

PERCEPTIONS OF COMMUNITY DEVELOPMENT
HELD BY SASKATCHEWAN'S COMMUNITY
COLLEGE PERSONNEL

A Thesis

Submitted to the Faculty of Graduate Studies

In Partial Fulfillment of the Requirements

for the Degree of

Master of Continuing Education

in the College of Education

University of Saskatchewan

by

John Angus MacLellan

September, 1981

The author has agreed that the Library, University of Saskatchewan, may make this thesis freely available for inspection. Moreover, the author has agreed that permission for extensive copying by the professor or professors who supervised the thesis work recorded herein or, in their absence, by the Head of the Department or the Dean of the College in which the thesis work was done. It is understood that due recognition will be given to the author of this thesis and to the University of Saskatchewan in any use of the material in this thesis. Copying or publication or any other use of the thesis for financial gain without approval by the University of Saskatchewan and the author's written permission is prohibited.

Requests for permission to copy or to make any other use of material in this thesis in whole or in part should be addressed to:

Head of the Department of Continuing Education

University of Saskatchewan

SASKATOON. Canada.

ABSTRACT

The purpose of this study was to investigate the perceptions of community development held by personnel in Saskatchewan's community college system.

A criterion based model of community development was established and used as the basis for the development of an instrument which measured the perceptions of those who participated in the study.

Data were obtained from 143 respondents. This included a description of the group in terms of selected variables and the investigation of relationships between these variables and the respondents' perceptions of community development.

The respondents were also asked to react to six issues relating to the community college's ability to carry out community development. These responses were compared with their perceptions of community development.

Relationships between perceptions and each of the study variables were examined using analysis of variance. Significant relationships were judged to be those having a chance occurrence of less than 5%.

Significant differences were found in the perceptions of those who:

- (a) reported various levels of training in community development;
- (b) reported various levels of self-assessed knowledge of community development;

- (c) disagreed on Issue No. 4 which dealt with the role the colleges should assume respecting controversial issues.

The replies of respondents on the nature of their training and experience in community development and their reasons for positions taken on the issues showed that in many cases, their interpretations of community development were very broad.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge and express appreciation for the cooperation of the Board Members and staff of Saskatchewan's Community Colleges.

To the thesis committee, Dr. H. R. Baker (Chairman), Dr. G. Moss and R. Brack and to the external examiner, H. Chapman, the writer wishes to express his appreciation and to acknowledge his indebtedness for their guidance, encouragement and criticism.

Finally, the writer wishes to thank the C.I.U.E. Study Group consisting of Dr. Baker, M. Nelson and P. Wilkinson who gave valuable assistance especially in development of the instrument used in this thesis.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
ABSTRACT	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
Chapter	
1. NATURE OF THE STUDY	1
Statement of the Problem	5
Hypothesis to be Tested	7
Need for the Study	8
Relationship to Adult Education	8
Major Limitations	9
Assumptions	9
Definition of Terms	10
2. REVIEW OF LITERATURE	13
How Important are Perceptions?	13
What is Community Development?	16
History of Community Colleges in Saskatchewan	18
The Community College and Community Development	22

Chapter	Page
Literature Support for Community Development Criteria	24
Input Criteria	26
Process Criteria	33
Output Criteria	44
Summary	53
 3. RESEARCH DESIGN	 57
Population	57
Development of the Instrument for Data Collection	61
Collection of Data	66
 4. DESCRIPTION AND DISCUSSION OF POPULATION	 68
Categories of Respondents	68
Age of Respondents	69
Sex of Respondents	69
Respondents Years in Their Present Positions	69
Additional Time Spent With the Community College	70
Extent of Respondents' Training in Community Development	70
Nature of Respondents' Training in Community Development	71
Respondents' Experience in Community Development	72
Respondents' Self-Assessed Knowledge of Community Development	75
Staff Members' Time Devoted to Community Development	76

Chapter	Page
Respondents' Positions on Community Development Issues	76
Issue No. 1 - Leadership	77
Issue No. 2 - Organization	79
Issue No. 3 - Evaluation	80
Issue No. 4 - Education-Advocacy	82
Issue No. 5 - Social Role	84
Issue No. 6 - Source of Authority	85
Additional Issues Suggested by Respondents	87
Ranking of Issues	88
 5. ANALYSIS AND DISCUSSION OF RELATIONSHIPS	 91
The Dependent Variable	91
Independent Variables Studied	91
Respondents' Positions With the Community College	92
Respondents' Age	93
Sex of Respondents	94
Respondents' Time in Present College Position	95
Respondents' Additional Time With the Community College	97
Respondents' Training in Community Development	97
Respondents' Self-Assessed Knowledge of Community Development	99
Issue No. 1 - Leadership	100
Issue No. 2 - Organization	101
Issue No. 3 - Evaluation	102

Chapter	Page
Issue No. 4 - Education-Advocacy	103
Issue No. 5 - Social Role	104
Issue No. 6 - Source of Authority	105
Respondents' Community College	105
 6. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	 108
Summary of Findings	108
Conclusions	110
Recommendations	114
 REFERENCES CITED	 124
 APPENDIXES	
A. A CRITERION BASED COMMUNITY DEVELOPMENT MODEL	130
B. THE INSTRUMENT USED TO COLLECT DATA; CORRESPONDENCE WITH PRINCIPALS AND RESPONDENTS	136
C. LETTER TO EXPERTS ON CONTENT VALIDITY	154
D. RESPONDENTS' TRAINING IN COMMUNITY DEVELOPMENT	157
E. EXPERIENCE IN COMMUNITY DEVELOPMENT	167
F. ADDITIONAL ISSUES SUGGESTED BY RESPONDENTS	178
G. REASONS FOR POSITIONS ON ISSUES	187

TABLES

Table	Page
1. The Number of Possible and Actual Respondents from Participating Colleges	58
2. Respondents Listed by College and Category of Personnel	59
3. Categories of Community College Personnel	69
4. Nature of Respondents' Training in Community Development	72
5. Respondents' Self-Assessed Knowledge of Community Development	75
6. Respondents' Positions on Issue No. 1	77
7. Respondents' Positions on Issue No. 2	79
8. Respondents' Positions on Issue No. 3	81
9. Respondents' Positions on Issue No. 4	83
10. Respondents' Positions on Issue No. 5	85
11. Respondents' Positions on Issue No. 6	86
12. The Respondents' Ranking of Issues in the Order of Their Importance to Their Community College	89
13. Perception Test Scores Based on Respondents' Community College Position	93
14. The Effect of Age on Respondents' Perception Test Scores	94
15. The Effect of Sex on Respondents' Perception Test Scores	95
16. The Effect of Time Spent by Respondents in Their Present Positions on Their Perception Test Scores	96

Table	Page
17. The Effect of Additional Time Spent With the Community Colleges on Respondents' Perception Test Scores	97
18. The Effect of Training on Respondents' Perception Test Scores	98
19. Perception Test Scores of Respondents Who Provided a Self-Assessment of Their Community Development Knowledge	99
20. Perception Test Scores of Respondents Who Took Positions on Issue No. 1	100
21. Perception Test Scores of Respondents Who Took Positions on Issue No. 2	101
22. Perception Test Scores of Respondents Who Took Positions on Issue No. 3	102
23. Perception Test Scores of Respondents Who Took Positions on Issue No. 4	103
24. Perception Test Scores of Respondents Who Took Positions on Issue No. 5	104
25. Perception Test Scores of Respondents Who Took Positions on Issue No. 6	105
26. Perception Test Scores of Respondents in the Twelve Community Colleges Studied	106

CHAPTER 1

NATURE OF THE STUDY

The community colleges of Saskatchewan are unique. As the Report of the Minister's Advisory Committee (1972:7) indicated "Learning continues throughout life and access to learning opportunities should be continuous." The colleges are built on this concept and attempt to provide decentralized learning opportunities for the people of Saskatchewan. Learning events are decentralized because programs are established where needs are identified, local facilities are used as much as possible, and most instructors are local people who are hired on a temporary basis.

The community colleges are also unique because of the important role the local community people play in decision making. Programs are developed in response to their expressed needs. The colleges are administered by boards made up of people who represent the area and local contact committees are responsible for recommending programs. The Harper Committee Report (1975:5) reaffirmed the importance of this aspect of community college philosophy: "It can enable individuals and communities to determine their learning needs (both articulated and unarticulated) and it can arrange for appropriate learning opportunities."

Because of the important role played by the local people, the number of permanent staff required is reduced. However, a basic core

of competent administrative personnel is necessary. The Harper Report (1975:34) identified the field representatives' position as one of the most important because they provide a link between the colleges and government and ensure that the college philosophy is put into effect. This report also identified the principals' role as one of administration which involves operating the colleges within the guidelines provided by the boards. They, along with the program coordinators, community development workers and secretary-treasurers, are responsible for the day-to-day decisions which are essential to the successful operation of such organizations.

The development of the community college concept in Saskatchewan was influenced by many earlier community development activities. Harold Chapman (1977:4-10) mentions these in his description of the Saskatchewan Community College System. He lists, first, the cooperative movement which began before Saskatchewan became a Province. This movement provided Saskatchewan residents with an early indication of the benefits of working together to obtain common goals.

Another organization which helped develop a willingness to work together was the Saskatchewan Wheat Pool. Its policy of supporting member education and providing field staff who assisted with self help efforts enabled it to make an important contribution to the development of the community college concept.

The University of Saskatchewan's Extension Division was also given credit for contributing substantially to making people aware of the need for learning as a means of personal and social development. In addition to holding various courses the extension service also helped in the establishment of women's institutes and 4-H clubs which

helped people develop leadership skills which are necessary in assisting the community colleges in their development roles.

Political action by a number of Saskatchewan organizations resulted in the formation of the C.C.F. Party. Soon after it formed the government in 1944 it established an adult education division in the Department of Education. This division provided leadership especially in rural communities and the experience gained contributed to the acceptance of the community college principles.

The Farm Radio Forum was another effective means of preparing the people of Saskatchewan for the community colleges and their development policies. This program used the radio as a means of providing information on community problems and also encouraged the people to discuss and find solutions to their problems.

The establishment of the Royal Commission on Agriculture and Rural Life also influenced the development of the community college concept. This provided an opportunity for people and organizations throughout Saskatchewan to study their needs and propose solutions. The resulting Commission Report noted several problems in continuing education and rural development. Those included the lack of emphasis on continuing education, the lack of coordination of such programs and the decreasing proportion of government funds being expended in this area. It also suggested solutions which in turn influenced government decisions. One such decision led to the establishment of the Centre for Community Studies sponsored jointly by the Government of Saskatchewan and the University of Saskatchewan. Its major role was to provide research and resources for community development.

In summarizing the community college concept the Minister's

Advisory Committee (1972:32) referred to the new college's community development role: "A college will be a mechanism to help a community identify and assess its needs as well as those resources, human and physical, which could help meet those needs."

The Harper Committee Report (1975:28) stressed the importance of community development by recommending that a grant formula be adopted which would reflect the quality of programs offered. This, it maintained, would encourage community development programs where the risk is higher than in other areas. However, it also stressed that the benefits can be more far reaching because growth of the entire community can be a direct result.

Reiderer (1974:26), in describing Saskatchewan's developing community colleges, summarizes their philosophy as follows: "As the programs are getting under way it is becoming evident that the new colleges will grow to become the community and the community will see itself in the challenging new perspective of the community college."

In theory community development is considered an important part of the community college program in Saskatchewan. In practice, however, it seems to assume a minor role. This was revealed in a 1978 report prepared by Allan W. Walker of the Department of Continuing Education. The report also showed considerable variation in the interpretation of community development.

This study will concentrate on community college personnel. Their approach to their jobs will be affected by their perceptions of community development and its place in the community college system. Park (1971:13) quotes Hall and Lindzey: "It is not objective reality that serves as a determinant of behavior but rather objective reality

as it is perceived or assigned meaning by the individual."

This suggests that how a specific role or function of an organization is carried out depends on the way it is perceived by the personnel who are responsible for policy making and program implementation in that institution. For this reason, it is considered important to determine the perceptions of community development held by Saskatchewan's community college personnel. It may be possible to suggest changes which will make community development a more viable part of the college system's policy.

Statement of the Problem

There are many approaches to community development. The writings of specialists in this field show that there is a basic lack of agreement on basic concepts. For this reason, Saskatchewan's community college leaders expressed a desire for clarification of both the concepts and the role community colleges should play in community development.

Perceptions play an important role in determining an institution's policy and also in dictating the manner in which this policy is put into effect. Since the perceptions of community development held by Saskatchewan's community college personnel are unknown, the main goal of this study is to measure these perceptions and to examine relationships between them and such variables as the respondents age, training, college position, etc.

Because of the lack of consensus on community development it is necessary to develop a definition or model which is supported by the literature and is also one that would be suitable for use by Sask-

atchewan's community colleges.

The lack of a suitable research instrument which can measure perceptions of community development dictates that the model be used as the basis for development of such an instrument.

There are several critical issues which relate to the community colleges' ability to perform their community development function. The study's participants will also be asked to indicate their positions on these issues so that relationships between positions and perceptions can be determined.

The following are some of the questions which will be asked through this study:

1. What criteria should be used in developing a model of community development suitable for Saskatchewan's community colleges?
2. Do the various categories of community college personnel (board members, principals, field representatives, etc.) perceive community development differently?
3. Do personal characteristics of the community college personnel (age, training, etc.) affect perceptions of community development?
4. Is there a difference in perceptions among community college personnel who took different positions on the issues presented in this study's questionnaire?
5. Do perceptions of community development vary among the community colleges of Saskatchewan?

Hypotheses to be Tested

The following hypotheses will be tested in this study:

1. There is no difference in perceptions of community development among the five groups of respondents in this study. (board members, principals, program coordinators, field representatives and other college staff)
2. The age of the respondents has no effect on perceptions of community development.
3. The sex of the respondents has no effect on perceptions of community development.
4. The time spent by respondents in their present community college positions has no effect on their perceptions of community development.
5. The respondents' time spent in the employ of the community colleges in addition to that in their present positions has no effect on their perceptions of community development.
6. The respondents' training in community development has no effect on their perceptions.
7. There is no relationship between respondents' self-assessment of their community development knowledge and their perceptions of community development.
8. There is no relationship between the respondents' stated positions on Issue I and their perceptions of community development.
9. There is no relationship between the respondents' stated positions on Issue II and their perceptions of community development.
10. There is no relationship between the respondents' stated positions on Issue III and their perceptions of community development.

11. There is no relationship between the respondents' stated positions on Issue IV and their perceptions of community development.

12. There is no relationship between the respondents' stated positions on Issue V and their perceptions of community development.

13. There is no relationship between the respondents' stated positions on Issue VI and their perceptions of community development.

14. There is no difference in perceptions of community development among personnel in the twelve community colleges surveyed.

Need for the Study

This study is important because:

1. Little research has been done on Canadian community colleges, especially on those relatively young colleges in Saskatchewan.

2. The community colleges have asked for a study which would clarify their role in community development.

3. The community development role of the community colleges seems to be considered less important than other functions because reports of various colleges show that resources devoted to projects of a community development nature are small when compared to those used in other projects.

4. Little is known about how community college personnel in Saskatchewan perceive community development.

Relationship to Adult Education

The relationship between adult education and community development is described by H. R. Baker (1977:15) as follows:

The role of education in (community) development may be thought of in two particular aspects; first, vocational and professional education for employment purposes and the support of a sound economic base, and second, social education for know-how in the development process itself.

Kidd (Draper, Ed., 1971:145) states that it is his belief that there is little learning without involvement and, "education without action can be sterile; so can action without education."

Verner (Draper, Ed., 1971:422) describes the relationship between adult education and community development as follows:

"Community development is an adult education method through which members of a community learn to manage the action process in a setting of reality while dealing with real problems."

Major Limitations

1. This study will obtain perceptions in the context of only one specific model of community development.
2. The short time since the establishment of Saskatchewan's community colleges may be a major factor affecting perceptions of community development.
3. The size of the sample prevents the use of statistical procedures which would allow more confident interpretation of results.
4. A single study using a new instrument can do no more than start the process of establishing validity and reliability.

Assumptions

1. That the criteria for community development identified in this study effectively describe a viable community development process.
2. That the respondents understand community development

sufficiently well to be able to respond to the questionnaire.

3. That the respondents will give an accurate account of how they perceive community development issues.

Definition of Terms

Community College

For purposes of this study community college means any of the educational institutions operating under legislation entitled "The Community Colleges Act," which was assented to by the Government of Saskatchewan in 1973.

Community Development

The approach to community development illustrated by the criteria developed in this study is best summarized by the United Nations Definition quoted by Compton:

A process of social action in which the people of a community organize themselves for planning and action; define their common and individual needs and solve their problems; execute their plans with a maximum reliance on community resources; and supplement those resources when necessary with services and materials from governmental and non-governmental agencies outside the community. (Draper, Ed., 1971: 383)

Perceptions of Community Development

In this study perceptions of community development are defined as the individual scores resulting from Part III of the study's questionnaire. The respondents were asked to react to the statements in this section and their reactions were scored according to a pre-determined system.

Community College Board

The Community Colleges Act (1973:2) states that the Community College Board shall consist of the principal and between four and seven residents of the College region, appointed by the Lieutenant Governor in Council for a period of three years, whose responsibilities include: (a) the appointment of staff, determining of salaries, prescribing of duties along with terms and conditions of employment, (b) the preparation of reports required by Government, (c) the formulation of general policies concerning administration and organization, and (d) the overseeing of expenditures and any other activities required by the Act. All activities are subject to the approval of the Department of Continuing Education.

College Principal

The chief executive officer of the community college's board whose main responsibility is administration, that is, the carrying out of board policy.

Field Representatives

A representative of the Department of Continuing Education who performs a liaison between the Department and the College for the purpose of mutual information and also for evaluation in such areas as program budget reviews, staff establishments, recruitment and orientation of board members, and in-service training. (Community College Regulations, 1976:4)

Program Coordinator

A college staff member whose main responsibility is working with communities in order to identify and organize needed programs.

Other College Staff

This group includes: (a) the secretary-treasurer who is responsible for minutes of board meetings and the handling of its finances, (b) the information officer who handles college promotions and plans instructor training programs, and (c) the special programs coordinator who supervises programs for which costs are shared between the Provincial and Federal Governments, non-registered Indian and Metis Programs and General Education Development Programs.

CHAPTER 2

REVIEW OF LITERATURE

In this study the review of related literature is divided into five categories. The first deals with perceptions and their importance in determining how community college personnel view their positions. The second section describes community development as it is viewed by various authors. Section three deals with the history of Saskatchewan's community colleges from the time the Faris Report laid the groundwork for their formation in 1972 to the evaluations conducted by Provincial Government committees in 1975 and 1976. The fourth section discusses the community college's role in community development. Finally, the last section provides literature support for the model of community development used in this study.

How Important are Perceptions?

A knowledge of perceptions is very important, especially to the administrators of community colleges. It will help them understand how people give meaning to the world and enable them to grasp more fully the motives behind their behavior.

Bosette (1976:37), summarizes the importance of perceptions to the administrative process:

Since the process of administration usually deals with interpersonal relationships in a hierarchical setting, it is important that all individuals have relatively congruent

perceptions of their roles as defined by expectations and of their own behavior in enacting those roles.

Park (1971:13-32) states that the determinant of behavior is not reality itself but what is perceived by the individual. He reported on his examination of the perceptions and values of staff in an urban, sub-urban, and rural junior college. From the survey he concluded that urban staff appeared to have no desire to change the college in order to better serve the community. The sub-urban staff expressed a desire to experiment but their self-centered attitude would probably mean only superficial changes. The rural staff was most stable but may also be stagnant because a climate of social change was not apparent.

Pearce (1973:36-42) surveyed the administrators of a community college in a rural area, a small city, and a large city in Alberta. The rural administrators stated that the community was reluctant to make inputs but they also felt that the college was meeting community needs. The small city college was found to be oriented toward the middle class and stressed academic programs, while the large city college stressed vocational education and felt its purpose was to meet the needs of the lower socio-economic class.

Although all the college representatives felt that they should meet the needs of the whole community, their preference for vocational and academic programs would indicate that they were not completely fulfilling this role. Input from the community was weak and came mostly from the middle class. In addition, the methods used by the colleges to create interest were inadequate.

The Park study (1971:53) mentioned another interesting finding:

153 of the 226 staff members who responded to his questionnaire indicated that their understanding of college philosophy was average or below average. This finding was supported by Harlacher (1969:55) whose survey of sixty community colleges in the United States determined that there was little agreement on the term "Community Services".

Young's research (1977:333-342) analyzed the works of ten persons who have had the most influence on the development of the community college during the period 1963-72. There was general agreement that a major stumbling block to the creation of community development programs was the attitudes and ideals of many community college personnel who were academically oriented. Harlacher's (1969:47) findings support this statement. He quotes a Texas administrator who summarizes the problems: "There is a mistaken fear on the part of boards and chief administrators that, if they offer services on too broad a basis, they will depreciate the regular college program." The eight year span between publication of these reports indicates little change in this area.

