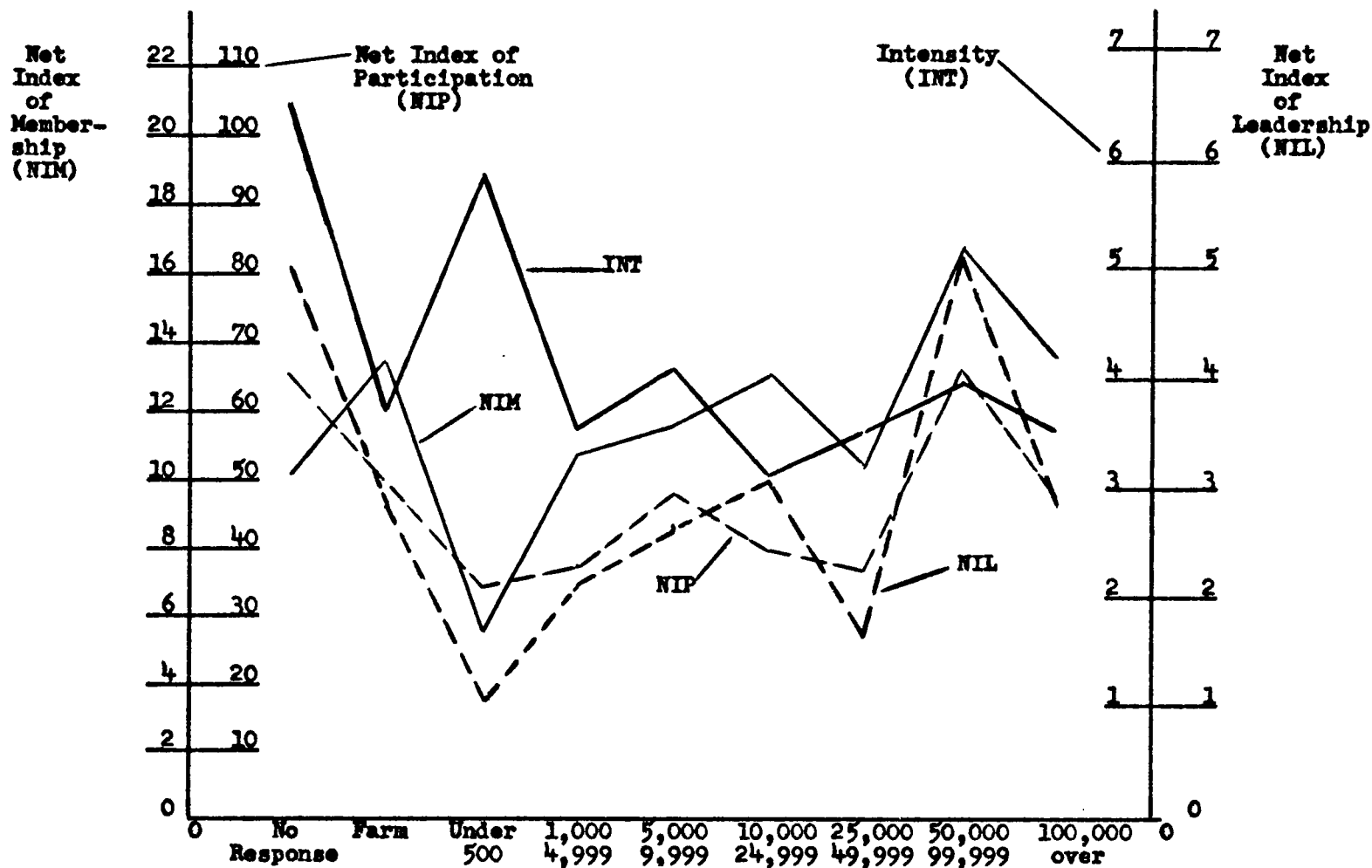


CHART III

Size Of Community In Which Most Of Life Up To  
Sixteen Years Of Age Was Spent And Community Participation

relatively high level. The four ratings of the nonrespondent were comparatively high but could not be assigned any meaningful significance with respect to size of community.

Chart III indicates the variance which occurred within related indices. This is shown in the example of communities under 500 population where intensity was reported as comparatively high (the second highest) and the indices of membership, participation, and leadership ranked the lowest of all other population centers.

#### V. AGES OF TEACHERS BY TEACHING LEVEL AND SEX

Table V provides an age profile of Dearborn social studies teachers by teaching level, sex, age category or grouping, and average age. The least number of teachers are represented at each extreme of the age scale with two respondents (1.9%) falling within the twenty to twenty-four age bracket and two (1.9%) indicating they were over sixty years of age. Twenty-nine teachers (27.1%) reported being in the age bracket thirty-five to thirty-nine. This represented the largest age group. Twenty-five male teachers (30.5%) and four female teachers (16%) were in this group. By teaching level eleven (22.4%) were junior high, eleven (26.9%) were senior high and seven (41.2%) were community college teachers. Twenty-seven respondents (25.2%) were age thirty to thirty-four and represented the second largest age group of teachers. Twenty-two

TABLE V  
AGES OF TEACHERS BY TEACHING LEVEL AND SEX

AGE	TOTAL NUMBER	PER CENT	JUNIOR HIGH	PER CENT	SENIOR HIGH	PER CENT	COMMUNITY COLLEGE	PER CENT	MALE TEACHERS	PER CENT	FEMALE TEACHERS	PER CENT
20-24	2	1.9	1	2.1	1	2.4	0	0	1	1.2	1	4
25-29	12	11.2	8	16.3	4	9.8	0	0	10	12.2	2	8
30-34	27	25.2	12	24.5	14	34.1	1	5.9	22	26.8	5	20
35-39	29	27.1	11	22.4	11	26.9	7	41.2	25	30.5	4	16
40-44	13	12.1	5	10.2	5	12.2	3	17.6	9	10.9	4	16
45-49	13	12.1	9	18.4	1	2.4	3	17.6	9	10.9	4	16
50-54	3	2.8	2	4.1	0	0	1	5.9	1	1.2	2	8
55-59	6	5.6	1	2.1	3	7.3	2	11.8	3	3.7	3	12
60 and over	2	1.9	0	0	2	4.9	0	0	2	2.4	0	0
TOTALS	107	100.0	49	100.0	41	100.0	17	100.0	82	100.0	25	100.0
Average Age	38.4 yrs.		37.4 yrs.		37.7 yrs.		42.9 yrs.		37.6 yrs.		40.8 yrs.	

This table is read as follows: Two teachers were between 20 and 24 years of age. One of these teachers taught at the Junior high level and the other at the Senior high level. One of these teachers was a male and the other was a female.

teachers (26.8% of this group) were male and five (20% of this group) were female. By teaching level, twelve (24.5%) were junior high, fourteen (24.1%) were senior high and one teacher (5.9%) was from the community college.

It was determined from the data in Table V that eighty-two teachers (76.6%) were between the ages of thirty and forty-nine. Eleven teachers (10.3%) were over fifty years of age and fourteen (13.1%) were under thirty years of age.

The average age for all Dearborn social studies teachers was 38.4 years. By teaching level the average ages were 37.4 years for junior high, 37.7 for senior high and 42.9 for community college teachers. Average ages for the two sexes were 37.6 years for males and 40.8 years for the females.

It may be stated that according to the criterion of age, the Dearborn social studies teaching staff was neither young nor old. Certainly it could not be classified as an aging staff nor as one marked with the predominant characteristics of youth. Sixty-five is the mandatory retirement age for Dearborn teachers. Assuming that the average starting age for career teachers was twenty-three a teacher could conceivably fulfill forty-two active years within the profession. This being the case, the average age of 38.4 would indicate that as a whole Dearborn social studies teachers had completed slightly over one-third of their teaching career. By the same token the twenty-nine teachers (27.1%) who were between the ages of

thirty-five and thirty-nine had for the most part completed approximately one-third of their professional teaching career. The findings reported in Table XIII relative to teaching experience provide substantial reinforcement to the findings of Table V.

The evidence produced in Tables V and XIII indicated that approximately seventy per cent of Dearborn social studies teachers were approximately one-third of the way through their teaching careers.

It may be concluded that the Dearborn social studies teachers possessed a reasonably well diversified blend of age and experience but were, as a whole, more on the youthful side of these two measures.

#### VI. INDIVIDUAL AGE IN RELATION TO MEMBERSHIP, PARTICIPATION, INTENSITY AND LEADERSHIP

The data in Table VI describe individually each of the one hundred seven respondents relative to five factors: age, total membership points, total participation points, and participation intensity and leaderships. This table was designed to facilitate individual comparisons and relationships between respondents of various ages and age groups.

In the age group twenty to twenty-four, two teachers (1.9%) were represented, one age twenty-four, the other twenty-three. The respondent age twenty-three evidenced

TABLE VI

## INDIVIDUAL AGE IN RELATION TO MEMBERSHIP, PARTICIPATION, INTENSITY AND LEADERSHIP

Where M is Memberships, P is Participation Points, I is Intensity, and L is Leaderships														
(20-24)					(25-29)					(30-32)				
Age	M	P	I	L	Age	M	P	I	L	Age	M	P	I	L
23	10	62	6.2	4	25	5	11	2.2	0	30	0	0	0	0
24	7	20	2.9	0	26	5	11	2.2	0	30	9	15	1.7	0
					27	5	9	1.8	0	30	5	10	2.0	0
					27	6	14	2.3	1	30	10	27	2.7	2
					28	9	20	2.1	1	30	9	35	3.9	3
					28	7	17	2.4	0	30	15	27	1.8	0
					28	19	68	3.6	0	30	4	10	2.5	0
					29	0	0	0	0	30	21	76	3.6	5
					29	15	65	4.3	3	31	14	50	3.6	1
					29	8	20	2.5	0	31	4	14	3.5	0
					29	15	47	3.1	2	31	11	33	3.0	2
					29	6	37	6.1	3	32	9	40	4.4	3
										32	12	59	4.9	1
(continued on next page)														
TOTALS	2	17	82	4.8	4	12	100	319	3.2	10				
Gross Index of M, P, L		8.5	41		2		8.3	26.6		.8				

This table is read as follows: One teacher age twenty-three was a member of 10 organizations. His total participation point score was 62 points. His participation intensity was a 6.2 rating and he reported 4 leadership positions.

TABLE VI (Continued)

INDIVIDUAL AGE IN RELATION TO MEMBERSHIP, PARTICIPATION, INTENSITY AND LEADERSHIP

Where M is Memberships, P is Participation Points, I is Intensity, and L is Leaderships															
(32-34)					(35-38)					(38-39)					
Age	M	P	I	L	Age	M	P	I	L	Age	M	P	I	L	
32	11	28	2.5	1	35	30	106	3.5	3	38	11	44	4.0	1	
32	10	33	3.3	1	35	15	44	2.9	3	38	18	67	3.7	4	
32	6	17	2.8	0	35	7	30	4.3	3	38	5	16	3.2	0	
32	12	35	2.8	2	36	15	39	2.6	1	38	8	27	3.4	3	
32	8	25	3.1	1	36	6	30	5.0	0	39	10	36	3.6	1	
32	11	22	2.0	0	37	9	15	1.7	0	39	11	30	2.7	2	
32	17	54	3.2	3	37	22	50	2.3	0	39	10	41	4.1	1	
32	5	6	1.2	0	37	5	13	2.6	0	39	13	43	3.3	0	
32	7	18	2.6	0	37	10	25	2.5	2	39	14	44	3.1	0	
33	13	57	4.3	2	37	17	46	2.7	4	39	11	52	4.7	3	
33	10	28	2.8	2	37	9	30	3.3	0	39	8	18	2.3	0	
33	7	42	6.0	3	38	13	50	3.8	5	39	11	47	4.3	0	
34	6	22	3.7	1	38	7	11	1.6	0	39	14	39	2.8	1	
34	16	31	1.9	0	38	11	33	3.0	0	39	14	66	4.7	5	
					(continued next column)					39	24	80	3.3	9	
TOTALS	27	262	814	3.1	33						29	358	1172	3.3	51
Gross Index of M, P, L		9.7	30.1		1.2							12.3	40.4		1.8

TABLE VI (Continued)

INDIVIDUAL AGE IN RELATION TO MEMBERSHIP, PARTICIPATION, INTENSITY AND LEADERSHIP

Where M is Memberships, P is Participation Points, I is Intensity, and L is Leaderships															
(40-44)					(45-49)					(51-52)					
Age	M	P	I	L	Age	M	P	I	L	Age	M	P	I	L	
40	7	17	2.4	0	45	23	50	2.2	1	51	24	107	4.4	3	
41	16	111	6.9	7	46	24	67	2.8	2	52	10	44	4.4	2	
41	25	174	6.9	27	46	12	66	5.5	6	52	34	205	6.0	23	
41	24	123	5.1	14	46	17	47	2.8	6						
42	8	32	4.0	1	47	14	50	3.6	2						
42	16	44	2.8	0	47	16	54	3.4	5						
42	10	65	6.5	5	48	25	95	3.8	4						
42	13	44	3.5	0	48	6	15	2.5	0						
43	16	51	3.2	0	48	16	31	1.9	0						
43	7	13	1.9	0	48	25	107	4.3	3						
43	4	10	2.5	0	49	9	25	2.8	1						
43	19	83	4.4	9	49	7	20	2.9	1						
44	22	75	3.4	7	49	42	251	6.9	37						
TOTALS	13	187	842	4.5	70	13	236	878	3.7	68	3	68	356	5.2	28
Gross Index of M, P, L		14.4	64.8		5.4		18.2	67.6		5.2		22.7	118.6		9.3

TABLE VI (Continued)

## INDIVIDUAL AGE IN RELATION TO MEMBERSHIP, PARTICIPATION, INTENSITY AND LEADERSHIP

Where M is Memberships, P is Participation Points, I is Intensity, and L is Leaderships										
	(56-59)					(60-61)				
	Age	M	P	I	L	Age	M	P	I	L
	56	6	20	3.3	1	60	19	51	2.7	6
	56	13	37	2.8	1	61	16	56	3.5	7
	57	10	26	2.6	0					
	58	20	93	4.7	16					
	58	10	26	2.6	0					
	59	11	75	6.8	8					
TOTALS	6	70	277	3.9	26	2	35	107	3.1	13
Gross Index of M, P, L		11.7	46.2		6.5		17.5	53.5		6.5

substantial superiority by every measure of participation. One teacher in this group was a woman.

Twelve teachers (11.2%) were in the age grouping twenty-five to twenty-nine. One teacher, twenty-eight years old, reported nineteen membership points and sixty-eight participation points. One teacher, age twenty-nine, maintained the highest participation intensity of this age group with a 6.1 rating. Two teachers in the age group were women. Two teachers reported three leaderships each to lead that index. Seven of the twelve teachers in this age category did not claim leadership in any organization. One teacher was a non-participant in formal community affairs. Five teachers were twenty-nine years of age and comprised the largest single age group within that category.

Twenty-seven teachers (25.2%) were in the age category of thirty to thirty-four. Of these, eleven were age thirty-two, representing the largest age group within that category. One teacher, age thirty, reported twenty-one membership points, seventy-six participation points, and five leaderships to lead all respondents in that age bracket in all three indices of participation. One teacher, thirty-three years old, indicated the highest participation intensity with a six point rating. Five teachers in this age bracket were women.

Twenty-nine teachers (27.1%), the largest of all age groups, were in the age bracket thirty-five to thirty-nine.

Four of these were women and all were thirty-nine years of age. Eleven teachers in this age bracket were thirty-nine and constituted the largest single age grouping of this age bracket. One teacher thirty-five years of age reported thirty membership points and one hundred six participation points to lead in both of those participation indices. Two teachers age thirty-nine had the highest participation intensity with a 4.7 rating. One teacher, age thirty-nine, led the leadership index with a report of nine. Twelve teachers in this age bracket reported never having held a position of leadership.

Thirteen teachers (12.1%) were bracketed in the age range forty to forty-four. Four of these were women. The largest single age groups within this bracket were ages forty-two and forty-three with four each. Three teachers in this age category reported having over 100 participation points. One teacher reported 174 participation points, twenty-five membership points, twenty-seven leadership points and a 6.9 participation intensity rating. This person was the most intense participator in the age bracket forty to forty-four and ranked second in overall community participation among all respondents. Three teachers in this age bracket reported participation intensity ratings of 6.0 and over. Nine teachers in this group reported having over ten membership points. Six teachers indicated they had not participated at the leadership level.

Thirteen teachers (12.1%) were bracketed between ages forty-five and forty-nine. Four of these were women. Four teachers, all forty-nine years of age, comprised the largest single age group within this bracket. Two respondents in this bracket evidenced over 100 participation points and ten teachers indicated ten or more membership points. One teacher, a woman, reported the highest overall community participation of all the 107 respondents. This teacher led all total membership, participation, and leadership scores with forty-two, two hundred fifty-one, and thirty-seven, respectively, and tied with two other respondents from other age brackets with a 6.9 intensity rating. Two teachers in this age bracket claimed no leadership positions.

Three respondents (2.8%) were in the age bracket fifty to fifty-five. Two teachers, both women, were fifty-two years of age and one was fifty-one. Two teachers reported total membership scores of twenty-four and thirty-four and total participation scores of 107 and 205, respectively. Two teachers reported a 4.4 intensity rating and one scored a 6.0 intensity rating.

Six teachers (5.6%) were in the age bracket fifty-five to fifty-nine. Three of these were women. Five teachers in this age group reported ten or more memberships. One teacher, fifty-eight years old, reported twenty membership points, and sixteen leaderships to lead those indices of participation.

The highest participation intensity of this age bracket was a 6.8 rating. Two teachers indicated they had never possessed any leadership positions.

Two respondents (1.9%) were sixty years of age or older; one was sixty and the other sixty-one. Both of these teachers, as noted in Table VI, maintained a relatively equal degree of participation relative to the indices of membership, participation, intensity, and leadership. The respondent who was sixty-one years of age evidenced a very small degree of overall participation superiority over the sixty year old teacher.

This section (Table VI) of Chapter V has presented a description, analysis, and comparison of 107 respondents in relation to (1) individual age, (2) seven age groupings, (3) total membership points, (4) total participation points, (5) participation intensity, and (6) total leaderships.

It was determined that the age range of Dearborn social studies teachers was from twenty-three to sixty-one. Two groups of eleven teachers each comprised the largest number of respondents at a given age. The ages reported by these two groups were thirty-two and thirty-nine years, respectively. The largest age grouping was the thirty-five to thirty-nine group with twenty-nine respondents followed closely by twenty-seven respondents in the thirty to thirty-four age group.

From an individual standpoint, one teacher reported the highest overall community participation of all the 107 respondents.

This teacher reported forty-two memberships, 251 participation points, and thirty-seven leadership positions. This same teacher tied with two others for the highest intensity reported, a 6.9 rating.

Comparison of age groups relative to the gross indices of membership, participation, and leadership and the participation intensity were all led by those teachers in the fifty to fifty-four age group. The gross index scores reported by this group were: membership--22.7, participation--118.6, and leadership--9.3 Their participation intensity was a 5.2 rating.

Two respondents age twenty-nine and thirty reported complete abstinence from formal community participation. The range of individual scores (low to the high) for those reporting community participation were: membership--four to forty-two, participation--six to 251, intensity--1.2 to 6.9, and leadership--0 to 37.

## VII. CURRENT AGE AND COMMUNITY PARTICIPATION

Table VII shows the relationship between current age and participation. Twenty-nine teachers (27.1%) were between thirty and thirty-nine years of age and constituted the largest group, followed closely by the twenty-seven teachers (25.2%) who were thirty to thirty-four years of age. At the extremes of the age groups two teachers (1.9%) were twenty to twenty-four years of age and two teachers were sixty or over. The

TABLE VII  
CURRENT AGE AND COMMUNITY PARTICIPATION

Age Catego- ries of Teachers	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
20-24	2	1.9	0	17	8.5	8.5	82	41.0	41.0	4.8	4	2
25-29	12	11.2	1	100	8.3	9.1	319	26.6	29	3.2	10	.8
30-34	27	25.2	1	262	9.7	10.1	814	30.1	31.3	3.1	33	1.2
35-39	29	27.1	0	358	12.3	12.3	1172	40.4	40.4	3.3	51	1.8
40-44	13	12.1	0	187	14.4	14.4	842	64.8	64.8	4.5	70	5.4
45-49	13	12.1	0	236	18.2	18.2	878	67.6	67.6	3.7	68	5.2
50-54	3	2.8	0	68	22.7	22.7	356	118.6	118.6	5.2	28	9.3
55-59	6	5.6	0	70	11.7	11.7	277	46.2	46.2	3.9	26	4.3
60 and older	2	1.9	0	35	17.5	17.5	107	53.5	53.5	3.0	13	6.5
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.2	3.7	303	2.9

This table is read as follows: Two teachers comprised 1.9 per cent of all respondents. These teachers reported 17 memberships, gross and net membership indices of 8.5 and 8.5, respectively, 82 participation points, gross and net participation indices of 41.0 and 41.0, respectively, 4.8 intensity, 4 leaderships, and a 2.0 net index of leadership.

three teachers (2.8%) age fifty to fifty-four dominated every index of participation. The significant finding reported by Table VII, however, is that the twenty-nine teachers (27.1%) composing the three age groups forty to forty-four, forty-five to forty-nine, and fifty to fifty-four reported a most intense degree of participation in comparison to other age groupings of teachers. Chart IV reveals this finding by line graph representation. This chart indicates the increasing profile of overall participation relative to these age brackets and shows that the peak of all related indices was reached at fifty to fifty-four years of age.

It may be noted from Table VII that a comparatively high gross and net participation index was reported by the two teachers in the age bracket twenty to twenty-four and the two teachers age sixty and older. The two teachers (1.9%) age twenty to twenty-four showed the second highest intensity rating of any age group. Explanation of the comparatively high participation rating of this group can only be speculative. These two teachers were not married, one was a woman and the other a man. Their major family responsibilities would appear to lay ahead of them. This fact would tend to offer more time for their indulgence in organizational life. On the other hand, these two teachers comprised only 1.9 per cent of the total sample. This fact tends to preclude any meaningful conclusion relative to their comparatively high degree of participation.

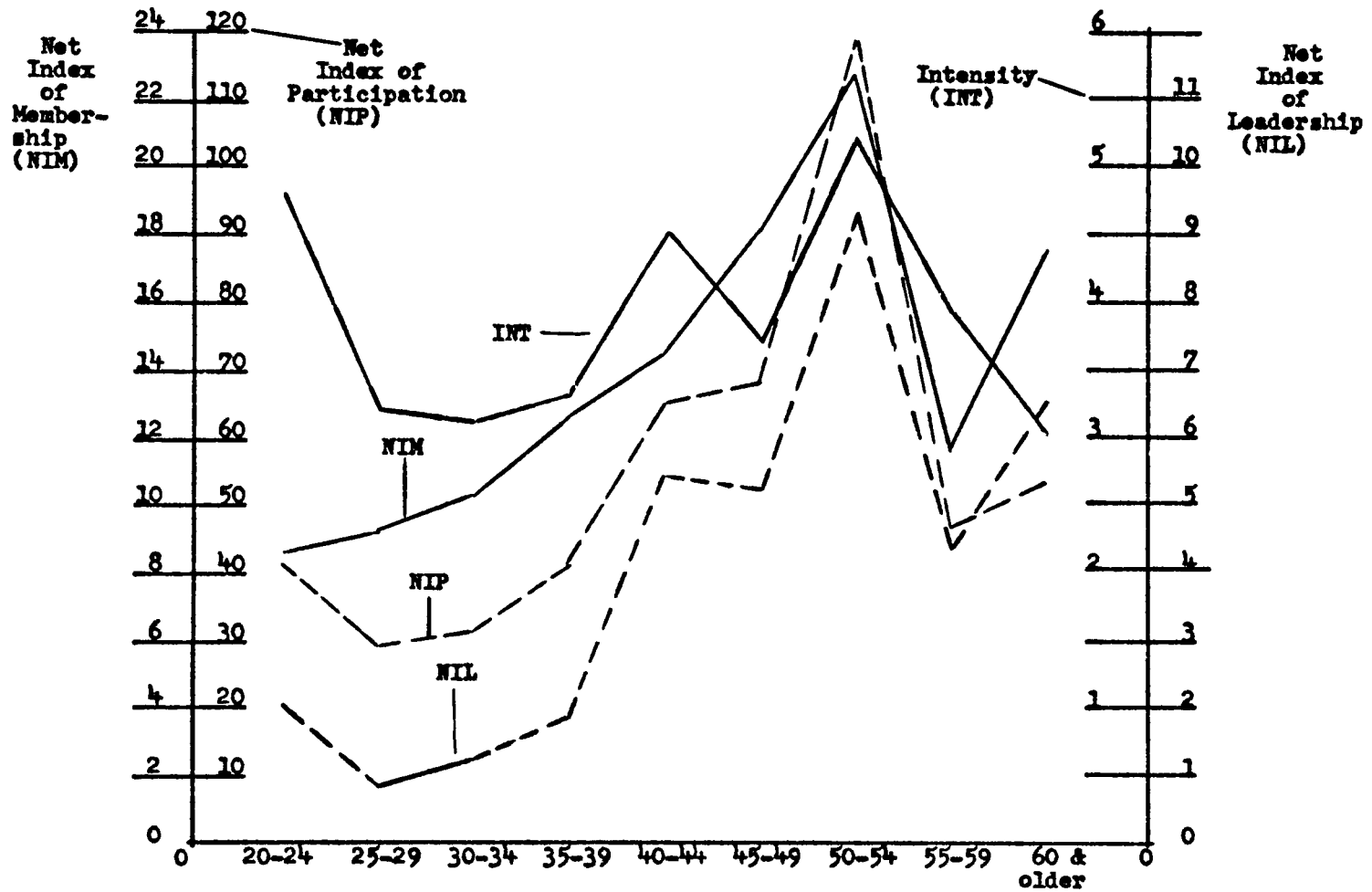


CHART IV  
Current Age and Community Participation

The two teachers age sixty and over also sustained comparatively high ratings of membership, participation, and leadership but showed a definite decline in their participation intensity. As in the case of the two youngest teachers, the relatively small sample of the sixty and older group (1.9%) did not warrant a precise conclusion with respect to their overall ratings in comparison with the other age brackets.

The three age brackets twenty-five to twenty-nine, thirty to thirty-four, and thirty-five to thirty-nine provided sixty-eight teachers (64%) and described a rather conclusive pattern of participation when compared to the next three highest age groupings forty to forty-four, forty-five to forty-nine, and fifty to fifty-four. The three groups of sixty-eight teachers (64%) age twenty-five to thirty-nine reported the lowest ratings of all age groups in every index of the instrument used for measuring community participation. It is most significant, however, that these respondents showed an ascending order of increasing participation. Their momentum of increased participation was undeniably sustained through age fifty-four with a pronounced increase taking place in the index of participation and intensity at age forty.

Chart IV provides a graphic representation of this increasing rate of participation which finally peaks between ages fifty and fifty-four. The findings of Dearborn social studies teachers relative to age and participation compare

favorably with those of Freedman and Axelrod in Detroit,<sup>7</sup> Pitkin's bell-shaped cycle of participation,<sup>8</sup> and Havighurst's theory of developmental tasks for specific maturation levels.<sup>9</sup>

The line graph on Chart IV does not form a perfect bell-shaped curve and differs from Pitkin's in that the group age sixty and over sustained a relatively high rate of participation. However, Pitkin's cycle depicts community participation of the general population whereas Dearborn social studies teachers constituted a professional group. This fact could very well account for the difference.

#### VIII. TEACHING LEVEL, SEX, AND COMMUNITY PARTICIPATION

Table VIII relates teaching level and sex to community participation. Forty-nine junior high school teachers (45.8%) comprised the largest group of teachers relative to teaching level. These same teachers showed a slightly higher level of participation intensity than senior high and community college teachers. Junior high school teachers ranked second in the

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<sup>7</sup>Ronald Freedman and Morris Axelrod, "Who Belongs To What In A Great Metropolis?" Adult Leadership, Vol. 1, No. 6 (November, 1952).

<sup>8</sup>Victor E. Pitkin, Youth Development and Democratic Citizenship Education, 30th Yearbook of the National Council for the Social Studies (Washington: National Education Association, 1960), p. 35.

<sup>9</sup>Robert J. Havighurst, Developmental Tasks and Education (New York: Longmans, Green and Co., Inc., 1952), p. 72-98.

TABLE VIII  
TEACHING LEVEL, SEX AND COMMUNITY PARTICIPATION

Teaching Level and Sex	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Junior High	49	45.8	2	612	12.5	13.0	2284	46.6	48.6	3.7	135	2.9
Senior High	41	38.3	0	466	11.4	11.4	1645	40.1	40.1	3.5	112	2.7
Community College	17	15.9	0	255	15.0	15.0	918	54.0	54.0	3.6	56	3.3
Male Teachers	82	76.6	2	1029	12.5	12.9	3518	42.9	44.0	3.4	195	2.4
Female Teachers	25	23.4	0	304	12.2	12.2	1329	53.2	53.2	4.4	108	4.3
Totals	107	100.0	2	1333	12.6	12.7	4847	45.3	46.2	3.6	303	2.9

This table is read as follows: Forty-nine junior high school teachers comprised 45.8 per cent of all respondents. Two of these teachers were non-members. The junior high teachers reported 612 memberships, gross and net membership indices of 12.5 and 13.0, respectively, 2284 participation points, gross and net participation indices of 46.6 and 48.6, respectively, 3.7 intensity, 135 leaderships, and a 2.9 net index of leadership.

gross and net indices of membership and participation. It may be noted that the participation intensity of each teaching level differed by .2 of a point from the highest (junior high) to the lowest (senior high). The greatest disparity in participation between the three levels of teaching occurred within the gross and net indices of participation. These two indices revealed that scope of participation was greatest at the community college level. Subsequent factor analyses developed in this chapter provide evidence which substantiates the wider scope of participation and higher leadership index for the seventeen community college teachers. In descending order the net index of participation disclosed the following: community college--54, junior high--48.6, and 40.1 for senior high school teachers. Average leaderships were 3.3, 2.9, and 2.7, respectively.

Table VIII shows that eighty-two male teachers comprised 76.6 per cent of Dearborn social studies teachers and that twenty-five female teachers comprised 23.4 per cent of the group. Men teachers reported a total of 1029 (77%) memberships as compared to three hundred four (23%) for the women. Men also reported a total of 3,518 (73%) participation points compared to 1,329 (27%) for the women. Table VIII shows that male teachers possessed a higher gross and net index of membership than female teachers. However, it is strikingly apparent that women teachers exceeded male teachers by a

relatively wide margin in every remaining indicator of community participation. Significant is the fact that women teachers reported a higher net index of leadership (4.3 to 2.4) than men. A differential of 9.2 points in favor of the women appeared in the net index of participation; this index when entered into the intensity formula reflected a difference of one point in the intensity rating--4.4 for women to 3.4 for men.

It can be concluded from Table VIII that men possessed slightly higher membership indices than women but that women evidenced clear-cut superiority relative to the degree of and intensity of participation and average per member leadership positions held. It may be interpolated that women, because of their comparatively high intensity rating, displayed a higher degree of quality in their community participation than men. Proof of this hypothesis, however, requires additional pioneering research and experimentation in the field of social organizational participation.

It was also concluded from Table VIII that community college social studies teachers in Dearborn greatly exceeded junior and senior high school teachers in every index of community participation with the exception of intensity. Even here, however, they compared favorably with a rating of 3.6 which was only .1 of a point less than junior high teachers.

## IX. MARITAL STATUS AND COMMUNITY PARTICIPATION

Table IX presents data relative to marital status and community participation. Eighty-two Dearborn social studies teachers (76.6%) were married as compared to twenty-one teachers (19.6%) who were not. Married teachers showed a rather insignificant superiority of one point in both the gross and net index of membership over single teachers. However, single teachers evidenced almost twice the gross and net participation indices of married teachers, and twice as much intensity and leadership activity as married teachers.

The three divorced respondents reported a considerably lower degree of community participation than married and single teachers in every index of participation.

One widowed teacher ranked the highest of all teachers with respect to marital status and community participation. However, comparative singificance was not attached to the participation scores of this respondent due to the single response factor.

## X. DEGREES HELD AND COMMUNITY PARTICIPATION

Table X reports professional education levels by degrees held and community participation. It may be stated at the outset that the findings of this table coincide basically to those findings reported by Kaplan where participation increased

TABLE IX  
MARITAL STATUS AND COMMUNITY PARTICIPATION

Marital Status	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Married	82	76.6	1	1052	12.8	13.0	3173	38.6	39.2	3.1	203	2.5
Single	21	19.6	1	239	11.4	12.0	1517	72.2	75.9	6.3	93	4.6
Divorced	3	2.8	0	26	8.7	8.7	46	15.3	15.3	1.8	0	0
Separated	0	0	0	0	0	0	0	0	0	0	0	0
Widowed	1	.9	0	16	16.0	16.0	111	111	111	6.9	7	7.0
TOTALS	107	100	2	1333	12.6	12.7	4847	45.3	46.2	3.6	303	2.9

This table is read as follows: Eighty-two teachers comprised 76.6 per cent of all respondents. One of these respondents was a non-member. These teachers reported 1052 memberships, gross and net membership indices of 12.8 and 13, respectively, 3173 participation points, gross and net participation indices of 38.6 and 39.2, respectively, 3.1 intensity, 203 leaderships and a 2.5 net index of leadership.

TABLE X  
DEGREES HELD AND COMMUNITY PARTICIPATION

Degree	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem-Bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Intensity	Total	Net Index
Bachelor's	21	19.6	2	168	8.0	8.8	629	29.9	33.1	3.8	49	2.5
Master's	79	73.8	0	1017	12.9	12.9	3562	45.1	45.1	3.5	209	2.6
Doctor's	5	4.7	0	123	24.6	24.6	573	114.6	114.6	4.6	43	8.6
Law	2	1.9	0	25	12.5	12.5	83	41.5	41.5	3.3	2	1.0
TOTALS	107	100.0	2	1333	12.6	12.7	4847	45.3	46.2	3.6	303	2.9

This table is read as follows: Twenty-one teachers comprised 19.6 per cent of all respondents. Two of these teachers were non-members. These teachers reported 168 memberships, gross and net indices of membership of 8.0 and 8.8, respectively, 629 participation points, gross and net indices of participation of 29.9 and 33.1, respectively, 3.8 intensity, 49 leaderships and a 2.5 net index of leadership.

correspondingly with higher levels of education.<sup>10</sup>

Analysis of Table X revealed that twenty-one teachers (19.6%) held only bachelor's degrees and that two of these teachers were nonparticipants. Teachers holding only the bachelor's degree reported the lowest overall participation scores of all degree categories in every index of community participation, except that of participation intensity, where they ranked second to teachers holding doctor's degrees.

Two teachers (1.9%) possessing law degrees reported community participation at a rate higher than teachers possessing only the bachelor's degree but less than those teachers reporting master's and doctor's degrees as their highest educational level. The two teachers possessing the law degree ranked second in every index of participation except leadership where they ranked last with an index of one.

Seventy-nine teachers (73.8%) reporting master's degrees as their highest degree ranked second in all indices of participation. They sustained approximately thirty-three per cent higher indices of membership and participation than teachers with only bachelor's degrees and had significantly higher scores in all indices when compared to the two teachers possessing law degrees.

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<sup>10</sup>Abraham Abbott Kaplan, "Socio-Economic Circumstances and Adult Participation in Cultural and Educational Activities," Teachers College (Columbia University) Contributions to Education, #889 (1943), pp. 92-93, 119-120.

Inspection of Table X clearly revealed the superiority in every measure of participation by those five teachers (4.7%) who possessed the doctor's degree. Their index of membership was twice that of teachers in the next closest educational level of master's degrees. The disparity in both indices of participation was even greater, being more than two and one-half times the corresponding measure for master's degree teachers. Comparison of participation intensity revealed an .8 differential over the next highest intensity of bachelor's degree teachers. With respect to the net index of leadership, teachers possessing the doctor's degree emphatically surpassed all other levels of education by scoring 2.5 points higher than the combined leadership indices of all other educational levels.

The significance of the findings in Table X may be summed up generally by the statement that higher professional educational levels of attainment resulted in a clearly identifiable increased level of formal community participation by Dearborn social studies teachers.

Chart V shows the rather consistent bell-shaped line graph which represents the findings of Table X. The major significance of Chart V was that it clearly depicted the precise influence of the level of educational attainment to the degree and extent of formal community participation. It may also be stated that of all personal and professional characteristics

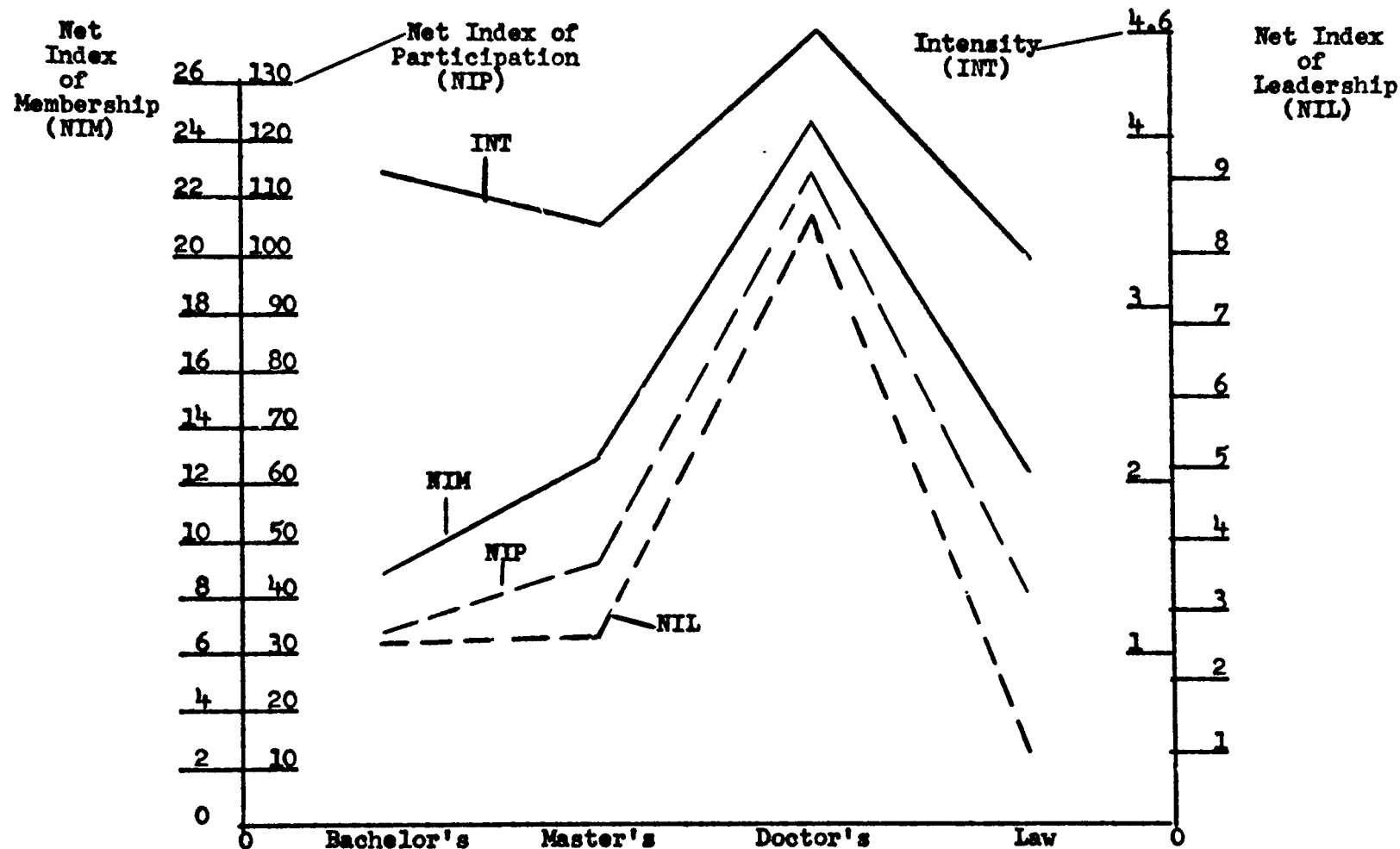


CHART V  
Degrees Held and Community Participation

reported and related to community participation in this study, the factor of educational level by degrees held had the most direct bearing.

#### XI. BACHELOR'S DEGREE BY YEAR OBTAINED AND COMMUNITY PARTICIPATION

Table XI presents a profile and comparison of bachelor's degrees by the year they were obtained and community participation. Thirty-six teachers (33.6%) comprised the largest group and received their bachelor's degrees ten to fourteen years ago. This group ranked fifth in the net index of membership with a 12.8 rating and sixth in the net index of participation with a 45.3 rating. This same group of teachers was fourth in intensity with a 3.5 rating and fifth in the leadership index with a 2.7 rating. Close inspection of Table XI revealed a great variance among overall participation scores. No particular year group evidenced participation superiority in every index of community participation. It may be stated, however, that those teachers who received their bachelor's degrees prior to the year 1943 displayed a much higher overall degree of community participation than teachers who received their bachelor's degrees after 1943. This finding is represented graphically on Chart VI. Seventy-three teachers (68.2%) obtained their bachelor's degrees less than fourteen years ago or after the year 1948.

TABLE XI  
BACHELOR'S DEGREE BY YEAR OBTAINED AND COMMUNITY PARTICIPATION

Bachelor's Degree by year obtained	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Index
1960-61 (last 2 yrs.)	6	5.6	0	42	7.0	7.0	146	24.3	24.3	3.5	7	1.2
1958-59 (3-4 yrs. ago)	5	4.7	0	50	10.0	10.0	172	34.4	34.4	3.4	3	.6
1953-57 (5-9 yrs. ago)	26	24.3	2	257	9.5	10.0	791	30.4	32.9	3.3	31	1.2
1948-52 (10-14 yrs. ago)	36	33.6	0	462	12.8	12.8	1630	45.3	45.3	3.5	97	2.7
1943-47 (15-19 yrs. ago)	7	6.4	0	88	12.6	12.6	509	72.7	72.7	5.8	45	6.4
1938-42 (20-24 yrs. ago)	14	13.1	0	224	16.0	16.0	762	54.4	54.4	3.4	38	2.7
1933-37 (25-29 yrs. ago)	6	5.6	0	101	16.8	16.8	460	76.7	76.7	4.6	44	7.3
1928-32 (30-40 yrs. ago)	3	2.8	0	53	17.7	17.7	176	58.7	58.7	3.3	15	5.0
Prior to 1928 (35 yrs. or more)	4	3.7	0	56	14.0	14.0	201	50.1	50.1	3.6	23	5.6
TOTALS	107	100	2	1333	12.5	12.7	4847	45.3	46.2	3.6	303	2.9

This table is read as follows: Six teachers comprised 5.6 per cent of all respondents. These teachers received their Bachelor's degree within the last two years. These teachers reported 42 memberships, gross and net membership indices of 7.0 and 7.0, respectively, 146 participation points, gross and net participation indices of 24.3 and 24.3, respectively, 3.5 intensity, 7 leaderships and a 1.2 net index of leadership.

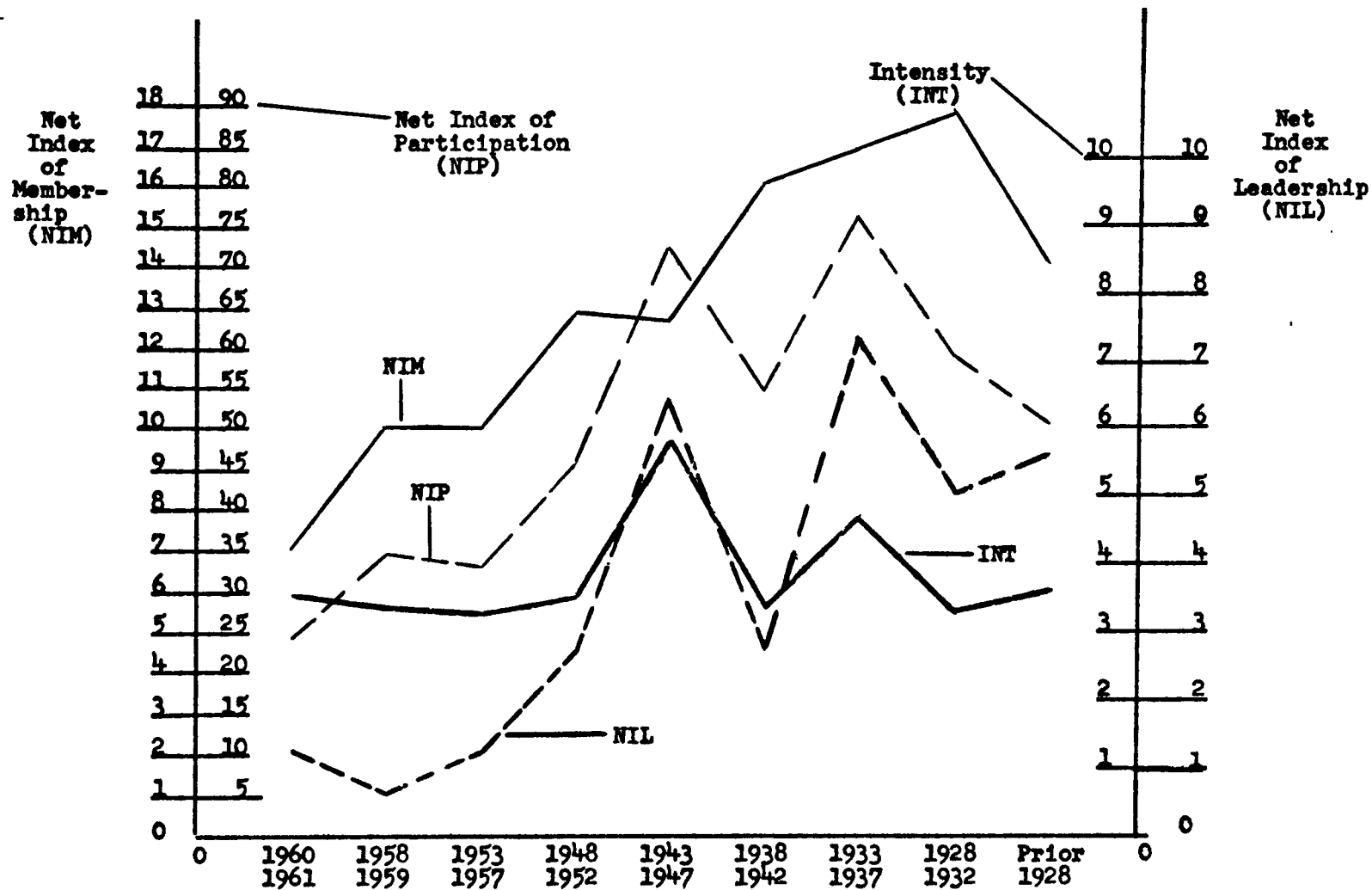


CHART VI  
Bachelor's Degree By Year Obtained And Community Participation

It may be noted on Chart VI than an increasing trend in the net index of participation is disrupted twice on the line graph with a pronounced decline in all indices of participation at the 1953 to 1957 level and at the 1938 to 1942 year level. A lone exception occurred, however, at the 1938 to 1942 level where the net index of membership increased markedly while intensity, leadership, and participation decreased. It may also be noted that the peak in the net index of membership occurred at a later time period than the net participation index.

Table XI and Chart VI are compared and related to Table XII and Chart VII following the descriptive analysis of the latter.

## XII. MASTER'S DEGREES BY YEAR OBTAINED AND COMMUNITY PARTICIPATION

Table XII is similar in its design and purpose to Table XI. This table relates the acquisition of master's degrees by the year span in which they were conferred to the degree of community participation.

Table XII shows that the 1953 to 1957 period was the most productive relative to the acquisition of master's degrees. Twenty-eight teachers (26.2%) received their master's degrees during this period. These teachers ranked sixth in the net index of membership, eighth in the net index of participation,

TABLE XII  
MASTER'S DEGREES BY YEAR OBTAINED AND COMMUNITY PARTICIPATION

Master's Degree By Year Obtained	Teachers			Membership			Participation				Leadership	
	Per No.	Non Cent	Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Possess no Master's Degree	21	19.2	2	168	8.0	8.8	629	29.9	33.1	3.8	49	2.6
1960-61 (2 yrs. ago)	10	9.3	0	111	11.1	11.1	367	36.7	36.7	3.3	12	1.2
1958-59 (3-4 yrs. ago)	10	9.3	0	144	14.4	14.4	553	55.3	55.3	3.8	28	2.8
1953-57 (5-9 yrs. ago)	28	26.2	0	319	11.4	11.4	970	34.6	34.6	3.0	45	1.6
1948-52 (10-14 yrs. ago)	27	25.2	0	431	15.9	15.9	1718	63.6	63.6	4.0	123	4.6
1943-47 (15-19 yrs. ago)	5	4.7	0	84	16.8	16.8	351	70.2	70.2	4.2	34	6.8
1938-42 (20-24 yrs. ago)	3	2.8	0	38	12.7	12.7	140	46.7	46.7	3.7	4	1.3
1933-37 (25-29 yrs. ago)	1	.9	0	13	13.0	13.0	37	37.0	37.0	2.8	1	1.0
1928-32 (30-40 yrs. ago)	2	1.9	0	26	13.0	13.0	82	41.0	41.0	3.2	7	3.5
Prior to 1928 (35 yrs. or more)	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9
Total (at least Master's)	86	83.7	0	1165	13.5	13.5	4218	49	49.1	3.6	254	3.0

This table is read as follows: Ten teachers comprised 9.3 per cent of all respondents. These teachers received their Master's degree two years ago. These teachers reported 111 memberships, gross and net membership indices of 11.1 and 11.1, respectively, 367 participation points, gross and net participation indices of 36.7 and 36.7, respectively, 3.3 intensity, 12 leaderships and a 1.2 net index of leadership.

eighth in participation intensity, and sixth in the index of leadership. The second most productive period for the conferring of master's degrees was the period of 1948 to 1952. Twenty-seven teachers (25.2%), the second largest group, received their master's degrees during this period. These teachers ranked second in every index of participation. Five teachers (4.7%) received their master's degrees during the years 1943 to 1947. These five teachers reported the highest overall participation in every index of participation.

Twenty-one teachers (19.2%) indicated they did not possess the master's degree. No master's degrees were obtained prior to the year 1928. Eighty-three teachers (77.5%) received their master's degrees fifteen to nineteen years ago or after the year 1943.

It may be noted that three peaks in the index of participation were attained during the time periods of 1958 to 1959, 1948 to 1952, and 1943 to 1947. Each of these peaks was higher than the preceding one.

Chart VII presents a line graph profile of the four indices of participation in relation to the time period in which master's degrees were obtained. It may be observed from Chart VII that a more definitive cycle of participation emerged than that shown on Chart VI. The significance of the findings of Table XI and Table XII and their corresponding charts could not be compared or related with any real degree of purposeful

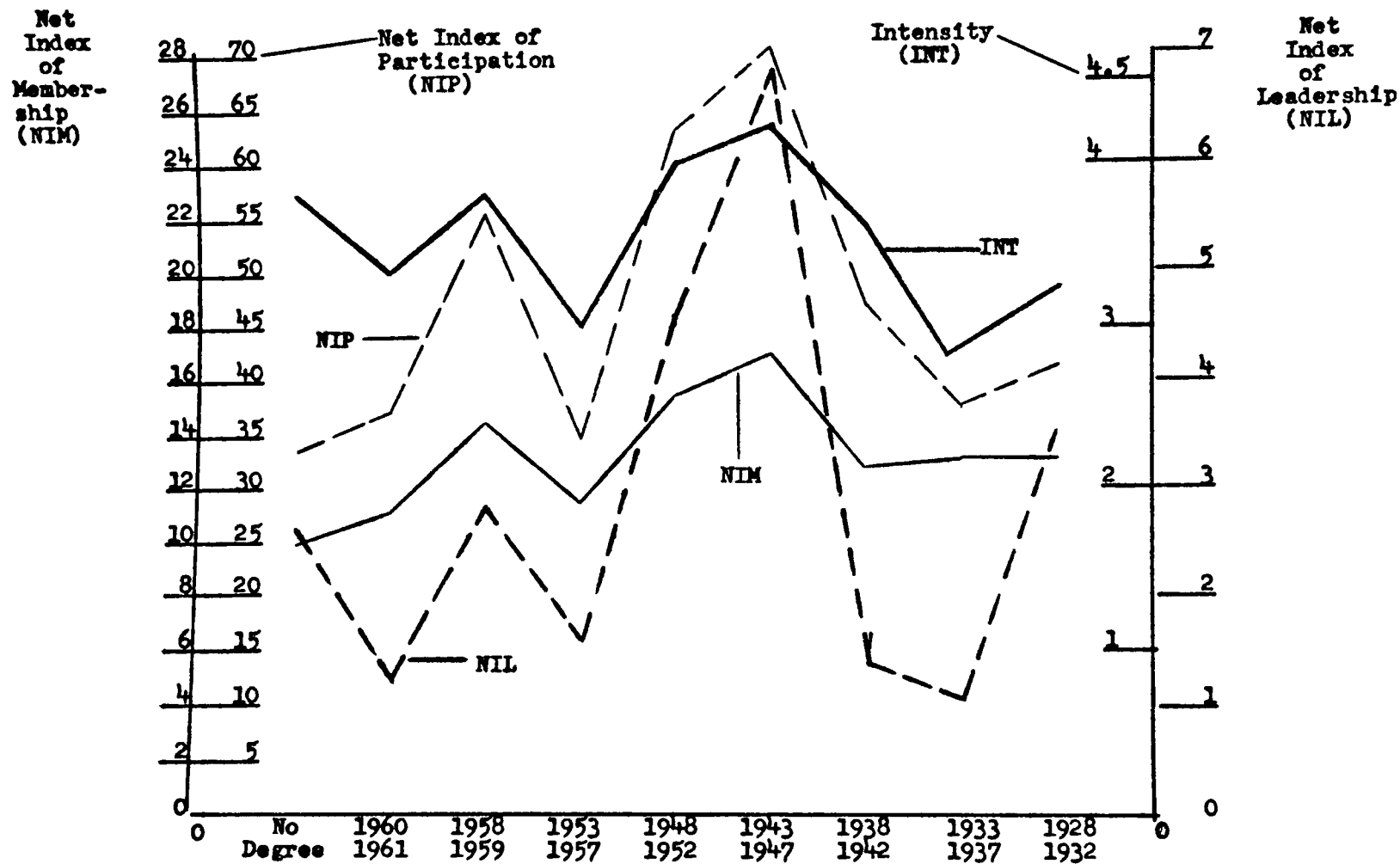


CHART VII

Master's Degrees By Year Obtained And Community Participation

meaning. It may be noted, however, that the highest overall rate of participation for each degree group, bachelor's and master's, was attained fifteen to nineteen years ago during the 1943 to 1947 period. This particular finding was in agreement to a surprisingly close degree with the findings related to age, salary, and teaching experience. A bell-shaped curve (not perfect by any means) is discernible in Charts VI and VII, especially in the net indices of participation. A noticeable decline was apparent in all four indices of participation in the 1953 to 1957 category for master's degrees from the previous year span of 1958 to 1959. Reasons for the difference in community participation scores between the 1958 to 1959 group and the 1953 to 1957 group were not immediately apparent.

### XIII. TOTAL YEARS TEACHING EXPERIENCE AND COMMUNITY PARTICIPATION

Table XIII and Chart VIII present a description of the total teaching experience of Dearborn teachers by specified year periods and the relationship of their professional experience to community participation.

Two groups of teachers, consisting of thirty-three teachers in each group (30.8%), represented the largest experience groups of all teachers. One of these experience groups reported five to nine years experience and the other group indicated they possessed ten to fourteen years of teaching

TABLE XIII  
TOTAL YEARS TEACHING EXPERIENCE AND COMMUNITY PARTICIPATION

Total Years Teaching Experience	Teachers			Membership			Participation				Leadership	
	No.	Cent	Non Members	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
0-2	2	1.9	0	15	7.5	7.5	71	35.5	35.5	3.7	4	2.0
3-4	10	9.3	0	75	7.5	7.5	219	21.9	21.9	2.9	7	.7
5-9	33	30.8	2	360	10.9	11.6	1085	32.9	35.0	3.0	40	1.3
10-14	33	30.8	0	444	13.5	13.5	1692	51.3	51.3	3.8	118	3.6
15-19	7	6.5	0	77	11.0	11.0	465	66.4	66.4	6.0	33	4.7
20-24	8	7.5	0	100	12.5	12.5	307	38.4	38.4	3.1	12	1.5
25-29	7	6.5	0	173	24.7	24.7	680	97.1	97.1	3.9	57	8.1
30-34	2	1.9	0	30	15.0	15.0	126	63.0	63.0	4.2	14	7.0
35 and over	5	4.7	0	59	11.8	11.8	202	40.4	40.4	3.4	18	3.6
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Ten teachers comprised 9.3 per cent of all respondents. These teachers reported between three and four years of total teaching experience. These teachers reported 75 memberships, gross and net membership indices of 7.5 and 7.5, respectively, 219 participation points, gross and net participation indices of 21.9 and 21.9, respectively, 2.9 intensity, 7 leaderships and a .7 net index of leadership.

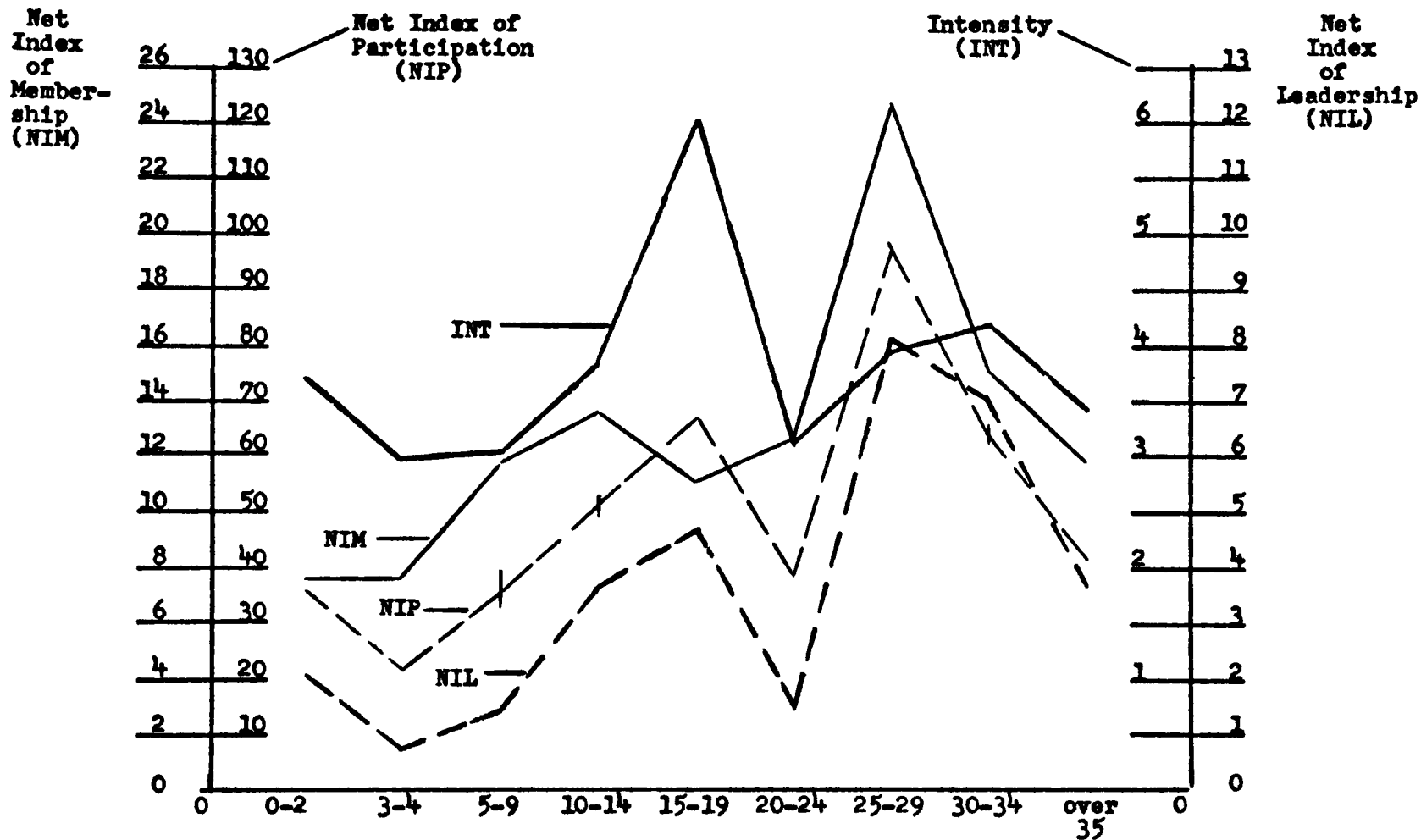


CHART VIII  
Total Years Teaching Experience And Community Participation

experience. Seven teachers (6.5%) indicated twenty-five to twenty-nine years of teaching experience. These teachers reported higher indices of membership, participation, and leadership than all other experience categories. They also ranked third in participation intensity. With the noticeable exception of the seven teachers (6.5%) who represented the fifteen to nineteen year experience group, there was a clearly discernible trend of increased membership index up to the twenty-five to twenty-nine year experience group. At that point a progressively decreasing index of membership was noted.

A similar increasing trend in the gross and net indices of participation was noted with the exception of a sharp drop affected by the eight teachers (7.5%) who claimed twenty to twenty-four years of teaching experience. The participation intensity index did not reveal any definitive trend relative to an increasing or decreasing cycle of intensity. The highest and lowest intensity ratings were varied between all experience categories. The highest leadership indices were attained by those teachers who reported twenty-five to thirty-four years of professional teaching experience. Chart VIII presents a graphic profile of the data reported in Table XIII.

It may be noted on Chart VIII that the comparatively low index ratings of the twenty to twenty-four year experience group markedly disrupt what otherwise might have been a nearly perfect bell-shaped curve of community participation in

relation to total teaching experience. As was the case in Chart VII, reasons for the lowered ratings of this group were not immediately discernible. The distinct possibility exists, however, that the teachers who constituted the twenty to twenty-four year experience group represented basically the same group of teachers who made up the fifty to fifty-nine age group which indicated a decreasing rate of overall community participation as shown in Chart IV.

#### XIV. YEARS OF DEARBORN TEACHING EXPERIENCE AND COMMUNITY PARTICIPATION

Table XIV relates closely with Table XIII except that it reports data delimited to teaching experience within the Dearborn school district. It may be noted that the two largest groups of teachers compared almost identically with their counterparts in experience--five to nine and ten to fourteen years experience--described previously in Table XIII. Thirty-two teachers (29.9%) and thirty-three teachers (30.8%), respectively, comprised the two largest experience groups reporting five to nine and ten to fourteen years of Dearborn teaching experience. Two teachers (1.9%) who had twenty-five to twenty-nine years of teaching experience in Dearborn reported an intense rate of overall community participation when compared to other experience groups. Between them these two teachers also claimed a total of forty-four leaderships and gross and net indices of

TABLE XIV  
YEARS OF DEARBORN TEACHING EXPERIENCE AND COMMUNITY PARTICIPATION

Years of Dearborn Experience	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Members	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
0-2	9	8.4	1	82	9.1	10.3	294	32.6	36.8	3.6	14	1.8
3-4	10	9.3	0	91	9.1	9.1	266	26.6	26.6	2.9	7	.7
5-9	32	29.9	0	369	11.5	11.5	1273	39.8	39.8	3.5	74	2.3
10-14	33	30.8	1	424	12.8	13.3	1490	45.1	46.6	3.5	81	2.5
15-19	10	9.3	0	116	11.6	11.6	598	59.8	59.8	5.1	47	4.7
20-24	5	4.7	0	115	23.0	23.0	366	73.2	73.2	3.2	12	2.4
25-29	2	1.9	0	158	29.0	29.0	307	153.5	153.5	5.3	44	22.0
30-34	3	2.8	0	42	14.0	14.0	114	38.0	38.0	2.7	7	2.5
35 and over	3	2.8	0	36	9.0	9.0	139	46.3	46.3	5.2	17	5.7
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Nine teachers comprised 8.4 per cent of all respondents. One of these teachers was a non-member. These nine teachers reported up to two years of teaching experience in the Dearborn school district. These teachers reported 82 memberships, gross and net membership indices of 9.1 and 10.3, respectively, 294 participation points, gross and net participation indices of 32.6 and 36.8, respectively, 3.6 intensity, 14 leaderships, and a 1.8 net index of leadership.

participation more than twice that of the next closest experience group with a 153.5 rating.