Finally, on the Saskatchewan scene, Scissons (1977:10) observed that many of the staff recruited for the community colleges were trained to think in terms of courses and instructional hours which is quite different from community development methods.

Landsburg (1973:201-204) studied community colleges in Michigan to determine their progress in community development services. He found that the rhetorical statements on this topic are not matched by a financial commitment and that methods of distributing funds do not favour community development programs,

What is Community Development?

Cary (1970:18) quotes Irwin T. Sanders who suggests four ways of viewing community development: as a process, a method, a program, and a movement.

The process emphasizes the social aspect of community development and also changes in people's attitudes and knowledge so that they can become more involved in decision making within their communities.

As a method community development is looked upon as a means to an end. Some or all of the steps in the process are accomplished in order to obtain an objective. The emphasis is on a specific goal, for example, recreation. McCluskey (Cary, Ed., 1970:22) considers it "a method of teaching adults the use of timing and the sequence of activities in bringing a project through successive stages to an acceptable closure."

Finally, when community development is considered a movement it becomes a crusade. It is no longer neutral and attracts adherents who sometimes become charismatic leaders. An example of this is the Antigoneish Movement. Its philosophy is stated by Laidlaw (1971:88) as follows: "It meant giving people equality of opportunity to achieve the realization of all their possibilities through voluntary action in a democratic society."

Various authors stress different aspects of community development when they attempt to define it. For example, Brokensha and Hodge (1969:47) stress the "process" aspect by which they mean "a change in an attitude of mind, whether personal or collective, that results in a change in behavior and the pursuit of a course of action hitherto

rejected or not understood." They avoid associating community development with any specific program.

Mezirow (Cary, Ed., 1970:19) describes the process as follows:

A planned and organized effort to assist individuals to acquire attitudes, skills and concepts required for their democratic participation in the effective solution of as wide as possible a range of community problems in an order of priority determined by their increased levels of competence.

Included in the process are study, training, education, planning, organizing and action.

Verner (Draper, Ed., 1971:422) stresses the method and defines community development as "an adult education method through which members of a community learn to manage the action process in a setting of reality while dealing with real problems."

A United Nations definition of community development emphasizes the program aspect. (Cary, Ed., 1970:24) It is described as a single program which attempts to combine reliance on communities as units of action and local self-determination with outside assistance in an effort to stimulate initiative and leadership as the primary instrument of change.

Warren (1977:205) states that communities, themselves, are not formal organizations, but are made up of various organizations which exercise different degrees of authority. As such the community does not act; the organizations do. According to Warren, community development in its "pure" form can be applied only to small primary group communities where the main task is to convert the communal organization into a formal one which will be able to set goals and make decisions. Development in larger communities must take the organizational structure into consideration. However, Warren lists five cases when proposed

change should be discussed in an overall community context. They are:

- (1) When issues are focused on the community as such.
- (2) When issues involve the lives of a significant number of the local people.
- (3) When issues cut across community sectors.
- (4) When the aim is to strengthen community relationships.
- (5) When issues require decisions that no existing organization is capable of making.

History of Community Colleges in Saskatchewan

Three sources provide a history of community college development in Saskatchewan as well as an evaluation of the system. First, the Report of the Minister's Advisory Committee on Community Colleges, also known as the Faris Report, laid the groundwork for their formation. Secondly, the Harper Committee Report on Community College Development which was completed in 1975 evaluated accomplishments in the four pilot colleges established at the suggestion of the Faris committee. These colleges are now called Cypress Hills, Carlton Trail, Parkland, and LaRonge. Thirdly, the Report of the Rural Development Advisory Group contains information on the system's progress.

The Faris committee's recommendations (1972:7-59) were based on two assumptions: (1) One of the Province's most valuable assets is its tradition of community participation and self-help. (2) Learning is a continuous process and a system providing for adult participation in a social atmosphere would benefit all concerned.

Meetings were held in many parts of the Province to discuss the college concept and the seven principles which were to form the basis of its function. These are listed as follows:

1. A community college's major responsibility is to promote

formal and informal adult learning in its regional community.

2. Programs are to be developed in response to the expressed concerns of a community which has identified and assessed its needs.

3. A community college shall provide individual and group counseling in the establishment and achievement of educational goals.

4. A community college shall assist in community development by offering programs of community education and service. In rural areas it will serve as a mechanism for the maintenance and development of a viable way of life.

5. A community college shall not duplicate existing educational services or facilities for adults; rather it shall co-ordinate the delivery of all adult educational services to the community.

6. A community college shall be governed by a council representative of the region.

7. The operation of community colleges shall be under the purview of the Minister of Continuing Education.

After these deliberations the committee made a number of recommendations which have helped develop college philosophy:

1. It suggested a decentralized system which would provide equal access for rural people as well as those in towns and cities.

2. Existing under-utilized facilities should be used as much as possible and staff should be kept to a minimum.

3. The colleges should not interfere with programs of existing agencies but should assist them to improve the efficiency of their service whenever possible.

4. Regional boards should be responsible for the management of the colleges and the appointment of members should reflect the di-

verse nature of the Province.

5. Vocational and educational counseling, especially for lower income people, should be stressed.

6. Colleges should be established in pilot areas in order to experiment with the recommendations and determine if further planning is necessary.

One of the major functions recommended for the college boards was the identification of community needs. This was to be done with the assistance of local contact committees which would be appointed in the area.

Another responsibility stressed by the committee was resource identification. Three levels would be considered: local, area and province. After setting priorities the boards would allocate resources to meet specific needs or, if the necessary resources were not available, it would assure that they were found.

The Harper (1975:1) committee's terms of reference were to determine: if the community college philosophy was sound, if it could be put into action, if it was properly understood, and what, if any, changes were necessary.

It found that, although response to the college program was excellent, many residents were unaware of its presence. It also found that little attention was being paid to community development. This resulted from a "program equals courses" attitude among administrative staff who felt that a large number of people attending a variety of courses spelled success.

While the essential role of the local contact committee was recognized, they were receiving insufficient help especially with

identification of community development needs. The committee felt that, while community development programs are high risk efforts with no guarantee of success, they might nevertheless, initiate growth. Assistance was recommended provided care be taken to maintain the "our college" attitude among the people of the community.

Evidence of centralization and overstaffing was found. This reduced flexibility and also negated other basic principles.

There was also some misunderstanding between the colleges and other agencies. A major cause of this was lack of knowledge respecting the colleges' co-ordination function which, depending on circumstances, means simply promoting the programs of other agencies or providing specific programs of its own after discussing the options with other institutions.

In 1976 the Archer Committee commissioned by the Government of Saskatchewan to examine rural development concerns (1976:72) reported that the community college ideal had not been achieved but was still worth striving for. By the time of this report fourteen colleges covering the entire Province had been established. In 1975-76, 70,000 people had taken part in various programs 80% of which were "social demand", that is, programs requested by the public to meet a variety of needs.

The Archer Committee also noted the slow progress of community development programs and the lack of cooperation on the part of certain agencies resulting from a continued lack of understanding of the community college's role.

In summary, the community college system of Saskatchewan is still young, the first boards having been appointed in 1973. Since

that time the system has spread across the entire Province. The colleges have implemented the recommendations of the Faris Committee in varying degrees although both the Harper and Archer Committees were critical of certain areas where it was felt the original standards set for the colleges were not being met. One problem area was considered to be handling of the local contact committees which are considered vital to the overall functioning of the system. The lack of progress in initiating community development programs was also considered a major weakness. Although these and other problems were pointed out by the committees, they also stressed that the system has provided many educational services for Saskatchewan communities and also that the response is an indication of the wide acceptance of the program.

The Community College and Community Development

The literature has much to say concerning the community colleges' role in community development. Although many of these comments are made with specific Canadian and United States colleges in mind they can serve as a general description of activities in this area.

Pearce's study (1972:26-29) which was completed at the University of Alberta, discusses community development as a process and program. He suggests that these overlap, that is, the process of learning continues while programs aimed at meeting specific objectives are being implemented.

The study also explains the community college responsibility in this area. First, the college must become involved with the

community, while realizing that changes will be viewed with suspicion and the process will be a slow one. The process aspect would include education, that is, showing the people that the college can assist them personally. It will also include re-education; the breaking of barriers and prejudices, and making proper use of the community's resources. The program aspect might include the establishment of an advisory committee, consisting of community representatives, which would determine needs, implement and promote programs, and evaluate results.

Cohen (1971:124), Cummiskey (1971:63-71) and Gafer (1971:11-13), report on research and make additional suggestions respecting the responsibilities of community colleges in the area of community development. Cohen states that, ideally, community development should have its own staff, who plan for community involvement, determine needs, assess resources, define objectives, and initiate programs. This and a similar statement by Gordon Campbell of the University of Lethbridge (Gafer, 1971:11) do not specifically mention the role of the people.

Gafer (1971:18) also quotes the Adult Education Department of the Ontario Institute for Studies in Education as questioning the present interpretation of the community college's community function by asking if it should serve the whole area or just influential segments.

Algonquin College (Gafer, 1971:14) is listed as an example of an institution with progressive programming because it is stressing the action research approach to community development. It has initiated self-study programs in small towns and in suburban Ottawa. The goals

include helping the community understand its needs, locating local leaders, determining available resources, and promoting development of the skills and the confidence to tackle problems.

In 1969 Cumiskey (1971:64) surveyed 1000 community colleges in the United States. Seven hundred of them reported having an administrator in charge of community development programs although the organizational pattern varied greatly, and only 30% had a full-time staff person in charge.

Literature Support for Community Development Criteria

The meeting of the Colleges, Institutes and Universities Extension Committee which agreed on January 26, 1978, to establish a study group to clarify community development roles also requested each community college to submit a summary of what it considered to be its community development activities. The replies showed a wide range of ideas on what is necessary to initiate community development (input), the circumstances under which community development can proceed in an orderly manner (process), and the results or effects of community development (output).

The following are some examples of replies given by the colleges. They were compiled by Allan Walker of Saskatchewan's Department of Continuing Education (1978:11-15).

1. Assisting with the provision of information on topics that affect the future of communities.
2. Leadership development by assisting local contact committees to arrange courses and other programs.
3. Regular college programming resulted in certain individuals

being able to improve themselves economically.

4. Identification of issues of concern to the college's population, college leadership in initiating public awareness forums, and the use of various resource persons.

These examples show that the community colleges are involved in various aspects of community development although its interpretation by some is quite broad. Some colleges seem to be involved in one aspect such as input projects which provide information on topics which affect the future of communities. However, the process and output aspects of community development seem to be neglected. In many cases they don't go far enough by encouraging action and assuring that the output or results of community development meet certain criteria which are considered important by those who are knowledgeable in this area.

The model presented in this study represents an attempt to provide a description or interpretation of community development which would be acceptable to educational institutions in Saskatchewan. This educational approach has been supported by Stinson:

There are many schools of thought about community development. Our contention is that a legitimate approach is educational and that educational institutions can play a community development role. (Draper, Ed., 1971:260)

He also describes a community development case in which an educational institution was involved. This followed an input-process-output format and suggested many of the criteria found in this study's model. For example, the initiative was taken by a small group within the community who started by holding a preliminary meeting which was attended by representatives of the educational institution who were knowledgeable in community development. Optimal participation was en-

couraged during the action (process) phase and positive result (output) was the development of strong community leaders. (Draper, Ed., 1971:248-255)

This study's model or description of community development consists of fifteen criteria which can be used by community college personnel in determining if a specific project may be classified as community development. In other words, the model provides a standard on which to base such decisions. As the following literature review shows each criterion is supported by various educational leaders who are also known for their knowledge of community development.

Input Criteria

1. A nucleus of individuals initiates leadership in getting the community involved in development efforts.

A core group of leaders is especially necessary during the initiation phase of community development. In reporting on his experience with the University of Missouri's community development program Schler (1962:5) states that in all cases the initiative for improvement was taken by a "relatively small circumscribed formal leadership circle". Andrews (1958:6) who studied rural community development in Ohio agreed that initiation is provided by a small group of leaders.

Thompson (1976:24) mentions the importance of powerful and visible personalities in this formation period. Goodenough (1963:236) agrees, stating that people may want to change but may be very vague about it until someone is able to speak with authority on the matter. Verner (Draper, Ed., 1971:423) carries this argument a step further by stating that after a need is identified, some person in the community

must initiate action by convincing others that a project to meet the needs should be initiated. The International Seminar on Community Development (Whitelock, Ed., 1964:157) provides additional support with the following statement:

A few people, or perhaps only one person, may have an idea of what should be the beginning program and there is rarely consensus in the early stages. A careful initiation is often time consuming but gives a better basis for ensuring a continuing action program.

Biddle and Biddle (1965:88) call this group of initiators a nucleus and define it as a small group of citizens who meet the following conditions:

They should be few enough in number to know each other well and trust each other despite disagreements, concerned enough about human problems in the area to do something to make life more worthwhile for their neighbours, conscious of the standards of right and wrong against which problems and success in alleviating difficulties will be measured.

They sum up the group's role as "giving voice to a beginning aspiration for the common good."

2. Community or internal resources (human, physical and financial) are used to the fullest extent possible.

H. R. Baker (1977:5) states that the greater the reliance on community resources the more self help is achieved. Elsewhere (Whitelock, Ed., 1964:83) he indicates that the extent of community resources is not as important as their wise use. Harlacher (1969:91) agrees by stating that, if the potential of community development is to be maximized, "the mobilization of the total resources of the community is required."

Edgar and Cohn (Speigel, Ed., 1968:221) comment on the importance of encouraging human development to the fullest extent possible.

They give three reasons for this; the promotion of dignity and self-sufficiency, the benefits obtained from improved human ability, and the increased assistance received as a result of the greater sophistication of their critical comments.

Schler (Cary, Ed., 1970:126) describes community resources in terms of two technologies. The first, "social technology", includes skills in goal setting, planning, administration and coordination. He states that the community development process improves the application of this social technology, thus providing people with greater control over their own affairs. He goes on to state that at the same time it results in more efficient use of "physical technology" which is basic to the community development process.

Stensland (1962:5) calls this combination of technologies the basic resource of community development and states that making fullest use of this resource as easy as possible is basic to community development.

The financing of community development is often discussed although there is little agreement on the ideal method of developing this resource locally. Thompson (1976:30) suggests one method by quoting Rod Glen of Nanaimo, British Columbia, who managed a credit union and spent a lifetime in leadership roles. "Credit Unions have to go beyond the simple deposit and loan business and play their proper role as a pool of capital for the community". This is supported by Morris and Hess (1975:13) who consider those institutions a means of community control of its money. However, they feel that the direct contribution method is best because, although the process of collection is time consuming, they claim it provides the added benefit of assuring

contact with local residents and dialogue on community development programs.

Brokensha and Hodge (1969:155-198) stress the importance of local government as a community resource. They claim that its formal structure, which persists over time, avoids too much dependence on the enthusiasm of volunteers to accomplish development projects. This makes rational development choices possible. The dependence on locally raised financing for the implementation of projects is superior to reliance on voluntary labour. The facilities of local government also allow development to become an on-going process.

Finally, they summarize the various aspects of this criterion by stating that the success of community development depends on the total physical environment, society (cultural values and social institutions), local administration or leadership and the local economic situation.

3. Individuals and groups have access to external resources (human, physical and financial) from government and non-government sources, when they are needed to supplement local resources.

According to Schler (Cary, Ed., 1970:44) it is important that external resources be used to support local efforts rather than to develop externally oriented programs. In other words Schler would "fit external resources to local designs rather than implant national programs in local systems".

A spirit of cooperation should be generated between large scale organizations and local groups. Baker (1962:7-16) quotes Litvak as stating that large organizations achieve best results when their efforts are combined with those of local groups in such a way that control of

development remains within the community. He also noted that national groups are tending to consult local organizations on community related matters to avoid one-way, top-down communication.

Modern society is becoming more and more dependent on major institutions. Warren (Cary, Ed., 1970:44) states this as a basic reason for maintaining good rapport between the community development process and these institutions. Cary (1970:75) agrees but warns that due to widely varying goals and lack of proper communication, good relations between such groups are sometimes hard to maintain. He stresses that "each must be allowed the room it needs to exercise its particular kind of competence".

Claque (Draper, Ed., 1971:39) looks at the benefits of cooperation from another point of view: "The ad hoc, informal, and spontaneous characteristics of many citizen's groups are a source of fertile ideas for experimentation that may not be possible within the most enlightened formal structures of bureaucracy." Thus, he stresses that the community development process may result in the formation of proposals which the community may wish to present to one of the major institutions. If proper communication is established, he is confident that the request will not go unheeded.

The role of an institution, such as the community college, in community development is described by Harlacher (1969:29). He states that its personnel can use their leadership capabilities to help solve community problems, improve local organizations and develop local leadership. He also gives examples of colleges which demonstrated their value by assisting in community surveys in cooperation with committees of local citizens.

Edgar and Cohn (Speigel, Ed., 1968:221) comment on external financial resources. They claim that officials who control them must choose where they are to be allocated but they don't have to bear the burden of living with those choices. For this reason they state that the people who use these resources should be given the final decision-making voice in their utilization.

In describing the relationship between community development and government, Compton (Draper, Ed., 1971:391-395) states:

Community development cannot survive in isolation from the rest of the system. It relies on the willingness and ability of the system to respond to change. Also, it must rely on the impact it can make on the political decision maker.

He goes on to state that all government departments must be prepared to respond to "people initiative" because the foundation of development is people power. He claims that government can play a supportive role in attaining this by providing effective information; assisting in organizing development, giving people access to technical and financial resources and providing opportunities for leadership development.

Finally, Shaw (1961:29) reported that one of the most important objectives of Southern Illinois University's community development department resulted from evidence that most communities needed help in developing leadership and decision making ability.

4. A competent community development worker, whose activities are guided by the community affected, is available frequently enough and for a sufficient period of time to adequately facilitate development.

The importance of competence is illustrated by Shaw (1961:32) who reports that the need for trained community development workers be-

came evident through the work of the University of Illinois' Department of community development which in turn led to the University's Community Development Institute which provides this training.

Kidd (Draper, Ed., 1971:148) calls the community development worker a "Social Animator" and lists some of the aspects of his work:

(1) He stimulates people to think about, and develop the will to take part in, their own personal development and community development. (2) He supplies information about methods and helps develop skills of community education and community action. (3) He assists people to discover and develop qualities of leadership in themselves and in others. (4) He helps people assess and develop standards of value and judgement about their own growth and about community change.

These statements are also supported by Morris (Cary, Ed., 1970: 185) who calls the community development worker a catalyst whose "efforts are directed towards engaging the interests of the community in development so that it will organize itself in some meaningful way."

Negative thinking often causes conflict. Brokensha and Hodge (1969:51), Coady (Laidlaw, Ed., 1971:54), and Morris (Cary, Ed., 1970: 186) suggest that a community development worker can play a major role in the facilitating of action by reducing this negative thinking and encourage a positive attitude which will lead to productive discussion and also to development.

The role of the consultant in the management of conflict is discussed by Furgeson (Bennis, Benne and Chin, Eds., 1969:416). He claims that the best way to help a group manage conflict is by accepting it as natural and inevitable simply because people are different. The reasons for the conflict are made clear so that the group can search for solutions.

Brokensha and Hodge (1961:51) summarized the community development worker's relationship with the people:

Care has to be taken that the worker does offer only a point of view and not a decision for the people. The decision is theirs and theirs alone, and they have to learn to accept the responsibility and cost of a particular decision.

Biddle and Biddle (1965:82) concur by stating that while the worker may at times urge the people to make a choice, that choice along with any revisions is left in their hands.

Franklin (Whitelock, Ed., 1964:75) states that the consultant should be flexible and react to each situation as it occurs. "He is, in a sense, a partner in change, but never the one who makes the choice about what the change will be".

The community development worker should be available for a sufficient period of time to facilitate development. Schler (1962:15) states that this time should be long enough to allow him to show the community various ways of solving its problem along with any consequences that can be foreseen. Furgeson (Bennis et al., Eds., 1969:416) suggests that, at the same time the consultant should consider himself expendable and should assist the community only as long as he is required. This means that he is not dependent on the group and is, therefore, in a unique position to facilitate its programs. Nelson (Whitelock, Ed., 1964:95) goes a step further and states "that it is sensible to withdraw guidance from particular projects when guidance is no longer needed".

Process Criteria

1. There is optimal participation by the people to be affected in both the planning and implementation of development projects.

This criterion shows the democratic aspect of community development. Rothman (Cox and Erlich, Eds., 1974:23) supports its basic con-

cepts: "Community change may be pursued optimally through broad participation of a wide spectrum of people at the local community level in goal determination and action".