Table XIV reveals a more consistently increasing progression relative to the gross and net indices of membership and participation than did Table XIII. However, a rather irregular pattern of participation intensity in Table XIV was noted upon comparative inspection of Tables XIII and XIV.

Chart IX presents a line graph profile of the four indices of community participation relative to each Dearborn teaching experience category. It may be noted that there was a definite decline in each of the four indices of participation from the least experienced group (two years or less) to the next highest experienced group of three to four years experience. This finding was similar to that described in Table XIII for the comparable experience group. Chart IX presents a reasonable facsimile of the bell-shaped cycle of participation, especially in the measure of net index of participation.

Chart IX shows that the greatest fluctuations occurred within the intensity index. The indices of membership, participation, and leadership, with the exception of a few minor deviations, conformed rather closely with respect to uniform increasing and decreasing continuity. However, the intensity of participation was decidedly erratic from ten years to over thirty-five years of Dearborn teaching experience.

Chart VIII and especially Chart IX indicated a rather

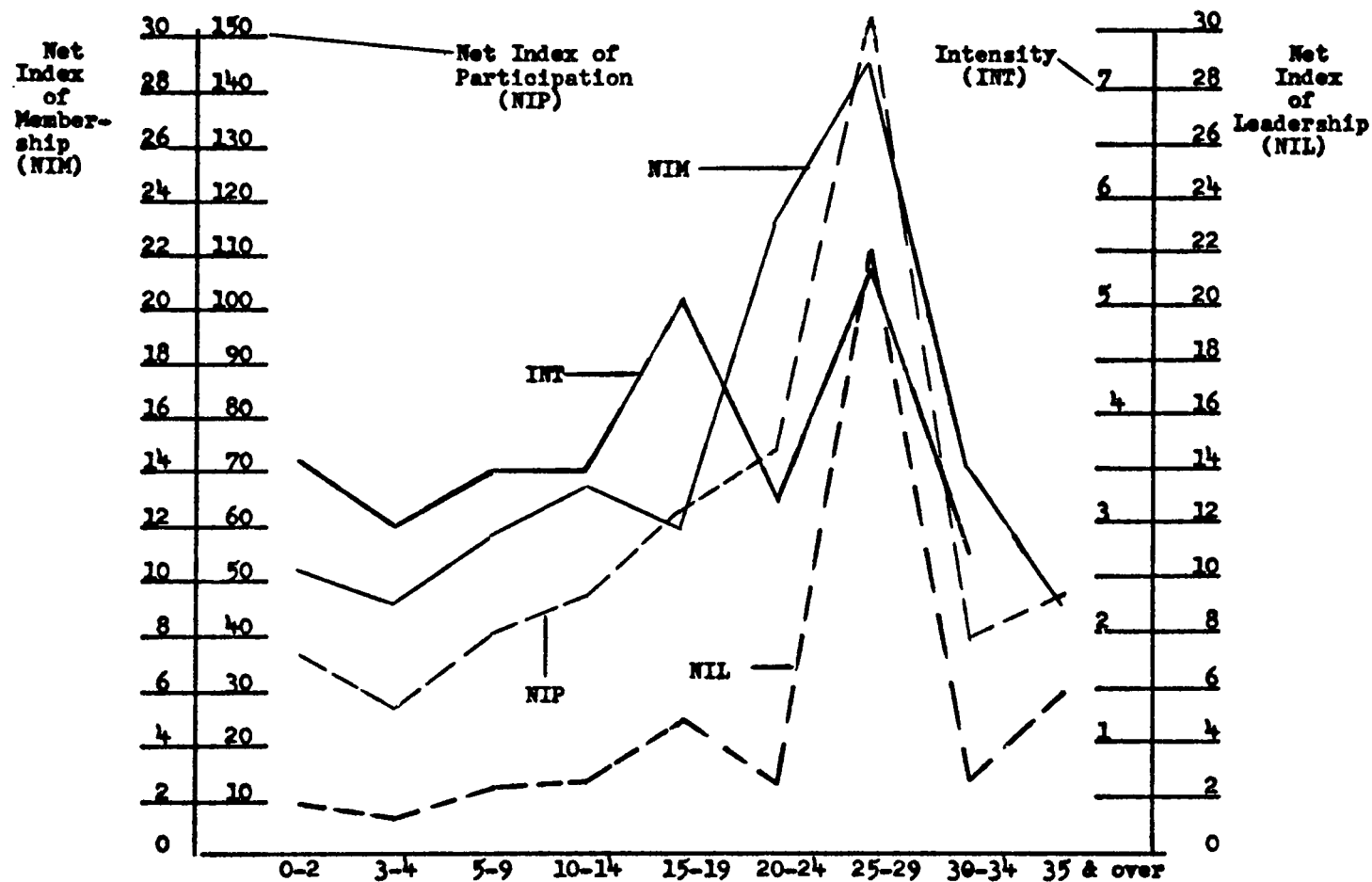


CHART IX  
Years Of Dearborn Teaching Experience And Community Participation

predictable cycle of community participation with respect to the indices of membership, participation, and leadership. As was described previously, however, the intensity ratings relative to total teaching experience and Dearborn teaching experience were highly irregular.

#### XV. CURRENT INCOME FROM TEACHING AND COMMUNITY PARTICIPATION

Table XV relates current income from teaching to the community participation of Dearborn social studies teachers. Previous studies described in Chapter II indicated that direct relationships existed between income and community participation.<sup>11</sup> These studies were directed at general population groups. Other studies reported a direct relationship between income and participation to a point where increased educational attainment resulted in an even greater variety and wider scope of participation within common income groups.<sup>12</sup>

Table XV reports that ninety-six teachers (90%) earned salaries of over \$7,000 a year. Fifty-four of these teachers (56.2%, or 50.5% of the total) reported annual salaries of \$9,000 or more. The highest salary group (\$9,000 and over)

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<sup>11</sup>William G. Mather, "Income and Social Participation," American Sociological Review, Vol. 6 (1941), pp. 380-383.

<sup>12</sup>John M. Foskett, "Social Structure and Social Participation," American Sociological Review, Vol. 20 (August, 1955), p. 437; and Kaplan, op. cit., pp. 92-93, 119-120.

TABLE XV  
CURRENT INCOME FROM TEACHING

Salary Range	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
5,000 to 5,499	1	.9	0	10	10.0	10.0	62	62.0	62.0	6.2	4	4.0
5,500 to 5,999	1	.9	0	5	5.0	5.0	9	9.0	9.0	1.8	0	0
6,000 to 6,499	7	6.5	0	43	6.1	6.1	114	16.3	16.3	2.7	3	.4
6,500 to 6,999	2	1.9	1	15	7.5	15.0	65	32.5	65.0	4.3	3	3.0
7,000 to 7,499	7	6.5	1	59	8.4	9.8	150	22.6	25.0	2.6	5	.8
7,500 to 7,999	12	11.2	0	134	11.2	11.2	410	34.2	34.2	3.1	21	1.8
8,000 to 8,499	11	10.3	0	132	12.0	12.0	396	36.0	36.0	3.0	10	.9
8,500 to 8,999	12	11.2	0	153	12.8	12.8	628	52.3	52.3	4.1	47	3.9
9,000 and over	54	50.5	0	782	14.5	14.5	3005	55.6	55.6	3.8	210	3.9
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Seven teachers comprised 6.5 per cent of all respondents. These teachers earned between \$6,000 and \$6,499. These teachers reported 43 memberships, gross and net membership indices of 6.1 and 6.1, respectively, 114 participation points, gross and net participation indices of 16.3 and 16.3, respectively, 2.7 intensity, 3 leaderships, and a .4 net index of leadership.

reported the second highest net index of membership (14.5) and the second highest net index of participation (55.6), next to the single teacher who reported a fifteen net index of membership and a rating of sixty-five in the net index of participation. It may be noted that the net indices of membership and participation increased steadily from the \$7,000 to over \$9,000 salary range. The net index of leadership and intensity ratings performed erratically in the same salary range but tended for the most part to increase.

The largest salary group of those earning less than \$7,000 was the seven teachers (6.5%) who earned between \$6,000 to \$6,499. This group evidenced a slightly higher overall rate of community participation than the lone respondent who constituted the \$5,500 to \$5,999 group, which ranked last in all indices of participation.

Because of the unreliability attached to the single response factor it was assumed appropriate to assign negative emphasis to the two lowest salary categories. Analysis of the data in Table XV, performed with the above stipulation, revealed that increase in overall community participation was closely related with increase in income.

Chart X presents a line graph representation of the relationship between income and community participation. This chart also indicates that one teacher who earned \$5,000 to \$5,499 a year reported a comparatively high rate of community

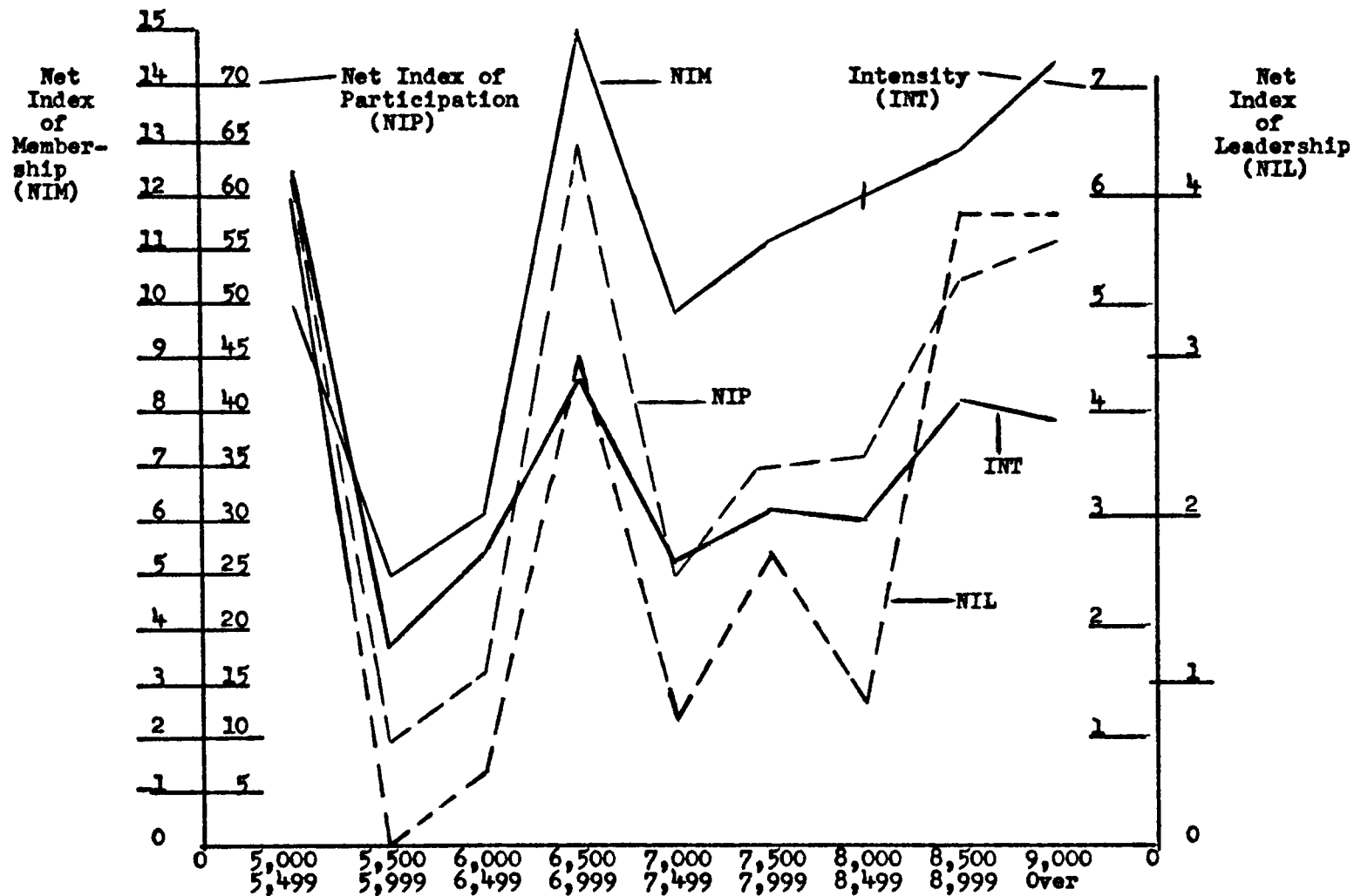


CHART X  
Current Income From Teaching

participation in all four indices. Chart X also indicates that two teachers who earned \$6,500 to \$6,999 annually reported the highest net indices of membership and participation of all salary groups, ranked second in leadership, and third in participation intensity. It may be observed that with the exception of the two cases cited above a consistently increasing slope occurred relative to the net indices of membership and participation, and in the intensity rating. The net index of leadership performed in somewhat erratic fashion but ultimately achieved a peak with the two highest salary groups.

From the salary range of \$7,000 to \$9,000 and over a rather consistent increase occurred in every index, except leadership, which showed marked irregularity from the \$6,500 to \$8,499 salary range. This cluster resulted from the fact that ninety-six teachers (90%) were reported in the salary range of \$7,000 to \$9,000 and over. Additional importance was attached to the fact that fifty-four teachers (50.5%) constituted the highest salary range group of over \$9,000 and reported the highest rate of overall community participation, with the exception of two teachers previously indicated. It was assumed, therefore, that ninety per cent of the teachers provided a more reliable profile of community participation on which to base a conclusion than two per cent of the sample. In this sense it was concluded that an increased rate of overall community participation was related with a corresponding

increase in salary. However, a definite tapering off of the increasing slope was noticeable between the \$8,500 to \$9,000 salary level.

#### XVI. CURRENT INCOME FROM TEACHING BY LEVEL OF TEACHING AND SEX

Table XVI presents a breakdown of individual teacher's salary groupings by teaching level and sex. Inspection of this table revealed that one teacher, a woman, was on a contract salary ranging between \$5,000 and \$5,499 and that she taught at the senior high school level. Her's was the lowest salary range reported.

Seven teachers fell within the salary range of \$7,000 to \$7,499 per year. Two of these teachers taught at the junior high level, five at the senior high level, and none at the community college level. One of these teachers in this salary range was a woman and six were men. Fifty-four teachers (50.4%) reported salaries in the highest range bracket of \$9,000 and over. Twenty-six of these were junior high teachers, eighteen were senior high teachers and ten were community college teachers. Seventeen teachers in the highest salary bracket were women (68% of the women) which accounted for the highest percentage of the two sexes. Thirty-seven male teachers (45% of the men) were in the highest salary range.

Twelve teachers (11.2%) reported a salary range of \$8,500

TABLE XVI  
CURRENT INCOME FROM TEACHING BY LEVEL OF TEACHING AND SEX

Salary Range	Junior High	Per Cent	Senior High	Per Cent	Community College	Per Cent	Female	Per Cent	Male	Per Cent
5,000 5,499	0	0	1	2.4	0	0	1	4	0	0
5,500 5,999	1	2	0	0	0	0	0	0	1	1.2
6,000 6,499	5	10.2	2	4.8	0	0	2	8	5	6.1
6,500 6,999	2	4.1	0	0	0	0	0	0	2	2.4
7,000 7,499	2	4.1	5	12.2	0	0	1	4	6	7.3
7,500 7,999	5	10.2	5	12.2	2	11.7	1	4	11	13.3
8,000 8,499	6	12.2	4	9.7	1	5.8	1	4	10	12.2
8,500 8,999	2	4.1	6	14.6	4	23.5	2	8	10	12.2
9,000 and over	26	53.1	18	43.9	10	58.8	17	68	37	45.1
TOTALS	49	100.0	41	100.0	17	100.0	25	100.0	82	100.0
Average Salaries	Junior High \$8,752.65		Senior High \$8,716.78		Community College \$9,417.35		Female \$9,254.72		Male \$8,719.45	
Average for all teachers - \$8,845.61										

to \$8,999 and twelve teachers reported being in the \$7,500 to \$7,999 salary range. Ninety-six teachers (90%) were paid salaries in excess of \$7,000 in the 1962-63 school year. The average salary for all Dearborn social studies teachers was \$8,845.61. Junior high school teachers averaged \$8,752.65, senior high \$8,716.78, community college \$9,417.35, male teachers \$8,719.45, and female teachers \$9,254.72. These averages were one to four thousand dollars over the national average as reported in the 1962-63 study of the National Education Association.<sup>13</sup>

It is noted that the degree and extent of community participation as reported by Dearborn teachers increased in direct relation to increasing income. This finding when compared to increasing levels of educational attainment, reported in Table X, revealed a correspondingly increasing degree of community participation with respect to rising income and education.

A final aspect of the analysis of Dearborn social studies teachers' salaries was that in relation to other school districts in the metropolitan Detroit area, it was revealed that Dearborn teachers were comparatively well paid. This finding was indicative of a high level of community support.

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<sup>13</sup>National Education Association, "The American Public School Teacher," (Washington, D.C.: The Association, May, 1962) Research Monograph 1963-M2.

XVII. A PROFILE OF DEARBORN SOCIAL STUDIES TEACHERS  
IN RELATION TO GENERAL BACKGROUND FACTORS

A profile of Dearborn social studies teachers as revealed by the analysis and comparison of general background factors and their relationship to community participation in Chapter V is presented here.

The typical Dearborn social studies teacher, as revealed by these factors, was by nativity, education, and personal background a product of the Great Lakes region of the United States. It was established that sixty-four per cent of Dearborn social studies teachers evidenced common socio-geographic characteristics. Nativity, education, and employment of these teachers were in close proximity, being in Michigan and fifty miles or less from Dearborn. No dominating relationships were found to be associated with area of nativity and community participation.

Forty-five per cent of Dearborn social studies teachers were raised in cities of 100,000 or more population. Those teachers who came from cities of 50,000 to 99,999 population exhibited the highest overall degree of community participation.

The average age for all Dearborn social studies teachers was 38.4 years. By teaching level the average ages were 37.4 years for junior high, 37.7 years for senior high, and 42.9 years for the community college. Average ages for the two sexes were 37.6 years for males and 40.8 years for females.

Dearborn teachers showed a progressively increasing trend of overall community participation between the ages of forty to fifty-four. Peak participation was attained between fifty and fifty-four years of age.

Dearborn social studies teachers were predominantly male (eighty-two, 76.6%, were male; twenty-five, 23.4%, were female). Female teachers exhibited a higher overall participation rate than men, including a higher net index of leadership. With respect to sex and teaching level, all community college social studies teachers were males. Seventeen females taught in junior high and eight taught in senior high schools.

The profile of Dearborn social studies teachers by teaching level showed that the older community college teachers all possessed at least a master's degree and substantially surpassed all other levels of teaching in overall community participation. This fact also related to educational level, where the degree of community participation increased in direct relation to the next highest degree held.

The typical Dearborn teacher (76.6%) over thirty years of age was married. Twenty per cent of all social studies teachers were not married. This group participated in formal community affairs with more intensity than the married group.

Those Dearborn social studies teachers who received their bachelor's degrees prior to the year 1943 and those who received their master's degrees between 1943 and 1947 evidenced

the highest overall community participation scores.

With respect to teaching experience eighty-two per cent of Dearborn social studies teachers had remained in Dearborn over five years. Teachers with total teaching experience and Dearborn experience of between twenty-five and twenty-nine years showed the highest overall community participation of all experience groups.

Finally, the typical Dearborn social studies teacher was comparatively well paid. The average salary for all teachers was \$8,845.61. Increased levels of community participation were reported in direct relation to increasing income.

#### XVIII. SUMMARY

Chapter V has described fifteen general background factors of the 107 teacher respondents to the questionnaire and the relationship of these factors to community participation. The respondents described accounted for 90.7 per cent of all Dearborn social studies teachers. This response was considered indicative of comprehensive sampling of the group involved in the study.

General background factors were described in relation to twelve indices of community participation. These indices were: (1) total number of teachers per category,

(2) percentage of teachers per category, (3) nonmembers per category, (4) total memberships (membership points) per category, (5) gross index of membership, (6) net index of membership, (7) total participation points (according to participation scale), (8) gross index of participation, (9) net index of participation, (10) intensity of participation, (11) total leaderships, and (12) net index of leadership.

A summation of the general background factors follows. Table II described the first general background factor and showed that the state of Michigan led all other states as the nativity area for the largest number of social studies teachers (63.5%)--Metropolitan Detroit accounted for 43.9 per cent of all Dearborn social studies teachers. Michigan and bordering states of the Great Lakes region accounted for 80 per cent of all Dearborn social studies teachers. With respect to community participation in relation to state of birth it was determined that the geographic area of nativity was not a factor in the degree of community participation. Michigan, however, did rank in the top three of every index and was first in participation intensity and net index of leadership.

The second general background reported in this chapter (Table III) showed that thirty institutions accounted for all 193 degrees granted to Dearborn social studies teachers. The state of Michigan accounted for eighty per cent of all degrees granted and institutions in Michigan and its surrounding states

accounted for 170 (88%) of the 193 degrees granted. This finding compared with nativity by state (Table II) in which eighty per cent of Dearborn social studies teachers reported nativity in Michigan or bordering states. Seventy-five per cent of Dearborn social studies teachers received their bachelor's degrees at institutions less than fifty miles from Dearborn.

All geographic regions of the country, with the exception of the Northwest and Southeast, were represented relative to degree granting institutions.

It was concluded from Tables II and III that the great majority of Dearborn social studies teachers (64%) were home grown and home educated products and another twenty per cent were born and educated in states immediately bordering Michigan. It was established that eighty-four per cent of Dearborn teachers had origins of nativity and higher education in the Great Lakes region of the United States. It was clearly evident that the three factors of nativity, education, and employment were in extremely close socio-geographic proximity.

The third general background factor reported was the size of community in which most of life up to sixteen years of age was spent and its relation to community participation. It was shown in Table IV and Chart III that forty-five teachers (42.1%) came from cities of 100,000 and more population. The least number of teachers (4) came from cities and towns of

less than 500 population. It was concluded that considerable irregularity existed relative to any consistent pattern of increasing or decreasing community participation with respect to size of community. The four indices reported indicated substantial variance in their respective scores with respect to the communities described. Those teachers who came from cities of 50,000 to 99,999 population exhibited the highest overall degree of community participation by ranking first in the gross and net indices of membership, participation, and leadership, and third in participation intensity.

The fourth general background factor reported was age by teaching level and sex. Table V showed that the largest number of teachers (29, or 27.1%) were in the age bracket of thirty-five to thirty-nine. Eighty-two teachers (76.6%) were between the ages of thirty and forty-nine. The average age for all Dearborn social studies teachers was 38.4 years. By teaching level the average ages were 37.4 years for junior high, 37.7 years for senior high and 42.9 years for community college teachers. Average ages for the two sexes were 37.6 years for males and 40.8 years for females.

Table VI reported the fifth general background factor. Each of the 107 teacher respondents was described in relation to the five factors of age, total membership points, total participation points, participation intensity, and leaderships. Table VI was designed to facilitate individual comparisons and

relationships between respondents of various ages and age groups.

It was found that the age range of Dearborn social studies teachers was from twenty-three to sixty-one. The largest age group of teachers was the thirty-five to thirty-nine group with twenty-nine respondents. Table VI revealed that the age group fifty to fifty-four led all other age groups in the indices of membership, participation, intensity, and leadership. The range of individual scores for those respondents reporting community participation was as follows: membership--four to forty-two, participation--six to two hundred fifty-one, intensity--1.2 to 6.9, and leadership--zero to thirty-seven.

The sixth general background factor, community participation in relation to current age brackets, was reported in Table VII. Twenty-nine teachers (27.1%) constituted the largest group and were between thirty and thirty-nine years of age. The significant finding reported in Table VII was that the twenty-nine teachers (27.1%) composing the three age groups forty to forty-four, forty-five to forty-nine, and fifty to fifty-four reported significantly higher degrees of community participation than any of the other age groups. The peak of all community participation indices was reached between fifty to fifty-four years of age.

The seventh general background factor, teaching level

and sex, was reported in Table VIII. This table indicated that community college social studies teachers substantially surpassed junior and senior high school teachers in every index of community participation, with the exception of participation intensity. In this instance community college teachers ranked second by .1 of a point behind junior high school teachers. Table VIII showed that the eighty-two male teachers possessed a higher gross and net index of membership than the twenty-five female teachers. Twenty-five female teachers, however, reported substantially higher gross and net indices of participation and leadership than the men. Women also revealed a one point superiority in participation intensity.

The eighth general background factor reported was marital status. Table IX showed that eighty-two teachers (76.6%) were married, twenty-one (19.6%) were not married, three were divorced, and one was widowed. It was apparent that single teachers showed considerable superiority in both indices of participation and leadership, while married teachers evidenced a one point margin in both membership indices. The single widowed teacher achieved the highest overall ratings with respect to marital status groups.

The ninth general background factor reported was degrees held and community participation. Table X and Chart V showed that the five teachers possessing the doctor's degree established a substantial superiority over those with other degrees in every

index of community participation. Master's degree teachers ranked second, two teachers with law degrees ranked third, and twenty-one teachers who possessed only bachelor's degrees were last in all indices of community participation. It was finally concluded from the findings of Table X that higher professional educational levels of attainment resulted in clearly identifiable increased levels of community participation.

The tenth general background factor reported was bachelor's degrees by year obtained and community participation. Table XI showed that thirty-six teachers (33.6%) comprised the largest group of teachers receiving their bachelor's degrees at a given year interval--ten to fourteen years ago. It was noted that no specific degree year interval dominated every index of community participation. Those teachers who received their bachelor's degree prior to the year 1943 attained generally higher ratings than other interval groups.

The eleventh general background factor reported was master's degrees by year obtained. Twenty-eight teachers (26.2%), the largest number, received their master's degrees during the year interval 1953 to 1957. Five teachers (4.7%), who received their master's degrees between the years 1943 to 1947, evidenced the highest community participation scores in all indices.

The twelfth general background factor reported was total years teaching experience and community participation. Table

XIII showed that two groups of teachers, consisting of thirty-three in each group (30.8%), constituted the largest experience groups of all teachers with five to nine and ten to fourteen years of experience, respectively. With minor exceptions, all indices of participation reached their peak between twenty-five and twenty-nine years of total teaching experience. This agreed with the finding (Table VII) that peak participation occurred in the fifty to fifty-four age bracket.

The thirteenth general background factor reported was Dearborn teaching experience. Table XIV showed that peak over-all community participation occurred, as in Table XIII, between twenty-five and twenty-nine years of experience and then tapered off.

Table XV reported the fourteenth general background factor of current income and community participation. Analysis of the data in this table revealed a closely related increase in overall community participation with corresponding increase in income.

Table XVI reported the fifteenth general background factor of income by teaching level and sex. Junior high teachers averaged annual salaries of \$8,752.65, senior high \$8,716.78, community college \$9,417.35, male teachers \$8,719.45, and female teachers \$9,254.72.

## CHAPTER VI

### CURRENT BACKGROUND FACTORS RELATING TO DEARBORN SOCIAL STUDIES TEACHERS' PROFESSIONAL AND NON-PROFESSIONAL ACTIVITIES AND COMMUNITY PARTICIPATION

#### I. INTRODUCTION

In Chapter VI nine current background factors are considered in relation to the community participation of Dearborn social studies teachers. These nine current background factors were: (1) summer employment related to teaching; (2) summer employment in community activities, (3) summer school teaching, (4) college work constituting major or minor, (5) pursuance of another degree, (6) current pursuit of advanced degrees by number and type, (7) additional college work for purposes other than a degree, (8) attendance at college summer sessions, and (9) in-service education.

The first three of these current background factors possessed common characteristics relative to professional and non-professional employment which was related and non-related to the respondents' field of teaching. The latter five of these current background factors possessed commonality in that they related to professional education and upgrading through the pursuit of professional courses for degree and non-degree purposes. Pursuit of professional upgrading was accomplished

via the in-service education program and university affiliation. Finally, it was assumed that most of the current background factors possessed the characteristic of being changeable, unpredictable, and non-permanent with respect to time. These comparatively volatile characteristics set the secondary current background factors apart from those general factors described in the preceding chapter. With respect to the relationship of most current background factors to community participation the major consideration presented was that pursuit of these activities required valuable time and effort. This fact would in many cases temporarily detour a given respondent's efforts in the field of community participation.

Certification relative to possession of a major or minor in social studies is presented in this chapter to facilitate comparisons with data on teacher upgrading for degree and non-degree purposes.

The chapter has been concluded with a "profile" of Dearborn social studies teachers with respect to the relationships between current background factors and community participation.

## II. EMPLOYMENT DURING LAST THREE SUMMERS IN POSITIONS RELATED TO TEACHING FIELD AND COMMUNITY PARTICIPATION BY TEACHING LEVEL AND SEX

Table XVII reports employment of Dearborn social studies teachers during the last three summers in positions related to their teaching field and community participation.

TABLE XVII  
EMPLOYMENT DURING LAST THREE SUMMERS IN POSITION  
RELATED TO TEACHING FIELD AND COMMUNITY PARTICIPATION BY TEACHING LEVEL AND SEX

Employed in Position Related to Teaching Field		Teachers			Membership			Participation				Leadership	
		No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Junior High	Yes	10	20.5	0	156	15.6	15.6	574	57.4	57.4	3.8	26	2.6
	No	39	79.5	2	456	11.7	12.3	1710	43.8	46.2	3.8	109	2.9
	Total	49	100.0	2	612	12.5	13.0	2284	46.6	48.4	3.7	135	2.9
Senior High	Yes	13	31.7	0	147	11.3	11.3	592	45.5	45.5	4.0	45	3.4
	No	28	68.3	0	319	11.4	11.4	1053	37.5	37.5	3.3	67	2.4
	Total	41	100.0	0	466	11.4	11.4	1645	40.1	40.1	3.5	112	2.7
Community College	Yes	13	76.5	0	207	15.9	15.9	782	60.2	60.2	3.8	44	3.4
	No	4	23.5	0	48	12.0	12.0	136	34.0	34.0	2.8	12	3.0
	Total	17	100.0	0	255	15.0	15.0	918	54.0	54.0	3.6	56	3.3
Male Teachers	Yes	32	39.1	0	461	14.4	14.4	1657	51.8	51.8	3.6	95	2.9
	No	50	60.9	2	568	11.4	11.8	1861	37.2	38.8	3.3	100	2.1
	Total	82	100.0	2	1029	11.4	12.9	3518	42.9	44.0	3.4	195	2.4
Female Teachers	Yes	4	16	0	49	12.3	12.3	291	72.8	72.8	5.9	25	6.3
	No	21	84	0	255	12.1	12.1	1038	49.4	49.4	4.1	83	3.9
	Total	25	100.0	0	304	12.2	12.2	1329	53.2	53.2	4.4	108	4.3
All Teachers	Yes	36	33.6	0	510	14.2	14.2	1948	54.1	54.1	3.8	117	3.5
	No	71	66.4	2	823	11.6	12.0	2899	42.8	41.9	3.5	186	2.6
	Total	107	100.0	2	1333	15.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Ten junior high school teachers (20.5%) reported having been employed during the last three summers in positions related to their teaching field. These teachers reported 156 memberships, gross and net membership indices of 15.6 and 15.6 respectively, 574 participation points, gross and net participation indices of 57.4 and 57.4, respectively, 3.8 intensity, 26 leaderships, and a 2.6 net index of leadership.

Thirty-six Dearborn social studies teachers (33.6%) reported they worked at jobs related to their teaching field during the last three summers. Seventy-one teachers (66.4%) indicated they were not employed at jobs which were related to their teaching field and forty-one of these held other employment. Those teachers who were employed in positions related to their teaching field evidenced superiority in every index of community participation over the latter group.