Compton (Draper, Ed., 1971:388) states this criterion in the following way: "Community development is people involvement in decision making. It implies meaningful not token participation." To Cary (1970: 11) optimal participation means a share in decision making along with shared action. It is a deliberate effort by the community to influence the future. He lists as benefits the accumulation of a maximum number of ideas and concerns which broaden the scope of the effort while allowing proposed changes to be understood and better supported. Ravell (Community Development Theory and Practice, 1966:130) calls participation a basic instrument of community development and states that it leads to a sense of community among the people. He lists such tangible benefits as increased use of idle human and material resources and also less dependence on outside assistance.

Writing for the Saskatchewan Centre for Community Studies, Stensland (1962:9) states that participation in decision making means shared responsibility and requires motivation on the part of the people. Otherwise, they may be tempted to say, "let the experts do it".

The Western Canada Community Leadership Laboratory (1971:4) lists some conditions for the facilitation of change, two of which relate directly to this criterion:

- (1) Persons tend to change when they have participated in the decision to change.
- (2) Persons tend to support change they help design; they tend to resist change they do not help design.

The Canadian Council on Rural Development (1968:15) states

that, to the maximum extent possible, the public must be involved in decision making, even when development on a national level is contemplated. After discussing planning and plan implementation and their implications for development this council concluded that there is a definite need for a policy of participation because "no single group in society can come to a logical decision for the whole". (1968:21) It goes on to state: "In a pluralistic society, objectives result from the interplay of various sets of values, and the reconciliation of competing interests of various groups in society." (1968:22)

It should be noted that participation must be viewed in the light of modern society. Although Schler (Cary, Ed., 1970:138) states that community development is based on a philosophy of participation by as many members of the community as possible, this does not mean that everyone is involved at the same time. Cary (1970:170) states that, because the complexities of modern society tend to weaken participation the period of involvement should vary in order to accommodate the maximum number of people.

Finally, Schler (1962:7) concluded from his experience in working with communities that there are many "marginal leaders", who, in most cases, are more objective about their felt needs than the formal leaders of the community. Therefore, he states that the participation of informal and marginal leaders is necessary to attain optimal success.

2. Development efforts are undertaken with an wholistic view and the well-being of the total community in mind.

To Rothman (Cox and Erlich, Ed., 1974:34) this criterion considers the public interest which he describes as a focusing on the

general community welfare. Shaw (1961:28) reports that one of the main reasons for the founding of the Department of Community Development at Southern Illinois University was to establish a development plan which considered the total community in order to show the public that this is necessary for successful development. The Canadian Council on Rural Development (1968:28) also recognizes the wholistic nature of development. It states that changes in one sector of society affects may others. The Community Development Handbook (1960:70) agrees, stating that community development is a balanced program stimulating potential for growth in every direction.

Cary, in his contribution to the National University Association's publication, *Approaches to Community Development* (Long et al., Eds., 1973:16-20) quotes various experts and gives his own justification for the wholistic approach. He quotes Duran as stating that community development is concerned with all the people of the community rather than any one group, and also with total community life. He also gives Bilinski's view that community development recognizes the interrelation of community problems and also the value of a broad integrated approach to solutions.

Finally, he gives his own view on this topic by making the following points:

- (1) No need or issue in the community is outside the purview of the community development process.
- (2) No group or cluster of individuals can be excluded from potential participation in the process.
- (3) Successful community development is directly related to the degree to which the widest potential participation is provided.
- (4) An issue or problem can best be solved by taking into account the total life and needs of the whole community.
- (5) The wholistic approach is essential to community development, because so many problems are complex, because the focus of a specific problem is frequently limiting and because a particular interest may leave out much of the community.

3. Both the short-term and long-term effects of developmental change are considered.

Although Michael (1973:83) stresses long range planning as a basis for development, he admits that, at present, short-term planning is considered more important. However, he stresses that the increase in concern for the effects of development reflect a desire "to be more coordinated and responsible to complex societal needs." This he states will lead to greater emphasis on long range development planning.

Inclusiveness of time is the term used by Warren (1971:102) to explain this criterion. This means that the influence of short-term decisions on the future is considered. For example, the short-term benefits of a construction project are compared with its long-term effects.

Sutten (Cary, Ed., 1970:76) also states that the time factor is critical in the community development process. He warns, however, that since little is known about the interaction of various "community action episodes" over time, it is very difficult to be completely accurate when attempting to determine the long-term effects on the community of specific community development projects.

4. Factual information is used to accurately identify and describe problems or issues as a base from which alternative plans of action may be determined.

McCluskey (Long, et al., Eds., 1973:25) claims that the present age of specialization makes information very important because, while people may be experts in one area, they probably know very little about other matters which are essential to community development. He also states that knowledgeable participants improve chances of success be-

cause of information obtained through previous experience. In addition, he maintains that the interaction of specialized personnel promotes the generation of mutual respect and also a sense of community. H. R. Baker (1977:5) agrees, stating that sound factual information is necessary to help both local people and specialists determine which community needs are most urgent.

In describing his social planning model of development, Rothman (Cox and Erlich, Eds., 1974:30) states that its basic change strategy centers around the gathering of facts on a problem and the planning of a feasible course of action. Benne and Birnbaum (Bennis et al., Eds., 1969:334) stress the importance of participation, by those affected by development, in the search for and interpretation of information because it improves chances of forming new insights and also of accepting the goals of change. The Canadian Council on Rural Development (1968:23) also stresses the need for dissemination of information because the ability of people to participate in decision making depends on it. The Council maintains that failure to furnish information would result in a society dependent on experts who alone would have sufficient knowledge to make decisions.

In describing a basic process of community development, Biddle and Biddle (1965:97) list many stages where factual information would be essential. They claim it would be especially important in the discussion stage where people look at alternatives and decide on a specific action. Compton (Draper, Ed., 1971:395) carries this argument a step further by stressing that, in addition to effective information, there should be provision for feedback by means of an effective communication system.

Andrews, (1958:13) describes a case study of rural community development in Ohio. He states that the organization established in that area gathered many valuable facts on the problems of the community. His study shows that this fact finding included consulting experts, exploring other sources of available data and conducting surveys to obtain a better knowledge of the area.

5. The community organizational structure serves to optimize coordinated planning and action, the contributions of special interest groups, and of local government.

Franklin (Whitelock, Ed., 1964:66) stressed the need for coordination in community development:

Thus we see the community as having some measure of wholeness or unity, needing coordination of the parts through mutual consent and coordinative social machinery, needing unchoked communication channels and effective means of marshalling human and physical resources for continuing development.

Andrews (1958:4) who studied a coordinating group in Ohio, states,

One sociologically significant factor in community action is this: when a community becomes involved in a program for the whole area it must have a mechanism by which it can involve all relevant groups.

He goes on to state that this group was formed because certain needs could not be met by either individuals or single organizations and cooperation among independent organizations was difficult to achieve.

The Canadian Council on Rural Development (1968:28) stresses that development must be coordinated since the aim is to serve all sectors of society.

The International Workshop on Community Development (1961:24) concluded that specialized organizations tend to promote their own interests and, for this reason, a coordinating agency is a valuable aid

to community development. Schler (1962:3) agrees and gives the following reason for establishing such an agency: "Due to the narrow range of interest of most organizations found in communities the social processes are limited in scope and seldom cover a wide range of community problems."

Warren (1977:245) states that, especially in larger communities, development is attained through an "organization of organizations". Community Decision Organizations Act on behalf of the community in their area of interest or expertise. Their contribution to community development becomes apparent when they join other community decision organizations in a joint effort.

Reference is also made in the literature to specific benefits of successful community development coordination. The Inter-American Development Bank (1966:126) mentions inter-organizational groups which work toward a common goal. Each organization contributes its own expertise resulting in a united effort which effectively uses community resources. Other advantages of this coordination were listed as follows:

- (1) It lends flexibility to community programs.
- (2) Increased resources are made available and they are used more effectively.
- (3) There is effective integration of community development programs.
- (4) Programs are developed which interest everyone.

Andrews (1958:7-11) study of Ohio's rural policy group provides an example of successfully coordinated effort which was controlled by a separate organization. Membership in this organization (Rural Policy Group) consisted of representatives from both rural and urban voluntary organizations in the area. Each member was encouraged to take back to his organization the ideas and suggestions discussed at the group meetings

and also to press for action by his organization wherever this was necessary.

Andrews (1958:14) states that the Rural Policy Group's success resulted from its integration into a community already highly organized. After examining ten years of the group's functioning, one of his major conclusions was:

Because the Rural Policy Group was a representative group with no particular axe to grind, it was able to synthesize and combine the forces of many rural and urban groups interested in community problems.

The importance of local government is stressed by Brokensha and Hodge (1969:102) who state that, without it, community development planning and action would be very difficult.

An effective local government system is not only helpful to the success of community development but, in most cases, it is essential. Without it local development programs are likely to lack coordination and fail to achieve their goals.

The Community Development Handbook also emphasizes this point (1960:4). It states that the special expertise of government along with its stabilizing influence are both very important.

An expert on community development from the United Nations also agrees but warns that the "heavy hand of government" must not be allowed to interfere with local initiative. He also promotes the need for a balanced relationship stating that too much reliance on local initiative in a society which depends greatly on government can hinder community development (Community Development Theory and Practice, 1966:16).

6. Individuals and groups have ready access to both formal and non-formal learning opportunities to supplement their practical experience.

H. R. Baker (1977:5) supports this criterion by stating that a wide variety of educational opportunities are necessary for citizens involved in development because a steady increase in group competence is critical to this process. In another publication, (Whitelock, Ed., 1964:152) he comments as follows: "Community development is at its best only when practical experience is integrated with learning experiences such as planned discussion".

Support for this criterion can also be found in the following quotation by Warren Bloomberg Jr. (Bonjean et al., Eds., 1971:152)

Community development personnel see educational techniques as useful, not to change the basis of a culture or sub-culture, but to inculcate cognitive and judgemental patterns, especially in selected leadership personnel, that are specially relevant to a definite project to be undertaken.

Brokensha and Hodge (1969:33) use an historical approach which is also broader in meaning to that stated above. They quote from a British colonial document which suggests that the community development method should be educational aimed at "promoting the advancement of the community as a whole". In 1948 a conference on British colonial education decided that what was previously termed mass education should now be called community development. It became an authoritative document in all British territories.

Lewin (Bennis, et al., 1969:44) is quoted as stating that an interrelation between research, training and action must take place in the solution of human problems.

The importance of education especially in improving the attitudes and confidence of low income people is emphasized by Cox and Erlich (1974:401):

This suggests that the practitioner who wishes to raise ideological sophistication on the part of the client group or

constituency of low educational status must specifically educate them in ideological terms, through formal classes and informal discussions.

A system of self study by the citizens is promoted by Stinson (Draper, Ed., 1971:247-267). He states that this should aim at solving problems which block the achievement of community development objectives. He describes the system initiated by Algonquin College in Ottawa which, in the view of the participants, was very successful. One of its more beneficial consequences was the generation of a feeling among the people that they could do something to improve the community. The result was a significant amount of independent community action with very beneficial results. The benefits for the college were also significant. More was learned about the community than would have been possible through other ways.

The International Seminar on Community Development (1964:158) came to a similar conclusion: "The educational process is one of continual interaction between the group and others outside in which they acquire new material and intangible skills and knowledge."

Shuttleworth (Draper, Ed., 1971:307-315) describes another educational institution, in this case a public school, which provides its facilities for both formal and informal learning of community development methods. The entire community makes use of the facilities resulting in an organized effort to solve a variety of problems. He sums up as follows:

The process has resulted in a higher level of skill and involvement throughout the community...not only have the citizens been involved in working for their own community, but agencies have been made increasingly accountable to the people.

Biddle and Biddle (1965:257) also support this close relationship between learning institutions and community development. They

emphasize the responsibility, particularly of universities for paying more attention to the people's problems. In addition they state that participation of University personnel in community development will result in a greater willingness to "adapt their learning to the people's needs and levels of understanding."

Shaw's report (1961:32-36) lists two universities that are actively working in the areas mentioned above. Southern Illinois University's Community Development Institute provides an educational service for community leaders. The activities of the University of Michigan's Department of Adult Education are based on the following beliefs:

The active, informal participation of citizens working together to solve community problems is basic to democratic life. Education provides the basic means of resolving community problems that require changes in thinking and attitudes.

In describing his work with the University of Missouri, Schler (1962:10) shows that he agrees with the above mentioned universities' activities. He indicates that the educative role was the main function of this University's consultants. His case histories show that many requests for information were answered and that the people's knowledge of their community improved.

Harlacher (1969:76) states that an increasing emphasis is being placed on education for all age groups by the community colleges of the United States because it has become necessary to train leaders and teach them to become more involved in public affairs.

Output Criteria

1. The social and economic conditions of the people are maintained in relative balance.

In giving his view of the nature of community development, the United States representative to the International Workshop on Community Development (1961:13) made the following statement: "Increasingly, however, it has become apparent that economic and social factors are inseparable." He went on to say that one of the main aspects of his country's concept of community development was the linking of technical and economic factors with practical social factors. It is also important to note that one of the common elements which appeared in the statements on community development made by representatives of the countries at this meeting was the importance placed on the link between the economic and social aspects of this process.

The Canadian Council on Rural Development (1968:15) states that development is a planned program of change both economic and social. It represents the most sophisticated kind of growth in that economic change and social change are intimately interconnected.

Support for this criterion is found in a United Nations definition of community development:

The process by which efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate those communities into the life of the nation and to enable them to contribute fully to national progress.

The authors of *Involvement, A Saskatchewan Perspective*, Farrell, Melin, and Stacey (1975:2) state that communities in this Province which, in spite of external pressures, have made persistent efforts to maintain the proper socio-economic balance, have achieved stable growth and development.

This socio-economic relationship is also mentioned by Brokensha and Hodge (1969:119): "Community development must encourage economic

development, but it also has to promote social development, or self-confidence of the local people to justify its separate existence."

2. The impact of development on the people takes precedence over the impact on the physical or material aspects.

In his statement to the International Consultation on Community Development (1973:29) Batten makes the point that every objective and activity of community development should contribute to the betterment of people and should not be considered an end in itself. Some of the resulting improvements he mentions are increased self-reliance, improved organizational and planning skills, and greater willingness to work together. Cary (1970:144) agrees with this and also stresses the intangible personal benefits which cannot be measured.

The Community Development Handbook (1960:9) also recognizes the importance of people in the development process. It states that successful community development is not measured by the number of projects completed. Instead success depends on influencing each individual in such a way that he realizes his needs are related to those of the community and will appreciate and accept his responsibilities in this area. Suttan (Cary, Ed., 1970:81) supports this view: "The pride and belonging characteristic of a group are a product of the experiences people have in working together on things they themselves define as rewarding for their collective interests."

In his presentation to the International Seminar on Community Development (1964:68) Franklyn states that there is a human relations component inherent in development which attempts to increase self-confidence and self-fulfillment through improving the quality of relationships.

Hendry (Draper, Ed., 1971:440) in his description of the Eastern Quebec Planning Bureau's Work, states that a striking aspect is the effort to involve people who are most concerned. He goes on to say, "What is really important is not what is on the land or under the waters that lap upon its shores but what is in the minds of the people."

The way in which community development is accomplished is more important than the development itself. This is reflected in one of the principles for realization of community development goals proposed by Schler (Cary, Ed., 1970:118). He maintained that change should be looked on as a process for learning rather than a program "imposed through top-down administration". He goes on to discuss the effect of development on the individual claiming that his competencies are improved because he is encouraged to think and express his views. This may lead to gratifying accomplishments rather than failure and frustration. He also learns to work with others. This leads to increased community consciousness.

In describing a community development project Biddle and Biddle (1965:51) state that it was significant, not because of its accomplishments but due to the fact that a permanent study-action group was established on the local level which solved community problems.

Finally, H. R. Baker (1977:5) indicates his support for this criterion by stating that the effectiveness of development efforts can be measured by the level of satisfaction local residents derive from them.

3. The number and quality of leaders in the community is increased.

A very important result of community development is an increase

in local leadership. In his presentation to the International Seminar on Community Development (Whitelock, Ed., 1964:71) Franklin states that new methods of working with people are creating new leaders and, as a result, experts now maintain that leadership potential is strong in all communities but it must be learned. He goes on to mention some elements which affect the quality of this learned leadership:

(1) more awareness of self as a group member and of one's acceptance of creative contributions. (2) respect for others which leads to a more willing acceptance of creative contributions. (3) more trust of strangers. (4) better grasp of the forces which influence the direction of development.

This seminar reached the following conclusion on the subject of leadership: "Community development involves an educational process out of which comes a more informed citizen, better able to reach a responsible decision." (1964:158)

After reviewing an extended period of community development in Ohio, Andrews (1958:6-13) concluded that the Rural Policy Group which was established provided a good forum for the training of leaders because of the experience they gained in analyzing problems. He also credits the community survey method they used to obtain information with developing leaders because people became more interested in and conscious of the community's problems.

According to Brokensha and Hodge (1969:200) the development of local leaders is one of the main responsibilities of community development.

Schler (Draper, Ed., 1971:132-137) in discussing a model for community development, stresses the importance of providing new leaders with training and experience. Elsewhere, in his comments on the University of Missouri's Community Development program (1962:11), he states

that as leadership quality improved, research projects, such as community self surveys, were undertaken with a minimum of assistance from experts.

In describing Quebec's Animation Sociale Movement, Blondin (Draper, Ed., 1971:169) states that the most important benefit to emerge has been the development of leaders who are trying to improve their local communities. He describes the change which takes place: "These same leaders are gradually developing their social consciousness and are becoming capable of understanding and interpreting many events whose ramifications extend far beyond their own district."

Thompson (1976:31) mentions the variety of leadership types which the community development process must produce. In the beginning, strong personalities may be needed but, as the work progresses, those who are better managers must take over. Thus, he claims as development progresses, different types of leaders are developed, thereby increasing both the number and quality of leadership in the community.

4. Opportunities and resources in the community are shared fairly among individuals and groups.

Support for this criterion is found in Hendry's article on the Eastern Quebec Planning Bureau (Draper, Ed., 1971:435):

The purpose of regional development planning is to achieve a rational organization of a region's total resources to provide for its harmonious development and the prosperity of the population living within it.

Bregha (Draper, Ed., 1971:75) also makes a strong case for a change in resource allocation through community development. He states that development cannot simply be concerned with an increase in productivity without equal consideration for resource sharing within our

society.

Seers (1972:24-28) states that a prime indicator of development is a decline in inequality. He goes on to say that a plan having no targets for reducing inequality cannot be considered a development plan. He clarifies the term "inequality" by stating that, in the economic sense, it means the distribution of wealth among ethnic groups, among regions, and also differences between "rich" and "poor". He also maintains that there are other sources of inequality, such as differences in access to public services.

The Canadian Council on Rural Development (1968:41) states that the aim of development policies is the elimination of inequality. It stresses that this is especially true when distribution of wealth and reduction in income disparities are considered.

Others who support this criterion consider the poor to be unfairly treated prior to development. One of the most outspoken is Blondin (Draper, Ed., 1971:166) who states,

To work from below, to build with those who are the cast-offs, means to rebuild, to re-invent our society, no longer to serve the interests of the well-off but to serve the needs of the whole population, beginning with the less fortunate.

In Lawrence's view (Rosenbloom and Morris, Eds., 1969:115) social and economic equality is gained through organizations in the disadvantaged communities which are run by the local people who have definite goals in mind. In other words, local people in poor communities should take the steps necessary to assure control of the organizational structure, thereby achieving greater economic and social equality. Thompson (1969:49) agrees, claiming that the key to solving social and economic problems is community control over the establishments that affect the daily lives of the people.

Speigel (1968:240) emphasizes equity for the disadvantaged. He considers it essential that all the time necessary be spent in helping the poor understand and become involved in community development. He claims that there is no intermediary course; either the poor should become involved in community development or the process should be dropped.

While acknowledging that it is difficult for the common man to deal with the powerful, Biddle and Biddle (1965:150) emphasize that, through community development, his self-confidence grows as his abilities improve. He is soon able to choose between alternatives and provide reasons for his choices. The realization that he can deal with others as equals shows that he has achieved greater social and economic equality.

Hagstrom (Cary, Ed., 1970:103) claims that most community development efforts for the poor assume that they do not have the ability to look after themselves. However, he points out that those people may have required no outside help in setting up and supporting such organizations as churches. Thus he believes that community development should acknowledge their ability and provide information and encouragement which will allow them to obtain a fair share of the community's opportunities and resources.

5. Participating individuals and groups increase their competencies in dealing effectively with problems and opportunities.

Batten emphasizes in his report to the International Consultation on Community Development (1973:29) that community development should be continuously assessed to assure that it is contributing to the people's improvement. He lists the following areas where progress

should be assessed: self reliance, skill in organizing and planning, and willingness to work together for the common good.

Schler (Cary, Ed., 1970:122) discusses in detail the competencies achieved by those involved in the community development process. "As the people learn to discuss, reason and act together to solve commonly defined problems, new identities, meanings and relationships emerge among community members." He discusses those under the following headings: Human Competencies, Scope of Concern, Social Technology, and Physical Technology.