Ten junior high school teachers (20.5%) reported employment in positions related to their teaching field during the last three summers, while thirty-nine junior high school teachers (79.5%) were not employed in such positions. Twenty-two of these held other positions. The ten teachers who were employed in positions related to their teaching field reported a higher degree of participation on the indices of membership and participation than did those teachers who were not employed in such positions. Both groups reported a 3.8 participation intensity rating and the latter group showed almost negligible superiority (2.9 to 2.6) in the net index of leadership.

Thirteen senior high school teachers (31.7%) reported employment during the last three summers in positions related to their teaching field, while twenty-eight teachers (68.3%) were not employed in positions related to their teaching field. Eighteen of these held other employment. Those teachers who were employed in positions related to their teaching field

indicated a higher degree of participation relative to the gross and net indices of participation intensity and leadership than the group not employed in areas related to their teaching field. Senior high teachers who were not employed in positions related to their teaching field reported a slightly higher degree of participation (.1 of a point) in both the gross and net indices of membership.

Thirteen community college teachers (76.5%) were employed in positions related to their teaching field during the last three summers and four community college teachers (23.5%) were not employed in such positions. One of these held no employment. The thirteen community college teachers who were employed during the last three summers in positions related to their teaching field indicated a substantial superiority in the indices of membership, participation, and intensity over the four community college teachers who were not employed in such positions. A very slight superiority (3.4 to 3) was also reported by the former group in the net index of leadership.

Thirty-two male teachers (39.1%) were employed in positions related to their teaching field during the last three summers and fifty male teachers (60.9%) were not employed in such positions. Those males who answered in the affirmative to the question of summer employment related to teaching field participated in formal community affairs at a rate which exceeded by a substantial margin that of the negative answering

group in all indices of community participation.

Four female teachers (16%) were employed in positions which were related to their field of teaching during the last three summers and twenty-one female teachers (84%) were not employed in such positions. Those females answering "yes" to the question of summer employment related to their field of teaching reported an imperceptible superiority of two-tenths of a point (12.3 to 12.1) in the gross and net indices of membership over the teachers who answered "no" to the question. The affirmative group reported an overwhelming superiority over the other group in the indices of participation, intensity, and leadership.

In conclusion it may be stated that seventy-one (66.4%) Dearborn social studies teachers were not employed during the last three summers in positions related to their teaching field. Forty-one of these seventy-one teachers were employed in other positions. Thirty-four per cent of all Dearborn social studies teachers were employed in positions related to their teaching field. Those teachers who were employed in this latter capacity reported substantially higher community participation scores in every index over the group which did not report such employment.

The findings of Table XVII indicated that the majority of Dearborn social studies teachers were employed in positions other than those related to their teaching field. Additional

research would provide valuable data relative to specific types of positions in which Dearborn teachers were employed during their summers. It may be that Dearborn social studies teachers exerted their influence in a variety of areas completely remote from their specialized field of teaching during a three summer period. It may also be that Dearborn social studies teachers are completely divorced from the broad spectrum of community affairs not related to professional education. Answers to these statements would provide significant implications which could result in increased understandings relative to the scope, function, and influence of the Dearborn professional staff in community affairs.

### III. PAID SUMMER STAFF MEMBER OF ANY COMMUNITY ACTIVITY DURING THE LAST THREE YEARS AND COMMUNITY PARTICIPATION

Table XVIII presents data relative to Dearborn social studies teachers and whether they were paid staff members of any community activity during the last three years. These data are compared to community participation by teaching level and sex.

Eighteen teachers (16.8%) reported they had been paid summer staff members of some community activity during the last three years. Eighty-nine Dearborn social studies teachers (83.2%) reported not having been paid summer staff members of any community activity during the last three years. Those

TABLE XVIII

PAID SUMMER STAFF MEMBER OF ANY COMMUNITY ACTIVITY  
DURING THE LAST THREE YEARS AND COMMUNITY PARTICIPATION

Paid Summer Staff Member		Teachers			Membership			Participation				Leadership	
		No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Junior High	Yes	9	18.4	0	128	14.2	14.2	503	55.9	55.9	3.9	20	2.2
	No	40	81.6	2	484	12.1	12.7	1781	44.5	46.9	3.7	115	3.0
	Total	49	100.0	2	612	12.5	13.0	2284	46.6	48.6	3.7	135	2.9
Senior High	Yes	7	17.1	0	90	12.9	12.9	280	40.0	40.0	3.1	11	1.6
	No	34	82.9	0	376	11.1	11.1	1365	40.1	40.1	3.6	101	2.9
	Total	41	100.0	0	466	11.4	11.4	1645	40.1	40.1	3.5	112	2.7
Community College	Yes	2	11.8	0	48	24.0	24.0	230	115.0	115.0	4.8	17	8.5
	No	15	88.2	0	207	13.8	13.8	688	45.9	45.9	3.3	39	2.6
	Total	17	100.0	0	255	15.0	15.0	918	54.0	54.0	3.6	56	3.3
Male Teachers	Yes	17	20.7	0	250	14.7	14.7	902	53.5	53.5	3.6	41	2.4
	No	65	79.3	2	779	11.9	12.4	2616	40.3	41.4	3.3	154	2.4
	Total	82	100.0	2	1029	12.6	12.9	3518	42.9	44.0	3.4	195	2.4
Female Teachers	Yes	1	4.0	0	16	16.0	16.0	111	111.0	111.0	6.9	7	7.0
	No	24	96.0	0	288	12.0	12.0	1218	50.8	50.8	4.2	101	4.2
	Total	25	100.0	0	304	12.2	12.2	1329	53.2	53.2	4.4	108	4.3
All Teachers	Yes	18	16.8	0	266	14.8	14.8	1013	56.3	56.3	3.6	48	2.7
	No	89	83.2	2	1067	11.9	12.3	3834	43.1	44.0	3.6	255	2.9
	Total	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Nine teachers comprised 18.4 per cent of all junior high respondents. These teachers were paid summer staff members of community activities during the last three years. These teachers reported 128 memberships, gross and net membership indices of 14.2 and 14.2, respectively, 503 participation points, gross and net participation indices of 55.9 and 55.9, respectively, 3.9 intensity, 20 leaderships and a 2.2 net index of leadership.

teachers who had been paid summer staff members of community activities evidenced superiority over those teachers who had not been paid summer staff members in the indices of membership and participation. Both groups reported a 3.6 intensity rating and the nonpaid summer staff members showed a slight advantage over the paid summer staff members in the net index of leadership.

Nine junior high school teachers (18.4%) reported having been paid summer staff members of community activities during the last three years. Forty junior high school teachers responded in the negative relative to being paid summer staff members of community activities during the three summers. These nine teachers who answered "yes" to the question indicated a notable increase in all indices of community participation, except leadership, over the forty teachers who answered "no" to the question of being paid summer staff members of community activities.

Seven senior high school teachers (11.8%) reported they had been employed as paid summer staff members of a community activity during the last three years. Thirty-four high school teachers indicated they had not been employed as paid summer staff members of any community activity during the same period of time. The seven teachers who indicated they had been paid summer staff members of community activities during the three year period reported a 1.8 point superiority in both gross and

net indices of membership. The teachers who were not paid summer staff members of any community activity evidenced a minute superiority (40.1 to 40) in the gross and net indices of participation and somewhat higher ratings in the indices of intensity and leadership.

Two community college teachers (11.8%) indicated having been paid summer staff members of community activities during the last three years. Fifteen community college teachers (88.2%) were not paid summer staff members during the last three years. The two teachers who answered "yes" to the question reported substantially higher scores in every index of community participation than those teachers who answered "no" to the question. The indices of participation and leadership showed exceptional disparity between the two groups with scores of 115 to 45.9 and 8.5 to 2.6, respectively.

Seventeen male teachers (20.7%) reported having been paid summer staff members of community activities during the last three years. Sixty-five male teachers (79.3%) indicated they had not been paid summer staff members of any community activity during the same period. The seventeen male teachers who answered in the affirmative to the question of being a paid summer staff member led the group answering "no" in all indices of community participation, except leadership, where both groups reported a 2.4 rating.

One female teacher (4%) was a paid summer staff member

of some community activity during the last three years. Twenty-four female teachers were not paid summer staff members of any community activities during the last three years. The one teacher who was a paid summer staff member of some community activity evidenced a comparatively high degree of community participation in all indices compared to the twenty-four teachers who were not paid summer staff members of community activities.

The findings of Table XVIII show that the great majority of Dearborn social studies teachers (83.2%) were not paid summer staff members of any community activity during the last three years. Eighteen teachers (16.8%) were paid summer staff members of community activities during the three year period and these teachers evidenced a higher degree of community participation in the indices of membership and participation than the other group. Both groups attained a 3.6 intensity rating and those teachers who answered "no" to the question led the leadership index with a 2.9 to 2.7 rating.

It may be concluded from Table XVIII that Dearborn social studies teachers were not extensively represented as paid summer staff members of community activities during the last three years. The findings of Tables XVII and XVIII revealed that the majority of Dearborn social studies teachers who were employed during the last three summers were involved in employment which was not related to their professional area of specialization and

not related to formal community functions.

#### IV. TEACHERS HAVING TAUGHT SUMMER SESSIONS LAST THREE YEARS AND COMMUNITY PARTICIPATION

Inspection of Table XIX reveals that thirty-three teachers (30.8%) taught summer school at least one summer out of the last three. These teachers were active in formal community affairs to the extent that their indices of membership and participation exceeded slightly those of teachers who did not teach summer school. It may be noted, however, that those respondents who did not teach summer school had a much higher intensity rating (3.6 to 2.4) than those teachers who taught summer school the last three years. The non-summer school teachers also led the leadership index with a 3.0 rating compared to a 2.7 rating for those who taught summer school.

Analysis of Table XIX shows that nine junior high school teachers (18.4%) reported teaching summer school during the past three summers and forty junior high school teachers (81.6%) did not teach summer school. Those junior high school teachers who taught summer school surpassed non-summer school teachers in both gross and net indices of membership. Junior high teachers who did not teach summer school exceeded those teachers who did in the gross and net indices of participation, intensity, and net index of leadership.

Ten senior high teachers (24.4%) taught summer school

TABLE XIX

TEACHERS HAVING TAUGHT SUMMER SESSIONS LAST THREE  
YEARS AND COMMUNITY PARTICIPATION

Taught Summer Sessions Last Three Years		Teachers			Membership			Participation				Leadership	
		No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Junior	Yes	9	18.4	0	126	14.0	14.0	411	45.7	45.7	3.3	20	2.2
High	No	40	81.6	2	486	12.2	12.8	1873	46.8	49.3	3.8	115	3.0
	Total	49	100.0	2	612	12.5	13.0	2284	46.6	48.6	3.7	135	2.9
Senior	Yes	10	24.4	0	106	10.6	10.6	368	36.8	36.8	3.5	23	2.3
High	No	31	75.6	0	360	11.6	11.6	1277	41.2	41.2	3.5	89	2.9
	Total	41	100.0	0	466	11.4	11.4	1645	40.1	40.1	3.5	112	2.7
Community	Yes	14	82.4	0	203	14.5	14.5	807	57.6	57.6	4.0	46	3.3
College	No	3	17.6	0	52	17.3	17.3	111	37.0	37.0	2.1	10	3.3
	Total	17	100.0	0	255	15.0	15.0	918	54.0	54.0	3.6	56	3.3
Male	Yes	32	39.1	0	437	13.7	13.7	1520	48.6	48.6	3.5	83	2.6
Teachers	No	50	60.9	2	592	11.8	12.3	1998	39.6	41.5	3.4	112	2.3
	Total	82	100.0	2	1029	12.6	12.9	3518	42.9	44.0	3.4	195	2.4
Female	Yes	1	4.0	0	12	12.0	12.0	66	66.0	66.0	5.5	6	6.0
Teachers	No	24	96.0	0	292	12.2	12.2	1263	52.6	52.6	4.3	102	4.3
	Total	25	100.0	0	304	12.2	12.2	1329	53.1	53.1	4.3	108	4.3
All	Yes	33	30.8	0	435	13.2	13.2	1586	48.1	48.1	2.4	89	2.7
Teachers	No	74	69.2	2	898	12.1	12.5	3261	44.1	45.3	3.6	214	3.0
	Total	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Nine teachers comprised 18.4 per cent of all junior high respondents. These teachers had taught summer sessions during the last three years. These teachers reported 126 memberships, gross and net membership indices of 14.0 and 14.0, respectively, 411 participation points, gross and net participation indices of 45.7 and 45.7, respectively, 3.3 intensity, 20 leaderships and a 2.2 net index of leadership.

during the last three years and thirty-one (76.6%) did not. Those teachers who did not teach summer school exceeded those who did in every index of community participation, except intensity, in which case both groups were equal with a 3.5 intensity rating.

Fourteen community college teachers (82.4%) reported having taught summer school in the past three summers and three teachers (17.6%) from this level did not teach summer school. The fourteen teachers who reported teaching summer school exceeded the non-summer school teachers in the gross and net indices of participation and in participation intensity. Both groups ranked equal in the net index of leadership with 3.3 ratings. The three teachers who did not report teaching summer school possessed a higher gross and net index of membership than the group that did teach summer school.

The community college teachers were the only level of teachers who showed a greater percentage (82.4% to 17.6%) of teachers who responded "yes" to having taught summer sessions during the past three summers. All other levels of teaching and sex compared inversely with the community college group with over fifty per cent of the teachers at these levels reporting not having taught summer school in the last three years. It is understandable that the community college teachers should reveal a high percentage (82%) as having taught summer school. The community college is operated the same as

a year around college. Student demand for courses in the summer is as high or higher than demand at the fall and winter sessions. Finally, the rate of pay for summer school teaching at the community college level averages between fourteen and twenty dollars an hour. This is a lucrative inducement and not readily turned down by community college faculty.

As a group thirty-two male teachers (39.1%) reported having taught summer school the last three years. This was in marked contrast to the four per cent of female teachers who taught during that time. Fifty male teachers (60.9%) did not teach summer school during the three year period. Those male teachers who did teach summer school showed a slight superiority in all indices of community participation ranging from 1.4 in the net index of membership, to 7.1 in the net index of participation, to .1 in the intensity rating and .3 in the index of leadership. It seemed reasonable to assume that conditions of an economic nature compelled men to teach summer school. The personnel office reported an excess of male summer school teaching applications during the three year period.

Women teachers revealed the greatest disparity of all groups relative to respondents who did or did not teach summer school. One (4%) of twenty-five female teachers reported having taught summer sessions and twenty-four (96%) did not teach summer school during the last three years. The one teacher who taught summer school evidenced superiority in the indices of

participation, intensity, and leadership. Female teachers who did not teach summer school exceeded the one who did in both indices of membership.

In conclusion it may be stated that the findings revealed the overall degree of community participation remained comparatively high for those who taught summer school but that the intensity of participation of these teachers remained considerably below that of the non-summer school teachers. Pinpointing reasons for the existing variances between the ratings of the two groups was considered a hazardous and purely speculative undertaking.

The findings of Table XIX further reinforced those of Tables XVII and XVIII in that they provided concrete evidence that the great majority of Dearborn social studies teachers were not employed during the last three summers in areas directly or indirectly related to their teaching field. As previously stated in the conclusions of Tables XVII and XVIII future research in the area of summer employment is needed to provide specific data relative to the variety and scope of this pursuit by Dearborn social studies teachers.

Additional summation of Table XIX is provided in the summary of Table XXIV.

V. COLLEGE WORK CONSTITUTING MAJOR OR MINOR  
IN SOCIAL STUDIES AND COMMUNITY PARTICIPATION

Table XX reports by teaching level and sex those teachers who possessed college majors in social studies and those who possessed only a minor. A comparison is made between the two groups relative to their community participation.

Table XX revealed that ninety Dearborn social studies teachers (84.1%) had a major in the field they were currently teaching. Seventeen teachers (15.9%) were teaching social studies with only a minor as their qualification. The ninety teachers who possessed a major in social studies surpassed teachers with minors in every index of community participation and led all levels in the gross and net indices of participation.

Thirty-eight junior high school teachers (77.5%) reported having a major in social studies and eleven teachers (22.5%) reported having a minor in their field of teaching. Those junior high teachers who possessed a major in social studies reported at least fifty per cent higher scores in every index of community participation, except participation intensity where they reported a score 1.1 higher than those junior high teachers who had only a minor in social studies.

Thirty-five senior high school teachers (85.4%) had at least a major in social studies and six (14.6%) possessed only

TABLE XX  
COLLEGE WORK CONSTITUTING MAJOR OR MINOR IN  
SOCIAL STUDIES AND COMMUNITY PARTICIPATION

		Teachers			Membership			Participation				Leadership	
College Work		No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Junior High	Major	38	77.5	0	542	14.3	14.3	2088	54.9	54.9	3.9	128	3.4
	Minor	11	22.5	2	70	6.5	7.8	196	17.8	21.7	2.8	7	.8
	Total	49	100.0	2	612	12.5	13.0	2284	46.6	48.6	3.8	135	2.9
Senior High	Major	35	85.4	0	397	11.3	11.3	1390	39.7	39.7	3.5	103	2.9
	Minor	6	14.6	0	69	11.5	11.5	255	42.5	42.5	3.7	9	1.5
	Total	41	100.0	0	466	11.4	11.4	1645	40.1	40.1	3.5	112	2.7
Community College	Major	17	100.0	0	255	15.0	15.0	918	54.0	54.0	3.6	56	3.3
	Minor	0	0	0	0	0	0	0	0	0	0	0	0
	Total	17	100.0	0	255	15.0	15.0	918	54.0	54.0	3.6	56	3.3
Male Teachers	Major	68	82.9	0	890	13.1	13.1	3160	46.5	46.5	3.5	183	2.7
	Minor	14	17.1	2	139	9.9	11.6	358	25.6	29.9	2.6	12	1.0
	Total	82	100.0	2	1029	12.6	12.9	3518	42.9	44.0	3.4	195	2.4
Female Teachers	Major	22	88.0	0	283	12.9	12.9	1236	56.2	56.2	4.4	104	4.7
	Minor	3	12.0	0	21	7.0	7.0	93	31.0	31.0	4.4	4	1.3
	Total	25	100.0	0	304	12.2	12.2	1329	53.2	53.2	4.3	108	4.3
All Teachers	Major	90	84.1	0	1194	13.3	13.3	4396	48.4	48.4	3.6	287	3.2
	Minor	17	15.9	2	139	8.2	9.2	451	26.5	30.1	3.3	16	1.1
	Total	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Thirty-eight junior high school teachers (77.5%) reported having at least a major in social studies. These teachers reported a total of 542 memberships, gross and net membership indices of 14.3 and 14.3, respectively, 2088 participation points, gross and net participation indices of 54.9 and 54.9, respectively, 3.9 intensity, 128 leaderships, and a 3.4 net index of leadership.

a minor. The six senior high teachers who possessed a minor in social studies exceeded by a narrow margin the community participation scores of those thirty-five teachers with majors in all indices except leadership. This finding was a reversal of that for other teaching levels and both sexes where teachers with majors scored higher than those possessing only a minor.

All seventeen community college teachers (100%) possessed a major and a master's degree in social studies. The master's degree was a specific requisite set by administrative policy and pertained only to community college teachers. Community college teachers led all teaching levels in the gross and net indices of membership and ranked third in the gross and net indices of participation, leadership, and intensity to female teachers and junior high teachers who possessed a major in social studies.

Sixty-eight male teachers (82.9%) possessed majors in social studies and fourteen (17.1%) possessed only a minor in their current field of teaching. Male teachers with majors maintained superior scores in every index of participation over their male counterparts who possessed only a minor.

Twenty-two female teachers (88%) had a major in their current field of teaching and three (12%) were teaching in their minor field of college preparation. Those female teachers who possessed a major in social studies established a considerable margin of superiority over those female teachers who

possessed only a minor in every index of community participation except intensity, where both groups reported a 4.4 rating. Those female teachers who possessed a major in social studies dominated all other groups of teachers in both the gross and net indices of participation, in the net index of leadership, and ranked fourth in both indices of membership. Both female groups (majors and minors) reported a 4.4 intensity rating.

The findings resultant from analysis of Table XX established that ninety Dearborn social studies teachers (84.1%) possessed at least a major in social studies. It was also confirmed that, as a group, those teachers with a major surpassed those with a minor in every index of community participation.

With respect to the percentage of social studies teachers teaching in their major field, Dearborn social studies teachers reported eight per cent more than the state of Michigan as a whole. The most recent study by the Michigan Council for the Social Studies revealed that seventy-six per cent of Michigan social studies teachers possessed a major in social studies.<sup>1</sup> This compared with eighty-four per cent of Dearborn social studies teachers.

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<sup>1</sup>Michigan Council for the Social Studies, "The Status of the Preparation of Social Studies Teachers in Michigan Accredited High Schools," The Bureau of School Services, The University of Michigan, January, 1963, p. 4.

## VI. TEACHERS PRESENTLY WORKING ON ANOTHER DEGREE BY SEMESTER HOURS COMPLETED AND COMMUNITY PARTICIPATION

Analysis of Table XXI shows that sixty-two teachers (57.9%) were not actively pursuing another degree at the time this study was conducted. The table showed that forty-four teachers (41%) were engaged in the pursuance of another degree and had acquired semester hours toward this end ranging from two to over twenty-two. One teacher did not respond to the question. Three teachers (2.8%) reported having completed two to three semester hours toward a degree and at the highest extreme (22 or more hours) twenty-one teachers (19.6%) reported completion. Twenty teachers (18.7%) were distributed rather equally in the semester hour brackets which ranged from four to twenty-one hours completed toward another degree.

Comparisons and relationships concerning the number of hours completed and overall community participation could not be determined with any degree of precision. Therefore, derivation of a meaningful conclusion in this respect was at best purely hypothetical. For example, no identifiable trend could be discovered such as increasing or decreasing community participation with correspondingly increasing or decreasing semester hours completed.

The findings of Tables XXI and XXII were informative to the extent that they provided a status profile which described

TABLE XXI  
TEACHERS PRESENTLY WORKING ON ANOTHER DEGREE BY  
SEMESTER HOURS COMPLETED AND COMMUNITY PARTICIPATION

Hours Completed	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
No Response	1	.9	0	24	24.0	24.0	107	107.0	107.0	4.5	3	3.0
None	62	57.9	2	771	12.4	12.9	2954	47.6	49.3	3.8	206	3.4
2-3	3	2.8	0	50	16.6	16.6	253	84.3	84.3	5.1	29	9.7
4-6	4	3.7	0	48	12.0	12.0	176	44.0	44.0	3.7	7	1.8
7-9	3	2.8	0	17	5.7	5.7	52	17.3	17.3	3.0	1	.3
10-12	4	3.7	0	42	10.5	10.5	126	31.0	31.0	3.0	5	1.3
13-15	3	2.8	0	23	7.7	7.7	81	27.0	27.0	2.9	5	1.7
16-18	4	3.7	0	40	10.0	10.0	107	26.8	26.8	2.7	6	1.5
19-21	2	1.9	0	37	18.5	18.5	123	61.5	61.5	3.3	3	1.5
22 or more	21	19.6	0	281	13.4	13.4	868	41.3	41.3	3.1	38	1.8
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.2	3.6	303	2.9

This table is read as follows: Three teachers comprised 2.8 per cent of all respondents. These teachers had completed between two and three semester hours of college work toward another degree. These teachers reported 50 memberships, gross and net membership indices of 16.6 and 16.6, respectively, 253 participation points, gross and net participation indices of 84.3 and 84.3, respectively, 5.1 intensity, 29 leaderships and a 9.7 net index of leadership.

the formal effort being extended by Dearborn social studies teachers toward achieving increased professional competence through the acquisition of advanced degrees.

#### VII. CURRENT PURSUIT OF ADVANCED DEGREES BY NUMBER AND TYPE

Table XXII presents a description of the number and type of advanced degrees which were being pursued by Dearborn social studies teachers. It was noted that all of the twenty-one teachers (19.6%) who reported having only a bachelor's degree (Table X) indicated they were working toward completion of a master's degree. Ten teachers (9.3%) indicated they were working toward a doctor's degree. Three of these appeared to be officially accepted for the final phase of their doctoral work because they had completed from forty-five to ninety-three semester hours toward that end. Fourteen teachers (13%) were pursuing a specialist's certificate. Fourteen teachers (13%) reported taking graduate courses towards a second master's degree and finally three teachers (2.8%) indicated pursuit of law degrees. The findings of Tables XXI and XXII indicated a trend which could in the foreseeable future result in practically one hundred per cent of Dearborn social studies teachers having at least one advanced degree over and above the minimum required bachelor's degree. This would, of course, hinge on the degree status of future personnel at the time of their

recruitment into occurring vacancies.

TABLE XXII  
CURRENT PURSUIT OF ADVANCED DEGREES  
BY NUMBER AND TYPE

Degree	No.	Per Cent
Master's	21	19.6
Doctor's	10	9.3
Second Master's	14	13.0
Law	3	2.8
Specialist Certificate	14	13.0

VIII. TEACHERS TAKING COLLEGE WORK BEYOND PRESENT DEGREE FOR PURPOSES OTHER THAN A NEW DEGREE AND COMMUNITY PARTICIPATION

Table XXIII indicates that sixty-four teachers (60%) were pursuing or had completed college work for purposes other than obtaining another degree. The survey did not obtain specific data concerning the type of college work being taken. It was determined, however, after extensive interviewing with the director of personnel, that most of these teachers were engaged in some form of certification or subject field upgrading. It was further established as a result of interviews with the personnel director that the number of teachers engaged in increasing their proficiency level was quite high in comparison to surrounding school districts. The director also

TABLE XXIII

TEACHERS TAKING COLLEGE WORK BEYOND PRESENT DEGREE  
FOR PURPOSES OTHER THAN A NEW DEGREE AND COMMUNITY PARTICIPATION

Semester Hours Completed	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
No Response	5	4.7	0	79	15.8	15.8	316	63.2	63.2	4.0	17	3.4
None	38	35.5	1	380	10.0	10.3	1409	37.1	25.3	2.5	87	2.4
2-3	8	7.5	0	93	11.6	11.6	295	36.9	36.9	3.2	15	1.9
4-6	13	12.2	0	177	13.6	13.6	585	45.0	45.0	3.3	48	3.7
7-9	8	7.5	1	103	12.9	14.7	369	46	52.7	3.6	15	2.2
10-12	14	13.1	0	209	14.9	14.9	749	53.5	53.5	3.6	28	2.0
13-15	6	5.6	0	104	17.3	17.3	469	78.2	78.2	4.5	48	8.0
16-18	3	2.8	0	26	8.7	8.7	89	29.7	29.7	3.4	4	1.3
19-21	4	3.7	0	45	11.3	11.3	156	39.0	39.0	3.5	3	.8
22 or more	8	7.5	0	117	14.6	14.6	410	51.3	51.3	3.5	38	4.8
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Eight teachers comprised 7.5 per cent of all respondents. These teachers had completed between two and three semester hours of college work beyond their present degree for purposes other than a new degree. These teachers reported 93 memberships, gross and net membership indices of 11.6 and 11.6, respectively, 295 participation points, gross and net participation indices of 36.9 and 36.9, respectively, 3.2 intensity, 15 leaderships and a 1.9 net index of leadership.

revealed that Dearborn teachers consistently led all metropolitan Detroit school districts percentage-wise in the number of scholarships awarded for the pursuance of additional work in the social studies.

Fourteen teachers (13.1%), having completed ten to twelve semester hours, constituted the largest group of teachers relative to semester hours completed. This group was followed by thirteen teachers (12.2%) who had completed four to six semester hours. Eight teachers (7.5%) had completed twenty-two or more semester hours of college work for purposes other than a new degree.

Five teachers (4.7%) did not respond to the question of taking college work for purposes other than a new degree.

Thirty-eight teachers (35.5%) reported they had not taken any semester hours for purposes other than a new degree.

Analysis of Table XXIII revealed a progressively increasing rate or degree of community participation relative to the indices of membership, participation, and intensity in direct proportion to an increase in the number of semester hours completed. Peak participation was achieved by those six teachers (5.6%) who had completed thirteen to fifteen semester hours of college work. These teachers reported net indices of 17.3, 78.2, and 8 in membership, participation, and leadership, respectively, and 4.5 for their intensity rating. The two groups of teachers who had completed sixteen to eighteen and

nineteen to twenty-one semester hours reported a considerable drop in all indices of participation. The group of eight teachers (7.5%) who reported twenty-two or more semester hours of college work indicated a substantial increase in all four indices of community participation.

It may be concluded from the findings of Table XXIII that an increasing degree of community participation was directly related to an increase in college work taken for purposes other than a new degree. The findings of Table XXIII differed almost completely in their relationship to community participation from those of Table XXI in that the latter revealed a pronounced irregularity in the relationship between hours completed toward another degree and community participation. The findings of Table XXIII were expected to yield a similar relationship to those of Table XXI. However, the resultant direct relationship of increasing community participation to a corresponding increase in college work taken for purposes other than a new degree established a completely opposite relationship.

It would appear that additional research in the area of college work taken for purposes other than a new degree would yield valuable dividends relative to the precise professional competencies inherent within the Dearborn public schools' professional staff. Furthermore, administrative utilization of such information would strengthen the instructional program

through more effective staff placement in areas where a specific professional competency is required.

Table XXIII revealed that sixty-four teachers (60%) had taken college work for purposes other than a new degree compared to forty-four teachers (41%) who were working on a new degree (Table XXI).

It was inferred from Tables XXI and XXII that the financial increment (\$400) which becomes automatic with the acquisition of a master's degree was one factor which stimulated all teachers to have acquired or to be working on a master's degree. Another factor was the natural tendency to be associated with the majority relative to degree status.

It was further inferred that the comparatively large number of teachers who were taking courses for purposes other than a new degree was indicative of a combination of several factors. These were: an additional financial increment for thirty semester hours taken beyond the master's degree in a subject field, pursuit of a recognized specialist's certificate, specialized courses in areas of personal interest, increasing proficiency in specific areas, certification requirements, and scholarship inducements. Other factors were no doubt involved in bringing about the condition of the comparatively large number of teachers who had taken college work for purposes other than a new degree.

# IX. ATTENDED SUMMER SESSIONS OF COLLEGE IN THE LAST THREE YEARS AND COMMUNITY PARTICIPATION

Table XXIV reports the number of teachers who attended summer sessions of college in the last three years by teaching level and sex. This table also shows the relationship between attending summer sessions and community participation.

Fifty teachers (46.7%) attended college summer sessions during the last three years and fifty-seven (53.3%) did not attend summer sessions during the last three years. Those fifty-seven teachers who did not attend summer sessions reported superior ratings in all indices of community participation to those teachers who did attend summer school.

Twenty-six junior high school teachers (53.1%) attended summer sessions of college during the last three years compared to twenty-three (46.9%) who did not. The twenty-three junior high school teachers who did not attend summer sessions reported higher scores in all indices of community participation, with the exception of the gross index of membership, than those teachers who did attend summer sessions of college.