Human Competencies: He states that, if there is a process orientation toward community development and efforts are made to assure a greater understanding of methods, there will be more individual progress than if the aim is simply the completion of a project.

Scope of Concern: He claims that the involvement of the individual will result in important attitude changes. He will see his problems as part of a wider area of concern and begin to believe that change is both desirable and possible.

Social Technology: Schler maintains that the individual will better understand the various ways of getting things done and will be able to choose the best methods for such projects as rational goal setting and planning resource use. In other words, people learn to apply this social technology with greater skill and efficiency.

Physical Technology: He states that participants learn how physical resources can be more effectively used for community betterment (Cary, Ed., 1970:125-127).

Schler (Cary, Ed., 1970:113) provides another viewpoint on the competencies attained by those who participate in community development

when he quotes Foote and Cottrett:

It appears to us that a community that organizes its activity so that it maximizes the number of healthy, intelligent, self-directing citizens, capable of viewing situations from perspectives other than their own, of weighing alternatives and making decisions, of defining new goals and inventing ways to achieve them, is in fact a democratic community and is producing members who can sustain it against all more pessimistic theories of human nature and the social order.

Elsewhere, Schler (1962:17) states that 85% of the communities observed by him in his work with the University of Missouri's community development program achieved some success in development. Most of them looked at additional problems on their own and 50% of them made community development an on-going process.

In summarizing the United States' conceptions of community development before the International Seminar on Community Development (Whitelock, Ed., 1964:65) Franklin states that, as people improve their knowledge of engaging in problem solving, their skills in fact-finding, analysis, decision making, and evaluation are improved. This, in turn, leads to a greater appreciation of their community's role in the larger social system. He summarizes as follows:

The broad principle is that every citizen can become competent, through the education process, to join in community problem solving, possesses the right to exercise this function, and is latently or dynamically responsible to it.

Elsewhere, this seminar concluded that community development produces new strengths, for example, confidence, tolerance and the desire to move on to new projects (1964:157).

Summary

The literature has shown that the operation of a community college depends to a large extent on the perceptions of its personnel.

Thus, the academic orientation of many hinders the creation of community development programs.

Community development is often looked upon as either a process, method, program or movement. Different authors stress one or more of these aspects when they attempt to define it.

The commitment of Saskatchewan's community colleges to community development is recorded as principle number four of the seven basic principles governing college operations. In spite of this commitment two government committees which have evaluated community college progress have determined that little attention was being paid to community development.

The major part of this literature review was concerned with demonstrating that those knowledgeable in community development supported a model similar to that developed in this study. Several writers favoured the initiation of community development by a core group of leaders. Some stressed that they should be visible leaders who are capable of convincing others that projects are worth pursuing.

The importance of using community resources is also stressed in the literature. The social and physical technology involved in this process is referred to by one author as the basic resource of community development. The advantages of involving credit unions in fund raising efforts and local government in providing stability are also stressed. External resources are also considered important but most writers agree that care should be taken to foster cooperation between local development groups and larger organizations. They feel that the final decisions in such areas as training and financial aid should be left to those who must live with the results of such choices.

Community development workers are considered to be stimulators of decisions not decision makers. They supply information, help develop leaders, and try to reduce negative thinking, but they also remain independent so that they can withdraw when no longer needed.

Participation by those affected has been called a basic instrument of community development. It results in the generation of a maximum number of ideas and results in a better understanding of proposed changes. Other benefits include increased independence and greater support for local change.

The writers who were quoted in this document agreed that the complexity of community problems requires a wholistic approach. This means that no issue or group is overlooked. It was also agreed that the effect of community development efforts on the future should be carefully assessed.

The literature considered factual information to be very important because of the complexity of the modern community's problems. Many of the writers stressed that this information is especially important in the discussion stages of the development process.

The complexity of modern communities also caused many writers to agree that an "organization of organizations" is required to coordinate community development. Each organization contributes its own expertise. This makes the program more flexible and allows more effective use of resources. It also allows each member of the coordinating body to take back to his organization the ideas and suggestions of other representatives.

The importance of learning opportunities was stressed by many because they improve attitudes, increase confidence, and solve problems

which affect various aspects of community development. The value of educational institutions in this learning process was also emphasized.

The output criteria of the model or the achievements of community development were also discussed at length in the literature. It was agreed that economic and social change should be maintained in relative balance because of their close relationship. It was also agreed that the effect of this change on the people is more important than other aspects of development and this should be a major factor in determining the success of any community development program.

It was also considered important that community development efforts increase the number and quality of community leaders. A major aspect of this improvement should be a greater ability to interpret events which affect their areas.

Finally, many writers emphasized that community development efforts should decrease inequality, that is, the less fortunate in our society are given the help they need to obtain a fairer share of society's opportunities and resources.

CHAPTER 3

RESEARCH DESIGN

Wiersma (1975:134) classifies this type of study as survey research because it deals with people's perceptions in association with certain sociological variables as well as the relationships among these variables. Although the interpretation of such non-experimental results may be less straight forward than that which is possible with experimental research, these studies make a valuable contribution to the field of education.

Population

The population of this study consisted of the board members and professional staff of twelve community colleges in the Province of Saskatchewan. The following colleges contributed to the study: (the location of each head office is in brackets) Carleton Trail (Humboldt), Coteau Range (Moose Jaw), Cumberland (Nipawin), Cypress Hills (Swift Current), La Ronge Region (La Ronge), Mistikwa (North Battleford), Natonum (Prince Albert), Parkland (Melville), Prairie West (Biggar), Saskatoon Region (Saskatoon), South East Region (Weyburn), West Side (Beauval).

Two colleges, Regina Plains, and Lakeland, did not participate. Regina Plains could not because of a labour dispute. Lakeland was not included because it extends into the Province of Alberta.

For purposes of comparison the personnel surveyed were divided into five groups: principals, field representatives, program coordinators, board members, and others (including information officers, coordinators of special programs, and secretary-treasurers).

Field representatives and board members were included as community college personnel because they, along with the regular staff, are responsible for the college's functioning and their perceptions of community development will definitely affect decision making in this area.

Table 1 shows the number of possible and actual respondents from each of the colleges and also the percentage response. College number eight had the highest number of respondents (19) and the highest percentage response (86 percent). College number six had the lowest numerical response (5) and also the lowest percentage response (35 percent).

TABLE 1

The Number of Possible and Actual Respondents
from Participating Colleges

College	Possible Responses	Actual Responses	Percent Response
1	18	11	61
2	19	12	63
3	15	12	80
4	23	18	78
5	15	10	66
6	14	5	35
7	14	12	85
8	22	19	86
9	14	10	71
10	17	14	82
11	18	13	72
12	12	7	58
Total	201	143	71

Seventy-one percent of all possible respondents took part in the study. This included forty-seven of a possible eighty-four board members or fifty-six percent and ninety-six of one hundred and seventeen other college personnel or eighty-two percent of this group.

Table 2 gives a breakdown of respondents by college and category of personnel. With the exception of one principal, two field representatives and other staff in College number six at least one representative from each category and college participated in this study.

TABLE 2
Respondents listed by College and
Category of Personnel

College	Prin- cipals	Field Reps.	Coor- dinators	Other Staff	Board Members	Total
1	1	1	4	3	2	11
2	1	1	6	2	2	12
3	1	1	3	2	5	12
4	1	0	8	4	5	18
5	1	-	2	1	6	10
6	0	1	1	0	3	5
7	1	1	1	4	5	12
8	1	1	10	3	4	19
9	1	1	3	2	3	10
10	1	1	3	3	6	14
11	1	0	5	3	4	13
12	1	-	2	2	2	7
Total	11	8	48	29	47	143

The principals are responsible for the day-to-day functioning of the community college. They work with the board in the carrying out of policy in all areas, including community development, which is listed in the Faris Report (1972:59) as community college principle No. 4.

According to community college regulations approved in 1976, the field representatives are responsible for the following functions:

The position will perform a liaison function between the Department and the regional college board and its employees for purposes of mutual information and support with respect to policy and planning functions as well as evaluation in such areas as program budget reviews, staff establishments, recruitment and orientation of board members, in-service training and the maintenance of a viable college structure consistent with the Province's unique program identification and delivery system (1976:4).

This responsibility for budget review, staff evaluation, recruitment of board members and in-service training shows that their perceptions of community development will affect community college policy in this area.

The program coordinators work with local contact committees in the development of adult education and community development programs. The local contact committees consist of local people who advise the coordinators respecting community needs. Since they participate in these local discussions the program coordinators' perceptions of community development will definitely influence the decision making process.

Among the other staff surveyed in this study were the college information officers. They are responsible for information dissemination, both within the college and to the general public. Their perceptions of community development are, therefore, important because they will influence their ability to explain to the public the college's actions in this area.

The secretary-treasurers' perceptions of community development are also important because their responsibility for making recommendations to the board, especially in the area of financing, can influence college policy.

The third group included in the other staff category are coordinators of special programs such as those involving occupational training, the cost of which is shared between the Provincial and Fed-

eral Government, Non-Registered Indian and Metis programs and General Education Development Programs.

Finally the college board is responsible for setting policy within the college region based on the approval of the Department of Continuing Education. It currently consists of the principal and seven members and is also responsible for the hiring of staff, prescribing their duties, acting as a financial trustee, and, in general, directing the activities of the community college.

Development of the Instrument for Data Collection

The instrument (questionnaires) consisted of three parts. Part I was designed to obtain descriptive data about selected characteristics of the persons who took part in the study, including age, sex, number of years in their present positions, additional years spent with the colleges, training in community development, experience in community development, and self-assessed knowledge of community development.

Part II listed six issues which dealt with the college's ability to carry out community development. These issues were derived from the suggestions of the principals. An initial letter to them requested their views on the major problems facing the community colleges.

The issue statements were developed in consultation with a study group appointed by the Colleges, Institutes and University Extension (C.I.U.E.) Committee to look into the developmental role of Saskatchewan's educational institutions. This group played a significant role in the development of Parts II and III of the questionnaire. Since its mandate was to assist in defining the role of the educational institutions in community development and clarifying practical ways in which

they may become involved in this area, the relationship to the subject of this thesis is obvious. Therefore, the members of the study group were in a position to supply valuable assistance.

The issues were presented in the form of two questions suggesting different positions. So that the effect of the tendency to choose the first position on the page would be minimized, half the colleges received questionnaires with the positions reversed for each issue. The respondents were asked to indicate the position they favoured and state reasons for their choices. They were also asked to add additional issues which they considered important and to rank all the issues in order of importance.

Part III of the questionnaire was designed to measure the perceptions of community development held by the respondents. It consisted of 42 statements which were based on 15 criteria. These criteria, which are supported in the developmental writings of adult educators, (See Chapter 2) provide a model or definition of community development.

The community development knowledge and experience of the above mentioned study group helped greatly in the development of the model. Many discussions were held and changes made in both the criteria and the statements. Additional changes were made after they were examined by three community development experts.

Half the statements ("A" Statements) supported the criteria. The remainder ("B" Statements) presented a point of view which disagreed with the criteria. The criteria and corresponding statements have been placed in Appendix A. The complete instrument used in this study may be found in Appendix B.

The respondents did not see the criteria. Instead they were asked to react to the statements which were randomized in the questionnaire.

The following is an explanation of the scoring system:

1. It was assumed that respondents whose perceptions of community development were similiar to that described in the criteria would agree with "A" statements and disagree with "B" statements.

2. The respondents were asked to place a number in the blank before each statement according to the following scale:

Agree strongly	- 1
Agree	- 2
Undecided	- 3
Disagree	- 4
Disagree strongly	- 5

3. Each statement was scored according to the following scale:

	A	B
	Statements	Statements
Agree strongly	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Disagree strongly	1	5

Thus, if a respondent agreed strongly with an "A" statement he was given five points. This scoring system produced higher scores for those whose perceptions of community development were in closer agreement with the description presented by the criteria.

4. All blanks were scored as "3" corresponding to "undecided" because it was assumed that the respondents who left the spaces blank were, in fact, undecided about the statements.

5. All criteria were considered to be of equal importance in describing community development. Since there were between two and six

statements associated with each criterion, a weighting system was used so that the maximum score associated with each criterion would be the same.

Two of the criteria (input criteria III and IV) had six statements based on them. Thus, the total scores determined for each respondent on the statements relating to these criteria were divided by three. Since process criterion I had four statements based on it the scores in this case were divided by two. Finally, three statements were based on process criterion II and output criterion I. Scores attributed to the statements in these cases were divided by 1.5.

Only two statements were derived for the majority of the criteria. Thus, according to the scale in Step No. 3, the maximum score for each pair would be ten. The above mentioned division was necessary to assure that all criteria were given equal value in the scoring.

6. Finally, all scores were averaged, that is, the total score of each respondent was divided by the total number of statements. Thus, the maximum score possible was 5.0.

Since the statements measuring perceptions of community development had been formulated for this study and not previously validated or checked for reliability it was necessary that this process be initiated. A single study using a new instrument can do no more than start the process of establishing validity and reliability.

Content validity refers to the extent to which the test items reflect the behavior under study. It involves a systematic investigation of the test items to determine if they make up a representative sample of the dimensions being measured. The main question asked is: Does each item measure the property under investigation? (Wiersma, 1975: 171-173)

Three community development experts were asked to carry out this investigation. They reviewed both the criteria and the statements. More specifically, they were asked to:

1. Suggest criteria which should be omitted or combined.
2. Suggest changes in wording.
3. Suggest additional criteria.
4. Suggest changes in the statements to improve content validity. (See Appendix C)

The experts' suggestions caused changes in the wording of two criteria and several of the statements. However, no additional criteria or statements were added by them.

Part III of the instrument was then pre-tested twice. The first group was chosen because it was similiar to those being studied. It consisted of four ex-community college personnel and six persons who were enrolled in the Masters Program in Continuing Education at the University of Saskatchewan. Their comments led to additional changes which removed ambiguous phrases and improved clarity.

The second pre-test group consisted of seven representatives of the Saskatoon Region Community College's local contact committees. Originally, there were plans to include representatives of this group in the study's population. However, their responses to this pre-test of the questionnaire led to the conclusion that it would be inappropriate to involve this group in the study because they were unfamiliar with some of the phrases used and with community development in general.

A test for reliability was also carried out with the assistance of ten members of a post-graduate class in community development at the University of Saskatchewan. The group was asked to react to the forty-two statements on two occasions with a three week interval between the

first and second testing. A computer was used to compare the scores on the two tests. The resulting coefficient of stability was .79 indicating that the correlation between the scores of the two tests was relatively high. Thus, this instrument should be relatively consistent in measuring perceptions of community development.

Collection of Data

In September, 1978, a letter was mailed to the principals of the community colleges requesting their cooperation in the study, asking for a list of staff and board members, and suggesting a schedule for meetings at which the staff would be asked to complete the questionnaire. With the help of the follow-up phone calls, dates, times and locations were agreed upon in all except one case. The questionnaires were mailed to this college. In other colleges, questionnaires were left for staff who were unable to be present at the meetings.

A covering letter was included with the mailed questionnaire and those left at the colleges. (See Appendix B) An oral presentation, similar to the contents of this letter, was made prior to the meetings. Most board members received their questionnaires in the mail. A follow-up mailing was completed in late November resulting in the return of four additional questionnaires.

Most of the data were coded and analyzed by computer at the University of Saskatchewan. Data provided in narrative form, such as the nature of respondents' training in community development, experience in community development, and reasons for their stand on issues were summarized and may be found in the Appendices.

Thirty respondents did not react to at least one statement in

Part III of the questionnaire. Eighty-one statements or less than two percent of the total were ignored.

The descriptive analysis of the dependent and independent variables was performed as follows:

1. The dependent variable "perceptions of community development" was described by number of respondents, mean score, minimum score, maximum score, and standard deviation. (Chapter 5)

2. The independent variables were described by showing the frequency and percentage distributed for each group of respondents and also the total frequency and percentage distribution.

Relationships between the dependent and independent variables were explored using analysis of variance.

Relationships were judged to be significant if their probability of occurring by chance was less than 5 in 100.

CHAPTER 4

DESCRIPTION AND DISCUSSION OF POPULATION

The descriptive data obtained in the study will be presented in this Chapter. It will include information on the following: categories of respondents; age; sex; time spent with the community colleges; training in, experience in, and self-assessed knowledge of community development; and the time staff members devote to community development.

The respondents' positions on the issues and the most frequently mentioned reasons for these positions will be discussed.

A summary of additional issues suggested by them and their ranking of all issues in order of importance will also be presented.

Categories of Respondents

Table 3 shows the total number of personnel in the five categories and those who took part in the study. They included 11 of the 12 principals and 8 of the 10 field representatives. (The two northern colleges do not have field representatives) Questionnaires were also returned by 48 of 55 program coordinators, 29 of 40 other staff and 47 of 84 board members. These categories made up 34 percent, 20 percent and 33 percent respectively, of the total number of respondents. A total of 143 respondents took part in the study. Two of these failed to complete Part III of the questionnaire.

TABLE 3
Categories of Community College Personnel

Category	Total Personnel	Number of Respondents	Percent of Total Respondents
Principal	12	11	8
Field Rep.	10	8	5
Coordinator	55	48	34
Board Member	84	47	33
Other	40	29	20
Total	201	143	100

Age of Respondents

Fifty-one percent of the respondents were between 30 and 50 years of age. Approximately half of the field representatives, program coordinators, other staff and board members were in this age bracket. Nine of the eleven principals were also in this age bracket.

Board members tended to be older than the staff. Seventeen were over fifty while only three were under thirty.

Sex of Respondents

Males outnumbered females in all five categories of respondents. Twenty of the forty-eight program coordinators and eighteen of the forty-seven board members were female. In total eighty-three of the one hundred thirty-six respondents who reported their sex were male.

Respondents' Years in Their Present Positions

About 75 percent of the respondents had more than one year's

experience in their present positions which gave them ample opportunity to become familiar with the community college system.

Additional Time Spent With the Community College

The respondents were also asked to indicate time spent with the colleges in positions other than those they held at the time. As expected, the largest number, 66 (46 percent), spent less than one year in other positions within the college system. This may have been due to the fact that Saskatchewan's Community Colleges are relatively young. The Community Colleges Act was passed by the government in the spring of 1973 (Saskatchewan Community Colleges, 1976:6).

Of the nineteen principals and field representatives taking part in the study, sixteen indicated that they had spent one to three years or more in a college position other than the one they now occupy. Thus many of them assisted in the establishment of individual colleges and may have been responsible for policy development.

Extent of Respondents' Training in Community Development

The largest number of respondents, forty-three, reported no training in community development. This included twenty-two (47 percent) of the board members which indicates that many of this policy making group may have only a superficial knowledge of community development. It must be acknowledged, however, that replies to this question would depend on the respondent's interpretation of community development.

More than one-hundred hours of training was reported by thirty-five respondents including five principals and four field representatives.

The majority of program coordinators (30 or 62 percent), other staff (19 or 69 percent) and board members (37 or 79 percent) reported receiving less than fifty hours training. This shows that, in spite of varying interpretations, training in community development among these groups is limited.

Nature of Respondents' Training in Community Development

The respondents were asked to indicate whether their training consisted of seminars, short courses, in-service workshops, university courses or a university degree. As Table 4 shows some of them reported training in more than one of these categories.

The smallest proportion, 11 percent of the respondents, indicated that their training was taken through a university degree. The largest group, 37 percent indicated that their training resulted from seminars. In-service workshops were also mentioned by 31 percent of the respondents.

None of the field representatives and only one principal indicated that a university degree was the source of their training. When this is compared with the nine program coordinators and four other staff who mentioned a degree it shows the source of possible difference in perceptions of community development among these groups.

TABLE 4
Nature of Respondents' Training
in Community Development

Category	Prin- cipals		Field Reps.		Coor- dinators		Other Staff		Board Members		Total	
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
Seminars	6	55	6	75	22	46	7	24	12	26	53	37
Short Courses	1	9	0	0	15	31	7	24	10	21	33	23
Workshops	3	27	5	63	18	38	4	14	14	30	44	31
University Courses	6	55	2	25	12	25	8	28	7	15	35	24
University Degrees	1	9	0	0	9	19	4	14	2	4	16	11

Note: (Columns list the number of times each category was mentioned and the percentage of each Respondent group mentioning each training category)

Appendix D gives a breakdown of the nature of training and topics studied for each respondent who supplied this data. It shows that such topics as day-care training, pre-retirement planning, political science and physical education were mentioned. This indicated that many of the respondents, especially program coordinators and other staff possessed a very broad concept of community development; some even confusing it with other subject matter areas.

Respondents' Experience in Community Development

Individual replies to the question on experience in community development have been placed in Appendix E.

Four of the principals indicated that they had no experience in community development. The others mentioned different sources of ex-

perience. For example, one mentioned church work, membership in a curling club, two service clubs and the Saskatchewan Association for Lifelong Learning. This indicated that his perception of community development was not very well defined.

Many of the principals and field representatives reported experience in community development which corresponds to the definition supplied in this study. For example, the principals mentioned needs assessment and planning with community groups, promotion of growth and employment for the handicapped, socio-economic development of the community, work with adult education committees, and service clubs. Many of the field representatives mentioned their work with needs identification committees.

The respondents' years of experience in community development was also determined. Four of the principals indicated that their experience exceeded ten years. Five of the field representatives stated their experience to be 1 to 10 years.

Eleven program coordinators (23 percent of this group) indicated that they had no experience in community development. The largest group (16 or 33 percent) mentioned areas of experience but did not indicate the time they spent acquiring it. The second largest group (14 or 30 percent) mentioned having 1 to 10 years experience.

Fifteen program coordinators stated that their experience had come directly from their current positions. The remainder showed varying perceptions of community development because they mentioned experience with service clubs, political parties, day-care centers, recreation and extension departments, schools, etc. (See Appendix E)

Thirteen other staff (45 percent) indicated that they had no

experience in community development. The remainder listed such topics as volunteer work, recreation, town planning, banking and continuing education. Of the 11 who stated their years of experience 7 placed themselves in 1 to 10 year category.

Fourteen of the board members (30 percent) reported no experience in community development. If this information is accurate, almost one-third of the policy makers have no experience in dealing with a basic community college principle. Six of them mentioned their experience with the community colleges. The rest mentioned a variety of topics including church work, teaching, promotion of culture, day-care director, unions, school boards, various clubs, working with native people and working for the Saskatchewan Wheat Pool.

Thirteen board members did not indicate their years of experience in community development. Ten of the remaining 20 were involved in developmental work for 1 to 10 years while the other 10 had more than 10 years experience.

The years of experience reported by the respondents depended on their interpretation of community development. One respondent, for example, stated that his experience involved 5 percent of his working time and included "seminars on current issues, planning and implementing plans with local contact committees". Another stated that his experience spanned 40 years and included teaching, church work, community clubs, political, family and sports activities. (See Appendix E) These widely different interpretations of community development suggest that the data are of limited value in providing an accurate estimate of real knowledge of community development.

Respondents' Self-Assessed Knowledge of Community Development

The majority of respondents in this study considered themselves to be fairly knowledgeable in community development. As Table 5 shows 79 respondents or 55 percent placed themselves in this category. With one exception the largest number of respondents in each group placed themselves in this category. The exception was other staff where 17 or 59 percent indicated that they had very little knowledge of this subject. This was consistent with other findings which indicated that this groups' knowledge of community development was not as great as that of the others.

TABLE 5

Respondents' Self-Assessed Knowledge
of Community Development

Knowledge	Principals		Field Reps.		Coordinators		Other Staff		Board Members		Total	
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
Very knowledgeable	1	9	0	0	4	8	0	0	2	4	7	5
Fairly knowledgeable	8	73	6	75	23	48	12	41	30	64	79	55
Little knowledge	2	18	1	25	21	44	17	59	14	30	55	39
No response	0	0	1	25	0	0	0	0	1	2	2	1
Total	11	100	8	100	48	100	29	100	47	100	143	100

Staff Members Time Devoted to Community Development

College staff members were asked to indicate the amount of time they devote to community development. The field representatives were excluded because they are not directly employed by the colleges.

Twenty-five percent of the respondents did not answer this question. This may be another indication of confusion respecting the definition of community development.

The program coordinators are most likely to be directly involved in community development because of their contact with the public. Twenty-seven of them (56 percent) reported that less than 25 percent of their time was devoted to this work. This indicated that, despite the broad view of community development displayed by them it seems to play a relatively small role in their work.

Only 7 of 29 other staff reported that more than 25 percent of their time was devoted to community development. This is consistent with the nature of their positions. A secretary-treasurer, for example, would not be involved extensively in this area.

The principals were almost equally divided among the different categories of involvement. This indicates either different interpretations of community development or variations in the emphasis placed on it by the colleges.

Respondents Positions on Community Development Issues

There was a noticeable difference of opinion among the respondents on Issue No. 1 dealing with leadership and Issue No. 3 dealing with the basis for determining college financial grants. There was general agreement on the remaining four issues.

Issue No. 1 - Leadership

Table 6 shows the respondents' positions on Issue No. 1. A total of 71 or 50 percent believed the college should work with existing leaders. Emphasis on the training of new leaders was favoured by 58 respondents (40 percent). The remaining 10 percent either did not reply or gave such responses as "both" or "neither".

TABLE 6
Respondents Positions on Issue No. 1

Position	Principals		Field Reps.		Coordinators		Other Staff		Board Members		Total	
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
New Leaders	2	18	2	25	23	28	18	62	13	28	58	40
Existing Leaders	9	82	5	62.5	24	50	8	28	25	53	71	50
Other	0	0	1	12.5	1	2	3	10	9	19	14	10
Total	11	100	8	100	48	100	29	100	47	100	143	100

Issue No. 1 - Leadership: Should the community college emphasize a training program to develop new leaders? or Should the community college emphasize working with existing leaders in the community?

The majority of principals (9 of 11) and field representatives (5 of 8) favoured working with existing leaders. As noted earlier many of them have played a role in the establishment of the colleges. At that time they worked with existing community leaders. This experience may have influenced their opinions respecting this issue.

The program coordinators were almost equally divided on this issue. Twenty-three favoured emphasizing the training of new leaders while 24 favoured working with existing leaders.

Other staff were heavily in favour of working with new leaders. Of the 29 respondents in this category, 18 took this position.

More than half of the board members (25 or 53 percent) favoured working with existing leaders.

Those who favoured the training of new leaders gave a total of 19 different reasons for their position (see Appendix G). The five most commonly mentioned were:

1. The fresh ideas of new leaders promote beneficial change. (24 respondents)
2. Leadership development is a continuous process because new leaders must replace others. (14 respondents)
3. Because of their involvement with other organizations existing leaders lack the time for community college activities. (12 respondents)
4. Existing leaders may be too rigid to accept innovative ideas. (10 respondents)
5. New leaders can be trained to cope with changing times. (5 respondents)

These reasons show that the respondents who favoured the training of new leaders were very conscious of change which is a basic part of community development.

Those who favoured working with existing leaders gave a total of 26 reasons for their choice. Those most commonly mentioned were:

1. It is important in the beginning to strengthen existing leadership. (28 respondents)
2. Existing leaders are in touch with, and have the confidence of community people. (12 respondents)
3. The colleges' mandate requires them to make use of and assist existing leaders. (11 respondents)
4. New leaders are difficult to find in small communities. (7 respondents)
5. The colleges could alienate communities if they take early steps to develop new leaders. (7 respondents)

Issue No. 2 - Organization

As Table 7 shows the respondents were heavily in favour of a single structure which would deal with both community development and programming. One hundred and seven took this position. A total of 31 respondents (22 percent) favoured a separate organization to deal with community development. The largest group to favour a separate organization were the program coordinators. Fourteen or 29 percent of them took this position.

TABLE 7
Respondents' Positions on Issue No. 2

Position	Principals		Field Reps.		Coordinators		Other Staff		Board Members		Totals	
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
Separate	3	27	1	12.5	14	29	7	24	6	13	31	22
Single	8	73	7	87.5	32	67	22	76	38	81	107	75
Other	0	0	0	0	2	4	0	0	3	6	5	3
Total	11	100	8	100	48	100	29	100	47	100	143	100

Issue No. 2 - Organization: Should the college have a separate organizational unit for community development with its own budget and specialized staff? or Should the community college have a single structure capable of dealing with both the organization of courses and community development?

A total of 26 reasons were given by those who favoured a single structure. Those most frequently mentioned were:

1. A single structure is sufficient because the organization of courses and community development are identical. (46 respondents)
2. There should be a single structure to avoid additional bureaucracy. (13 respondents)

3. A single structure is less costly. (10 respondents)
4. If there were separate units, communication would be difficult. (8 respondents)
5. There should be a single unit with separate money and staff to assure a developmental approach in the colleges. (7 respondents)

The first of these reasons which was mentioned by 46 respondents clearly shows that many of those who took part in the study consider the organizing of courses and community development to be identical. This also explains why they favoured a single structure.

The two reasons most frequently mentioned by those supporting a separate organization were:

1. A separate structure would provide the specialized organization needed in community development. (9 respondents)
2. A separate structure would provide the additional time needed for community development. (8 respondents)

Those reasons and others mentioned less frequently (See Appendix G) indicated that the concept of community development possessed by the group who favoured a separate structure corresponds more closely to the criteria mentioned in Chapter 3. For example, the time and specialized knowledge required for community development are recognized.

Issue No. 3 - Evaluation

As Table 8 shows, almost half of the respondents (46 percent) favoured evaluation which would be based on the number of courses offered. Twenty-nine percent of the participants favoured the use of staff participation in community development projects as the basis for evaluation. Approximately one quarter of the participants expressed another point of view on this issue by giving such answers as "both" or "neither".

TABLE 8

Respondents' Positions on Issue No. 3

Position	Principals		Field Reps.		Coordinators		Other Staff		Board Members		Totals	
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
Participation	6	55	2	25	15	31	8	27	11	23	42	29
Numbers	2	18	3	37.5	23	48	15	52	23	49	66	46
Other	3	27	3	37.5	10	21	6	21	13	28	35	25
Total	11	100	8	100	48	100	29	100	47	100	143	100

Issue No. 3 - Evaluation: Should the provincial government's financial grant to the community colleges be based primarily on the extent of staff participation in informal community development projects? or Should the financial grant be based primarily on the number of courses offered and the number of people who register for them?

More than half of the group of respondents classified as other staff (information officers, secretary-treasurers, coordinators of special programs) and almost half of the program coordinators and board members favoured evaluation based on course numbers while more than half of the principals wanted participation in community development to be used as the basis for evaluation.

There was little consensus on reasons for the positions taken on this issue. Those most frequently mentioned by the group which favoured course numbers as the basis for evaluation were:

1. Since colleges are educational institutions, producing courses not community development is their major role. (9 respondents)
2. The value of staff participation is difficult to measure. (7 respondents)
3. The people must be provided with incentive - not the staff. (5 respondents)

4. Courses are readily measureable. (5 respondents)

The reasons given most frequently by those favouring evaluation based on staff participation in community development projects were:

1. This "number" system does not have the flexibility to produce new innovative programs. (5 respondents)
2. The present financing method focuses on the wrong priorities. (5 respondents)
3. Course numbers do not indicate that community needs are met. (3 respondents)

The above reasons illustrate a different view of community development between the groups that took different positions on this issue. The first group seems to consider community development less important than the second. They stress the course function of the community college and the importance of being able to measure progress while the second group mentions innovative programs and being able to meet the community's needs.

Issue No. 4 - Education-Advocacy

The respondents were almost unanimous in favouring a community development role for the colleges which would make all sides of controversial issues known to the community. Table 9 shows that 92 percent of the respondents took this position. This included all the principals and all except one of the board members. Thus, those responsible for policy making and administration are strongly in favour of a neutral role for the college when dealing with controversial issues.

TABLE 9

Respondents' Positions on Issue No. 4

Position	Prin- cipals		Field Reps.		Coor- dinators		Other Staff		Board Members		Totals	
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
Definite Stand	0	0	1	12.5	6	13	1	3	0	0	8	5
All Sides	11	100	6	75	41	85	27	94	46	98	131	92
Other	0	0	1	12.5	1	2	1	3	1	2	4	3
Total	11	100	8	100	48	100	29	100	47	100	143	100

Issue No. 4 - Education-Advocacy: Should the community colleges take a definite stand on a controversial issue and work with those in the community who support that stand? or Should the community college confine its role in community development to making sure that all sides of a controversial issue are understood by the community?

The following reasons were most frequently mentioned by those who favoured making all sides of controversial issues known:

1. Making all sides of an issue known will allow people to make their own decisions on controversial issues. (39 respondents)
2. Educational institutions must be objective. (28 respondents)
3. The college's purpose is to serve all people. (11 respondents)
4. If they took sides the colleges would risk being labeled politically biased. (9 respondents)
5. Taking sides would divide communities. (8 respondents)
6. The community colleges have an educational mandate which means presenting all sides of issues. (8 respondents)

These reasons show the respondents' concern for the colleges image, its educational mandate and the necessity of serving all people.

The following reasons were given by those who felt the colleges

should take a definite stand on the issues:

1. The community college should not appear to be weak by failing to take a definite stand.
2. We have available the knowledge and expertise to make decisions.
3. Taking a definite stand seems inevitable if for example, we are going to help a village build a municipal water system.
4. Taking a definite stand would give persons in a community an opportunity to explore specific aspects of an issue.

Issue No. 5 - Social Role

More than two-thirds of the respondents (67 percent) believed that the college should emphasize getting the disadvantaged involved in community development. As Table 10 shows, 11 percent thought that it should work with advantaged groups. A substantial number (22 percent) expressed indecision or disagreed with the wording of this issue.

The positions of the five groups of respondents on this issue were quite similar.

The reasons most frequently stated by those who favoured getting the disadvantaged involved were:

1. The college contributes to society by assisting the disadvantaged in improving themselves. (17 respondents)
2. The advantaged don't require the college's assistance to become involved in the community. (14 respondents)
3. By working with the disadvantaged the college is responding to the greater need. (11 respondents)
4. The disadvantaged need assistance in recognizing their potential. (7 respondents)
5. The community college should make it easier to become involved. (7 respondents)

TABLE 10

Respondents' Positions on Issue No. 5

Position	Principals		Field Reps.		Coordinators		Other Staff		Board Members		Totals	
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
Advantaged	0	0	1	12.5	5	10	4	14	5	11	15	11
Disadvantaged	9	82	6	75	29	61	21	72	31	66	96	67
Other	2	18	1	12.5	14	29	4	14	11	23	32	22
Total	11	100	8	100	48	100	29	100	47	100	143	100

Issue No. 5 - Social Role: Should the college work with those more advantaged groups in the community who usually want to get involved in community development? or Should the community college take the initiative to get disadvantaged people involved in community development to improve their living conditions?

The following are some of the reasons that were mentioned by those who favoured working with the advantaged:

1. The colleges must work initially with those who want to be involved. (4 respondents)
2. Advantaged groups can arouse interest among the disadvantaged more easily than the colleges. (4 respondents)
3. Given limited resources, the colleges benefit more from increasing the activities of the advantaged. (2 respondents)
4. Working with the advantaged trains leaders. (2 respondents)

Issue No. 6 - Source of Authority

There was almost unanimous agreement on this issue. A total of 126 respondents (88 percent) felt the community college board should be responsible for determining the approach to community development.

Only 9 favoured government responsibility in this area. Five of these were program coordinators.

TABLE 11
Respondents' Positions on Issue No. 6

Positions	Principals		Field Reps.		Coordinators		Other Staff		Board Members		Totals	
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%
Government	0	0	1	12.5	5	10	1	3	2	4	9	6
Board	11	100	7	87.5	37	78	26	90	45	96	126	88
Other	0	0	0	0	6	12	2	7	0	0	8	6
Total	11	100	8	100	48	100	29	100	47	100	143	100

Issue No. 6 - Source of Authority: Should the college's approach to community development be determined primarily by the provincial government? or Should the community college's approach to community development be determined primarily by its board?

The most frequently mentioned reasons for favouring board responsibility were:

1. Because they are close to the people the boards are in the best position to determine local needs and priorities. (72 respondents)
2. Because it is too remote the provincial government would be unable to determine community needs. (19 respondents)
3. Since communities vary a local or regional approach to development is needed. (12 respondents)
4. Because of political pressure government might put less emphasis on community development than on the more visible courses. (5 respondents)

The following reasons were given by those who favoured government responsibility for community development.

1. At this time we need the kind of leadership which will give support to community development in all colleges. Such support can only come from the government. (4 respondents)
2. Since funding comes from government it is right that it set up community development guidelines. (2 respondents)
3. Local prejudices tend to grind down a community development effort before it gets started. (2 respondents)
4. Community development in urban and rural areas are too completely different things.

Additional Issues Suggested by Respondents

Four of the principals suggested a total of six issues. Most of them dealt with the need for additional knowledge of community development.

Four of the field representatives suggested five issues. These also stressed the importance of learning more about community development. In addition, one mentioned the importance of involving other agencies.

Thirty-five issues were provided by twenty-four program coordinators. Although worded in different ways, 15 of them stressed the need for further information. Two others mentioned relationships with other agencies in the development process. Finally, three coordinators displayed their understanding of specific development aspects by questioning if provincially funded community development can survive, stating that the college's development role should be one of response not dictation and suggesting that some college programs, such as reupholstery are anti-developmental because they make it difficult for certain people to earn a living.

Thirteen other staff suggested 20 issues. Seven of these pointed to the importance of a better understanding of community de-

velopment. One mentioned the role of other agencies. Three others stated that community development may be too controversial for a government controlled body.

Twenty-four board members listed 38 issues. Many of these did not deal specifically with community development. Instead they were concerned with general programming, funding and problems with government. Those dealing with development mentioned the need for information, the need for long-range goals and the necessity of cooperating with other groups.

The wording of many of the issues showed that those suggesting them had a fair understanding of community development and its implications for the community. The board members seemed to be an exception. Their issue suggestions also showed less concern for community development than the other groups.

These additional issues have been placed in Appendix F.

Ranking of Issues

The ranking of issues displayed in Table 12 failed to show that a significant number of respondents considered one more important than the others. Issue No. 1 was considered most important more times (24) than any of the others. However, it was also placed in sixth position 38 times. For 74 of the respondents this was the last position since they did not add any issues. There may have been a tendency to rank Issue No. 1 higher since it was first on the list. It can be concluded from the data that there was a difference of opinion respecting the importance of Issue No. 1. There was no definite trend in the ranking of the remaining issues.

TABLE 12

The Respondents' Ranking of Issues in the Order of Their
Importance to Their Community College

Rank	Issue No. 1		Issue No. 2		Issue No. 3		Issue No. 4		Issue No. 5		Issue No. 6		Issue No. 7	
	N.	%												
1	24	16.8	13	9.1	18	12.6	16	11.2	18	12.6	20	14.0	6	4.2
2	10	7.0	21	14.7	20	14.0	19	13.3	22	15.4	13	9.1	11	7.7
3	7	4.9	10	7.0	26	18.2	19	13.3	22	15.4	24	16.8	10	7.0
4	14	9.8	25	17.5	16	11.2	21	14.7	16	11.2	21	14.7	5	3.5
5	14	9.8	24	16.8	14	9.8	21	14.7	23	16.1	16	11.2	5	3.5
6	38	26.6	13	9.1	17	11.9	12	8.4	13	9.1	17	11.9	7	4.9
7,8,9	17	11.9	17	11.9	11	7.7	11	7.7	4	2.8	8	5.6	8	5.6
No Reply	19	13.3	20	14.0	21	14.7	24	16.8	25	17.5	24	16.8	91	63.6
Total	143	100.0	143	100.0	143	100.0	143	100.0	143	100.0	143	100.0	143	100.0

Seventeen of the 69 respondents who suggested an issue failed to rank them. Since only 21 suggested two issues and 7 three issues, there were insufficient numbers to report on eighth and ninth ranking.

Finally, the Table shows that those who suggested an Issue seldom considered it most important. Only six of them ranked it first.

CHAPTER 5

ANALYSIS AND DISCUSSION OF RELATIONSHIPS

A major purpose of this study was to investigate relationships among the community development perceptions of community college personnel. The data are compiled in Tables 13 to 26. Analysis of variance was the statistical technique used to determine relationships.

The Dependent Variable

In this study the dependent variable was perceptions of community development. It was measured by analyzing the participants' reactions to a group of statements which were based on a predetermined model of community development consisting of fifteen criteria. (See Appendix A). The analysis included the assigning of scores to each of the participants based on their reactions to the statements. The scoring system is explained on page sixty-three. The higher scores indicated that the perceptions of the participants were in closer agreement with the description of community development presented by the model.

Independent Variables Studied

The following analysis examines the relationships between the dependent variable and the fourteen independent variables listed below:

1. Respondents' position within the community college.
2. Respondents' age.

3. Respondents' sex.
4. Respondents' years in present college position.
5. Years spent by respondent with the colleges in addition to those spent in current position.
6. Respondents' training in community development.
7. Respondents' self-assessed knowledge of community development.
8. Respondents' positions on Issue No. 1.
9. Respondents' positions on Issue No. 2.
10. Respondents' positions on Issue No. 3.
11. Respondents' positions on Issue No. 4.
12. Respondents' positions on Issue No. 5.
13. Respondents' positions on Issue No. 6.
14. Respondents' community college.

Respondents' Positions With the Community College

Table 13 divides the respondents into five groups based on their positions within the community college system. It identifies the groups and gives the total number of respondents in each. It also gives the following statistics which were obtained from Part III of the study's questionnaire: the mean, maximum, and minimum scores and standard deviation for each of the groups.

From this information it can be seen that the principals had the highest average score (3.96) as well as the highest minimum score (3.71). The relatively low standard deviation (0.18) indicates that their score varied less than those of the other groups.