Seventeen senior high school teachers (41.5%) attended summer sessions of college during the last three years and twenty-four (58.5%) did not attend. These seventeen teachers who did attend summer sessions reported a higher degree of participation in all indices of community participation than those

TABLE XXIV  
ATTENDED SUMMER SESSIONS OF COLLEGE IN THE LAST  
THREE YEARS AND COMMUNITY PARTICIPATION

Attended Summer Sessions		Teachers			Membership			Participation				Leadership	
		No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Junior High	Yes	26	53.1	0	326	12.5	12.5	1130	43.5	43.5	3.5	43	2.5
	No	23	46.9	2	286	12.4	13.6	1154	50.2	55.0	4.0	92	4.4
	Total	49	100.0	2	612	12.5	13.0	2284	46.6	48.7	3.8	135	2.9
Senior High	Yes	17	41.5	0	195	11.5	11.5	734	43.2	43.2	3.8	52	3.1
	No	24	58.5	0	271	11.3	11.3	911	37.9	37.9	3.4	60	2.5
	Total	41	100.0	0	466	11.4	11.4	1645	40.1	40.1	3.5	112	2.7
Community College	Yes	7	41.2	0	90	12.9	12.9	343	49.0	49.0	3.8	29	4.1
	No	10	58.8	0	165	16.5	16.5	575	57.5	57.5	3.5	27	2.7
	Total	17	100.0	0	255	15.0	15.0	918	54.0	54.0	3.6	56	3.3
Male Teachers	Yes	37	45.1	0	476	12.9	12.9	1669	45.1	45.1	3.5	101	2.7
	No	45	54.9	2	553	12.3	12.8	1849	41.1	43.0	3.4	94	2.2
	Total	82	100.0	2	1029	12.5	12.9	3518	42.9	44.0	3.4	195	2.4
Female Teachers	Yes	13	52.0	0	135	10.4	10.4	538	41.5	41.5	4.0	24	1.8
	No	12	48.0	0	169	14.1	14.1	791	65.9	65.9	4.7	84	7.0
	Total	25	100.0	0	304	12.2	12.2	1329	53.2	53.2	4.4	108	4.3
All Teachers	Yes	50	46.7	0	611	12.2	12.2	2207	43.5	43.5	3.6	124	2.5
	No	57	53.3	2	722	12.7	13.1	2640	50.2	48.0	3.7	179	3.3
	Total	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Twenty-six junior high school teachers comprised 53.1 per cent of all junior high school teachers. These teachers attended summer sessions of college during the last three years. These teachers reported 326 memberships, gross and net membership indices of 12.5 and 12.5, respectively, 1130 participation points, gross and net participation indices of 43.5 and 43.5, respectively, 3.5 intensity, 43 leaderships and a 2.5 net index of leadership.

teachers who did not attend. The margin of overall participation superiority in each index was quite narrow. The senior high school level was the only teaching level where teachers who attended summer sessions evidenced a higher overall degree of participation than those teachers who did not attend summer sessions.

Seven community college teachers (41.2%) reported they had attended summer sessions of college during the last three years and ten (58.8%) did not attend. Those ten teachers who did not attend summer sessions evidenced superiority in the indices of membership and participation but ranked second in intensity and leadership to those community college teachers who did attend summer sessions of college.

Thirty-seven male teachers (45.1%) attended summer sessions of college during the last three years and forty-five male teachers (54.9%) did not attend. The thirty-seven male teachers who attended summer sessions of college reported a very slight superiority in every index of community participation over those forty-five male teachers who did not attend summer sessions.

Thirteen female teachers (52%) attended summer sessions of college during the last three years and twelve (48%) did not attend. The twelve female teachers who did not attend summer school reported a substantially higher degree of participation than those who did attend summer sessions in every index of

community participation. The most striking disparity between these two groups occurred in the net index of leadership where female teachers who did not attend summer sessions reported an index of seven compared to a 1.8 rating for those thirteen teachers who did attend summer sessions during the last three years.

The findings of Table XXIV show that over fifty per cent of Dearborn social studies teachers did not attend summer sessions of college during the last three years. Those teachers who did not attend summer sessions reported a slight superiority in all indices of community participation over those teachers who did attend.

By inference, the findings discovered from Table XXIV were that they presented another measure of Dearborn social studies teachers relative to their maintaining and increasing professional competency. Additional research is needed to provide data regarding the number of semester hours completed during this time and also to determine the type of college courses taken during the regular school year during a similar three year period.

Tables XVII, XVIII, XIX, and XXIV showed that less than fifty per cent of Dearborn social studies teachers were employed or otherwise involved in summer activities related directly or indirectly to their profession or field of teaching during the three year period. These tables also established that community

participation and its relationship to the criteria set forth in each table varied considerably with respect to the indices of community participation and the other factors described. It was concluded, therefore, that relationships and comparisons relative to community participation based upon the criteria and findings of the tables cited above were not conducive to meaningful interpretation. It was apparent that any such comparison could only result in assumptions and conclusions based on complex interrelated factors which could not be accurately utilized for a precise delineation of such comparisons and relationships. It could not be stated categorically, for example, that teachers who taught summer school during the past three years participated in community affairs at a higher intensity and degree than teachers who attended summer sessions at college. Some teachers did both.

The major value of the findings of Tables XVII, XVIII, XIX, and XXIV was that they provided factual information concerning the number of teachers at each teaching level and sex who engaged in activities described by each table during summers of the three year period prior to this study.

The findings provided a basis for assessing more specifically the types of professional and nonprofessional contributions resulting from the involvement of Dearborn social studies teachers in the life of the community. Future research is required in order to achieve a precise discovery of these facts.

X. NUMBER OF COURSES OF IN-SERVICE EDUCATION IN  
SOCIAL STUDIES TAKEN BY TEACHERS DURING  
THE LAST THREE YEARS AND COMMUNITY PARTICIPATION

Table XXV shows that only one (.9%) respondent took as many as three in-service education courses during the last three years. Ninety-one teachers (85%) did not enroll for any in-service courses in the social studies during the last three years. Eleven teachers (10.3%) reported taking two courses and four (3.7%) reported taking two courses. The four teachers who took two in-service courses during the last three years led all other groups of teachers in every index of participation, with the exception of leadership and intensity, where they tied for the lead with the group of teachers who did not take any in-service social studies teachers with indices of 3.0 and 3.7, respectively. The net indices of membership and participation showed a definite increased progression relative to those respondents taking none, one, and two courses and a sudden rather pronounced drop with the single individual who took three in-service courses.

The findings described above were not considered for any particular significance with reference to overall community participation. It could not be stated conclusively, for example, that all teachers who take two courses in the in-service program participate more than those who take three courses.

TABLE XXV

NUMBER OF COURSES OF IN-SERVICE EDUCATION IN SOCIAL STUDIES  
TAKEN BY TEACHERS DURING THE LAST THREE YEARS AND COMMUNITY PARTICIPATION

Number of Courses	Teachers			Membership			Participation				Leadership	
	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
None	91	85.1	2	1077	11.8	12.1	3983	43.8	44.8	3.7	276	3.1
1	11	10.3	0	169	15.4	15.4	544	49.5	49.5	3.2	15	1.4
2	4	3.7	0	82	20.5	20.5	304	76.0	76.0	3.7	12	3.0
3	1	.9	0	5	5.0	5.0	16	16.0	16.0	3.2	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8 or more	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	107	100.0	2	1333	12.5	12.7	4847	45.3	46.3	3.6	303	2.9

This table is read as follows: Ninety-one social studies teachers (85.1%) reported not having taken any in-service education courses in social studies during the last three years. Two of these teachers were not members of any organizations. These teachers reported 1077 memberships, gross and net membership indices of 11.8 and 12.1, respectively, 3983 participation points, gross and net participation indices of 43.8 and 44.8, respectively, 3.7 intensity, 276 leaderships and a 3.1 net index of leadership.

Inspection of Table XXV failed to provide even an experimental hypothesis on which a relationship between in-service education and community participation could be based.

The fundamental value of the investigation of in-service education in the social studies (Table XXV) was that it gave insight into the extent of teacher participation in this local professional endeavor. The findings previously reported showed that eighty-five per cent of Dearborn social studies teachers did not take any in-service courses in social studies during the past three years. This finding, coupled with suggestions for improvement and the negative opinions, which are described in Chapter VIII, combine to delineate a precise area of need with respect to improvement within the overall professional program of the Dearborn social studies department. Recommendations for teacher and administrative action relative to this obvious area of need are presented in Chapter IX.

#### XI. A PROFILE OF DEARBORN SOCIAL STUDIES TEACHERS IN RELATION TO CURRENT BACKGROUND FACTORS

A profile of Dearborn social studies teachers as revealed by the analysis and comparison of current background factors and their relationship to community participation in Chapter IV is presented here.

The majority of Dearborn social studies teachers (approximately 70%) were not employed during the past three summers in

positions related to their teaching field or in paid positions related to community activities. It was found that the other thirty per cent taught summer school and participated in community affairs at a rate somewhat higher than the former group.

A profile of the Dearborn social studies teacher with respect to pursuance of additional professional education reveals that all twenty-one teachers who possessed only the bachelor's degree were engaged in the pursuit of a master's degree. Totally, sixty-two teachers (57.9%) were pursuing advanced study programs ranging from second master's degrees, doctor's degrees, specialist's certificates to law degrees. No particular pattern of community participation existed relative to pursuit of these objectives. Sixty-four teachers (60%) were engaged in college courses for purposes other than a new degree. These teachers evidenced an increasing rate of community participation which was directly related to increased college hours taken.

Fifty Dearborn social studies teachers (47.6%) attended summer sessions of college during the last three years. These teachers evidenced a higher overall degree of community participation than those teachers who did not attend college summer sessions.

Ninety Dearborn social studies teachers (84.1%) had a major in social studies. These teachers exceeded those

seventeen (15.9%) who possessed only a minor in every index of community participation.

In-service education courses held little attraction for Dearborn social studies teachers as evidenced by the fact that ninety-one (85%) had not taken any during the last three year period.

## XII. SUMMARY

Chapter VI has described nine current background factors and their relationship to the community participation of Dearborn social studies teachers. These current background factors were considered to have a secondary influence on the community participation of Dearborn social studies teachers. The general background factors were considered to have the primary influence on the community participation of Dearborn social studies teachers.

The first current background factor of employment during the last three summers in positions related to teaching by teaching level and sex was reported in Table XVII. This table showed that sixty-six per cent of Dearborn teachers were not employed in jobs which were related to their teaching field. Those teachers who were employed in positions related to their teaching field evidenced superiority in every index of community participation over the latter group.

Table XVIII reported the second current background

factor of paid summer staff member of community activities in the last three years by teaching level and sex. It was concluded that eighty-three per cent of Dearborn social studies teachers were not paid summer staff members of any community activity during the last three years. The seventeen per cent that were paid summer staff members evidenced the higher overall community participation of the two groups.

The third current background factor--teachers having taught summer sessions during the last three years--was reported in Table XIX. This table revealed that thirty-three teachers (30.8%) taught summer school at least one summer out of the last three. These teachers exceeded by a narrow margin those who did not teach in the indices of membership and participation. Non-summer school teachers led in leadership and intensity.

Table XX reported the fourth current background factor, college work constituting a major or minor in social studies, by teaching level and sex. This table revealed that ninety (84.1%) Dearborn social studies teachers had a major and seventeen (15.9%) did not. The ninety teachers who possessed a major in social studies surpassed teachers with only a minor in every index of community participation.

Table XXI reported the fifth current background factor concerning pursuance of another degree by semester hours completed. Sixty-two teachers (57.9%) were pursuing another

degree and forty-four teachers (41%) were not. No apparent trend or relationship existed relative to the number of semester hours completed and community participation.

Table XXII reported the sixth current background factor concerning pursuit of advanced degrees by type. This table showed that twenty-one teachers (19.6%) were pursuing a master's degree. Ten teachers indicated working on a doctor's degree. Fourteen (13%) were pursuing a specialist's certificate. Fourteen (13%) were taking courses towards a second master's degree and three (2.8%) indicated pursuit of law degrees. No relationship to participation was observable.

The seventh current background factor, college work being taken for purposes other than a new degree, was reported in Table XXIII. Sixty-four teachers (60%) were pursuing college work for purposes other than a new degree. A direct relationship existed between the number of semester hours completed and community participation.

The eighth current background factor was reported in Table XXIV concerning attendance at summer sessions of college. This table showed that fifty teachers (46.7%) attended summer sessions of college during the last three years against fifty-seven (53.3%) who did not. The latter group exceeded the former in every index of community participation.

Table XXV reported the ninth current background factor relating to in-service education. This table showed that

ninety-one teachers (85%) did not enroll for any social studies in-service education courses during the last three years. One teacher took three courses, eleven teachers took two courses and a single teacher completed one in-service course. No significant relationship was discernible with respect to in-service education courses taken and community participation.

## CHAPTER VII

### COMMUNITY ORGANIZATIONS

#### I. INTRODUCTION

Chapter VII reports the community participation of Dearborn social studies teachers in relation to ten broad categories of community organizations. These ten organizational groups were designed to encompass every formal community organization participated in by Dearborn social studies teachers. It was assumed, therefore, that organization sampling was comprehensive and all-inclusive. The ten organizational groups were composed to facilitate inclusion of similar and related groups of formal organizations which possessed ~~common~~ characteristics relative to scope and function.

The ten groups of organizations were: (1) professional education, (2) adult education, (3) religious, (4) patriotic and community betterment, (5) economic, (6) recreation, (7) fraternal, (8) community welfare, (9) avocational, and (10) service and benevolent. These ten groups of organizations are compared in this chapter in relation to membership, participation, participation intensity, and leadership. This chapter makes clear the fact that organizational participation of Dearborn social studies teachers varied considerably relative to the amount and type within categories of organizations

and specific organizations. The chapter has been concluded with a "profile" of Dearborn social studies teachers with respect to their participation in the ten organizational areas referred to above.

A review of the survey scoring technique is presented here to facilitate understanding of membership and participation as interpreted through utilization of the community participation checklist. After each organization the respondent circled the letter or number in the legend shown below to indicate his degree of participation within that organization.

- X - Not a member
- 1 - Member but never attend
- 2 - Attend less than one-fourth of meetings
- 3 - Attend about half the meetings
- 4 - Attend more than three-fourths of meetings
- 5 - Attend all meetings
- Z - Presently hold executive office, chairmanship, board member, committee membership, etc. within organization
- Y - Have you ever, in the past, held any of the positions mentioned in "Z" above

Each number in the legend has a corresponding participation point value. The letters Z and Y each had a value of five participation points. If both these letters were circled for one organization only five participation points were allowed. It was possible to score a maximum of ten participation points in any single organization. For example, a teacher who circled 5, Z, and Y in the Dearborn Education Association received a total of ten points.

Organization	Degree of Participation					Offices, etc.	
Dearborn Education Assoc.	X	1	2	3	4	(5)	(Z) (Y) = 10*

\*Total Participation Points.

The indices of membership, participation, leadership, and intensity related to the ten organizational areas and referred to in Chapter VII are shown in tabular form in Table XLVI.

## II. MEMBERSHIP, PARTICIPATION, AND LEADERSHIP IN PROFESSIONAL EDUCATION ASSOCIATIONS

Table XXVI shows that Dearborn social studies teachers participated in professional education associations at a rate over twice that of any other group of organizations. Forty-eight professional education organizations accounted for 20.5 per cent of all of the organizations represented. The 402 professional education memberships was the highest of all groups and accounted for thirty per cent of all memberships in all organizational groups. The 1228 total participation points led all other organization categories and accounted for twenty-five per cent of all participation points. The sixty-two leadership positions reported accounted for twenty-one per cent of the total number of leaderships and ranked second to the seventy leaderships reported in religious organizations.

TABLE XXVI

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN PROFESSIONAL EDUCATION ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
National Council of Social Studies	19	37	1
Michigan Council of Social Studies	38	92	1
Detroit Social Studies Club	11	26	0
American Historical Association	6	12	0
American Federation of Teachers	68	147	8
Michigan Federation of Teachers	64	173	9
Dearborn Federation of Teachers	83	390	27
National Education Association	10	19	0
Michigan Education Association	17	46	2
Dearborn Education Association	23	79	5
American Overseas Educators Organization	1	10	1
National Council for Geographic Education	2	6	0

(continued on next page)

TABLE XXVI (CONTINUED)

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN PROFESSIONAL EDUCATION ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
American Geographic Society	2	2	0
African Studies Association	1	1	0
East Lakes Division of AAA	1	2	0
Foreign Policy Association	1	1	0
American Association of University Women	5	26	2
Comparative Education Society	1	1	0
Metropolitan Detroit Reading Conference	2	6	0
Algonquin Club (International History Club)	1	4	0
Detroit Historical Society	4	9	0
Michigan Historical Society	7	23	1
Guidance Association of Metropolitan Detroit	1	9	1
Dearborn Guidance Association	1	5	0

(continued on next page)

TABLE XXVI (CONTINUED)

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN PROFESSIONAL EDUCATION ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Michigan Audio-Visual Association	1	3	0
Mississippi Valley Historical Association	3	5	0
American Academy of Poli- tical & Social Science	1	4	0
Dearborn Coaches Association	1	5	0
Joint Council of Economic Education	1	1	0
Michigan Council on Economic Education	1	1	0
National Geographic Society	1	1	0
Association for Supervision & Curriculum Development	2	16	2
Michigan Association for Supervision & Curriculum Development	1	1	0
American Assoc. of University Professors	3	8	0
Midwest Conference of Political Scientists	1	3	0
American Political Science Association	2	4	0

(continued on next page)

TABLE XXVI (CONTINUED)

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN PROFESSIONAL EDUCATION ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
American Association of Geography	1	2	0
East Lake Geographic Society	1	5	0
Michigan Academy of Arts and Sciences	2	9	0
Association for Applied Anthropology	1	2	0
American Sociological Association	2	5	0
American Medical Socio- logical Association	1	1	0
Michigan College Personnel Association	1	10	1
Dearborn Counselors Association	1	10	1
Canadian Historical Society	1	1	0
Ontario Historical Society	1	1	0
History & Theory Society	1	1	0
Medieval Academy of America	1	1	0
TOTALS	402	1228	62

With respect to single organizations in the professional education category the Dearborn Federation of Teachers was the overwhelming leader in the indices of total memberships, participation points and leadership. This organization also led all other organizations in all categories in the indices described. The American Federation of Teachers and the Michigan Federation of Teachers, with which the Dearborn Federation of Teachers is affiliated, ranked second and third, respectively, behind the Dearborn federation in memberships. The Michigan Federation of Teachers ranked second in total participation points and leaderships. It may be noted that the rival professional organizations of the three federations, the National, Michigan, and Dearborn Education Association, ranked considerably lower in all indices than the three federation affiliates. One hundred one out of 107 social studies teachers reported membership in either the Dearborn Federation of Teachers or the Dearborn Education Association. The rate of membership, participation, and leadership in these organizations indicated that Dearborn social studies teachers were actively pursuing their professional, economic, and other related goals.

Table XXVI shows that forty-two of the forty-eight professional education associations were directly related to a specific professional area which involved some exact phase of the social studies or related curriculum development. This indicated a wide scope of professional education activity on

the part of the Dearborn social studies professional staff. These forty-two organizations accounted for 137 memberships (10.3% of the total), 374 participation points (7.7% of the total in all ten areas) and eleven leaderships, or 3.6 per cent of all leaderships, in the ten organizational areas described.

Table XXVI further revealed that of the forty-two professional organizations previously referred to the three which claimed the highest membership and participation were specifically social studies organizations. These were: (1) the National Council of Social Studies, (2) the Michigan Council of Social Studies, and (3) the Detroit Social Studies Club.

Table XXVII shows the amount of participation per teacher relative to the total number of participation points reported. Six teachers reported having no memberships in professional education associations. At the highest extreme, one teacher reported having a total of forty-seven participation points for the highest individual total in professional education organizations. Four teachers reported thirty-two participation points each for a total of 128 participation points which was the highest score for any group of teachers.

Two groups of nine teachers each were the largest groups representing a given participation score. One group reported nine participation points apiece for a total of fifty-four

TABLE XXVII

## PARTICIPATION IN PROFESSIONAL EDUCATION ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	6	0
1	2	2
2	5	10
3	4	12
4	8	32
5	6	30
6	9	54
7	6	42
8	3	24
9	5	45
10	9	90
11	3	33
12	3	36
13	4	52
14	1	14
15	5	75
16	3	48
17	2	34
18	2	36
19	4	76
20	3	60
21	2	42
22	1	22
23	1	23
25	1	25
26	1	26
32	4	128
33	1	33
37	1	37
40	1	40
47	1	47
TOTALS	107	1228

points. The other group of nine teachers reported ten points apiece for a total of ninety participation points.

In summation of Tables XXVI and XXVII it may be stated that 107 Dearborn social studies teachers reported 402 memberships for a 3.8 gross index of membership. The 101 teachers who reported at least one membership had a 3.9 net index of membership.

One hundred seven teachers reported a total of 1228 participation points for an 11.5 gross index of participation. One hundred one teachers who claimed at least one membership had a 12.1 net index of participation. The participation intensity for teachers claiming membership in professional education associations was a 3.1 rating. The median participation point score for teachers who claimed membership in professional education organizations was 9.0. Sixty-two leaderships were reported in professional education organizations for a .6 net index of leadership. The lower third of the teachers reported participation scores which ranged from zero to nine points, the middle third ranged from nine to thirteen points and the top third reported scores which ranged from thirteen to forty-seven participation points.

Subsequent analyses of the other nine organizational areas indicated that Dearborn social studies teachers participated in professional education organizations so extensively that this area surpassed all others in scope and related indices

of community participation. This finding agreed with Steele's relative to the community participation of industrial education teachers in Houston, Texas.<sup>1</sup>

### III. MEMBERSHIP, PARTICIPATION, AND LEADERSHIP IN ADULT EDUCATION ORGANIZATIONS

Table XXVIII shows that Dearborn social studies teachers participated in adult education associations at a rate which was second behind professional education associations in membership and third in total participation points behind religious organizations. Twenty-eight adult education organizations accounted for 11.9 per cent of the total. The 189 adult education memberships accounted for 14.2 per cent of all memberships and the 671 participation points were 13.8 per cent of the total. The forty-seven leadership positions reported for adult education accounted for 15.5 per cent of the total and ranked third behind professional education organizations.

The Parent Teachers Association led all adult education organizations in memberships, total participation points, and leaderships. This organization accounted for sixty-eight memberships, or 35.9 per cent of all adult education memberships. The 251 participation points represented 37.4 per cent of the

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<sup>1</sup>Henry Benton Steele, "A Study of Community Participation of Industrial Education Teachers of Houston, Texas," (unpublished doctoral dissertation, University of Houston, Houston, 1957).

TABLE XXVIII

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN ADULT EDUCATION ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Adult Education Council	3	14	1
Adult Study Group	8	40	4
Phi Beta Kappa	4	12	0
Phi Delta Kappa	6	9	0
Adult Education via Recreation Department	12	43	2
College Social Fraternity	13	25	1
College Service Club	4	9	0
Parent Teachers Assoc.	68	251	16
Child Study Group	7	26	3
Other Alumni Groups	41	124	8
Pi Lambda Theta	2	5	0
Phi Sigma Epsilon	1	1	0
Gamma Theta Upsilon (Honorary Geography Frat.)	1	5	0
Kappa Phi	1	2	0
Delta Delta Delta	1	9	1

(continued on next page)

TABLE XXVIII (CONTINUED)

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN ADULT EDUCATION ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Delta Sigma Phi	4	9	1
Kappa Phi Alpha	1	3	0
Sigma Nu	1	10	1
Kappa Delta Pi	1	4	0
Arm of Honor	1	5	1
Alpha Delta Kappa	1	10	1
Alpha Gamma Upsilon	1	10	1
Sigma Alpha Epsilon	1	6	1
Phi Delta Theta	1	6	1
Cosmopolitan Club	1	6	1
Alpha Sigma Tau	1	10	1
Tau Kappa Epsilon	1	2	0
Wayne University Doctoral Club	1	7	1
Theta Chi	1	8	1
TOTALS	189	671	47

adult education total. Sixteen leaderships in the Parent Teachers Association accounted for 34.0 per cent of all adult education leaderships.

There were forty-one memberships (21.7%), 124 participation points (18.5%), and eight leaderships (17%) reported in "Other Alumni Groups." These totals ranked second to Parent Teachers Organizations. It may be noted that the great majority of adult education organizations were associated with college or university sponsored Greek letter organizations. Including the "other alumni groups," twenty-three (82%) of the twenty-eight adult education organizations were college or university affiliated.

Table XXIX shows that fifteen (14%) Dearborn social studies teachers reported no memberships in adult education organizations. At the highest extreme one teacher reported thirty-three participation points. Seventeen teachers reported two participation points each for a total of thirty-four and constituted the largest group of teachers at any participation point level. Six teachers reported fourteen participation points each for a total of eighty-four participation points which was the highest that any group reported.

The median participation point level of four was reported for adult education organizations. The lower third of the teachers reported participation points which ranged from zero to two, the middle third from two to eight points, and the

TABLE XXIX

## PARTICIPATION IN ADULT EDUCATION ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	15	0
1	6	6
2	17	34
3	7	21
4	9	36
5	4	20
6	4	24
7	7	49
8	7	56
9	6	54
10	5	50
11	4	44
12	1	12
13	2	26
14	6	84
15	1	15
17	1	17
18	2	36
25	1	25
29	1	29
33	1	33
TOTALS	107	671

upper third ranged from eight to thirty-three points.

In summation of Tables XXVIII and XXIX it may be stated that 107 Dearborn social studies teachers reported 189 adult education memberships for a 1.8 gross index of membership. The ninety-two teachers who reported at least one membership in adult education organizations had a 2.1 net index of membership.

The 107 Dearborn social studies teachers reported a total of 671 participation points in adult education organizations for a 6.3 gross index of participation. Ninety-two teachers who claimed at least one membership reflected a 7.3 net index of participation in adult education organizations. The participation intensity for teachers who reported membership in adult education organizations was 3.0. This rating corresponded almost identically to the 3.1 reported in professional education organizations.

Forty-seven leadership positions were reported in adult education organizations and resulted in a .5 net index of leadership.

The pattern of membership and participation in adult education organizations was similar to that of professional education. The organizations which were directly related to the immediate socio-economic needs of the teachers received the greatest degree of participation. It was noted that those organizations which were oriented to the college scene were

participated in to a lesser degree and were primarily social in function.

#### IV. MEMBERSHIP, PARTICIPATION, AND LEADERSHIP IN RELIGIOUS ORGANIZATIONS

Table XXX shows that Dearborn social studies teachers were members of twenty-two religious organizations which constituted 9.4 per cent of all organizations. Religious organizations accounted for 186 memberships (13.2%), 860 participation points (17.1%), and seventy leaderships, or 23.1 per cent of all leaderships. It may be noted that religious organizations ranked third in total memberships, second in total participation points, and first in total leaderships. This finding relative to membership differs to some extent from Greenhoe's, where religious organizations accounted for the highest number of memberships.

Church membership accounted for eighty-three memberships (44.6%) and was four times greater than the second highest religious organization which was "Men's Group of Church" with twenty-one memberships. Church membership also ranked first in both total participation points and leaderships in religious organizations with 360 points (41.8%) and twenty-two leaderships (31.4%), respectively. It was noted that five religious organizations claimed over ten memberships each and fifty or more participation points apiece. Twelve organizations claimed

TABLE XXX

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN RELIGIOUS ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Church Membership	83	360	22
Church School - Members of Class	12	50	2
Church School - Teacher of Class	14	78	9
Member Men's Group of Church	21	77	3
Member Women's Group of Church	5	28	2
Member Youth's Group of Church	6	39	5
Director or Superin- tendent of Religious Education	9	58	8
Y.M.C.A.	17	53	6
Y.W.C.A.	3	19	2
Gideons International	1	7	1
Bahai Faith	1	10	1
Church Choir Member	4	19	1

(continued on next page)

TABLE XXX (CONTINUED)

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN RELIGIOUS ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Bible Study Class	1	3	0
Trustee	1	10	1
Council of Social Action	1	5	1
Commission on Education	1	10	1
Church Session Member	1	5	0
St. Andrew's Fellowship	1	9	1
Church Vestory	1	5	1
Bishop's Committee	1	5	1
Delegate to State Diocesan Convention	1	5	1
S. G. C.	1	5	1
TOTALS	186	860	70

only one membership each and twenty out of twenty-two religious organizations reported at least one leadership position. The Bible Study organization reported the lowest number of participation points with three.

Table XXXI shows that twenty-three teachers (21.5%) were not members of any religious organization. Nonmembership in religious organizations was much greater percentage-wise than in other studies previously reported. One teacher reported the highest participation point total in religious organizations with seventy points. Twelve teachers comprised the largest group relative to a specific rate of participation with four participation points apiece. This was also the median participation point total for teachers in religious organizations. The lower third of the teachers accounted for eighteen participation points (2.1%), the middle third for 167 participation points (19.4%), and the upper third for 675, or 78.5 per cent of the total.

It was determined from Tables XXX and XXXI that 107 Dearborn social studies teachers attained a 1.7 gross index of membership in religious organizations. The eighty-four teachers (78.5%) who reported membership in religious organizations attained a 2.2 net index of membership. As a total group the Dearborn social studies staff attained an 8.1 gross index of participation while the eighty-four teachers who reported membership reflected a 10.2 net index of participation. Application

TABLE XXXI

## PARTICIPATION IN RELIGIOUS ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	23	0
1	8	8
2	8	16
3	4	12
4	12	48
5	7	35
6	5	30
7	4	28
8	6	48
9	5	45
10	5	50
13	1	13
14	1	14
15	2	30
18	2	36
19	2	38
20	3	60
21	1	21
22	1	22
25	1	25
26	1	26
30	1	30
44	1	44
55	1	55
56	1	56
70	1	70
TOTALS	107	860

of the intensity formula to the net indices of membership and participation revealed a 4.6 participation intensity rating. The net index of leadership was reported as an .8 rating.

It was concluded from Tables XXX and XXXI that Dearborn social studies teachers scored high in all indices of religious organizations. It was noted, however, that membership in religious organizations was limited to 78.5 per cent of social studies staff.

#### V. MEMBERSHIP, PARTICIPATION AND LEADERSHIP IN PATRIOTIC AND COMMUNITY BETTERMENT ORGANIZATIONS

Table XXXII shows that Dearborn social studies teachers were active in patriotic and community betterment organizations to the extent where these thirty-five organizations ranked second in number to the forty-eight professional education organizations. Patriotic and community betterment organizations ranked fifth in total memberships, fourth in total participation points, and fourth in total leadership positions. The rank of second in total number of organizations was considered indicative of a wide scope of organizational activity in patriotic and community betterment organizations.

Thirty-five patriotic and community betterment organizations accounted for 14.9 per cent of all organizations in all ten areas of community participation. The 143 memberships accounted for 10.7 per cent of all memberships. The 553 total

TABLE XXXII

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN PATRIOTIC AND COMMUNITY BETTERMENT ORGANIZATIONS

Organization	Total Membership	Participation Points	Total Leaderships
National Defense	26	89	7
Political Party	42	151	10
Veterans Organization	3	7	1
Citizens Committee For Fair Employment Practices	2	6	1
Committee For Better Human Relations	11	61	6
Dearborn Society of Crippled Children and Adults	6	18	2
United Nations Assoc.	3	6	0
Committee For Better Education	5	24	2
City Beautiful Commission	1	5	1
NAACP or CORE	6	21	0
Veterans of Foreign Wars	7	12	0
American Legion	1	7	1
Dearborn Historical Commission	2	19	2
Wayne County National Foundation	1	5	0
AMVETS	1	5	1
Military Order of World Wars	1	1	0
National Guard Association	1	2	0
Michigan National Guard	1	9	1

(continued on next page)

TABLE XXXII (CONTINUED)

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN PATRIOTIC AND COMMUNITY BETTERMENT ORGANIZATIONS

Organization	Total Membership	Participation Points	Total Leaderships
Symphony and Opera Association	1	5	0
Springwells Park Assoc.	1	9	1
Disabled American Veterans	1	2	0
Dearborn-Inkster Human Relations Council	2	12	1
American Civil Liberties Union	6	12	0
American Field Service	1	10	1
Forresters of America	1	1	0
Social Action Committee	1	10	1
Y's Men's Club	1	8	1
Marine Corp League	1	1	0
Bellville Civic Assoc.	1	5	0
Catholic Interracial Council	1	2	0
Student Aid Committee	1	5	1
Inkster Library Board	1	7	1
Library Commission	1	10	1
Civic Improvement Assoc.	1	3	0
City Recreation Commission	1	3	0
TOTALS	143	553	43

participation points accounted for 11.1 per cent of the 4847 total participation points. Forty-three leaderships constituted 10.8 per cent of all leadership positions held.

Political party organizations accounted for forty-two memberships (29.3%) which was the highest number for any single organization in Table XXXII. Political parties recorded 151 participation points (27.5%) which also exceeded all other organizations of group "D" (patriotic and community betterment). The ten leadership positions of political party organizations accounted for 23.2 per cent of the leadership positions in group "D".

National defense organizations ranked second to political parties with twenty-six memberships (18.2%), eighty-nine participation points (16%), and seven leaderships (16.3%). Twenty-two of the thirty-five organizations evidenced only one membership. Three organizations showed only one participation point for the lowest total recorded. Twenty organizations indicated at least one leadership position being held by Dearborn social studies teachers.

It was deemed noteworthy that eight (22.8%) of the thirty-five patriotic and community betterment organizations were directly related to national crisis problems of the day. These organizations were: (1) Citizens Committee for Fair Employment Practices, (2) Committee for Better Human Relations, (3) Committee for Better Education, (4) National Association

for the Advancement of Colored People or Congress of Racial Equality, (5) Dearborn Inkster Human Relations Council,<sup>2</sup> (6) American Civil Liberties Union, (7) Social Action Committee, and (8) The Catholic Interracial Council.

Table XXXIII shows that thirty-nine teachers (35.9%) reported no participation in patriotic and community betterment organizations. One teacher reported the highest individual participation point total with forty-one points. Ten teachers (9.3%) reported one participation point each for a total of ten points. Eleven teachers (10.3%) was the largest group at any participation point level with two points each for a total of twenty-two points. Three teachers (2.8%) reported seventeen points each for the highest group total of fifty-one points. The lowest one-third of the teachers reported zero participation points, the middle third ranged from zero to twenty-five points and the upper third reported a participation point range of from twenty-five to forty-one points. The median score for patriotic and community betterment organizations was two points.

Computation of the gross and net indices of membership revealed scores of 1.3 and 2.1, respectively. The 107 Dearborn social studies teachers reported a 5.2 gross index of participation and the sixty-eight teachers who reported at least one membership had an 8.1 net index of participation. Dearborn teachers attained a 3.8

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<sup>2</sup>The city of Dearborn is a completely white community and the adjoining city of Inkster has over fifty per cent Negro population.

TABLE XXXIII

PARTICIPATION IN PATRIOTIC AND  
COMMUNITY BETTERMENT ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	39	0
1	10	10
2	11	22
3	7	21
4	3	12
5	5	25
6	4	24
7	2	14
8	1	8
9	5	45
10	3	30
11	2	22
12	2	24
14	1	14
15	1	15
17	3	51
18	2	36
20	1	20
24	2	48
31	1	31
40	1	40
41	1	41
TOTALS	107	553

participation intensity and a .6 net index of leadership.

In conclusion, from Tables XXXII and XXXIII it may be stated that Dearborn social studies teachers evidenced a considerable degree of political activity. Participation in national defense organizations ranked second to political organizations. It is possible that this comparatively high degree of participation could be attributed to the monetary benefits available as a result of participation in these defense organizations. Finally, it may be stated that a substantial segment of Dearborn social studies teachers participated actively in those organizations which are dedicated to the betterment of human social problems at the local and national level.

#### VI. MEMBERSHIP, PARTICIPATION AND LEADERSHIP IN ECONOMIC ORGANIZATIONS

Table XXXIV relating to economic organizations (Group E) shows that teacher respondents reported activity to the extent where these twenty-three organizations ranked fifth in total number within a specific group. Economic organizations ranked fourth in total memberships, fifth in total participation points, and sixth in positions of leadership.

Twenty-three economic organizations represented 9.8 per cent of the total. The 169 memberships accounted for 12.8 per cent of the total memberships and the 529 participation points were 10.9 per cent of that total. Nineteen leadership

TABLE XXXIV

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN ECONOMIC ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Economic Club of Detroit	1	3	0
Chamber of Commerce or Jaycees	4	16	1
Cooperatives	6	9	0
Professional Association Other Than Education	11	36	1
Credit Union	61	102	0
Part Time Job Other Than Teaching	26	115	7
Teach in Night School	26	104	3
Investment Organization	16	88	6
Consumers Union	2	4	0
Committee for Economic Development	4	6	0
Detroit Public Schools Credit Union	1	5	0
Dearborn Board of Realtors	1	3	0

(continued on next page)

TABLE XXXIV (CONTINUED)

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN ECONOMIC ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Detroit Economic Forum	1	3	0
National Association of Journalism Directors	1	1	0
Advisor to School Yearbook	1	5	0
Coach	1	5	0
Basketball Official	1	8	1
American Bar Association	1	2	0
Michigan Bar Association	1	2	0
Detroit Bar Association	1	1	0
American Psychological Association	1	2	0
Michigan Society of School Psychologists	1	7	0
Psychological Clinic	1	1	0
TOTALS	169	529	19

positions accounted for 6.2 per cent of the total 303 leadership positions.

The local Dearborn teacher's credit union accounted for sixty-one memberships (36%). These memberships were twice the number of the next two highest membership activities combined. The credit union ranked third in the number of participation points with a total of 102 (19.2%).

Two activities, "teaching in night school" and "part time job other than teaching" reported twenty-six memberships each for a total of fifty-two memberships (30.8%).

Participation in "part time job other than teaching" accounted for 115 points and seven leaderships. These totals were the highest of any economic organization. Night school teaching accounted for 104 participation points, the second highest total reported. Investment organizations claimed sixteen memberships and eighty-eight participation points for the fourth highest total of all economic organizations. Thirteen economic organizations claimed only one membership each and three organizations possessed only one participation point each. Only six of the twenty-three economic organizations claimed at least one leadership position.

Table XXXV shows that twenty-six respondents (24.3%) evidenced no active affiliation with economic organizations. One teacher reported the highest individual participation point total of twenty-four points. Five teachers (4.7%)

TABLE XXXV

## PARTICIPATION IN ECONOMIC ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	26	0
1	16	16
2	6	12
3	6	18
4	6	24
5	7	35
6	8	48
7	5	35
8	1	8
9	3	27
10	5	50
11	5	55
12	3	36
13	2	26
15	3	45
16	2	32
19	2	38
24	1	24
TOTALS	107	529

accumulated the highest group total of fifty-five participation points (eleven points each). Sixteen teachers (14.9%) constituted the largest number of respondents at a given participation point level with one point each.

The median participation level in economic organizations was 1.0. Computation of the gross and net indices of membership revealed scores of 1.6 and 2.1, respectively. Gross and net indices of participation were 4.9 and 6.5, respectively. The net indices of membership and participation reflected a 3.1 participation intensity rating. The net index of leadership was an .2 rating.

Inspection of Table XXXIV indicates that seventy-eight per cent of all memberships in economic organizations were directly involved in enterprises whose immediate objectives were financial gain. This finding was particularly noteworthy in view of the fact that base annual salaries for Dearborn social studies teachers were quite high in comparison with national and local levels. Other economic organizations described functioned basically in the promotion of economic betterment.

## VII. MEMBERSHIP, PARTICIPATION AND LEADERSHIP IN RECREATION ORGANIZATIONS

Table XXXVI relates the involvement of Dearborn social studies teachers in recreational activities. Recreation

TABLE XXXVI

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN RECREATIONAL ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Recreation Groups for Children	12	61	6
Recreation Groups for Youth	20	104	9
Recreation Groups for Adults	19	89	8
Recreation Commission	1	10	1
Parks and Playgrounds Board or Committee	1	10	1
Community Center Boards	1	5	1
Square Dance or Dance Clubs	8	32	3
Small Social Clubs	13	57	6
Senior Citizens Leisure Recreation	2	8	0
Detroit Handwearers Guild	1	5	0
Euchre Club	1	5	0
Bridge Club	4	19	0
100 Club	1	5	0
Bowling Club	2	11	0
Golf Club	2	10	0
Dance Club	1	1	0
TOTALS	89	432	34

organizations ranked eighth in number, sixth in total membership points, sixth in total participation points, and fifth in total leadership points. The sixteen recreation organizations accounted for 6.8 per cent of the total, the eighty-nine memberships were 6.7 per cent of the total, and the 432 participation points were 8.9 per cent of the total, and thirty-four leaderships accounted for 11.2 per cent of the total 303 leaderships reported.

Participation in "recreation groups for youth" exceeded all other recreation organizations in the three indicators of membership, participation, and leadership. The three scores for the above organization were twenty membership points (22.5%), 104 participation points (24.1%), and nine leaderships (26.5%). "Recreation groups for adults" ran a very close second in all three indicators with nineteen memberships, eighty-nine participation points and eight leaderships. "Recreation groups for children" and "small social clubs" were practically identical with respect to membership, participation and leadership scores.

Seven recreational organizations reported only one membership and one organization recorded but a single participation point. Respondents reported leadership positions in eight of the seventeen recreation organizations.

Table XXXVII reports the finding that sixty-six Dearborn social studies teachers (61.7%) indicated complete abstinence from participation in formal recreational organizations. One

TABLE XXXVII

## PARTICIPATION IN RECREATIONAL ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	66	0
1	1	1
3	3	9
4	5	20
5	9	45
6	2	12
7	1	7
8	2	16
10	3	30
12	2	24
13	3	39
15	2	30
18	1	18
20	4	80
25	1	25
26	1	26
50	1	50
TOTALS	107	432

teacher reported an individual high of fifty participation points. Four teacher respondents totaled eighty participation points for the highest total of any group. Nine teachers comprised the largest single group at a specific participation level with five points each for a total of forty-five points.

The lower two-thirds of all recreational organizations totaled eighteen participation points. The upper third scored a total of 414 total participation points. The median score for all respondents was zero points. The gross and net indices of membership were .8 and 2.2, respectively. The gross and net indices of participation were 4.0 and 10.5, respectively. Participation intensity in recreational organizations was a 4.8 rating. Finally, the net index of leadership was computed to be an .8 rating.

It was concluded from Tables XXXVI and XXXVII that Dearborn social studies teachers were not as a group extensively associated with formal recreational organizations. However, the forty-one teachers who were identified as participants in these organizations evidenced a rather high intensity of participation in recreational organizations. It was not determined to what extent Dearborn teachers engaged in informal recreational activities. Additional research to determine the scope and degree of informal recreational activities would provide significant insight relative to the total spectrum of recreational pursuits.

VIII. MEMBERSHIP, PARTICIPATION AND LEADERSHIP  
IN FRATERNAL ORGANIZATIONS

Table XXXVIII showed that fraternal organizations ranked seventh in total number, ninth in total memberships, tenth in total participation points, and tenth in total leaderships. The sixteen fraternal organizations accounted for 6.8 per cent of the total, the thirty memberships were 2.3 per cent of the total, the eighty-two participation points were 1.7 per cent of the total, and two leaderships accounted for .7 per cent of the total.

No single fraternal organization dominated the community participation indices of total membership, total participation, and leadership. Two groups of organizations, the Masons and Shriners, reported five memberships each (16.7%) and tied for the largest total of any organizations. These two organizations reported the highest number of participation points with eleven (13.4%) and sixteen (19.5%), respectively. Nine organizations reported only one membership. Four organizations showed only one participation point each.

Leaderships were reported in only two organizations, these were the Dearborn Square Club and Rainbow. One leadership was reported in each of these organizations.

Table XXXIX showed that eighty-eight Dearborn social studies teachers (81.3%) were not members of fraternal

TABLE XXXVIII

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN FRATERNAL ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Elks	2	4	0
Al Matto Grotto	1	1	0
Mason	5	11	0
Shrine	5	16	0
Moose	2	5	0
Knights of Columbus	1	1	0
Dearborn Schools Square Club	1	9	1
Masonic Lodge (Blue)	2	6	0
Detroit Consistory	3	6	0
Moslem Temple	1	2	0
Dearborn Shrine Club	1	2	0
Rainbow	1	10	1
Order of Ahepa	1	1	0
Dearborn 172 (Lodge)	2	4	0
Moslem Shrine	1	3	0
Square Club	1	1	0
TOTALS	30	82	2

TABLE XXXIX

## PARTICIPATION IN FRATERNAL ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	88	0
1	7	7
2	3	6
4	2	8
5	2	10
8	1	8
9	1	9
10	1	10
12	2	24
TOTALS	107	82

organizations. Two teachers reported the highest number of participation points with twelve each for a total of twenty-four points, the largest number of any group. Seven teachers comprised the largest group reporting participation and claimed one point each.

The median participation point level was zero points. Nineteen teachers (17.7%) reported all of the memberships and participation in fraternal organizations. Gross and net indices of participation in fraternal groups were .3 and 1.6, respectively. Gross and net indices of participation were .8 and 4.3, respectively. Participation intensity was computed to be a 2.7 rating. The net index of leadership was one-tenth of a point.

It was concluded from Tables XXXVIII and XXXIX that Dearborn social studies teachers were not significantly active in fraternal organizations. This finding agreed closely with all other studies which dealt with the community participation of teachers relative to fraternal groups.

#### IX. MEMBERSHIP, PARTICIPATION AND LEADERSHIP IN COMMUNITY WELFARE ORGANIZATIONS

Table XL reports the scope and degree of activity in community welfare organizations. These organizations ranked ninth in total number, tenth in total memberships, ninth in total participation points, and seventh in total leaderships held.

TABLE XL

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN COMMUNITY WELFARE ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Girl Scouts or Brownies	4	26	3
Boy Scouts or Cub Scouts	7	31	4
Campfire Girls	3	17	2
Child Welfare Group	1	1	0
Dearborn Citizens Traffic Council	2	9	0
Council of Social Agencies	2	8	0
Crime Prevention Group	1	2	0
Juvenile Delinquency Group	4	16	0
Southeast Dearborn Community Council	1	2	0
Decent Literature Organization	1	2	0
City Wide Civic Assoc.	1	5	1
Southeast Regional Visiting Teacher Assoc.	1	5	1
TOTALS	28	124	11

Twelve community welfare organizations accounted for 5.1 per cent of the total, twenty-eight memberships comprised 2.1 per cent of all memberships, 124 participation points constituted 2.6 per cent of the total, and eleven leaderships accounted for 3.6 per cent of all leaderships.

Table XL shows that no single organization was dominant in the community welfare group with respect to the indices described. The most memberships, participation points, and leaderships occurred in the Boy Scout-Cub Scout area with seven (25%), thirty-one (25%), and four (36.4%), respectively. Girl Scout and Brownie organizations ranked second with four memberships (14.3%), twenty-six participation points (20.9%), and three leaderships (27.3%). Four memberships were also registered in the juvenile delinquency organization, but only sixteen participation points and no leaderships were reported. Six of the twelve organizations (50%) reported only one membership. Five of the twelve organizations reported at least one leadership.

Table XLI indicated that eighty-four teachers (78.5%) were not members or participants in community welfare organizations. One teacher reported eighteen participation points for the largest individual total in these organizations. Seven respondents (6.5%) reported five participation points each for a total of thirty-five points. These seven teachers comprised the largest group at a given participation point level and

TABLE XLI

## PARTICIPATION IN COMMUNITY WELFARE ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	84	0
1	2	2
2	3	6
3	1	3
4	4	16
5	7	35
6	1	6
8	1	8
9	1	9
10	1	10
11	1	11
18	1	18
TOTALS	107	124

their thirty-five points was the largest number of any group in community welfare organizations. The median participation point level was zero points. All 124 participation points in community welfare organizations were amassed by twenty-three respondents (21.5%).

Dearborn social studies teachers attained gross and net membership indices of .3 and 1.2, respectively, in community welfare organizations. Gross and net indices of participation were reported as 1.2 and 5.4, respectively, and the net index of leadership was .5. Participation intensity was computed as 5.4. This finding indicated that those respondents who participated in community welfare organizations did so with a relatively high degree of intensity.

In summation of Tables XL and XLI it may be stated that community welfare organizations did not enjoy widespread participation among Dearborn social studies teachers. Scope of participation was the second lowest, next to service and benevolent organizations, and total memberships ranked tenth. However, net leadership in these organizations was comparatively high.

#### X. MEMBERSHIP, PARTICIPATION AND LEADERSHIP IN AVOCATIONAL ORGANIZATIONS

Table XLII presents a description of the scope and degree of community participation by Dearborn social studies

TABLE XLII

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN AVOCATIONAL ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Dearborn Wood and Waters	1	4	0
Dearborn Historical Society	10	29	1
Detroit Schoolman's Club	10	24	0
Dearborn Players Guild	3	16	2
Literary Society or Great Books Club	4	17	1
Library or Museum Assoc.	6	24	1
Music or Choral Group	5	28	1
Reading Club	3	8	0
Camera Club	3	4	0
American Kennel Club	1	2	0
Dearborn Orchestral Society	1	5	0
American Craftsman Council	1	5	0

(continued on next page)

TABLE XLII (CONTINUED)

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN AVOCATIONAL ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Michigan Silversmiths Council	1	3	0
Singing Group	1	4	0
Mio Sportmans Club	1	1	0
Symphony	1	5	0
Dearborn Schoolmans Book Club	1	5	0
Dearborn Cinema Society	1	4	0
Flying Club (Sky Racers)	2	12	1
Post Worthy Advisors Club	1	10	1
Teacher of Bowling and Golf	1	3	0
Restoring Model T Old Car Club	1	3	0
Rock Exchange Club	1	4	0
TOTALS	60	220	8

teachers in formal avocational organizations. These organizations ranked fourth in number, seventh in membership, seventh in participation, and eighth in total leaderships. Twenty-three avocational organizations represented 9.8 per cent of the total. Sixty memberships accounted for 4.5 per cent of the total, 220 participation points amounted to 4.5 per cent of the total, and eight leaderships accounted for 2.6 per cent of all leaderships.

Two organizations dominated membership in the avocational group with ten memberships each. These organizations were the Detroit Schoolmans Club and the Dearborn Historical Society. Over twenty-four participation points were registered in four organizations. Only one membership was reported in thirteen organizations. No leadership positions were held in sixteen of the twenty-three avocational organizations.

Table XLIII shows that sixty-seven teachers (62.6%) were non-members and non-participants in avocational organizations. One teacher reported forty-three participation points for the highest total of any single respondent in avocational organizations. Four teachers (3.7%) reported ten points each for a total of forty points which was the highest for any group of teachers in this area. Six teachers (5.6%) constituted the largest group at a given participation point level with five points each.

All 220 participation points in the avocational area

TABLE XLIII

## PARTICIPATION IN AVOCATIONAL ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	67	0
1	10	10
2	5	10
3	2	6
4	4	16
5	6	30
6	4	24
7	1	7
8	1	8
10	4	40
11	1	11
15	1	15
43	1	43
TOTALS	107	220

were amassed by forty teachers (37.4%). The median participation point level was zero, the gross and net indices of membership were .6 and 1.5, respectively, and the gross and net indices of participation were 2.1 and 5.5, respectively. Participation intensity was computed to be a 3.7 rating. The net index of leadership was computed as an .2 rating.

It was concluded from Tables XLII and XLIII that the scope or range of avocational activity was comparatively high for those who participated. Membership, on the other hand, was classified as limited in view of the fact that approximately sixty-three per cent of the teachers evidenced no affiliation in formal avocational organizations. The forty teachers who accumulated the 220 participation points in avocational activities evidenced a comparatively high intensity of participation. Leadership in avocational organizations was found to be limited.

#### XI. MEMBERSHIP, PARTICIPATION AND LEADERSHIP IN SERVICE AND BENEVOLENT ORGANIZATIONS

As in the case of studies cited previously, service and benevolent organizations as a group were found not widely attractive to Dearborn social studies teachers. The eleven organizations reported in Table XLIV accounted for 4.7 per cent of all organizations. This comparatively small number of organizations was indicative of a limited scope of associational activity in this area of community life. The fact that

TABLE XLIV

MEMBERSHIP, PARTICIPATION, AND LEADERSHIP  
IN SERVICE AND BENEVOLENT ORGANIZATIONS

Organization	Total Memberships	Participation Points	Total Leaderships
Lions Club	1	1	0
Kiwanis	2	7	1
Rotary	1	3	0
Optimists	1	10	1
Dearborn Civitan Club	3	10	0
Inter-Service	1	4	0
United Foundation	22	71	3
Humane Societies	3	22	2
Cancer Society	1	5	0
Foster Parents	1	5	0
Hi-Y Club Adviser	1	10	0
TOTALS	37	148	7

twenty-two (59.5%) of the thirty-seven memberships, seventy-one (47.9%) of 148 participation points, and three (42.9%) of seven leaderships were concentrated in a single organization (United Fund Foundation) contributed to this limitation. This finding also elaborated the fact that Dearborn social studies teachers appeared to be somewhat removed from exercising their unique social understandings toward influencing the centers of power in the Dearborn community. It appeared, therefore, that basic aspects of community life were being influenced mostly by other professional and business groups. It was not determined to what extent other Dearborn teachers and administrators participated in service and benevolent organizations.

Service and benevolent organizations ranked tenth in number, eighth in membership, eighth in participation, and ninth in total leadership. These organizations accounted for thirty-seven memberships (2.8%), 148 participation points (3.1%), and seven leaderships (2.3%). Seven of the eleven organizations registered but one membership each. Only one participation point was reported in the Lions Club. Leadership was reported in four of the eleven organizations.

Table XLV showed that seventy-five Dearborn teachers (70.1%) were not members of service and benevolent organizations. One teacher reported the highest individual total of twelve points. Five teachers reported ten participation points each for a total of fifty points--the highest total for any group of

TABLE XLV

## PARTICIPATION IN SERVICE AND BENEVOLENT ORGANIZATIONS

Participation Points	Teacher Frequency	Total Partici- pation Points
0	75	0
1	6	6
2	6	12
3	2	6
4	3	12
5	7	35
7	1	7
8	1	8
10	5	50
12	1	12
TOTALS	107	148

teachers. Seven teachers comprised the largest group of teachers at a given participation point level at five points each. Thirty-two teachers accounted for all 148 points.

The median participation point score in service and benevolent organizations was zero. The gross and net indices of membership were .3 and 1.2, respectively. The gross and net indices of participation were 1.4 and 4.6, respectively. The participation intensity was a 3.8 rating. The net index of leadership was computed to be an .2 rating.

It was concluded that Dearborn social studies teachers evidenced comparatively meager participation in service and benevolent organizations. The limited scope of membership was interpreted to mean that Dearborn social studies teachers were not influential in the so-called "power" structure of Dearborn. Reasons for the comparative inactivity of teachers in service and benevolent organizations were not precisely defined. Many of these organizations are of the luncheon variety which, in most cases, precluded the teachers' attendance. It was apparent, however, that this condition could have been circumvented and that other reasons must have accounted for the limited teacher representation in these organizations.

## XII. A PROFILE OF DEARBORN SOCIAL STUDIES TEACHERS IN RELATION TO TEN ORGANIZATIONAL AREAS

A profile of Dearborn social studies teachers as revealed by the analysis and comparison of their relationship to ten

organizational areas is presented here.

Dearborn social studies teachers as a group were avid participators in professional education organizations. These organizations, for personal and professional reasons, held the greatest attraction for Dearborn teachers.

At the other end of the organizational continuum fraternal associations held the least appeal, followed by community welfare and service and benevolent organizations.

Adult education and religious organizations ranked second and third, respectively, in overall community participation scores behind professional education associations. Participation in patriotic and community betterment organizations was noteworthy because it ranked second in scope in comparison to other organizational areas. Economic, recreation, and avocational organizations had approximately equal appeal for Dearborn teachers and constituted the middle or halfway cluster of the continuum.

With respect to their participation in specific organizations, Dearborn teachers evidenced maximum participation in the state and local affiliates of the American Federation of Teachers.

The P.T.A. and University Greek Letter organizations constituted the bulk of adult education activity.

Religious activities were confined for the most part to church membership.

Political party affiliation accounted for the great majority of participation in patriotic and community betterment organizations.

Credit union affiliation and part time jobs characterized most of the activity in economic organizations.

Youth and adult recreation groups accounted for most of the participation in recreation organizations.

Fraternal and community welfare organizations did not provide any noteworthy single organizational activity.

Membership and participation in the Dearborn Historical Society and the Detroit Schoolman's Club accounted for most of the activity in avocational organizations.

Activity in the United Foundation accounted for the largest share of memberships and participation points in service and benevolent organizations.

It was quite obvious that the dominant characteristic of Dearborn social studies teachers was their intense participation in professional education organizations. Assessment of the Dearborn social studies teachers' community participation in light of the total organizational spectrum, however, revealed that these teachers participated most extensively and with greater intensity in those organizations which were most closely related to their personal, professional, and socio-economic needs.

## XIII. SUMMARY

Chapter VI has described the second section of the questionnaire which was concerned with ten major areas or categories of community participation. The ten organizational groups were: (1) professional education, (2) adult education, (3) religious, (4) patriotic and community betterment, (5) economic, (6) recreation, (7) fraternal, (8) community welfare, (9) avocational, and (10) service and benevolent. The ten areas of community organizations were surveyed relative to the total number and scope of organizations within each area, membership, participation, and leadership. Statistical computations were performed to determine the gross and net indices of membership and the gross and net indices of participation for each group of organizations. The net index of leadership and the participation intensity were also derived from the statistical formulas previously described.

A review of the survey scoring techniques was presented to facilitate understanding of membership and participation as interpreted and described by the checklist of organizations and the weighted participation point scale.

Each of the ten major organizational areas was described by two tables. The first table presented the individual organizations which comprised the major organizational group. These individual organizations were described in tabular form with

respect to name, total memberships, total participation points and total leaderships. The second table reported the teacher frequency at a given participation point level for a given group or area of organizations. This table also showed non-membership.

Table XLVI shows that Dearborn social studies teachers evidenced the greatest scope and degree of community participation in those organizational areas which most directly affected their professional, spiritual, economic, and social well-being. It was further established that Dearborn social studies teachers as a group were not particularly active in service and benevolent organizations. These organizations appeared to control civic power within the community and were conspicuous by the absence from their ranks of Dearborn social studies teachers. Those thirty-two teachers who did participate in service organizations did so with the comparatively high intensity rating of 4.01, which ranked fourth in this index.

Table XLVII shows the rank order of organizations relative to the twelve indices of community participation. Professional education associations ranked first in nine of the twelve indices of organizational activity reported. These organizations accounted for 20.5 per cent of all organizations which claimed membership. Professional educational organizations also accounted for thirty per cent of all memberships, twenty-five per cent of all participation points and twenty-one

TABLE XLVI  
COMMUNITY PARTICIPATION IN TEN ORGANIZATIONAL AREAS

Organization Group	Teachers				Membership			Participation				Leadership	
	No.	No.	Per Cent	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Professional Education	48	101	94.5	6	402	3.8	3.9	1228	11.5	12.2	3.1	62	.6
Adult Education	28	92	87.0	15	189	1.8	2.1	671	6.3	7.3	3.6	47	.5
Religious	22	84	78.4	23	186	1.7	2.2	860	8.0	10.2	4.6	70	.8
Patriotic and Community Betterment	35	68	63.5	39	143	1.3	2.1	553	5.2	8.2	3.9	43	.6
Economic	23	81	74.5	26	169	1.6	2.1	529	4.9	6.5	3.1	19	.2
Recreation	16	41	38.3	66	89	.8	2.2	432	4.0	10.5	4.8	34	.8
Fraternal	16	19	17.8	88	30	.3	1.6	82	.8	4.3	2.7	2	.1
Community Welfare	12	23	21.6	84	28	.3	1.2	124	1.2	5.4	4.4	11	.5
Avocational	23	40	37.4	67	60	.6	1.5	220	2.1	5.5	3.7	8	.2
Service and Benevolent	11	32	29.9	75	37	.3	1.2	148	1.4	4.6	4.0	7	.2

This table is read as follows: One hundred one teachers comprised 94.5 per cent of all respondents and were members of forty-eight professional education associations.. Six of the respondents were non-members. These teachers reported 402 memberships, gross and net membership indices of 3.8 and 3.9, respectively, 1228 participation points, gross and net participation indices of 11.5 and 12.2, respectively, 3.1 intensity, 62 leaderships, and .6 net index of leadership.

TABLE XLVII  
RANK ORDER OF TEN ORGANIZATIONAL AREAS

Organization Group	<u>Teachers</u>			<u>Membership</u>			<u>Participation</u>				<u>Leadership</u>	
	No.	No.	Non Mem- bers	Total Points	Gross Index	Net Index	Total Points	Gross Index	Net Index	Inten- sity	Total	Net Index
Professional Education	1	1	10	1	1	1	1	1	1	9	2	4
Adult Education	3	2	9	2	2	6	3	3	5	7	3	5
Religious	6	3	8	3	3	2	2	2	3	2	1	1
Patriotic and Community Better- ment	2	5	6	5	5	4	4	4	4	5	4	3
Economic	5	4	7	4	4	5	5	5	6	8	6	7
Recreation	8	6	5	6	6	3	6	6	2	1	5	2
Fraternal	7	10	1	9	9	7	10	10	10	10	10	9
Community Welfare	9	9	2	10	10	9	9	9	8	3	7	6
Avocational	4	7	4	7	7	8	7	7	7	6	8	10
Service and Benevolent	10	8	3	8	8	10	8	8	9	4	9	8

per cent of all leadership positions. With respect to single organizations, the Dearborn Federation of Teachers dominated each of the other 234 organizations in every community participation index described.

Table XLVII shows that patriotic and community betterment organizations were in high favor with Dearborn social studies teachers by ranking second in scope. As stated earlier in the chapter, it was noted that eight (22.8%) of the thirty-five patriotic and community betterment organizations were directly related to national crisis problems in existence today. Inspection of Table XLVII shows that the scope and degree of formal recreation, fraternal, and community welfare activity by Dearborn social studies teachers was comparatively low. The findings as summarized above were for the most part identical with other studies of teacher community participation reported in Chapter II. The major differences occurred in professional educational activities where Dearborn social studies teachers evidenced a greater degree of participation with relation to professional and economic goals.

## CHAPTER VIII

### PROFESSIONAL OPINIONS RELATIVE TO COMMUNITY PARTICIPATION AND IN-SERVICE EDUCATION

#### I. INTRODUCTION

Chapter VIII presents a description and analysis of the third section of the questionnaire. This section contained provision for each respondent's professional opinion relative to two specific areas of concern: (1) community participation and its relation to the teaching of social studies, and (2) the in-service education program in social studies. The questions asked in the questionnaire were:

(1) In your experience, what have you found to be the four or five most important contributions to your teaching of social studies which have come about as a result of your participation in community organizations and activities? (To be listed in the order of their importance)

(2) What do you think are the three things which would most improve the in-service education program of the Social Studies Department of the Dearborn schools? Your answer may refer to either specific techniques to be included or more general suggestions. (To be listed in the order of their importance)

Eighty-one (76%) of the respondents presented at least one professional opinion to the open-ended section of the questionnaire.

Presentation of professional opinions relating to the contributions of community participation to the teaching of

social studies are presented first in the organization sequence of this chapter. These opinions have been categorized in the sequential order of the priority value ratings accorded them by social studies teachers. The first four categories relate to common groupings of positive professional opinions. The fifth category relates to negative opinions concerning community participation and the teaching of social studies. In descending order of importance the positive professional opinion categories were: (1) instructional aids, (2) social understandings, (3) personal values, and (4) general values. In a realistic sense every positive opinion concerning community participation was a direct or indirect teaching aid.

## II. A DESCRIPTION OF PROFESSIONAL OPINION CATEGORIES

A brief description of the positive and negative opinion categories is presented in order to facilitate understanding of each opinion grouping. The major concern in the presentation of these opinions was that they be meaningful from the standpoint of constructive application. The five categories of professional opinions were composed of seventy-six statements.

The instructional aids category refers to those community participation experiences which have resulted in direct application to the improvement of classroom teaching. These instructional aids were in the form of new teaching resources,

new learnings or understandings, and new teaching techniques. The instructional aids category contains sixteen positive statements which incorporated a total of thirty-three positive instructional aid responses.

Social understandings constituted the second group of positive professional opinions and were considered as universal in their influence on social studies teachers. These understandings resulted in new insights and concepts concerning the governmental establishment, social issues, and other societal problems. These social understandings were closely related and overlapped the teaching aid category. The social understandings category was composed of seventeen positive statements which incorporated a total of sixty-seven positive responses.

Personal values constituted the third group of positive professional opinions. This category related to those community participation experiences which had influenced the personal value systems of singular respondents. These influences had unique meaning and application to individual respondents rather than to social studies teachers as a whole. This category was composed of nineteen statements which encompassed fifty-one related responses concerning personal values.