Among the other groups the field representatives' scores varied most (standard deviation - 0.40) and a member of this group had the highest score of all respondents (4.74). A board member had the lowest

minimum score (3.24).

TABLE 13
Perception Test Scores Based on Respondents'
Community College Position

Respondents	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Principals	11	3.96	3.71	4.41	0.18
Field Reps.	8	3.85	3.50	4.74	0.40
Coordinators	48	3.86	3.31	4.59	0.27
Board Members	46	3.84	3.24	4.42	0.27
Other Staff	28	3.84	3.45	4.38	0.25
Total	141	3.86	3.24	4.74	0.27

Note: F Ratio: 0.517 (4,136,df), F Probability: 0.7230

The mean for the entire group of respondents is 3.86. This is the same as that for the coordinators.

Placed below the Table is the F ratio, that is, the ratio of variance between groups to that within groups. The F probability is placed beside it. This is the probability of the relationship represented by the F ratio occurring by chance.

In this case the F probability is .72. This means that there is seventy-two percent chance that the difference in mean scores of the five groups has occurred by chance. Thus, the respondents' positions within the colleges did not appear to be a significant factor in determining perceptions of community development.

Respondents' Age

Table 14 shows that age was not a significant factor in deter-

mining perceptions of community development, that is, the scores of the three age groups tested did not differ significantly. However, it can be determined from the table that those between thirty and fifty had the highest mean score (3.88) while those under thirty had the lowest (3.81).

TABLE 14
The Effect of Age on Respondents'
Perception Test Scores

Years	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Under 30	35	3.81	3.24	4.38	0.27
30 - 50	73	3.88	3.29	4.74	0.27
Over 50	27	3.87	3.33	4.40	0.27
Total	135	3.86	3.24	4.74	0.27

Note: F Ratio: 0.642 (2,132,df), F Probability: 0.5280

As stated earlier the model of community development described in this study consists of fifteen criteria. Although age was not a factor when all criteria were considered together, there was a significant difference in the scores derived from the statements associated with criterion number ten. In this case the mean score of those over fifty (4.02) was significantly higher than that of the respondents under thirty (3.61). This indicates that the older respondents had a better understanding of the need for learning opportunities to supplement practical experience during the process of community development.

Sex of Respondents

Table 15 classifies the respondents according to sex. It is

interesting to note that the mean scores of the eighty-two males and fifty-two females were identical (3.86).

TABLE 15
The Effect of Sex on Respondents'
Perception Test Scores

Sex	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Male	82	3.86	3.24	4.74	0.29
Female	52	3.86	3.36	4.42	0.24
Total	134	3.86	3.24	4.74	0.27

Note: F Ratio: 0.012 (1,132,df), F Probability: 0.9131

The F ratio and F probability figures show that sex was not a factor in determining perceptions of community development.

However, there was a significant difference between males and females in their reactions to the statements associated with criterion number five of the community development model. The females' higher mean score (4.39) indicated that they had a clearer perception of community development which involves optimal participation by the people to be affected by development projects.

Respondents' Time in Present College Position

Table 16 classifies the respondents according to the amount of time they have spent in the position they now hold within the college system. Of the three categories the largest number (61) spent one to three years in their positions. However, those with more than three years in their positions had the highest mean score (3.92) and also the highest maximum score (4.74). It should be noted that board members are

appointed for a three year term. Thus, unless they are re-appointed or join the colleges in another position, the maximum period they spend as community college personnel is limited to three years.

Table 16 also shows no significant relationship between the respondents' perceptions of community development and the time they have spent in their current community college positions.

TABLE 16

The Effect of Time Spent by Respondents in Their Present Positions on Their Perception Test Scores

Years	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Less than 1 year	36	3.84	3.38	4.59	0.25
1 - 3 years	61	3.82	3.24	4.42	0.26
More than 3 years	44	3.92	3.31	4.74	0.28
Total	141	3.86	3.24	4.74	0.27

Note: F Ratio: 1.957 (2,138,df), F Probability: 0.1451

When these groups were compared respecting their scores on each of the fifteen criteria which comprise the community development model it was found that there were significant differences between groups two and three on criteria eight and fifteen. In both cases group three (those who had spent more than three years in their positions) scored higher. This indicates that those with more experience in their positions perceive more clearly that community development involves the use of factual information to accurately identify problems (criterion 8) and that the process will result in increasing competency on the part of

those participating in community development (criterion 15).

Respondents' Additional Time With the Community College

Table 17 shows that the largest number of respondents, sixty-five, spent less than one year with the community colleges in a capacity other than their present positions. This is an indication of the relatively short time since the establishment of the community college system in Saskatchewan.

TABLE 17

The Effect of Additional Time Spent With the
Community Colleges on Respondents'
Perception Test Scores

Years	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Less than 1 year	65	3.86	3.29	4.59	0.25
1 - 3 years	41	3.86	3.24	4.74	0.31
More than 3 years	33	3.83	3.33	4.42	0.25
Total	139	3.85	3.24	4.74	0.27

Note: F Ratio: 0.212 (2,136,df), F Probability: 0.8092

As the F ratio at the bottom of Table 17 shows this was not a significant factor in determining perceptions of community development.

Respondents' Training in Community Development

The respondents were asked to indicate the amount of time they had spent in community development training. Table 18 divides this training time into five categories and gives the statistical data for those in each. The largest number (43) stated that they had no training

in community development. This group also had the lowest mean and minimum scores. The second largest group (34) reported more than one hundred hours training. This group had the highest minimum and maximum scores. Its mean (3.96) was only slightly lower than that for the group reporting fifty-one to one hundred hours training (3.97).

TABLE 18

The Effect of Training on Respondents'
Perception Test Scores

Hrs. Training	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
None	43	3.79	3.24	4.42	0.27
Less than 10	18	3.80	3.36	4.12	0.19
10 to 50	32	3.82	3.31	4.38	0.28
51 to 100	12	3.97	3.43	4.41	0.30
More than 100	34	3.96	3.48	4.74	0.25
Total	139	3.86	3.24	4.74	0.27

Note: F Ratio: 2.742 (4,134,df), F Probability: 0.0312
(Significant at .05 level)

The F ratio shown in Table 18 is statistically significant at the .05 level. The probability of the relationship it represents occurring by chance is slightly over three percent. Thus, the respondents' training in community development was a significant factor in determining their perceptions.

A multiple range test performed on the five means in Table 18 failed to detect any significant differences. Thus, while it has been determined that training is a factor which affects perceptions of community development, this study cannot state with certainty that, for ex-

ample, more than one hundred hours training is more effective than one of the other categories in causing this change. To determine this additional studies would have to be performed using larger samples and a more refined instrument.

Respondents Self-Assessed Knowledge of Community Development

The respondents were also asked to provide an assessment of their personal community development knowledge. As Table 19 shows only seven indicated that they were very knowledgeable. However, this group had the highest mean (4.00) and minimum score (3.76). Seventy-nine respondents indicated that they were fairly knowledgeable while fifty-three stated that they had very little knowledge of community development. This last group had the lowest mean, minimum and maximum scores.

TABLE 19

Perception Test Scores of Respondents Who Provided
a Self-Assessment of Their Community
Development Knowledge

Self-Assessed Knowledge	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Very Know- ledgeable	7	4.00	3.76	4.59	0.29
Fairly Know- ledgeable	79	3.89	3.31	4.74	0.25
Very Little Knowledge	53	3.79	3.24	4.41	0.26
Total	139	3.86	3.24	4.74	0.27

Note: F Ratio: 3.356 (2,136,df), F Probability: 0.0378
(Significant at .05 level)

There was also a significant relationship between the respondents'

assessment of their community development knowledge and their perceptions. This indicates that their assessment was accurate. However, a multiple range test failed to detect a significant difference between the means in this table. Thus, it cannot be stated with certainty that one category is significantly different from the others.

Issue No. 1 - Leadership

The respondents were asked to indicate which of two positions they favoured on six issues concerning the community colleges and their role in community development. Although reported in Chapter 4 those in the "other" category were eliminated from the statistical analysis because their numbers were small and many of them did not take a stand on the issue in question.

Table 20 gives the statistical data for the groups taking positions on Issue No. 1 which deals with college policy respecting community leadership. Fifty-eight respondents felt that the colleges should emphasize the training of new leaders while seventy felt the emphasis should be placed on working with existing community leaders. The table also shows that the mean for the latter group was slightly higher.

TABLE 20

Perception Test Scores of Respondents Who Took
Positions on Issue No. 1

Position	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
New Leaders	58	3.81	3.29	4.29	0.24
Existing Leaders	70	3.86	3.24	4.41	0.26
Total	128	3.84	3.24	4.41	0.25

Note: F Ratio: 1.324 (1,126,df), F Probability: 0.2521

There was no significant difference in the perceptions of community development between the respondents who favoured training new leaders and those who would rather work with existing leaders. However, when these groups were compared on each of the individual criteria in the community development model a significant difference was found in reactions to criterion number five and criterion number seven. In both cases the group that favoured working with existing leaders scored higher. Thus, this group perceives more clearly the importance to community development of optimal participation by the people affected (criterion 5) and consideration of both the short and long term effects of developmental change (criterion 7).

Issue No. 2 - Organization

Table 21 provides data on perceptions of community development for those taking positions on Issue No. 2 which deals with the type of organization a community college needs to perform a community development role.

TABLE 21
Perception Test Scores of Respondents Who Took
Positions on Issue No. 2

Position	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Separate	31	3.82	3.29	4.31	0.24
Single	105	3.87	3.33	4.74	0.26
Total	136	3.86	3.29	4.74	0.26

Note: F Ratio: 0.836 (1,134,df), F Probability: 0.3621

One hundred and five respondents favoured a single structure

which would deal with this as well as other matters. This group had the larger mean, minimum and maximum scores. Thirty-one respondents favoured a separate organization specifically for community development.

As the Table shows these groups were not significantly different in their perceptions of community development.

Issue No. 3 - Evaluation

Table 22 shows some disagreement on Issue No. 3 which deals with evaluation of community college programs. Forty-two respondents favoured evaluation based on the extent of participation in community development. Sixty-six wanted evaluation based on course numbers. The mean, minimum and maximum scores of the first group were higher than those of the second. The statistical calculations show no significant difference in the perceptions of these groups.

TABLE 22

Perception Test Scores of Respondents Who Took
Positions on Issue No. 3

Position	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Participation	42	3.88	3.31	4.59	0.24
Numbers	66	3.81	3.29	4.38	0.25
Total	108	3.83	3.29	4.59	0.25

Note: F Ratio: 2.188 (1,106,df), F Probability: 0.1421

Responses to the individual criteria showed a significant difference between these groups on criteria four and fifteen. In both cases the group favouring evaluation based on participation scored higher. Thus, this group perceives more clearly the importance of a com-

munity development worker (criterion 4) and the increased competency in dealing with problems and opportunities achieved by those participating in community development (criterion 15).

Issue No. 4 - Education-Advocacy

Table 23 shows the positions taken on Issue No. 4 and the corresponding statistical data. This issue concerns the community college's role in handling controversial topics.

Eight respondents felt that the colleges should take a definite stand on controversial topics. This group had the higher mean (4.13) and minimum scores (3.87). One hundred twenty-nine respondents felt that the colleges should consider all sides of controversial topics.

TABLE 23

Perception Test Scores of Respondents Who Took
Positions on Issue No. 4

Position	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Definite Stand	8	4.13	3.87	4.59	0.23
All Sides	129	3.84	3.24	4.74	0.26
Total	137	3.86	3.24	4.74	0.26

Note: F Ratio: 9.092 (1,135,df), F Probability: 0.0031
(Significant at .05 level)

There was a significant difference in perception of community development between those who favoured a definite stand by the colleges on controversial issues and those who felt that the colleges should assure that all sides of such issues are understood.

Those favouring a definite stand may have a more institution oriented view of community development than the others. They mentioned

as reasons for their position, "development of a strong college image", "the college's expertise", and "board policy" while the other group referred to, "decision making by the people", "objectivity" and "the college purpose being to serve all people".

Issue No. 5 - Social Role

Issue No. 5 concerns the need for the colleges to work with advantaged people or to take the initiative in getting disadvantaged people involved in community development. As Table 24 shows fifteen respondents favoured working with advantaged people while ninety-five favoured working with the disadvantaged. The means of these groups were almost identical.

TABLE 24

Perception Test Scores of Respondents Who Took Positions on Issue No. 5

Position	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Advantaged	15	3.84	3.24	4.59	0.34
Disadvantaged	95	3.85	3.29	4.74	0.26
Total	110	3.85	3.24	4.74	0.27

Note: F Ratio: 0.024 (1,108,df), F Probability: 0.8760

An examination of reactions to the individual criteria revealed that these groups differed significantly in their responses to criterion number fourteen. The mean score on this criterion by those who favoured involvement for the disadvantaged was significantly higher than that for the other group. Thus they perceive more clearly that community development results in a fair sharing of opportunities and resources among in-

dividuals and groups.

Issue No. 6 - Source of Authority

Issue No. 6 deals with the source of authority for the community colleges respecting their approach to community development. Nine respondents felt the government should be responsible for determining this approach while one hundred twenty-five thought it should be in the hands of the college boards. The mean and maximum scores of the latter group were higher. However, there was no significant difference in the perceptions of the two groups.

TABLE 25

Perception Test Scores of Respondents Who Took
Positions on Issue No. 6

Position	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
Government	9	3.78	3.33	4.07	0.26
Board	125	3.86	3.24	4.74	0.27
Total	134	3.85	3.24	4.74	0.27

Note: F Ratio: 0.804 (1,132,df), F Probability: 0.3715

These groups differed significantly on criterion number seven of the community development model. This indicates that the group which favoured Board control of community development decisions understands more clearly the importance of considering the short and long term effects of development.

Respondents' Community College

Table 26 categorizes the respondents by community college and gives the number from each that participated in the study along with the

mean, maximum and minimum scores and the standard deviation. Nineteen respondents were associated with college number eight. This was the largest number of all the colleges. The smallest number of participants, five, came from college number six.

TABLE 26
Perception Test Scores of Respondents In The
Twelve Community Colleges Studied

Community College	No.	Mean	Scores		Standard Deviation
			Minimum	Maximum	
1	11	3.90	3.50	4.42	0.32
2	12	3.84	3.48	4.19	0.22
3	11	3.88	3.51	4.21	0.23
4	17	3.87	3.33	4.26	0.20
5	10	3.70	3.24	4.00	0.25
6	5	3.90	3.38	4.22	0.31
7	12	3.82	3.45	4.10	0.22
8	19	3.85	3.31	4.74	0.33
9	10	3.98	3.60	4.58	0.30
10	14	3.93	3.55	4.41	0.25
11	13	3.88	3.33	4.29	0.29
12	7	3.67	3.43	4.02	0.24
Total	141	3.86	3.24	4.74	0.27

Note: F Ratio: 0.993 (11,129,df), F Probability: 0.4561

College number nine had the highest mean (3.98). This exceeded the mean for all colleges by 0.12 points. College number twelve had the lowest mean (3.67). This was 0.19 points below the total mean. The difference between the highest and lowest means was just under one third

of a point (0.31).

A respondent from college nineteen had the highest score (4.74) while a representative of college number five had the lowest (3.24). The difference between the highest and lowest scores was 1.50 points. The maximum individual score attainable was five points.

Since the probability is 45% that the observed scores in Table 26 are due to chance, it is concluded that association with a particular college had no significant effect on individual perceptions of community development.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The descriptive part of this study accomplished the following:

1. A research instrument which measured perceptions of community development was designed, tested and used.

2. The community college personnel participating in the study were described as follows:

- (a) Categories of respondents.
- (b) Age of respondents.
- (c) Sex of respondents.
- (d) Respondents' time in their present community college position.
- (e) Additional time spent in association with the community colleges.
- (f) Extent of respondents' training in community development.
- (g) Nature of respondents' training in community development.
- (h) Respondents' experience in community development.
- (i) Respondents' self-assessed knowledge of community development.
- (j) College staff members' time devoted to community development.
- (k) Respondents' positions on six community development issues and their reasons for same.
- (l) Additional issues suggested by respondents.

(m) Issues ranked by respondents.

Variables such as age, community development training, and reactions to issues are very useful because they make it possible to determine factors which may influence an individual's perceptions of community development. For this reason comparisons were made between these variables and the dependent variable, perceptions of community development (as described by the model used in this study). It should be noted that the higher the perception test score referred to below the closer perceptions of community development conformed to the model used in this study.

A comparison of the variables showed the following results:

1. Position in the college system had no significant effect on perception test scores of the respondents.
2. Age did not significantly affect perception test scores.
3. Sex was not a significant factor in determining perception test scores.
4. The time spent by respondents in their current positions did not significantly affect their perception test scores.
5. Perception test scores were not significantly affected by time spent with the colleges in addition to that spent in the respondents' present positions.
6. The extent of training in community development was found to be a significant factor in determining perceptions. Those with more training had higher test scores.
7. There was a significant relationship between a respondent's perception test scores and his self-assessed knowledge of community development.

8. The perception test scores of those taking diverse positions on Issue No. 1, Leadership, did not differ significantly.

9. The perception test scores of those taking diverse positions on Issue No. 2, Organization, did not differ significantly.

10. The perception test scores of those taking diverse positions on Issue No. 3, Evaluation, did not differ significantly.

11. Those who favoured a definite stand by the colleges on controversial issues had significantly higher test scores. (Issue No. 4)

12. Those disagreeing on Issue No. 5, Social Role, showed no significant difference in perception test scores.

13. Those disagreeing on Issue No. 6, Source of Authority, showed no significant difference in perceptions.

14. There was no significant difference in perception test scores among the twelve colleges studied.

Conclusions

The extent and nature of community development training varied considerably among Saskatchewan's community college personnel. A majority of program coordinators, other staff and board members reported less than fifty hours training while the largest number of principals and field representatives reported receiving more than one hundred hours training.

Data on the nature of training and topics studied showed the broad interpretation given to community development especially by the first three groups mentioned above. For example, nine program coordinators mentioned a university degree as the source of their training while only one of the principals and field representatives mentioned this. In

addition, many program coordinators, other staff and board members mentioned day-care, political science and physical education as the sources of their training.

A few of the respondents, mostly principals and field representatives, mentioned community development experiences which corresponded to parts of the definition supplied in this study. These included needs assessment, planning with community groups and employment for the handicapped. In contrast program coordinators, other staff and board members displayed a broader interpretation by listing membership in curling clubs, church work, and banking as the sources of their experience.

Confusion over the meaning of community development was also displayed when the respondents referred to the time they devoted to community development work. Twenty-five percent of the group failed to answer this question. Of those remaining some indicated that a small portion of their time was devoted to community development while others thought that everything they did including recreational activities was community development.

This all encompassing perception of community development was held by many of those who took part in the study. Forty-six of those who favoured a single community college structure for both the organization of courses and community development (Issue No. 2) felt that these activities were identical.

As a group, the participants were split almost equally on Issue No. 1, which dealt with leadership. However, the majority of principals, field representatives, and board members felt the community college should emphasize working with existing leaders. This group felt the community colleges should take a conservative approach to community develop-

ment. It favoured strengthening existing leaders because they have the confidence of the people and expressed the fear that trying to develop new leaders might alienate communities.

The group that favoured development of new leaders looked on community development as a constantly changing process. The reasons for this stand included the belief that new leaders have innovative ideas and are better able to cope with changing times. It was also felt that existing leaders are too rigid to accept innovative ideas. Thus, this group looks on community development as a dynamic, rapidly changing process while the other group sees it as a slower, more deliberate movement.

The positions taken on evaluation of community college activity (Issue No. 3) also showed differences in interpretation of community development. Almost half of the participants favoured evaluation based on the number of courses offered. The main reason was their view of the community college as an educational institution. Thus, their interpretation of community development has led them to consider it less important than the group that felt the community college evaluation should be based on its innovative programs and its ability to meet all community needs.

This information reveals that, in general, principals and field representatives showed a clearer understanding of community development than program coordinators, other staff and board members.

There was a definite feeling of inadequacy among the respondents concerning their community development knowledge. Only five percent of the group classified themselves as very knowledgeable. Most of those who suggested additional issues referred to the need for further information. The program coordinators seemed to be most anxious to obtain

this information. Fifteen of the thirty-five issues suggested by them mentioned a need for further information.

Perceptions of the model of community development described in this study were not affected significantly by such individual differences as age, sex, time spent with the community college, community college position, and college of employment.

Training had a significant effect on the respondents' perception test scores. Because of it, community development is viewed in a more analytical manner. Therefore, respondents with higher levels of training will perceive more clearly the various elements of community development. For this reason, those who had more training also had higher mean scores on the test.

The participants in this study gave a realistic assessment of their community development knowledge as it is described in the model. The statistical analysis showed that those rating themselves as more knowledgeable also scored higher in the perceptions test. The difference in scores was found to be statistically significant.

The statistical analysis failed to detect any significant differences in the perception test scores of those taking different positions on all issues except that dealing with community college policy on controversial matters (Issue No. 4). A larger majority of respondents felt the colleges should make all sides of such issues known. Their most frequently mentioned reasons referred to the people's right to make their own decisions, the community colleges' obligation to serve all people and also their duty to remain objective. On the other hand the small group that felt the colleges should take a definite stand on these issues believed that they have the expertise to do so and should take a

stand in order to develop a strong image.

This latter group scored significantly higher on the perceptions test; that is, the group favouring a definite stand by the colleges on controversial issues had significantly clearer perceptions of community development as it is described in this study. Their higher scores and the reasons given for their stand show that their training and past experience have caused them to view the colleges' community development role as a more dominant one.

However, it may also be concluded that the community colleges will assume a neutral role on such matters since this was favoured by the group responsible for policy, i.e., principals and board members.

Recommendations

This study has shown that Saskatchewan's community college personnel have diverse perceptions of community development. Furthermore, only five percent consider themselves to be very knowledgeable in this area. These findings indicate that the community colleges must make certain changes if they hope to improve their community development performance. The following recommendations concern these changes.

1. The community colleges should clarify their commitment to community development. Only those institutions with a clear commitment to community problem-solving can hope to communicate to their personnel a proper understanding of what is expected. Community college personnel who took part in this study displayed a distinct lack of understanding of community development and the role it should play within the system. However, they also showed interest in acquiring the necessary information.

One method of clarifying this commitment would be paying close

attention to the recommendations of the Study Group appointed by the C.I.U.E. committee to examine the community development roles of Saskatchewan's Public Educational Institutions. Of special importance is the developmental role (1980:75-76) suggested for community colleges. This included consultative services in planning and implementing development projects, helping communities determine the need for development activities, and assisting in the evaluation of these projects.

2. Once the commitment to community development is clarified, the community colleges should turn their attention to the development of a comprehensive guide to community development. This should specify the roles of those involved and provide a basis for program assessment.

The criterion-based model used in this study could provide the foundation for such a guide. As Chapter 3 shows, the elements of this model are generally accepted by those who have an extensive knowledge of community development. It was developed with Saskatchewan Community Colleges in mind. In addition, the C.I.U.E. Study Group which helped develop it and also used it to assess community development projects, recommended that it be used by the community colleges (1980:70).

Finally, the need for such a model was demonstrated in this study. A large number of the respondents confused community development with many other activities. The lack of consensus on the issues and the reasons given for the stands taken showed that many considered a large part of their work in continuing education to be community development. Thus, the need for a community development plan is apparent.

3. Both the quantity and quality of training opportunities in community development should be improved. Community college personnel would then understand better and participate more effectively in com-

munity development projects. This study showed training to be a significant factor in determining community development perceptions. It also demonstrated the variety of interpretations given to community development. Finally, it revealed that only five percent of the respondents considered themselves to be very knowledgeable in community development and that the perceptions of this group were clearer than the others. This indicated that the self-assessment was realistic.

All community college personnel should have a general knowledge of community development. In addition, since the five groups examined in this study have different functions within the community college system, the type of training they receive should be based on the nature of their work. The following recommendations refer to specific training for each of these groups.

Field Representatives are responsible for facilitating communication between the community colleges and the Department of Continuing Education. Their duties also include budget reviews, staff establishments, recruiting and orienting board members and in-service training. Their replies to questions on the nature of their training and experience as well as their stands on the issues showed that, while they had a tendency to be conservative, they had a better general understanding of community development than some of the other groups.

However, their specific duties require that they learn more about the financial aspects of community development, especially external financing, since they are responsible for reviewing the colleges' budget and may be in a position to recommend government funding for development. They should also understand how both internal and external resources, factual information, and learning opportunities can be useful in com-

munity development because of their role in maintaining communications with Government Departments.

Their role in the orientation of board members and in-service training requires that they understand the value of leadership and community organizations in development. They can then assure that boards and staff are aware of the importance of leadership development and working with local organizations on community programs.

Thus, training programs for field representatives should put more emphasis on input criteria two and three, process criteria five and six and output criterion three (See Appendix A).

Principals are responsible for creating a climate in which college personnel can function effectively. They are also involved in planning and in the implementation of board-approved policy. While they displayed a greater understanding of community development than the other groups, they also tended to be conservative and to prefer that the college's development role remain as neutral as possible.

Although their positions require a good general knowledge of community development, a training program should be initiated which will give them special assistance in their roles as community college leaders. It should stress the benefits of participation by the people so that the tendency to dominate the decision-making process will be controlled. It should also emphasize the need to consider the whole community and both short and long-term effects when development is being contemplated. This will help them in their policy planning and in recommending community development activity to the board.

A training program should also convince the principals that the impact of development on the people is most important. This will lessen

the tendency to look on more visible programming as being more valuable. Just as important is the need to convince them that participants in community development should increase their ability to solve community problems. They should consider it a sign of success if, in future, these people continue to solve their problems without the aid of the college.

It is therefore, recommended that training programs for principals emphasize process criteria one, two and three as well as output criteria one and five of the community development model.

Program Coordinators work with the communities in determining needs and in establishing programs to suit them. They are in closer contact with communities than any of the other groups. However, this study has shown that their understanding of community development is not as clear as some of the others. Despite this they did show a desire to learn.

If the community colleges do not hire specialized community development workers the program coordinators are the logical choice to carry out this work when needed. For this reason their training should provide them with a good general knowledge of the community development model. They should know how to initiate development with the help of community leaders and how to encourage optimal participation of those affected. They should also understand the value of factual information and community organizational structures as tools in the facilitation of development. Above all they should understand the role of the community development worker who is there to help with, rather than direct development processes.

This means that training programs for program coordinators

should stress the importance of input criteria one and four, process criteria one, four and five and output criterion two while assuring that a good general knowledge of community development is obtained.

Other Staff includes information officers, secretary-treasurers, and special program coordinators. As a group their knowledge of community development was similiar to that of the program coordinators. Their special duties dictate that emphasis in training programs be placed on different parts of the community development model.

In addition to a good general knowledge of community development for information officers, emphasis should be placed on the value of information and learning oportunites for those involved in development. This would be valuable because they are responsible for providing both the board and the public with information on college activities. It would enable them to demonstrate that community development requires more than action programs. It also requires a knowledge of how best to pursue them. Thus, process criteria four and six should be emphasized in their training program.

The secretary-treasurers' major concern is the financial resources of the colleges. They should be informed of the role such resources can play in community development. Because of the unpredictibility of community development the importance of flexible budgeting should also be stressed. Training for secretary-treasurers should, therefore, emphasize input criteria two and three.

The main responsibilities of special program coordinators are occupational training and non-registered Indian and Metis programming. Since these programs often assist the less fortunate in society this group of college personnel should understand the importance of maintaining

the social and economic dimensions of development in relative balance. They should be convinced that the impact of development on the people is more important than its physical benefits. Finally, their training should enable them to ensure that opportunities and resources are shared fairly in the community. Thus, training programs which emphasize output criteria one, two and four of the developmental model will show this group how development can assist all people, especially those who require it most.

Because of the Board Members' responsibility for policy within the college region it is very important that they possess a good general knowledge of community development. They also hire and prescribe the duties of staff, act as financial trustees and set program priorities.

As this study showed, the board members did not understand community development as well as some of the other groups studied. A large majority reported little or no training in community development. In addition, they seemed less concerned about its role in the college system and displayed a tendency to favour a neutral role for the colleges in the development process.

For these reasons the orientation programs of board members should provide a general explanation of community development and its benefits for communities. This and other training programs should stress the aspects of the model which will assist this group most. First, because they hire staff and prescribe their duties, they should be aware of the qualities required in a good development worker. Second, their responsibility for directing college programming dictates that they be trained to take an overall view of community development with respect to both the time aspect and its benefits to the community. They

should also understand the role of a community's organizational structure and local leadership in development. Third, their duties as financial trustees require that they understand the importance of both internal and external resources in the development process. Fourth, policy making and program planning suggest that the political aspect should be considered. Thus, recommendations of the C.I.U.E. Study Group (1980:74) should be considered.

Therefore, many of the criteria in the community development model should be considered in training programs for board members. Special attention should be given to input criteria two, three, and four, process criteria two, three and five and output criterion three.

Since community college personnel work in close association, a training program such as that suggested above, which stresses various parts of the model for different groups, would result in the skills of one person complementing those of the others. At the same time, each person would receive the specialized knowledge most important for his or her position.

4. The instrument developed in this study or one similar to it should be used to obtain additional information on perceptions of community development. In addition to community college personnel other groups such as local contact committees and personnel of the Departments of Continuing Education, Social Services and Culture and Youth should be studied.

The local contact committees make many of the program decisions in their communities. Community college staff work in close association with other government bodies especially concerning educational, social and recreational programs, all of which can affect community development.

Finally, various industries exert considerable influence in this area. It is, therefore, important to learn how the personnel responsible for these organizations perceive community development.

REFERENCES CITED

REFERENCES CITED

- Andrews, W. H., "A Case Study of Rural Community Development and Leadership". Ohio Agricultural Experiment Station, Research Bulletin 808, 1958.
- Baker, H. R., "Community Program Planning." Saskatoon Center for Community Studies, 1962, 24P.
- _____, "Teaching Adults in the Context of Community Development." Saskatoon. Extension Division, University of Saskatchewan. Bulletin No. 273C, 1977, 6P.
- _____, (Ed.), "The Role of Adult Education Agencies in Rural Economic Development." Saskatoon, Extension Division, University of Saskatchewan. Publication No. 375, 1977, 32P.
- Baker, W. B., "A Prospectus on the Role of Organizations and Interest Groups in Urban Community Development." Unpublished paper, Winnipeg, 1962.
- Batten, T. R., The Human Factor in Community Work. London: Oxford University Press, 1967.
- Bennis, W. G., Benne, K. D., and Chin, R., The Planning of Change. New York: Holt, Rinehart, and Winston, Inc., 1961.
- _____, The Planning of Change. New York: Holt, Rinehart and Winston, Inc., 1969.
- Biddle, W. W., and Biddle, L. J., The Community Development Process. New York: Holt, Rinehart, and Winston, Inc., 1965.
- Bonjean, C. M., Clark, T. N., and Lineberry, R. L., (Eds.) Community Practices: A Behavioral Approach. New York: The Free Press, 1971.
- Bosette, R. A., "The Process of Perception and the Administrator," The Canadian Administrator, Vol. 12, No. 8. (May, 1973)
- Brokensha, D., and Hodge, P., Community Development: An Interpretation. San Francisco: Chandler Publishing Co., 1969.
- Canadian Council on Rural Development., "Some Major Problems in Regional Development: Second Report and Review." Ottawa, 1968, 78P
- Cary, L. J., (Ed.) Community Development as a Process. Columbia: University of Missouri Press, 1970.
- Chapman, H., "Saskatchewan's Community College System", Saskatoon Region Community College, 1977, 36P.
- Cohen, A. M., A Constant Variable. San Francisco: Jossey-Boss Inc., 1971.

- Combs, A. W., Richards, A. C., and Richards, F., Perceptual Psychology: A Humanistic Approach to the Study of Persons. New York: Harper and Row, 1971.
- Cox, F. M., Erlich, J. L., (Eds.) Strategies of Community Organization. Itasca, Illinois: Peacock Publishers, 1974.
- Cummiskey, J. K., "Organization of Community Services in the Junior Colleges," Convergence, Vol. 4, No. 3. (July-September 1971) 63-71.
- Dodwell, P. O., (Eds.) Perceptual Learning and Adaptation. Baltimore: Penguin Books, 1970.
- Draper, J. A. (Ed.) Citizen Participation: Canada. Toronto: New Press, 1971.
- Drever, J., A Dictionary of Psychology. Aylesbury, Bucks, Great Britain: Hazel, Watson and Viney Ltd., 1971.
- Farrell, G. M., Melin, J. P., Stacey, G. R., "Involvement: A Saskatchewan Perspective", Department of Environment, Government of Saskatchewan, 1975.
- Fields, R. R., "Community Colleges in Pennsylvania: A Report of the State Board of Education," Harrisburg, 1965.
- Forgus, R. H., Perception. New York: McGraw-Hill Inc., 1966.
- Franklin, R., Patterns of Community Development. Washington: Public Affairs Press, 1966.
- Gafer, M., "Community Colleges: Challenge and Response," School Progress, Vol. 40, No. 7, (July 1971) 9-14.
- Gleazer, E. J., This is the Community College. Boston: Houghton Mifflin Co., 1968.
- Goodenough, W. H., Cooperation in Change. New York: Russell Sage Foundation, 1963.
- Government of Saskatchewan, Report of the Rural Development Advisory Group. J. H. Archer (Chairman) 1976.
- Harlacher, E. L., The Community Deminsion of the Community College. New Jersey: Prentice-Hall Inc., 1969.
- Inter-American Development Bank, Community Development Theory and Practice. Mexico City, 1966.
- Laidlaw, A. F., (Ed.) The Man From Margaree. Toronto: McClelland and Stewart Ltd., 1971.
- Landsburg, D. L., "Community College Community Services: Rhetoric or Reality?", Adult Leader, Vol. 22, No. 6 (December, 1973) 201-4.

- Larsen, V. W., "The Self-Survey in Saskatchewan Communities." Center For Community Studies, Saskatoon, Saskatchewan, 1962. 20P.
- Littrell, D. W., "The Theory and Practice of Community Development." Columbia: University of Missouri, Extension Division, 1970.
- Long, H. B., Anderson, R. C., and Blubaugh, J. A., (Eds.) "Approaches to Community Development." National University Extension Association and the American College Testing Program, 1973, 86P.
- Michael, D. N., On Learning to Plan and Planning to Learn. Washington: Jossey-Boss Publishers, 1973.
- Morris, D. and Hess, K., Neighbourhood Power: The New Localism. Boston: Beacon Press, 1975.
- National Association of Social Workers, "Community Development and Community Organization: An International Workshop," New York, 1961.
- Palinchak, R., The Evolution of the Community College. Metuchen: The Scarecrow Press, 1973.
- Park, Y., Junior College Faculty: Their Values and Perceptions. Washington: American Association of Junior Colleges, 1971.
- Pearce, S., "Citizen Participation in the Community College", unpublished Masters Thesis, University of Alberta, Edmonton, 1972.
- Reiderer, L. A., "Saskatchewan Community Colleges: A New Service Aimed at Restoration of the Community," Canadian Vocational Journal. Vol. 9, No. 1 (Winter, 1974) 25-26.
- Rosenbloom, R. S., and Morris, R., (Eds.) Social Innovation in the City: New Enterprises for Community Development. Cambridge: Howard University Press, 1969.
- Sanders, I. T., "Theories of Community Development," Rural Sociology, Vol. 23, No. 3, (March, 1958).
- Saskatchewan Department of Continuing Education, Community Development Submissions From Saskatchewan's Community Colleges. By A. W. Walker.. Colleges Branch, 1978.
- _____, "Harper Committee Report on Community College Development," Rev. R. Harper (Chairman) 1975.
- _____, "Report of the Minister's Advisory Committee on Community Colleges," R. Faris (Chairman) 1972.
- _____, "Saskatchewan Community Colleges", unpublished paper, 1976, 7P.
- Saskatchewan Legislative Assembly, An Act Respecting Community Colleges, Regina: 1976.
- Saskatchewan Ministry of Education. The Community College's Regulations. Regina: 1976

- Schler, D. J., "Experimentation on Community Processes: A Paper presented to the Midwest Sociological Society", University of Missouri, 1962.
- Scissons, E. H., "The Future of an Illusion", Views, (June, 1977) 24-31.
- Seers, D., "A Way of Looking at Change-The Field Forces", The Journal of Development Studies, Vol. 8, No. 3, (April 1972) 22-29.
- Shaw, J. H., Community Development and Adult Education in North American (A Report on a Tour of Study Made Between August and November, 1961), Department of Adult Education, University of New England, Armidale, Australia, 1961.
- Sorenson, H., Malm, M., and Forehand, G. A., Psychology For Living. New York: McGraw-Hill Ltd., 1971.
- South East Community College, Annual Report, Weyburn, 1975, 10P.
- Speigel, H. B., Citizen Participation in Urban Development. Washington: National Educational Association, 1968.
- Stensland, P., "Community and Development." Center For Community Studies, Saskatoon, 1962, 24P.
- Teevan, R. C., and Birney, R. C., Readings for Introductory Psychology. New York: Harcourt, Bruce, and World Inc., 1965.
- The Community Development Handbook. Study Conference on Community Development held at Hartwell House, London: Her Majesty's Stationary House, 1960.
- "The Role of Saskatchewan's Public Educational Institutions in Development", Study Group Report to the Colleges, Institutes and University Extension (C.I.U.E.) Committee, January, 1980, 94P.
- "The Western Canada Community Leadership Laboratory", unpublished paper, Banff, Alberta, September, 1971.
- Thompson, R., People Do It All The Time. The Ministry of State For Urban Affairs, 1976.
- "Towards the Learning Community: Report of the British Columbia Department of Education, Resources and Development Division, Task Force on the Community College in British Columbia", Victoria: Queen's Printer, (August, 1974) 52P.
- University of Missouri, "International Consultation on Community Development, Education and Training: Proceedings," Department of Regional and Community Affairs, 1973, 78P.

Warren, R. L., Social Change and Human Purpose: Toward Understanding and Action. Chicago: Rand McNally College Publishing Co., 1977.

_____, Truth, Love, and Social Change.
Chicago: Rand McNally & Co., 1971.

Whitelock, D. A., (Ed.) International Seminar on Community Development: Report on the Proceedings. University Extension, University of New England, Armidale, Australia, 1964.

Wiersma, W., Research Methods in Education: An Introduction.
Itasca: Peacock Publishers Inc., 1975.

Young, R. B., "Identity Crisis of the Community College,"
Journal of Higher Education, Vol. 48 (May-June, 1977),
333-342.

APPENDIX A

A Criterion - Based Community Development Model

APPENDIX A

A Criterion - Based Community Development Model

Input Criterion 1

A nucleus of individuals initiated leadership in getting the community involved in development efforts.

- 1(A) A few interested people from the community should initiate community involvement in development efforts.
- 1(B) The efforts of the majority of citizens is necessary in order to successfully initiate community involvement in development efforts.

Input Criterion 2

Community or internal resources (human, physical and financial) are used to the fullest extent possible.

- 1(A) Development should encourage the fullest possible use of a community's resources, eg. human, physical and financial.
- 1(B) A community should take full advantage of outside resources eg. human, physical and financial, before it commits its own to development.

Input Criterion 3

Individuals and groups have access to external resources (human, physical and financial) from government and non-government sources, when they are needed to supplement local resources.

- 1(A) Resources, eg. specialists, funds and materials from outside the community should be used in assisting development when local resources are inadequate.
- 1(B) Resources from outside the community, such as experts, funds and materials, should be considered essential to all development projects.
- 2(A) Community resources should be used by those responsible for development in the community, supplemented when necessary, by federal and provincial government resources.
- 2(B) Federal and provincial government resources should be used by those responsible for development in the community, supplemented when necessary, by community resources.

- 3(A) Community resources should be used by those responsible for development supplemented when necessary by non-government resources, eg. business and voluntary.
- 3(B) Non-government resources, eg. business and voluntary, from outside the community should be used by those responsible for development in the community, supplemented when necessary, by community resources.

Input Criterion 4

A competent community development worker, whose activities are guided by the people affected, is available frequently enough and for a sufficient period of time to adequately facilitate development.

- 1(A) The competence of the community development worker in helping local people with development is determined by his training.
- 1(B) The competence of the community development worker in helping local people with development is determined almost entirely by his or her native ability to get along with people.
- 2(A) A community development worker should be prepared to accept the guidance of the people affected by development.
- 2(B) A community development worker should be prepared to plan and carry out projects on behalf of the community.
- 3(A) A community development worker should be available to help the community with its development projects.
- 3(B) A community development worker's most important contribution to development should be helping the community to accept and adopt the plans of specialists.

Process Criterion 1 (Criterion No. 5, over-all)

There is optimal participation by the people to be affected in both planning and implementation of development projects.

- 1(A) Those who might be affected by development planning should be encouraged to participate in it.
- 1(B) Development planning is best carried out by specialists.
- 2(A) People who might be affected by development should be encouraged to participate in the implementation of community development plans.
- 2(B) The implementation of development plans is best carried out by specialists.

Process Criterion 2 (Criterion No. 6, over-all)

Development efforts are undertaken with an wholistic view and the well-being of the total community in mind.

- 1(A1) A project undertaken by a special interest group in the community, eg. a service club, should be coordinated with the project planning of other special-interest groups.
- 1(A2) It is appropriate for special interest groups, eg. service clubs, to plan projects independently, but the effect of the project on the total community should be kept in mind.
- 1(B) The development of the total community can be achieved most effectively when special interest groups, eg. service clubs, can plan and act without being expected to coordinate their efforts.

Process Criterion 3 (Criterion No. 7, over-all)

Both the short and long-term effects of developmental change are considered.