The fourth and final category of positive opinions concerning community participation and the teaching of social studies was composed of general values which were derived from

such participation. These general values overlapped and cut across the three previously described categories of professional opinions. Twelve statements composed the general value category. These statements summarized thirty-seven common responses which were designated as general values.

The fifth and final category contained negative professional opinions concerning community participation and its relation to the teaching of social studies. This category revealed no set pattern or continuity which lended to the grouping of common opinions. These negative statements differed in their content to a degree which precluded meaningful consolidation into common categories. Twelve negative statements composed this final category and consolidated, insofar as possible, twenty-five negative responses.

The four groups of positive opinions and the single group of twelve negative opinions concerning community participation and the teaching of social studies follow.

#### A. Instructional Aids

Dealings in community affairs have given a sense of confidence and security in the classroom.

Political activity has helped in the teaching of social studies.

Participation developed an ability to interpret community affairs and social issues to the students.

Personal knowledge and satisfaction gained from contact with leaders in the community who have

enthusiasm for community work--in other words inspiration to approach teaching with new viewpoints.

That prejudices should be talked about in class regardless of the consequences.

Participation in the study group of the AAUW during the current year on African studies has been instrumental in organization of the geography course on Africa.

Membership in the Michigan Council of Social Studies has been of much help in providing teaching resources.

Professional education organizations have helped in keeping abreast of new concepts, have provided invaluable teaching resources and have served as a source of upgrading in geography.

Participation illuminated the importance of educating the voters and preparing our students to vote intelligently, know the issues and the candidates.

Utilization of municipal offices as resources for teaching, i.e., city attorney, public safety, public health, and Ford Motor Co., Research Division.

Affiliation with the Greenfield Village in the training of young people keeps constant review and materials available for the teaching of World and American History.

Professional workshops in human relations and various other community discussion groups have been of considerable help in teaching social studies.

Participation in community life has helped to better every facet of teaching. Social studies and community are inseparable and require constant coordination.

Community participation has resulted in better rapport with students.

Community activities provided deeper understanding of public relations, thus, ability in handling classroom situations was strengthened.

Political activity has provided useful experiences which have been applicable to social studies teaching.

## B. Social Understandings

Governmental activities have provided an understanding of the seniority rule of political leadership on committees in the national congress and its unavoidable lending to 'pork barrel' legislation.

Participation has created an understanding of power structure controls at local and national levels of community organization.

Membership in community activities stimulated an awareness that local social institutions need considerable improvement to better serve and solve local problems.

Community participation has helped in international understandings, understanding the United States government, understanding group process, understanding the rights of the individual, and in sequence presentation of learning skills.

Organizational activity has resulted in increased understanding and insight of the international, political, and social scene.

Increased understanding of the national scene as related to local problems was the result of community participation.

Community participation has given a deeper understanding of the different backgrounds of people and the effect this has on their thinking and actions within a group--especially their reactions.

Activity in community affairs has developed an appreciation of the various goals and drives people have--their ambitions for themselves and their families.

Social participation has indicated that there must be free and open debate on social issues; i.e., racism, guarding against radical and conservative elements found in the U.S.

Community participation has presented knowledge of and experience with many kinds of people and groups, their viewpoints, mores, customs, etc.

Teachers feel less hypocritical when urging students to take an active role to correct negative conditions in the community. As a result they give them more practical and definite advice on how to be a participant in the affairs of society.

Community participation has aided teachers in becoming better integrated persons in their functional relations.

Organizational activity has given greater skill in intra-group relations and dynamics, greater appreciation of the contributions of ethnic differences, greater skill in comprehending political dynamics.

Social inter-action has resulted in the ability to bring diverse groups together.

Affiliation with organizations has provided a realization of the importance of political and academic freedom to the perpetuation of democracy.

Participation in political, economic, and social activities within the community allows the teacher to practice what he teaches. As an active participant the teacher can better teach by example. Community participation develops the teacher's appreciation of his community and gives him the ability to pass this appreciation on to the students.

Interest and participation in government have resulted in first hand information on civic affairs.

### C. Personal Values

Organizational participation has enabled teachers to observe what part young adults take in current affairs.

Religious values have been enhanced as a result of church affiliation.

It is interesting to observe business attitudes toward community and public interest in the schools.

I would hope that my teaching of the social studies has been guided in the main by ethical principles which were derived from the Judeo-Christian heritage. I believe that the Dearborn Federation of Teachers is, by far, most responsible for the high degree of academic freedom extant in Dearborn. Without academic freedom all teaching is sterile.

Organizational activities did not provide specific technical contributions for social studies teaching as much as they provided for a better understanding of human relationships.

Political participation at the precinct level has enabled teachers to gain new political insights.

Community participation has spurred efforts of some teachers to help defeat Mayor Hubbard.

Participation has been instrumental in securing legal assessments.

Political participation at the congressional district level has aided in understanding the national political scene.

A sense of the importance of personal commitment rather than simply of broad and diverse membership. I join few organizations to which I cannot in a practical way make a personal contribution other than mere membership.

Helping with the mountain school has helped with my teaching of social studies.

Because of activities in the Dearborn Education Association I have a better understanding of the complexities of school operations, also I have a better understanding of the role played by different groups such as the PTA, League of Women Voters, etc., in city affairs.

Real estate dealings have helped me understand the business world, church affiliation has had a moral influence on me as a social studies teacher and adult recreation programs have brought me in contact with people of different interests and backgrounds.

I am primarily a foreign language teacher and therefore relatively inexperienced in regard to social studies and its teaching. I have not yet joined any of the civic social and fraternal organization although my intentions are to do so in the future. It appears that such organizational activity would be helpful in the teaching of social studies.

Participation in the Dearborn Federation of Teachers has given me a better understanding of unions, the way they work, and some of the problems they must face.

Community participation has afforded me an appreciation of values, greater insight into the organization of work skills, and positive contributions from individual and group processes.

Organizational activities have provided increased understanding of the limited participation of individuals in the cultural fields (art, music, drama).

Community participation has helped in giving an awareness of the dynamics of social organizations, an awareness of the dynamics of political organizations, and a release from preoccupation with the teaching job.

Understandings and insights were gained relative to civic groups, community projects, and professional organizations.

#### D. General Values

An appreciation of democratic principles and that they should not be taken for granted was derived from community participation.

Working with the Parks and Recreation Department as a playground director has helped me to better understand the recreational needs of communities.

Community participation has helped in meeting people, understanding the 'other guy's' viewpoint, and has given a broader understanding of what is going on in the community..

Political affiliation has resulted in an increased awareness that we are political 'animals' subject to the decisions of both sectional and local politicians.

Community participation has taught humility, honesty and tact in relationships with parents and the community; to respect oneself and one's ideas and force one to greater effort; respect for the junior high teenager as a person with mixed emotion; higher degree of interest in trying to keep good teaching techniques, knowledge and yet leave room for current trends in the community; and finally, a high degree of respect for administrators who back teachers and provide the opportunity to go out into the community.

Organizational membership has enabled me to put into practice some of the ideas that I teach; also, I have been made aware of the presence in the community of others who share my ideas.

I have been put into contact with people outside the teaching profession, a stimulating experience which has broadened my outlook and my perspective as a teacher.

Social participation has provided an awareness of organizational function in the daily life of community.

Community participation has aided in the communication between the school and the home. It has helped to know the kind of community one teaches in and thus helps the teacher fulfill his responsibilities as a citizen of the community. It firms the realization that a teacher is a citizen first.

Federation activities have been the greatest help in understanding an industrial community.

My knowledge of state and local government and history has enabled me to convey to the students a sense of relationship and responsibility relative to community and state affairs.

Professional organization activity has enabled teachers to meet others in the same discipline.

#### E. Negative Professional Opinions

Community participation has provided no positive assistance to teaching. All such organizations are a waste of time. I prefer reading and travel and pursuing my studies.

Most 'civic organizations' are pressure groups representing special interests. Teachers have no business aligning themselves with such groups.

The organizational life of the community is artificial. It amounts to a miniature spoils system, for these and numerous other personal reasons I am a 'non-joiner.'

No concrete (widespread) benefits stem from organizational activity.

I can't think of any benefit derived from organizations and activities which has helped my teaching of social studies.

No benefits whatsoever to teaching could result from community participation.

The teaching profession is so demanding of the teacher's time that any effective organizational activity is precluded.

I am not a joiner, my interests lie in areas outside the club realm. Consequently, I can't answer the question.

I am a first year teacher and new to the community, therefore, I must become oriented to the community in order to serve most useful.

Participation on too many fronts contributes to a dissipation of energy which can detract from one's teaching.

Participation in many cases stems from a desire to be associated with rather than to contribute for community betterment.

I haven't participated in any community organizations that make important contributions to the teaching of social studies or to community betterment.

Analysis of the professional opinion categories by teaching level revealed that all seventeen community college teachers (100%) entered at least one response to the question which concerned community participation and the teaching of social studies. Thirty-four junior high school teachers (70% of junior high) and thirty high school teachers (73% of high school) entered at least one response in the section of the questionnaire designated for professional opinions.

Community college teachers endorsed unanimously increased social understandings as the major contribution of community participation to the teaching of social studies. Junior high school teachers emphasized the personal values which resulted from community participation to a greater extent than the other teaching levels. Senior high teachers

indicated teaching aids as the most beneficial contribution of community participation to the teaching of social studies. It is possible that the large number of field trips taken at the high school level influenced the opinions concerning teaching aids.

### III. A DESCRIPTION OF IN-SERVICE EDUCATION SUGGESTION CATEGORIES

Responses concerning suggestions for the improvement of the in-service program of education are presented in the order of respondent priority. Upon analysis of these professional opinions it was found feasible to group them in relation to four categories: (1) general curriculum; (2) specific subject; (3) teaching aids; and (4) general suggestions. It was felt that these four suggestion groupings provided for more meaningful and effective analyses, comparisons, and interpretation of the professional opinion suggestions concerning the social studies in-service education program. These categories are presented according to the priority ratings expressed by Dearborn social studies teachers.

A brief description of the four categories concerning suggestions for improving the in-service education program follow.

General curriculum refers to those suggestions which were concerned with improvement of the entire social studies

curriculum. Seventeen statements summarized twenty-four responses in this category.

The specific subject category referred to those suggestions which demanded offerings in specific subject fields. Thirteen statements summarized twenty responses in this category.

The teaching aids category was concerned with those suggestions which advocated increased in-service course offerings related to improved methods and materials for the teaching of social studies. Eleven statements summarized nineteen responses in this category.

The general suggestion category was composed of those suggestions which overlapped and alluded to the three previously described categories of suggestions concerning the improvement of the in-service education program. Nineteen statements summarized thirty-one responses in this category.

The four categories of suggestions for the improvement of the in-service education program in social studies follow.

#### A. General Curriculum

In-service course offerings in social studies areas should be comparable to those course offerings in the physical sciences. (At least in the number of offerings.)

Include courses which will orient teachers to the complete Dearborn curriculum K-12.

Include in-service courses which are designed to orient all teachers in community life.

An in-service program should make provision for curriculum revision and continuing evaluation.

In-service offerings should have more specific application to courses being taught in the social studies curriculum.

Design in-service courses with a minimum of undergraduate type requirements.

Provide continual upgrading of social studies courses.

Present a wider range of subject matter offerings.

Offer a program that is practical and useful to the classroom teacher.

A compulsory program of in-service education is necessary for periodic upgrading of subject fields.

Offer more courses designed specifically for secondary teachers.

Coordinate the in-service program with local universities.

Provide released time for attendance at in-service courses.

Eliminate credit courses.

An effort to promote better scheduling would enable more people to get involved in the course offerings.

Limit the length of courses from 8 to 10 weeks.

Give less emphasis on methods and psychology courses dealing with so-called teaching techniques.

#### B. Specific Subject

Offer in-service education courses in current economic education trends with local business, industry, and labor resource persons contributing.

Subject matter courses are more important than community oriented courses.

More history course offerings are needed.

A course for civic teachers reviewing recent judicial and legislative actions would be warranted.

A course is needed in research methods in the social sciences for teachers (subject matter oriented).

Political action courses would enhance any program.

For Dearborn, especially, courses designed to orient teachers to the problem of racially changing communities would be invaluable.

A course intended for the coach, physical education instructor, or shop teacher who now plans to teach social studies in a position of semi-retirement would help in this transfer.

More courses concerning social issues and current affairs are needed.

Provide additional political science course offerings.

Place more emphasis on realism. For example, try to give teachers more exposure to some of the behind-the-scenes activity taking place in local government.

Present courses which survey and summarize for the teacher recent events of historical and social significance.

Course offerings on 'How to Face Our Prejudices' would provide growth for the entire social studies staff.

### C. Teaching Aids

Courses should provide practical ideas and techniques for classroom adaptability.

Courses should be structured to make the greatest use of locally developed teaching aids.

Modern methods courses would be of value.

A complete sequence of modern audio-visual aids would be of much value.

A community resources program oriented toward classroom utilization would be most appropriate.

Courses updating the knowledge of research in specialized social studies fields would provide an invaluable teaching aid.

An up-to-date historiography course making use of American Historical Association pamphlets on recent revisions would be excellent.

Opportunities at Greenfield Village for the teaching of social studies should be utilized.

Set up a pool of resource persons within the community and school system for utilization within the classroom.

Work out a plan by which teachers who have traveled can be released to share their experiences with a class that is studying the area the teacher has visited.

Courses designed to facilitate timing, i.e., where to introduce each social studies concept and how to develop it would be useful.

#### D. General Suggestions

I didn't realize there was an in-service course for social studies teachers.

Courses I have taken have been disappointing. The entire in-service education program needs reorganization.

Offer Saturday morning classes.

Employ in-service instructors with greater competence in their specialities.

Complete financial reimbursement is essential for the systematic development of any in-service education program.

I am not aware of any in-service program.

Find out what the teachers want or need, then offer the courses.

Dearborn needs a stronger program in in-service education.

Requested courses should be made available.

Less professional education courses would make for a better in-service program.

Active social studies systemwide meetings would be helpful.

If we have an in-service education program in social studies, let's publicize it.

Have no clear understanding of present philosophy underlying social science in-service education. Does such a program exist?

Frankly I don't know of any in-service program.

Present a choice of instructors giving the background and experience of each and allow the teachers to select them on the basis of qualification.

Try to publicize in-service courses as far in advance as possible.

Being sent to school (subsidized as it were) by the school board, as is done in industry, in order to raise the standards of teachers, particularly at junior high level where the scope of understanding and knowledge is enormous.

I do not know what the aims and purposes of the in-service program in social studies in Dearborn are. Since I believe this lack of knowledge is shared by a majority of teachers this is, in a sense, an indication of an area where improvement could be made.

Communication in the system--how to circumnavigate bottlenecks.

#### IV. SUMMARY

Chapter VIII has presented a series of statements which summarize Dearborn social studies teachers' professional opinions relative to two distinct areas of professional concern:

(1) contributions to the teaching of social studies which have come about as a result of participation in community organizations and activities, and (2) suggestions for the improvement of the in-service education program in the Social Studies Department of the Dearborn public schools.

Examination of the teachers' statements with respect to community participation and its resultant contributions to the teaching of social studies revealed a broad scope of attitudes and reactions. Chapter VIII has presented sixty-four positive reactions which attest to the valuable contributions of community association in relation to the teaching of social studies. These statements were reported according to priority order of importance and have been presented in four basic categories of common opinions. These categories in descending order of importance were: (1) instructional aids, (2) social understandings, (3) personal values, and (4) general values. A fifth category reported negative opinions and was composed of twelve statements.

Positive opinions were reported by seventy-four (91%) of the eighty-one teachers who responded to the professional

opinion section. By teaching level, community college teachers reported social understandings as the major contribution of community participation to their teaching. Junior high school teachers indicated that personal values were enhanced as a result of community participation. Senior high school teachers indicated satisfaction that new teaching aids provided the most important contribution of community participation to their teaching of social studies.

Seven teachers (8.6% of those who responded) reported negative professional opinions relative to community participation and the teaching of social studies. Several of these negative opinions stated bluntly that organizational association provided virtually no assistance in the teaching of social studies. Other negative reactions indicated suspicious attitudes as to the function of most community organizations. A few responses referred to civic organizations as pressure groups catering to special interests. Several respondents cited dangers in "over" participation and felt that the teachers' primary function was to "teach."

The second section of Chapter VIII presented sixty professional opinions concerning suggestions for improvement of the in-service education program in social studies. These suggestions appeared in a series of four categories. In the order of importance these were: (1) general curriculum, (2) specific subject, (3) teaching aids, and (4) general suggestions.

Suggestions for the improvement of the general social studies curriculum were consolidated into seventeen related statements which summarized twenty-four responses. Suggestions demanding improvement of specific subject offerings numbered thirteen and summarized twenty responses. Eleven statements encompassed nineteen responses which advocated in-service offerings concerning the utilization of teaching aids. Nineteen statements summarized thirty-one responses in the general suggestions category. These general suggestions tended to overlap the other three categories of opinions which related to the improvement of the in-service education program.

Opinions were divided about equally concerning professional education course offerings and subject matter courses. Several suggestions indicated a need for reorganization of the in-service program. A considerable number of suggestions concerned specific course offerings. These ranged from updating history courses to instruction in community dynamics. Economic and civic courses were suggested by several respondents. Released time and full financial reimbursement for courses taken were other recommendations presented. A better understanding and utilization of community resources was the plea of other teachers.

Inspection of professional opinions concerning suggestions for the improvement of the in-service education program revealed common suggestions originating from specific teaching

levels. The central theme of the community college teachers favored course offerings which would improve social understandings concerning a broad spectrum of contemporary social issues. Junior high school teachers, for the most part, advocated an increase in course offerings relative to methods, materials, and specific teaching techniques for secondary teachers. Senior high school teachers responded with suggestions of a general nature. They were concerned more specifically with professional problems within the school district and advocated in-service education courses as a means for the solution to these problems.

Most notable in the section relating to suggestions for improving the in-service education program was the number of respondents who reported a complete lack of knowledge relative to the existence of any in-service education program in the social studies. This finding, coupled with the finding of limited attendance in in-service courses of social studies reported in Chapter VI, indicates a definite void in the total program of social studies in Dearborn. It is reasonable to assume that a positive course of action should be undertaken to evaluate this problem.

In view of the fact that seventy-nine respondents offered ninety-four suggestions for improvement of the in-service program, it appears additionally important to give this matter consideration.

## CHAPTER IX

### SUMMARY OF THE STUDY

#### I. INTRODUCTION

This chapter presents a nine section summary of the study:

1. The problem
2. Literature and research
3. The Dearborn community
4. Research procedures
5. Profiles of Dearborn social studies teachers
  - General background factors in relation to community participation
  - Current background factors in relation to community participation
  - Participation in ten organizational areas
6. Opinions concerning community participation and opinions concerning improving the in-service education program in social studies
7. Conclusions
8. Recommendations
9. Suggestions for further study and research.

#### II. THE PROBLEM

Chapter I presented the origin and background of the problem through development of the unique role that formal

social organizations play in the community social structure. Chapter I also indicated that voluntary formal organizations were influential in the formulation of solutions to social needs and problems of communities. A further indication was that social studies teachers, by virtue of their unique professional position in society, were assigned the responsibility of interpreting to the community the nature and function of contemporary social organizations in America.

The specific problem of this investigation was to discover the personal and professional characteristics of secondary and community college teachers of social studies in the Dearborn, Michigan, public schools and to determine precisely the relationships of these characteristics to the extent, nature, and degree of their community participation.

### III. REVIEW OF LITERATURE AND RESEARCH

Chapter II reported previous studies, research techniques, and methodologies used in earlier investigations in the field of community participation. One major purpose of the review of literature and related research was to establish the basic foundation and research developments which led to the prosecution of this study.

The review of literature was presented in two parts. The first part reported twenty-four studies dealing with the community participation of various general population groups.

These studies revealed that income, education level, and general socio-economic origin were directly related to memberships held. These studies also indicated that memberships held and meeting attendance increased more directly when influenced by educational level than by any other factor. The majority of these studies indicated that men possessed more memberships and leadership positions than women. With respect to age, peak participation was attained generally between the ages of forty and fifty-five. The type of organizational association varied with perceived social status. Finally, findings reported for the general population revealed a considerable lack of formalized social life by approximately twenty-five per cent of the adult population. This segment did not attend church, had no organized recreational or social life, and did not join any occupational organizations.

The second part of the review of literature and research reported the findings of twelve previous studies of teacher community participation. These studies revealed that teachers attained their greatest membership in professional, religious, and adult education organizations. Teachers evidenced rather limited affiliations in fraternal, civic, and service organizations.

A brief highlight summary of each study summarized in Chapter II follows.

Chapin performed investigations utilizing a social

participation scale to measure participation and socio-economic status. Sorokin, Berger, and Lindstrom measured community participation in terms of time spent on community activities.

Komarovsky determined that sixty per cent of the working class and fifty-three per cent of the white collar men in her study did not have any formal affiliation other than possible church membership. Women in her study showed an even greater percentage of non-affiliation. Foskett's findings reinforced the conclusions of Komarovsky. Foskett's major contribution to research in the field was an eleven point participation scale based on the frequency of activity.

Mayo tested community participation against the factors of age, income, and education. His findings compared with Foskett's in that participation increased with all three factors but more so with increased level of education.

Reissman's study determined that direct relationships existed between income, occupation, and education relative to community involvement. He concluded that the middle class dominated the organizational life of the community.

The Lynds found in Middletown that forty-seven per cent of the lower socio-economic class had no intimate friends as compared with only sixteen per cent of the higher class.

Woodward and Roper found that voting and other forms of political activity received greater attention and participation from members of the higher occupational, educational, and

income groups.

Bushee in Boulder, Colorado, based his study on membership and attendance and compared these against the variables of sex, type of dwelling, and occupation. His organization groups were similar to those used in this study. Bushee found that twenty-nine per cent of Boulder adults did not belong to any organization. Bruner and Kolb reported a similar finding in their study. Bushee also found that women held more memberships than men.

Dotson's study in New Haven confirmed findings from previous studies which showed lack of formal participation by citizens of lower socio-economic status. He found that family and kinship provided the primary associational activities of these people.

Kaplan analyzed participation in terms of economic status, nativity, and education. He found that community participation varied more directly when the educational level was altered.

Mather's research compared income and social participation. His major finding was that members of the upper income class joined more organizations as well as more varied organizations than members of the lower income group.

Warner and Lunt found that formal social participation varied in amount and type according to social class position.

Anderson concluded that social participation was

influenced by past and present family patterns of participation and the perceived status role conferred on an individual by the community.

Freedman and Axelrod examined community participation in Metropolitan Detroit. They compared sex, economic, education, race, and age factors with participation. Their findings showed that more men than women held memberships, that income and participation were directly related, that race had no bearing on participation at the same economic levels, and finally, that participation increased from age twenty to fifty and then declined.

Goldhamer examined Chicago, a large urban center. He utilized fifteen personal and demographic characteristics in his study. He reported that age level affected the amount and type of organizational activity, and that women initiated their participation at a later age but sustained it over a longer period of time. Goldhamer concluded that a direct relationship existed between social, economic, and educational status and the degree of community participation. He indicated that the educational factor was the most influential in relation to community participation.

Bottrell elaborated on the strategic importance of identifying and contacting community resources and agencies. Bottrell also devised the instrument for determining the precise degree of community participation which was adapted for this study.

Greenhoe investigated the nature and extent of teacher community participation and found that religious and professional organizations ranked at the top of the teacher organizational preference. She reported that ninety-five per cent of the teachers claimed membership in one or more organizations, eighty per cent attended meetings and that the median number of memberships held were four. Greenhoe also found that teachers demonstrated limited geographic mobility with respect to nativity, education, and employment.

In's study determined that teachers who lived in the community where they were teaching were more active than teachers who lived outside of the community in which they taught. He reported no notable difference in participation between the two sexes.

In 1957 the National Education Association reported that religious and professional organizations dominated the American teacher's formal activity. The Association also reported that less than ten per cent of the teachers participated actively in formal political activities.

Ryans' study also reported that teachers were most active in religious and professional organizations. Ryans related teachers' participation characteristics to specific classroom behaviors as perceived by the teachers in his sample. He reported that teachers who participated in avocational, recreational, religious and professional activities scored

higher with respect to understanding friendly classroom behavior and basic democratic classroom practices than those teachers who participated mostly in other organizational groups.

Steele investigated the community participation of industrial education teachers in a large urban community--Houston, Texas. He discovered like Greenhoe that Houston industrial education teachers evidenced limited geographic displacement with respect to nativity, education, and employment. Steele's findings reinforced the fact that religious and professional education organizations held the greatest attraction for teachers. Steele related the degree of participation to the supervisory ratings of teachers. He found that low and excessively high participation scores accompanied low supervisory ratings. Teachers with participation scores which ranked between the low and the high received the highest supervisory ratings.

Jefferson's study reported findings comparable to other investigations with respect to the types of organizations in which teachers participated.

Brown's study and Anderson's study demonstrated that social participation is one outgrowth of fulfilling community expectations. Brown noted that this expectancy was not uniformly distributed and approximated the same relationship to the local status hierarchy as participation.

The National Education Association reported in 1956 that

the proportion of first year urban teachers who became active in the religious, civic, and social life of the community during their first year of service was quite small.

Buck's study in Pennsylvania compared teacher participation with that of other groups. He reported that one-third of Pennsylvania teachers in his sample participated at or above the rate of top business and professional people and that eighty per cent had participation scores higher than the average for white collar workers.

The National Education Association in 1962 conducted the most comprehensive study of the characteristics of the American public school teacher. With respect to organizational participation the Association reported that 98.4% of the respondents held membership in professional education organizations and 87.2% in religious organizations. Membership did not exceed 32.6% in any other organizational area.

In summation it was noted that each study reviewed had merits within the purposes for which it was designed. These purposes varied in scope from investigations of single channel participation to more complex determinations of multi-membership, organizational types, and degrees of participation. Particularly important for this study was the finding from review of literature and research that there was lack of precision in definition and study of participation in community organizational life. This study, therefore, has attempted to

contribute a more exact design and analysis of the community participation of teachers.

#### IV. THE DEARBORN COMMUNITY

Dearborn is one of over one hundred cities which comprise the vast Detroit metropolitan area. This particular metropolitan area is the fifth largest in the United States, with a population of over four million people. A major metropolitan complex such as Detroit presents industrial, educational, and cultural advantages but also possesses the social problems of a rapidly expanding urban society.

Dearborn is the headquarters of the Ford Motor Company. With respect to social organizations, it was determined that the Dearborn community has its share. There are fourteen business and service clubs which are active in Dearborn along with more than 300 fraternal, educational, youth, veterans, church, and other social organizations. Fifty-five churches, representing many faiths, are also located in the city.

The 115,000 Dearborn residents occupy 33,000 dwelling units and enjoy one of the highest per capita incomes of any comparable city in the United States.

#### V. RESEARCH PROCEDURES

The research procedures utilized in the prosecution of this research were presented in Chapter IV. These were:

(1) selection of the research area, (2) selection of the group, (3) construction of the questionnaire, (4) administration of the questionnaire, (5) procedures employed in processing data, (6) procedures employed in presenting the data, and (7) development of conclusions and recommendations from data analyses.

Several considerations entered into the selection of an area and group suitable for research. It was determined that Dearborn social studies teachers constituted an organization whose major purpose was to educate the youth of the community in the area of social understandings. It was also inferred that social studies teachers possessed unique training and a strategic position for contacting all segments of the community in an effort to advance education in the community. Finally, convenience of access to this group of teachers was a major factor in their selection. These considerations resulted in delimiting the investigation to a study of the nature and extent of Dearborn social studies teachers' formal contacts with the community.

Several studies were consulted relative to survey techniques and questionnaire construction. Because of its discriminatory scale it was finally decided to utilize, with modification, the weighted participation scale designed by Bottrell. The unique design of this instrument made feasible its adaptation to this study. The questionnaire was designed as a three part instrument. Part I contained personal background

data related to demographic, professional experience and professional education factors. Part II contained a checklist of organizations and a corresponding participation point scale which was designed to measure the degree of participation and the leadership function in organizational activity. Part III of the questionnaire was designed for the expression of the respondents' professional opinions concerning the relationship of community participation to the teaching of social studies. Also, professional opinions were requested concerning suggestions for improving the in-service education program in social studies.

Collection of the questionnaire data was accomplished through the assistance of the superintendent's office, principals, and building department chairman. Care was taken to preserve the anonymity of all respondents. Questionnaires were returned via inter-school mail. A total of 107 out of a possible 118 questionnaires (90.7%) were returned.

Tabulation, computation, and interpretation of the data from the questionnaire were accomplished through the utilization of ten terms and six formulas. These were described in detail in Chapter IV. All of the data in the study was coded to facilitate machine data processing and computer tabulation. The code key was composed of five separate sections. These were: (1) identification by teaching level, (2) general and current background data, (3) organizational participation,

(4) opinion or open-ended questions, and (5) participation in write-in organizations.

The next research procedure required a logical presentation of the study. The major consideration in presentation of the data was that it be understandable and meaningful to professional educators and the lay public. To satisfy these analyses simplified statistical techniques were utilized. Data analyses were accomplished through the use of frequencies, gross and net indices, and percentages. Presentation of data was accomplished by tabular and four dimensional graphic representation. The study was presented in a series of nine chapters. Chapter I presented the background, orientation, the problem, and general development of the study. Chapter II reviewed previous literature and research in the field of community participation. Chapter III described population, physical, industrial, cultural, and governmental (including education) resources of the Dearborn community. Chapter IV presented the seven basic research procedures utilized in the prosecution of the problem. Chapter V presented the analysis and comparisons of general background factors and community participation. Chapter VI reported the analysis and comparisons of current background factors and their relationships to community participation. Chapter VII presented a description and analysis of organizational participation in ten areas. Chapter VIII summarized Dearborn social studies teachers' professional opinions

concerning two areas of concern: (1) community participation and its influence on the teaching of social studies, and (2) suggestions for improving the in-service education program of social studies. Chapter IX summarized the entire study and presented conclusions, recommendations, and suggestions for further study.

## VI. PROFILES OF DEARBORN SOCIAL STUDIES TEACHERS

### A. General Background Factors in Relation to Community Participation

The analysis and comparison of data in Chapters V, VI, and VII revealed significant facts and relationships concerning the formal organizational participation of Dearborn social studies teachers.

By reason of nativity and education Dearborn social studies teachers possessed common regional characteristics. Over eighty per cent of these teachers were products of Michigan and adjoining states. Geographic area of nativity had no bearing on the extent or degree of the community participation of these teachers. The forty-five per cent of Dearborn teachers who were raised in cities of over 50,000 population up to age sixteen evidenced a higher degree of participation than teachers raised in smaller communities.

The average age of all Dearborn social studies teachers was 38.4 years. By teaching level the average age was junior

high--38.4 years, senior high--37.4 years, and community college--42.9 years. Average ages for the two sexes were 37.6 years for males and 40.8 years for females. Dearborn social studies teachers evidenced a pronounced increasing trend of overall community participation between forty and fifty-four years of age. After age fifty-four participation remained comparatively high with a slow tapering off taking place after age sixty.

Male social studies teachers outnumbered females in Dearborn (82 to 25). The females exceeded males in overall community participation.

Seventeen community college teachers, who were all males, surpassed all other teaching levels in every index of community participation.

Junior high school teachers were composed of seventeen females and thirty-two males. Senior high school teachers were composed of eight females and thirty-three males. Junior high school teachers ranked second behind community college teachers in all indices of community participation and senior high school teachers ranked last in all community participation scores.

Married teachers exceeded single teachers (76.6% to 21%); however, single teachers evidenced overall participation superiority.

Dearborn teachers who received their bachelor's degrees

prior to 1943, master's degrees between 1943 and 1947, and had twenty to twenty-five years of total teaching experience reported higher overall community participation scores than teachers who did not fall in these categories.

The average salary for Dearborn social studies teachers was \$8,845.61. Dearborn teachers participated with more intensity as their salaries increased.

#### B. Current Background Factors in Relation to Community Participation

Summer employment in positions related to their teaching field or to community activities was not widely attractive to Dearborn teachers. The thirty per cent who engaged in this type of summer employment reported higher participation scores than the seventy per cent who did not.

With respect to continuing professional education, Dearborn social studies teachers evidenced considerable effort. Approximately sixty per cent of Dearborn teachers were either pursuing another degree or were taking college courses for purposes other than a new degree. Participation scores increased in rather direct proportion to additional semester hours taken. Professional upgrading through in-service education was quite unpopular, with only fifteen per cent of the teachers having taken one course in the last three years.

### C. Participation in Ten Organizational Areas

The formal organizational activity of Dearborn social studies teachers was characterized by the magnitude and intensity of participation in professional educational organizations. Activity in these particular types of organizations by Dearborn teachers accounted for thirty per cent of all memberships and twenty-five per cent of all participation points. Participation in these organizations was more than twice that of any other organization category. The American Federation of Teachers and its state and local affiliates was the outstanding attraction for Dearborn teachers not only in the professional education group but with respect to all other single organizations.

Participation in adult education organizations ranked second behind the professional education groups. The P.T.A. accounted for thirty-nine per cent of all memberships in the adult education group.

Religious organizations ranked third in overall community participation ratings but led the leadership classification with seventy leadership positions. With respect to specific religious organizational preference, church membership was dominant.

Dearborn teachers reported a wide scope of activity in patriotic and community betterment organizations. These organizations ranked second in total number of professional organizations. It may be noted that Dearborn social studies

teachers, by virtue of their participation in patriotic and community betterment organizations, showed considerable interest in contemporary social and political problem areas.

Overall economic organizational activity by Dearborn teachers ranked approximately in the middle of the ten organization areas. Economic activity was characterized by credit union affiliation, part-time teaching, and other part-time employment.

Overall participation score rankings in recreational organizations followed those of economic organizations. Scope of recreational activity, however, was comparatively limited.

Fraternal, community welfare, and service and benevolent organizations held the least attraction for Dearborn social studies teachers. Evidence for justification of the comparative lack of or absence of Dearborn social studies teachers in the ranks of these groups was not available.

Finally, the dominating characteristic of Dearborn social studies teachers with respect to organizational participation was that they were most active in and exhibited the greatest amount of leadership in those organizations which were closest to their social, economic, and professional needs.

## VII. PROFESSIONAL OPINIONS

### A. Community Participation and Its Relation to the Teaching of Social Studies

Chapter VIII of this study reported the professional opinions of teachers relative to two specific areas of concern: (1) community participation and its relation to the teaching of social studies and (2) improvement of the in-service education program in social studies. The immediately following section summarizes these opinions concerning community participation and the teaching of social studies. The question asked in the questionnaire was: In your experience, what have you found to be the four or five most important contributions to your teaching of social studies which have come about as a result of your participation in community organizations and activities? (To be listed in the order of their importance).

The responses to the above question were categorized into the following five groups of common opinions: (1) instructional aids, (2) social understandings, (3) personal values, (4) general values, and (5) negative opinions. The first four of the above categories contained sixty-four positive opinions concerning the value of community participation. The fifth category was composed of twelve negative opinions.

Sixteen instructional aids statements summarized thirty-three positive responses concerning community participation experiences which were utilized directly for the improvement of

classroom teaching.

Seventeen statements concerning social understandings summarized sixty-seven positive responses related to community participation experiences which resulted in new insights, understandings, and concepts concerning contemporary social affairs.

The third category--personal values--was composed of nineteen statements which summarized fifty-one positive responses. These responses related to those participation experiences which had unique meaning and application for individual respondents.

The general values category was composed of twelve statements which summarized thirty-seven responses. The general value statements overlapped and cut across the three previously described positive categories which related to community participation and the teaching of social studies.

Negative professional opinions constituted the fifth category of professional opinions and was composed of twelve negative statements which summarized twenty-five negative responses. Those teachers who responded in the negative category indicated that community participation had no useful bearing on the teaching of social studies.

Examination of teacher opinions with respect to community participation and its resultant positive contributions to the teaching of social studies revealed a broad scope of

attitudes and reactions. Sixty-four statements summarized these positive contributions. Positive opinions were reported by seventy-four (91%) of the eighty-one teachers who responded to the professional opinion section. Seven teachers (9%) responded negatively to the professional opinion category. Overall, 75.7 per cent responded to this question.

By teaching level, analysis of the professional opinion categories revealed that all seventeen community college teachers (100%) entered at least one response to the question which concerned community participation and the teaching of social studies. Thirty-four junior high school teachers (70% of junior high) and thirty high school teachers (73% of high school) entered at least one response in the section of the questionnaire designated for professional opinions.

The findings showed that community college teachers unanimously endorsed increased social understandings as the major contribution of community participation to the teaching of social studies. Junior high school teachers emphasized the personal values which resulted from community participation to a greater extent than the other teaching levels. Senior high teachers considered teaching aids as the most beneficial contribution of community participation to their teaching.

#### B. Suggestions for Improvement of the In-Service Education Program in the Social Studies

Professional opinions concerning the improvement of the

in-service education program were reported in detail in Chapter VIII. The question was: What do you think are the three most important things which would most improve the in-service education program of the Social Studies Department of the Dearborn public schools? Your answer may refer to either specific techniques to be included or more general suggestions. (To be listed in the order of their importance).

Sixty statements summarized the professional opinions concerning suggestions for improvement of the in-service education program in social studies. These suggestions were described in a series of four categories in the order of their importance to the respondents.

The first category--general curriculum--was composed of seventeen statements which summarized all responses advocating improvement of the entire social studies curriculum.

The second category--specific subject--was composed of thirteen statements which summarized all responses advocating specific subject offerings via the in-service program.

The third category--teaching aids--was composed of nineteen statements which summarized all of the responses suggesting in-service courses in teaching aids such as audio-visual, methods and materials, and modern teaching techniques for the social studies.

The fourth category--general suggestions--was composed of nineteen suggestions which summarized thirty-one responses.

The general suggestions overlapped the other categories which advocated improvement of some phase of the in-service education program in social studies.

Analysis of the suggestions advocating improvement of the in-service education program revealed a wide scope of respondent opinions.

Several suggestions advocated a need for a general top to bottom reorganization of the in-service program. Other suggestions related to specific course offerings. Opinions were divided equally with respect to offering professional education courses and subject matter courses.

Economic and civic courses were suggested by several respondents. Released time and tuition reimbursement were often recommended. Course offerings in community orientation was the suggestion of many teachers. A common request advocated better coordination with local universities and other community agencies.

Suggestions by teaching level revealed that community college teachers favored more course offerings related to social understandings. Junior high school teachers for the most part requested more modern methods and materials courses. Senior high school teachers were not unanimous in any single suggestion area.

An important discovery was that a considerable number of respondents reported a complete lack of knowledge relative

to the existence of any in-service education program in the social studies. This finding, along with the finding of limited attendance in in-service courses of social studies reported in Chapter VI, indicated possible weakness in the total program of social studies in Dearborn.

### VIII. CONCLUSIONS

It may be concluded from this study that various factors have interacted in producing the community participation characteristics of Dearborn social studies teachers. The factors which were identified related to personal and professional characteristics which for the most part would remain permanently attached to the respondent.

A conclusion which was derived from this investigation was that organizational participation habits of teachers are being altered and may be entering a period of highly accelerated change. This is an hypothesis or generalization which requires further verification. It is based on the finding that Dearborn social studies teachers were politically active to a higher degree than teachers described in previous studies. Also, it is based on the finding that Dearborn teachers exhibited a degree of participation in professional education organizations which surpassed that of teacher groups reported in other studies. A third finding which was not directly reported in this study is that Dearborn teachers have a voice in

the policy-making process of the Dearborn public schools.

It was concluded from this study, and the others reviewed, that formal voluntary organizations were an integral element of the community social structure, and that the educational establishment was a primary social force in the structure.

It was discovered from this study that eighty per cent of Dearborn social studies teachers had nativity origins in the Great Lakes region of the United States and that over fifty per cent came from cities of over 50,000 population. It was found that nativity area and size of community had no significant bearing on the degree of community participation.

It was concluded from this study that age, degree level, and salary had a direct relationship to the degree of community participation. With respect to age, participation reached a peak at fifty-four years of age. With respect to educational level, peak participation was attained by those teachers who possessed the doctor's degree. With respect to income, the highest participation point levels were reported by those teachers earning over \$9,000. Over fifty per cent of Dearborn teachers fell in this category.

In relation to sex, it was concluded that twenty-five female teachers participated at a higher overall rate than the eighty-two male teachers.

The conclusion was reached with respect to teaching

level that community college teachers were older, earned higher salaries, had attained a higher degree level, and also achieved a higher degree of participation than junior and senior high school teachers.

With respect to marital status, it was concluded that single teachers attained higher levels of participation than married teachers.

It was concluded from the findings related to teaching experience that social studies teachers with twenty-five to twenty-nine years of teaching experience participated in formal community affairs at a higher degree than all other experience groups.

Evidence produced in this study led to the conclusion that seventy per cent of Dearborn social studies teachers were not employed during the last three summers in positions related to their teaching field or related to community activities. Thirty per cent were employed in such positions (mostly summer school teaching) and reported higher participation scores than the former group.

With respect to the pursuance of additional professional education it was concluded that Dearborn social studies teachers were quite active. Approximately sixty per cent were pursuing another degree or other advanced study programs. The degree of community participation of these teachers increased in direct proportion to the number of semester hours taken.

It was concluded that the in-service education program in social studies was for all intents and purposes non-operative. Eighty-five per cent of the teachers had not taken a single in-service course during the last three years.

Approximately eighty-five per cent of Dearborn social studies teachers were certified with a major in social studies. These teachers considerably surpassed those with only a minor in social studies in all aspects of community participation.

With respect to organizational participation, it was concluded that Dearborn teachers participated mostly in those organizations which satisfied their personal economic, professional, and social needs. The dominant characteristic of these teachers was their intense participation in professional education organizations.

A final conclusion was that the findings of this study agreed basically with the general findings of previous studies in the field of community participation. Education, income, and age related directly to the degree of participation. Characteristic of teachers was their socio-geographic proximity of nativity, education, and employment. Common organizational associations agreed with all previous studies, with professional education organizations being the dominant group. The basic exceptions appeared related to the level of unionization of the metropolitan area in which Dearborn is located.

## IX. RECOMMENDATIONS FOR POSSIBLE APPLICATIONS OF THIS STUDY

One of the major contributions of any research is the application of the findings and research design toward achieving increased understanding of related problem areas. The following recommendations for possible useful application of this study relate primarily to the Dearborn public schools. These applications could well apply to other areas.

The findings of this study could be utilized in surveying and evaluating community resources for the purpose of incorporating them in a program of instructional and curriculum improvement.

The findings of this study should be made available to the community and to the professional staff of the Dearborn public schools for the purpose of community and self-evaluation.

The findings of a comprehensive investigation similar to this study could be used to explore the position of educators in the power structure of the community. These findings would provide strategic information.

The findings of this study and similar studies could be used to determine weaknesses in the relationship between the schools and the community.

Utilization of the community contacts discovered in this study could provide a sampling of community attitudes

toward financial support of education. This information would be especially useful in determining a course of action in obtaining financial support for schools.

Channels of community participation could be utilized to influence public opinion and attitudes concerning vital educational and social issues.

Various findings of this study could be utilized by the personnel department in examining personal characteristics of new teacher applicants concerning their relationship to the community. A knowledge of the community participation characteristics of applicants for administrative positions would also be a valuable selection criterion.

The suggestions for improvement of the in-service education program could be utilized continually in a program to evaluate and upgrade the total in-service program of education.

This research design could be used in determining the community participation status of all Dearborn teachers, administrators, and non-instructional personnel.

The findings and conclusions of this study could be used in developing an in-service program in the use of community resources with the ultimate purpose of improving instruction.

The findings of this study and similar studies could be utilized for determining the actual position of teachers in community social organizations relative to leadership roles.

Information derived from this study and comparable studies could be utilized in determining the current effort and status of teachers relative to their professional growth and development through continuing education programs.

The findings of this and similar studies could be utilized in examining the values of community participation in the teaching of all subject fields.

Comparable studies could be utilized for ascertaining the effect of differences in personal and professional characteristics which contribute to the variances in the community participation patterns of teachers.

Application of the findings of this study could be directed toward the development of a community orientation program for new and old teachers.

Periodic use of an instrument similar to the one used in this study could serve the purpose of identifying and evaluating school community contacts.

The findings of this study could be incorporated in the development of a public relations program which would utilize all staff personnel.

The findings of this study and related studies could be utilized in the development of a community resources workshop designed to bring the teachers into the community and the community to the teachers.

## X. SUGGESTIONS FOR FURTHER STUDY

A natural and expected by-product of an investigation such as the one reported in this study is that new areas of needed exploration are discovered. The everchanging societal forces which exert their pervasive influences on social institutions and human behavioral patterns demand, yet resist, necessary understanding. The community and its component parts have been the target of sociological exploration during the past and present and will continue to be investigated in the future.

The attitudes, functions, and goals of social institutions and community social organizations require understanding. The attitudes of individuals toward their environment need examination and interpretation. The following suggested areas of needed research are considered related to this study.

There is a need for studies of this type to determine the community participation characteristics of all Dearborn teachers and administrators.

There is also a need to determine the formal organizational participation of teachers and administrators in all large urban areas of the United States.

Further investigation is required to compare and relate the formal community participation characteristics of lay citizens in the community to those of the instructional staff.

A useful research would be to determine the community

participation patterns of selected segments of the industrial establishment in an industrial city, for example, high level executives, junior executives, white collar workers, and blue collar workers.

An investigation of the formal organizational participation of professional people would also provide useful information--especially to educators.

Research is needed to determine the perceived role of teachers and administrators in a given community.

A comparative examination of school board and administrative policies toward teacher community contacts and participation would contribute to the updating and implementation of more effective policies concerning such activities.

Research is also needed to determine the nature and complexity of barriers to the community participation of teachers in large urban communities.

Identification of the local community power structure and its implications for education would provide strategic information to the educational establishment.

An examination of the public relations values derived from teacher contacts with and participation in community organizations is also strategically needed information.

Knowledge of the extent and degree to which educators influence change in a given community would be extremely useful in determining overall school policy.

Knowledge of the community's role and influence in determining the school curriculum could be utilized in the curriculum development function.

A consideration of community participation for discovering and utilizing community resources for the improvement of education constitutes needed research.

There is a need for comparative analysis of the effect and influence of local social institutions and organizations in the overall policy formation process of local educational institutions.

Investigation and research is needed to determine the changing role of teachers as an economic and political unit of power in local and national affairs.

Research is needed to establish the most attractive program of in-service education for a local school system.

Sociological analysis of the environmental setting of a local school district is necessary to the establishment of a meaningful and effective curriculum.

It appears that a compilation and analysis of the theoretical literature advocating the benefits and advantages to education of increased community participation by all educators constitutes needed research.

A final area of needed research is to determine the quality of teacher community participation in a given locale.

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## APPENDIX

## D E A R B O R N   P U B L I C   S C H O O L S

## Division of Instruction

H. K. Bennett, Associate Superintendent

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Bulletin #50 (1962-63)

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TO: High School Principals and Social Studies Teachers  
FROM: H. K. Bennett, Associate Superintendent  
RE: Dissertation Survey Questionnaire of  
William C. Colovas  
DATE: April 25, 1963

In partial fulfillment of the requirements for an advanced degree Mr. William C. Colovas, Lowrey social studies teacher, wishes to survey all high school and community college social studies teachers in the system relative to participation in community organizations and activities.

After examining the proposal it appears to us that the study would be of considerable value to the school system and certainly of much interest to social studies teachers. Mr. Colovas has our support in his study and permission to contact the principal of each building, and through him the social studies department chairman, to discuss the study and procedures for collecting the necessary data.

The questionnaire is not complicated nor will it require any time for research or study. We sincerely hope that every teacher will lend a colleague a helping hand and that he may enjoy 100% participation.

## NOTICE.....

We, the members of the Social Studies Department of the Dearborn Public Schools, have an organization whose membership comprises one of the single most important and uniquely influential human resource elements in the Dearborn community. The social studies teachers of Dearborn, more than any other organized community group, are responsible for stimulating the minds of youth in this community in the areas of learning which I deem to be critically important.

These areas of learning encompass the social aspects of our society and as such relate to social or human problems, citizenship, democracy, human relationships with other factors of life, and the understanding of the infinite sources of cultural influence on the lives of all people.

I believe the academic or classroom contributions of Dearborn social studies teachers speak most eloquently for themselves. However, I believe that the activities of and contributions of social studies teachers outside the realm of the more formalized academic or classroom situation should be better known throughout the school system and the city. It is my desire to further this purpose by conducting a study dealing primarily with the community participation of the social studies teachers in the Dearborn Public Schools.

We, the social studies teachers of Dearborn, are constantly striving for the improvement of the total educational program in general and the social studies program in particular within the Dearborn Public Schools. Also, of prime importance to us as individuals and as a group is our in-service program of education. In order that this study may make a contribution for possible improvement in the areas mentioned above, the enclosed questionnaire provides opportunities for you to contribute your suggestions to help further this cause.

All information obtained from this study will be presented as group data. I am not requesting names on the questionnaire in an effort to preserve the anonymity of the respondents.

This study is being conducted with the full permission of the superintendent's office. Your contribution through this questionnaire will be of significant value to this study and to all of us.

Please return the attached questionnaire sealed in the envelope provided to your department chairman by Monday, May 6, 1963. I request that you return it to him personally or sign the slip attached to the envelope and put the envelope in your chairman's mail box. The chairman will tear the slip off of the envelope when he checks your name off of his master list. This latter step is necessary in order to assure 100 per cent response and still preserve the anonymity of the respondent.

With grateful appreciation for your cooperation, I remain

Sincerely yours,

William C. Colovas  
Social Studies Teacher  
Lowrey School  
Dearborn, Michigan

# SURVEY OF COMMUNITY PARTICIPATION OF SOCIAL STUDIES TEACHERS IN THE DEARBORN, MICHIGAN PUBLIC SCHOOLS

Instructions: In most instances, items require either a check-mark, a yes-or-no answer, a circled number, or a brief fill-in response. Open questions, of course, involve your making a statement in your own words and in your own way.

## PERSONAL DATA

Age\_\_\_\_Sex\_\_\_\_Marital Status: Married\_\_\_\_Single\_\_\_\_Divorced\_\_\_\_  
Separated\_\_\_\_Other\_\_\_\_Size of community (at that time) in which  
you spent most of your life to sixteen years of age: Farm\_\_\_\_  
Under 500\_\_\_\_1,000 to 4,999\_\_\_\_5,000 to 9,999\_\_\_\_10,000 to  
24,999\_\_\_\_25,000 to 49,999\_\_\_\_50,000 to 99,999\_\_\_\_Over 100,000\_\_\_\_  
City and state where you were born\_\_\_\_\_

## EXPERIENCE

Total years teaching experience\_\_\_\_Years Dearborn teaching  
experience\_\_\_\_During the last three summers have you been  
employed in a position which is related to your field of  
teaching\_\_\_\_Were you a paid summer staff member of any  
community activity such as "Y" work, recreation department,  
etc., during the last three years? Yes\_\_\_\_No\_\_\_\_Name the activity  
\_\_\_\_Have you taught summer  
sessions in the last three years? Yes\_\_\_\_No\_\_\_\_

## EDUCATION

What degrees do you hold?

Year Granted

_____	_____
_____	_____
_____	_____
_____	_____

Does your college work in social studies constitute a Major

\_\_\_\_\_ Minor \_\_\_\_\_ Other \_\_\_\_\_

Are you presently pursuing another degree? Yes \_\_\_ No \_\_\_ Name

the degree \_\_\_\_\_ Hours completed \_\_\_\_\_ Are you

now, or have you ever, taken college work beyond your present degrees for purposes other than the goal of a new degree?

Yes \_\_\_ No \_\_\_ Number of hours \_\_\_\_\_ College conferring Bachelor's

Degree \_\_\_\_\_

College conferring Master's Degree \_\_\_\_\_

College conferring Doctor's Degree \_\_\_\_\_

College in which Master's courses are being studied \_\_\_\_\_

\_\_\_\_\_ College in which Doctor's courses are

being studied \_\_\_\_\_

Have you attended summer sessions of college in the last three years? Yes \_\_\_ No \_\_\_ Have you taught summer sessions in college

or secondary schools during the last three years? Yes \_\_\_ No \_\_\_

Approximately how many courses of the in-service education

program of the Social Studies Department have you taken or

attended in the last three years? \_\_\_\_\_

### COMMUNITY PARTICIPATION CHECKLIST\*

Instructions: Below is a comprehensive list of organizations to be found in a metropolitan community such as Dearborn. After each item in the list please CIRCLE the number which corresponds most closely with your degree of participation. Use the following legend to indicate the degree of your participation in each organization.

- X - Not a member  
 1 - Member but never attend  
 2 - Attend less than one-fourth of meetings  
 3 - Attend about half the meetings  
 4 - Attend more than three-fourths of meetings  
 5 - Attend all meetings  
 Z - Presently hold executive office, chairmanship,  
 board member, committee membership, etc.,  
 within organization  
 Y - Have you ever, in the past, held any of the  
 positions mentioned in "Z" above

Organization	Degree of Participation etc.									
A. Professional Education Organizations	X	1	2	3	4	5	Z	Y		
National Council of Social Studies	X	1	2	3	4	5	Z	Y		
Michigan Council of Social Studies	X	1	2	3	4	5	Z	Y		
Detroit Social Studies Club	X	1	2	3	4	5	Z	Y		
The American Historical Assoc.	X	1	2	3	4	5	Z	Y		
American Federation of Teachers	X	1	2	3	4	5	Z	Y		
Michigan Federation of Teachers	X	1	2	3	4	5	Z	Y		
Dearborn Federation of Teachers	X	1	2	3	4	5	Z	Y		
National Education Association	X	1	2	3	4	5	Z	Y		
Michigan Education Association	X	1	2	3	4	5	Z	Y		
Dearborn Education Association	X	1	2	3	4	5	Z	Y		
Others, list _____	X	1	2	3	4	5	Z	Y		
_____	X	1	2	3	4	5	Z	Y		
_____	X	1	2	3	4	5	Z	Y		
B. Adult Education										
Adult education council	X	1	2	3	4	5	Z	Y		
Adult study group	X	1	2	3	4	5	Z	Y		
Phi Beta Kappa	X	1	2	3	4	5	Z	Y		
Phi Delta Kappa	X	1	2	3	4	5	Z	Y		
Adult education via Recreation Dept.	X	1	2	3	4	5	Z	Y		
College social fraternity, list _____	X	1	2	3	4	5	Z	Y		
College service club, list _____	X	1	2	3	4	5	Z	Y		
_____	X	1	2	3	4	5	Z	Y		
Parent Teachers Association	X	1	2	3	4	5	Z	Y		
Child study group	X	1	2	3	4	5	Z	Y		
Alumni group	X	1	2	3	4	5	Z	Y		
Others, list _____	X	1	2	3	4	5	Z	Y		
_____	X	1	2	3	4	5	Z	Y		
_____	X	1	2	3	4	5	Z	Y		

Organization	Degree of Participation					Offices, etc.	
<b>C. Religion</b>							
Church membership	X	1	2	3	4	5	Z Y
Church school, member of class	X	1	2	3	4	5	Z Y
Church school, teacher of class	X	1	2	3	4	5	Z Y
Member, men's group of church	X	1	2	3	4	5	Z Y
Member, women's group of church	X	1	2	3	4	5	Z Y
Member, youth's group of church	X	1	2	3	4	5	Z Y
Director or Supt. of religious education	X	1	2	3	4	5	Z Y
Young Men's Christian Assoc.	X	1	2	3	4	5	Z Y
Young Women's Christian Assoc.	X	1	2	3	4	5	Z Y
Gideons International	X	1	2	3	4	5	Z Y
Others, list _____	X	1	2	3	4	5	Z Y
_____	X	1	2	3	4	5	Z Y
_____	X	1	2	3	4	5	Z Y
<b>D. Patriotic &amp; Community Betterment</b>							
National Defense, Civil, National Guard, Reserves, other _____	X	1	2	3	4	5	Z Y
Political Party	X	1	2	3	4	5	Z Y
Veterans Organization (please list) _____	X	1	2	3	4	5	Z Y
_____	X	1	2	3	4	5	Z Y
Citizens Committee for Fair Employment Practices	X	1	2	3	4	5	Z Y
NAACP or Core	X	1	2	3	4	5	Z Y
Commission for Better Human Relations	X	1	2	3	4	5	Z Y
Dearborn Society Crippled Children and Adults	X	1	2	3	4	5	Z Y
United Nations Association	X	1	2	3	4	5	Z Y
Committee for Better Education	X	1	2	3	4	5	Z Y
City Beautiful Commission	X	1	2	3	4	5	Z Y
Others, list _____	X	1	2	3	4	5	Z Y
_____	X	1	2	3	4	5	Z Y
_____	X	1	2	3	4	5	Z Y
<b>E. Economic</b>							
Economic Club of Detroit	X	1	2	3	4	5	Z Y
Better Business Bureau	X	1	2	3	4	5	Z Y
Chamber of Commerce or Jaycees	X	1	2	3	4	5	Z Y
Cooperatives	X	1	2	3	4	5	Z Y
Professional Association other than education _____	X	1	2	3	4	5	Z Y
Credit Association (credit union), other _____	X	1	2	3	4	5	Z Y
Part-time job other than teaching	X	1	2	3	4	5	Z Y
Teach in night school	X	1	2	3	4	5	Z Y
Investment organization	X	1	2	3	4	5	Z Y
Committee for Economic Development	X	1	2	3	4	5	Z Y
Others, list _____	X	1	2	3	4	5	Z Y
_____	X	1	2	3	4	5	Z Y
_____	X	1	2	3	4	5	Z Y

Organization	Degree of Participation					Offices, etc.		
<b>F. Recreation</b>								
Recreation groups for children	X	1	2	3	4	5	Z	Y
Recreation groups for youth	X	1	2	3	4	5	Z	Y
Recreation groups for adults	X	1	2	3	4	5	Z	Y
Recreation Commission	X	1	2	3	4	5	Z	Y
Parks & Playgrounds board or committee	X	1	2	3	4	5	Z	Y
Neighborhood playgrounds group	X	1	2	3	4	5	Z	Y
Community center boards	X	1	2	3	4	5	Z	Y
Square dance (or dance) clubs	X	1	2	3	4	5	Z	Y
Small social clubs, type _____	X	1	2	3	4	5	Z	Y
Senior Citizens Leisure Recreation	X	1	2	3	4	5	Z	Y
Others, list _____	X	1	2	3	4	5	Z	Y
_____	X	1	2	3	4	5	Z	Y
_____	X	1	2	3	4	5	Z	Y
<b>G. Fraternal Orders</b>								
Eagles	X	1	2	3	4	5	Z	Y
Elks	X	1	2	3	4	5	Z	Y
Al Matto Grotto	X	1	2	3	4	5	Z	Y
Mason (name masonic organization)								
_____	X	1	2	3	4	5	Z	Y
_____	X	1	2	3	4	5	Z	Y
Dearborn Oddfellows I.O.O.F.	X	1	2	3	4	5	Z	Y
Shrine	X	1	2	3	4	5	Z	Y
Moose	X	1	2	3	4	5	Z	Y
Knights of Columbus	X	1	2	3	4	5	Z	Y
Knights of Pythius	X	1	2	3	4	5	Z	Y
Redmen I.O.O.R.	X	1	2	3	4	5	Z	Y
Others, list _____	X	1	2	3	4	5	Z	Y
_____	X	1	2	3	4	5	Z	Y
_____	X	1	2	3	4	5	Z	Y
<b>H. Community Welfare Organizations</b>								
Big Brother	X	1	2	3	4	5	Z	Y
Girl Scouts or Brownies	X	1	2	3	4	5	Z	Y
Boy Scouts or Cub Scouts	X	1	2	3	4	5	Z	Y
Campfire Girls	X	1	2	3	4	5	Z	Y
Child welfare group	X	1	2	3	4	5	Z	Y
Dearborn citizens traffic safety council	X	1	2	3	4	5	Z	Y
Council of social agencies	X	1	2	3	4	5	Z	Y
Crime prevention group	X	1	2	3	4	5	Z	Y
Juvenile delinquency group	X	1	2	3	4	5	Z	Y
Settlement house	X	1	2	3	4	5	Z	Y
Others, list _____	X	1	2	3	4	5	Z	Y
_____	X	1	2	3	4	5	Z	Y
_____	X	1	2	3	4	5	Z	Y

Organization	Degree of Participation					Offices, etc.	
I. Avocational Interests							
Dearborn Woods and Waters Club	X	1	2	3	4	5	Z Y
Garden Club	X	1	2	3	4	5	Z Y
Detroit Schoolman's Club	X	1	2	3	4	5	Z Y
Dearborn Historical Society	X	1	2	3	4	5	Z Y
Dearborn Players Guild	X	1	2	3	4	5	Z Y
Literary Society or Great Books Club	X	1	2	3	4	5	Z Y
Library or Museum Association	X	1	2	3	4	5	Z Y
Music or Choral Group	X	1	2	3	4	5	Z Y
Reading Club	X	1	2	3	4	5	Z Y
Camera Club	X	1	2	3	4	5	Z Y
Others, list (sport clubs, etc.)	X	1	2	3	4	5	Z Y
	X	1	2	3	4	5	Z Y
	X	1	2	3	4	5	Z Y
J. Service & Benevolent Organizations							
Lions	X	1	2	3	4	5	Z Y
Kiwanis	X	1	2	3	4	5	Z Y
Rotary	X	1	2	3	4	5	Z Y
Optimists	X	1	2	3	4	5	Z Y
Exchange Club	X	1	2	3	4	5	Z Y
Dearborn Civitan Club	X	1	2	3	4	5	Z Y
Pioneers	X	1	2	3	4	5	Z Y
Inter-Service Club	X	1	2	3	4	5	Z Y
United Foundation, Community Chest	X	1	2	3	4	5	Z Y
Humane Societies (children, animals)	X	1	2	3	4	5	Z Y
Others, list	X	1	2	3	4	5	Z Y
	X	1	2	3	4	5	Z Y
	X	1	2	3	4	5	Z Y
Types of organizations not included in the above categories, list	X	1	2	3	4	5	Z Y
	X	1	2	3	4	5	Z Y
	X	1	2	3	4	5	Z Y
	X	1	2	3	4	5	Z Y
	X	1	2	3	4	5	Z Y

PROFESSIONAL OPINIONS

In your experience, what have you found to be the four or five most important contributions to your teaching of social studies on which have come about as a result of your participation in community organizations and activities.

Please list the most important one first and rank the rest in their order of importance.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you think are the three things which would most improve the in-service education program of the Social Studies Department of the Dearborn schools? Your answer may refer to either specific techniques to be included or more general suggestions. List these in their order of importance with the most important item first. (Use the back of this sheet of page if more space is needed)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Any other additional comments\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*Adopted from the following:

Catherine Pannwitt, "Sizing Up Your Community Groups," Adult Leadership, Vol. 1, No. 5 (October, 1952) p. 17.

Ronald Freedman and Morris Axelrod, "Who Belongs To What In A Great Metropolis?" Adult Leadership, Vol. 1, No. 6 (November, 1952) p. 7.

Harold R. Bottrell, Educational Sociology (Harrisburg, Pennsylvania: Stackpole Publishing Company, 1954) p. 176-178.

Earl Archie Allen, "A Study Of The Superintendents' Sources Of Information Regarding School Community Problems" (unpublished doctoral dissertation, Wayne State University, Detroit, 1961) p. 176.

Morris Axelrod, "A Study Of Formal and Informal Group Participation In A Large Urban Community" (unpublished doctoral dissertation, University of Michigan, Ann Arbor, 1954).

Blue Allan Carstenson, "A Method For Studying How People Perceive The Power Structure In Their Communities As Tested In Five Michigan Communities" (unpublished doctoral dissertation, University of Michigan, Ann Arbor, 1956) pp. 50, 52, 53.

Henry Benton Steele, "A Study of Community Participation of Industrial Education Teachers of Houston, Texas" (unpublished doctoral dissertation, University of Houston, Houston, 1957) pp. 188-193.

Through the courtesy of the City of Dearborn, Department of Research and Information, Mr. Al Stacy, Director, for use of Index of Community Organizations.