- 1(A) Development planning in the community should be influenced by both the short-term and long-term effects of developmental change.
- 1(B) The planning of many projects requires only consideration of their short-term effects.

Process Criterion 4 (Criterion No. 8, over-all)

Factual information is used to accurately identify and describe problems or issues as a base from which alternative plans of action may be determined.

- 1(A) Factual information, such as provided by good research, is necessary in planning development projects.
- 1(B) Community people involved in development should have sufficient experience to determine alternate plans of action, without searching for factual information.

Process Criterion 5 (Criterion No. 9, over-all)

The community organization structure serves to optimize coordinated planning and action, the contributions of special interest groups and of local government.

- 1(A) In communities where coordination of development planning and action is lacking, a formal organization that represents community groups and interests should be established for that purpose.

- 1(B) In communities where there are diverse groups and interests coordinated planning and action is unnecessary to achieve development.

Process Criterion 6 (Criterion No. 10, over-all)

Individuals and groups have ready access to both formal and non-formal learning opportunities to supplement their practical experience.

- 1(A) In addition to their practical experience, people involved in development should have access to continuous learning opportunities, eg. short course and workshops, designed to increase their understanding and skill.
- 1(B) The practical experience attained by people involved in development provides adequate understanding and skill for the effective completion of development projects.

Output Criterion 1 (Criterion No. 11, over-all)

The social and economic dimensions of development are maintained in relative balance.

- 1(A) Improvements in the social and economic conditions of the people are considered to be of equal importance in development.
- 1(B1) An improvement in the economic conditions of the people must always take place before social conditions can be improved.
- 1(B2) An improvement in the social conditions of the people must take place before economic conditions can be improved.

Output Criterion 2 (Criterion No. 12, over-all)

The impact of development on the people takes precedence over the impact on the physical or material aspects.

- 1(A) In development, the effect on the people should be considered more important than modernizing the community and increasing its affluence.
- 1(B) In development, modernizing the community and increasing its affluence should be considered more important than the resulting effect on the people.

Output Criterion 3 (Criterion No. 13, over-all)

The number and quality of leaders in the community is increased.

- 1(A) Community development experience should result in an increased number of individuals who can effectively perform leadership roles in the community.
- 1(B) The availability of competent community development workers often results in a decreased number of individuals who can effectively perform leadership roles in the community.

Output Criterion 4 (Criterion No. 14, over-all)

Opportunities and resources in the community are shared fairly among individuals and groups.

- 1(A) Development should result in disadvantaged groups achieving a fair share of those opportunities and resources that the community has to offer.
- 1(B) Opportunities and resources can more effectively develop a better community if they are made available to the more capable and advantaged people.

Output Criterion 5 (Criterion No. 15, over-all)

Participating individuals and groups increase their competencies in dealing effectively with problems and opportunities.

- 1(A) Participation in community development is a most desirable means for people to learn to deal effectively with community problems and opportunities.
- 1(B) There are more desirable ways for people to learn to deal effectively with community problems and opportunities than through participation in community development.

APPENDIX B

The Instrument Used to Collect Data; Correspondence with
Principals and Respondents

Personal Information

1. Name of your community college _____

2. (A) Your position in the community college: (check one)

Principal _____

Field representative _____

Program coordinator _____

Board member _____

Other (please specify) _____

(B) Years in this position:(check one)

less than one year _____

one to three years _____

more than three years _____

(C) Total period of time you have spent with the community colleges in Saskatchewan in addition to the time indicated in 2(B) above: (check one)

less than one year _____

one to three years _____

more than three years _____

3. If a college staff member, please indicate the percentage of your time which is devoted to community development.

_____ %

4. Sex: Male _____

Female _____

5. Age: under 30 years _____

30 to 50 years _____

over 50 years _____

6. (A) How much training do you have in community development (such as short courses, seminars, university courses, etc.)? (check one)

- no training _____
- less than 10 hours _____
- 10 to 50 hours _____
- 51 to 100 hours _____
- more than 100 hours _____

(B) The nature of your training:

(check)

(please specify topics studied)

- Seminars _____ _____
- Short courses _____ _____
- In-service workshops _____ _____
- University courses _____ _____
- University degree _____ _____

7. Experience in community development:

(A) Nature of experience: _____

(B) Where obtained: _____

(C) Time spent in this work: _____

8. How knowledgeable do you feel you are in community development? (check one)

- very knowledgeable _____
- fairly knowledgeable _____
- very little knowlegde _____

SECTION II

Issues in Community Development

The mandate of the community colleges calls for a role in community development. Community development assumes some improvement in the living conditions of community citizens.

At the present time there are several issues relating to the ability of the community colleges to carry out their mandate in community development. Below we have listed some of these issues.

For each issue, select the side that you support most strongly and place a check mark in the box beside it. For some issues it may be easy for you to decide where you stand. On other issues you may have more difficulty choosing between the two sides. However, you'll find that one side will be more attractive to you than the other.

Issue 1 - Leadership

check one

(A) Should the community college emphasize working with existing leaders in the community?

or (B) Should the community college emphasize a training program to develop new leaders?

Reasons for your stand on this issue:

- 1. _____

- 2. _____

- 3. _____

Issue 2 - Organization

check one

(A) Should the community college have a single structure capable of dealing with both the organization of courses and community development?

or (B) Should the college have a separate organizational unit for community development with its own budget and specialized staff?

Reasons for your stand on this issue:

- 1. _____

- 2. _____

- 3. _____

Issue 3 - Evaluation

(A) Should the provincial government's financial grant to the community colleges be based primarily on the number of courses offered and the number of people who register for them?

or (B) Should the financial grant be based primarily on the extent of staff participation in informal community development projects?

Reasons for your stand on this issue:

- 1. _____

- 2. _____

- 3. _____

Issue 4 - Education versus Advocacy

check one

(A) Should the community college confine its role in community development to making sure that all sides of a controversial issue are understood by the community?

or (B) Should the community college take a definite stand on a controversial issue and work with those in the community who support that stand?

Reasons for your stand on this issue:

- 1. _____

- 2. _____

- 3. _____

Issue 5 - Social Role

(A) Should the community college take the initiative to get disadvantaged people involved in community development to improve their living conditions?

or (B) Should the college work with those more advantaged groups in the community who usually want to get involved in community development?

Reasons for your stand on this issue:

- 1. _____

- 2. _____

- 3. _____

Issue 6 - Source of Authority

check one

(A) Should the community college's approach to community development be determined primarily by its board?

or (B) Should the college's approach to community development be determined primarily by the provincial government?

Reasons for your stand on this issue:

1. _____

2. _____

3. _____

Are there any other issues which you feel the community colleges are facing in relation to their community development role?

yes _____ (describe below)

no _____

Issue 7

Issue 8

Issue 9

Now go back over the issues we listed and any that you suggested and please rank them in the order of their importance to your community college. (In the table below write the number of the most important issue opposite 1st, 2nd, 3rd, and so on.)

<u>Rank</u>	<u>Issue number</u>
1st (most important)	_____
2nd	_____
3rd	_____
4th	_____
5th	_____
6th	_____
7th	_____
8th	_____
9th (least important)	_____

Statements on Community DevelopmentInstructions:

Please read carefully the following statements and enter in the blank beside each one a number from one to five according to the scale below. The number you enter should indicate the extent to which you agree or disagree with each statement as one which you feel represents one of the conditions for successful community development.

Note: You will find some apparent repetition between some of the statements. However, through careful reading you will find that each statement is different.

Scale:

1 - Agree strongly
2 - Agree
3 - Undecided
4 - Disagree
5 - Disagree strongly

Example:

1 Specialists from both public and private agencies should assist in development projects.

The number 1 indicates strong agreement with this statement as a description of one of the conditions for successful community development.

-
- People who might be affected by development should be encouraged to participate in the implementation of community development plans.
 - A community development worker's most important contribution to development should be helping the community to accept and adopt the plans of specialists.
 - Opportunities and resources can more effectively develop a better community if they are made available to the more capable and advantaged people.
 - The competence of the community development worker in helping local people with development is determined almost entirely by his or her native ability to get along with people.
 - Development should encourage the fullest possible use of a community's resources, eg., human, physical, and financial.
 - The implementation of development plans is best carried out by specialists.
 - Community people involved in development should have sufficient experience to determine alternate plans of action, without searching for factual information.

- 1 - Agree strongly
- 2 - Agree
- 3 - Undecided
- 4 - Disagree
- 5 - Disagree strongly

- 8. _____ Participation in community development is a most desirable means for people to learn to deal effectively with community problems and opportunities.
- 9. _____ An improvement in the social conditions of the people must take place before economic conditions can be improved.
- 10. _____ Factual information, such as provided by good research, is necessary in planning development projects.
- 11. _____ Community resources should be used by those responsible for development supplemented when necessary by non-government resources, eg., business and voluntary.
- 12. _____ Community development experience should result in an increased number of individuals who can effectively perform leadership roles in the community.
- 13. _____ An improvement in the economic conditions of the people must always take place before social conditions can be improved.
- 14. _____ The practical experience attained by people involved in development provides adequate understanding and skill for the effective completion of development projects.
- 15. _____ It is appropriate for special interest groups, eg., service clubs, to plan projects independently, but the effect of the project on the total community should be kept in mind.
- 16. _____ Resources from outside the community, such as experts, funds and materials should be considered essential to all development projects.
- 17. _____ In communities where there are diverse groups and interests, coordinated planning and action is unnecessary to achieve development.
- 18. _____ Development planning is best carried out by specialists.
- 19. _____ In development, modernizing the community and increasing its affluence should be considered more important than the resulting effect on people.
- 20. _____ A community development worker should be prepared to accept the guidance of the people affected by development.
- 21. _____ In addition to their practical experience, people involved in development should have access to continuous learning opportunities, eg., short courses and workshops, designed to increase their understanding and skill.

- 1 - Agree strongly
- 2 - Agree
- 3 - Undecided
- 4 - Disagree
- 5 - Disagree strongly

- 22. ___ The availability of competent community development workers often results in a decreased number of individuals who can effectively perform leadership roles in the community.
- 23. ___ Community resources should be used by those responsible for development in the community, supplemented when necessary, by federal and provincial government resources.
- 24. ___ Resources, eg. specialists, funds and materials, from outside the community should be used in assisting development when local resources are inadequate.
- 25. ___ Development should result in disadvantaged groups achieving a fair share of those opportunities and resources that the community has to offer.
- 26. ___ Non-government resources, eg., business and voluntary, from outside the community should be used by those responsible for development in the community, supplemented when necessary, by community resources.
- 27. ___ Federal and provincial government resources should be used by those responsible for development in the community, supplemented when necessary, by community resources.
- 28. ___ The competence of the community development worker in helping local people with development is determined by his training.
- 29. ___ Those who might be affected by development planning should be encouraged to participate in it.
- 30. ___ A few interested people from the community can successfully initiate community involvement in development efforts.
- 31. ___ The development of the total community can be achieved most effectively when special interest groups, eg., service clubs, can plan and act without being expected to coordinate their efforts.
- 32. ___ Development planning in the community should be influenced by both the short-term and long-term effects of developmental change.
- 33. ___ Improvements in the social and economic conditions of the people are considered to be of equal importance in development.
- 34. ___ A project undertaken by a special-interest group in the community, eg., a service club, should be coordinated with the project planning of other special-interest groups.
- 35. ___ A community development worker should be available to help the community with its development projects.

- 1 - Agree strongly
- 2 - Agree
- 3 - Undecided
- 4 - Disagree
- 5 - Disagree strongly

- 36. _____ A community should take full advantage of outside resources, eg., human, physical, and financial, before it commits its own to development.
- 37. _____ In development, the effect on people should be considered more important than modernizing the community and increasing its affluence.
- 38. _____ A community development worker should be prepared to plan and carry out projects on behalf of the community.
- 39. _____ The efforts of the majority of citizens is necessary in order to successfully initiate community involvement in development efforts.
- 40. _____ The planning of many projects requires only consideration of their short-term effects.
- 41. _____ There are more desirable ways for people to learn to deal effectively with community problems and opportunities than through participation in community development.
- 42. _____ In communities where coordination of development planning and action is lacking, a formal organization that represents community groups and interests should be established for that purpose.

Please return before _____

TO: John MacLellan
834 University Drive
Saskatoon, Saskatchewan
S7N 0J6

Letter to Principals Regarding Itinerary

September 25, 1978

You already know of my association with the committee appointed by C.I.U.E and chaired by Dr. Harold Baker, which is examining the role of the Province's educational institutions in community development. This letter will explain the contribution I hope to make and how you can help me.

I am attempting to determine how those associated with the community colleges view community development. The results of this study should give your committee some of the data it requires to provide you with a comprehensive report.

We have developed criteria which define specifically many of the variables constituting community development. The main part of the questionnaire consists of statements based on the criteria, and those taking part in the study will be asked to react to them. They will also be asked for their opinions on key issues relating to the community college's role in community development.

The following personnel will be asked to cooperate in this study: the chairperson and members of each college board, the principal, field representative, program coordinators, staff members designated as community development workers, and a 20% sample of the local contact committee personnel.

I plan to visit each college to explain the questionnaire and receive any information you feel will improve my report. A tentative itinerary has been enclosed. If this is unsuitable as far as your college is concerned, it would help me greatly if we could agree on another day during the week I will be in your area. I would also appreciate having as many as possible of your staff fill out the questionnaire at the time of my visit.

Page 2
September 25, 1978

Finally, you can help me in the following ways: First, I would appreciate receiving by October 4 your views on what you believe to be the three most important community development issues facing the community colleges. Secondly, please send me a list of the above mentioned personnel and also the names and, if possible, addresses of personnel who were formerly associated with your college, especially those who are now living in the Saskatoon area. The latter group will be asked to help pre-test the questionnaire. Thirdly, please tell me if the day chosen for the visit to your college is suitable and also state the time you prefer. Lastly, please encourage your staff to attend the meeting and complete the questionnaire. It would also be helpful if the chairperson of the college board could be present.

In closing, may I express my sincere thanks for any assistance you are able to give me.

Yours truly

John MacLellan
834 University Drive
Saskatoon, Saskatchewan
S7N 0J6
Phone: 652-8621

JM/djl

Enclosures.

COMMUNITY DEVELOPMENT ISSUES

(Issues requested of Principals in letter dated September 25th, 1978,
See page 148)

ITINERARY (Visits to Community Colleges)

Colleges in Prince Albert Area	- Week October 16 - 20
Colleges in Saskatoon Area	- Week October 23 - 27
Colleges in Regina Area	- Week October 30 - November 3

Visits to Individual Colleges

October 16	- Prince Albert (Natonum)
October 17	- Beauval (West Side)
October 19	- LaRonge (LaRonge Region)
October 20	- Nipawin (Cumberland)
October 23	- Saskatoon (Saskatoon Region)
October 24	- Biggar (Prairie West)
October 25	- Humboldt (Carlton Trail)
October 26	- North Battleford (Mistikwa)
October 30	- Regina (Regina Plains)
October 31	- Melville (Parkland)
November 1	- Weyburn (South East Region)
November 2	- Moose Jaw (Coteau Range)
November 3	- Swift Current (Cypress Hills)

Letter to Potential Respondents Explaining Questionnaire

John McLellan
834 University Drive
Saskatoon, Saskatchewan
S7N 0J6

I am working with the committee of Colleges, Institutes and University Extension, which is examining the role of the Province's Community Colleges in community development. More specifically, I am attempting to determine how those associated with community colleges view community development. Your answers to the enclosed questionnaire will help me do this.

The questionnaire is divided into three parts:

Part I requests some personal information.

Part II asks for your opinion on some issues concerning the community college's role in community development.

Part III asks you to react to some statements which provide a description of community development. Please read them carefully because you will find some apparent repetition between some of the statements. However, the intent is to determine as clearly as possible your views on community development.

It is very important that I know how you feel about the community college's role in community development because the views of those associated with an institution such as the colleges affect their policy in a major way.

Please answer the questionnaire and return it in the self-addressed envelope provided before _____.

Thank you very much for your help.

Yours truly,

John McLellan
Phone: 652-8621

P.S. Each community college will be provided with a summary of this study's findings.

Letter to Potential Respondents (second mailing of Questionnaire)

Mr. John MacLellan
834 University Drive
Saskatoon, Saskatchewan
S7N 0J6
December 4, 1978

Dear Sir or Madame:

You have already recieved a copy of the enclosed questionnaire. If you have completed and return it, please accept my sincere thanks. To date, cooperation from most of those associated with the community colleges has been excellent.

If, for some reason, you forgot to fill out the earlier copy, I ask that you complete this one and return it in the enclosed envelope.

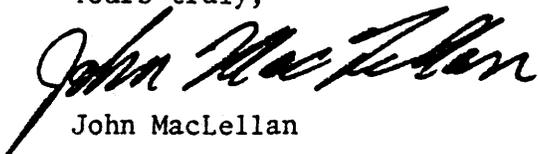
The purpose of the questionnaire is to obtain your views on the role of the community colleges in community development. Your opinions are valuable because of the important part you play in establishing college policy.

This information will be studied by a committee which will recommend guidelines for future college policy.

Please take the time to fill out the questionnaire because it will help the committee do a better job for your community colleges.

Please return it by December 15.

Yours truly,



John MacLellan

JM/djl

P.S. Each community college will receive a summary of this study's findings.

APPENDIX C

Letter to Experts on Content Validity

Letter to Experts on Content Validity

Dear Sir:

I am currently working on a Masters in Continuing Education and am attempting to develop a questionnaire which will test the perceptions of Saskatchewan's Community College personnel toward community development.

I am also working in association with the Colleges, Institute and University Extension (C.I.U.E.) Committee, headed by Dr. Harold Baker, which is examining the role of the Province's public educational institutions in community development. The data I collect will be studied by this committee and any appropriate portions included in its report.

Specific criteria have been developed, with the help of my thesis committee, which represent an ideal "approach" to community development. Statements based on these criteria were then developed; some supporting them, others giving a point of view which is slightly out of line with the concepts stated in the criteria. The enclosed document entitled "A Criterion-Based Community Development Model" lists the criteria and also the statements based on them.

The enclosed questionnaire format shows how respondents will be expected to react to the statements. They will not be shown the criteria.

Because of your expertise in community development, I would appreciate your assistance in validating this questionnaire. I have listed on a separate page the specific areas where your comments would be very useful.

Any assistance you are able to give me will be greatly appreciated.

Yours truly,

John MacLellan
834 University Drive
Saskatoon, Saskatchewan

APPENDIX D

Respondents' Training In
Community Development

Principals

<u>No.</u>	<u>Hours of Training</u>	<u>Nature of Training</u>	<u>Topic studied</u>
1.	less than 10	Seminars, in-service Workshops	Leadership, communication, group dynamics
2.	more than 100	University courses	Counseling, communications
3.	more than 100	University degree	Counseling, educational leadership, group dynamics
4.	less than 10	Seminars	
5.	None		
6.	more than 100	Seminars, University courses	Rural and urban community development; two adult education courses.
7.	51 to 100	Seminars, short courses, University courses	Social Services, Systems evaluation continuing education.
8.	more than 100	Seminars, in-service Workshops, University courses	Community development
9.	51 to 100	University courses	Community development courses in Adult Education Program
10.	51 to 100	Seminars, in-service Workshops	Human development
11.	More than 100	University courses	Courses as part of degree

Field Representatives

1.	10 to 50	Seminars	Community development
2.	more than 100	Seminars, in-service Workshops	Working with groups, conflict resolution, needs identification

<u>No.</u>	<u>Hours of Training</u>	<u>Nature of Training</u>	<u>Topic studied</u>
3.	less than 10	In-service Workshop	General discussion on community development
4.	10 to 50	University courses	
5.	10 to 50	Seminars, in-service Workshops	Community development
6.	more than 100	Seminars, in-service Workshops	Community needs identification, working with volunteer committees
7.	more than 100	Seminars, in-service Workshops, University courses	
8.	less than 10	Seminars	

Program Coordinators

1.	10 to 50	Seminars	Act of listening, day care training, pre-retirement pastoral care.
2.	more than 100	Seminars, in-service Workshops, short courses	leadership, communication, forces at work in the community, power structures, industrial relations
3.	more than 100	University degree	B. A. in Recreational Administration
4.	less than 10	Short courses, University courses	two half classes partially concerned with community development
5.	51 to 100	Seminars, short courses, in-service training, University courses	Pre-retirement planning, questionnaires, surveys, instructor development, political science
6.	less than 10	Seminars	
7.	10 to 50	University courses	Social work

No.	Hours of Training	Nature of Training	Topic studied
8.	10 to 50	University courses	Adult education in Saskatchewan
9.	10 to 50	In-service Workshops	The community, attitudes of groups
10.	none		
11.	less than 10	Seminars, University courses	College's role in community development, part of one course in adult education
12.	less than 10	In-service Workshops	Community recreation Technology
13.	10 to 50	University courses	Community development
14.	more than 100	University degree	M. A. in Community Development
15.	more than 100	In-service Workshops, University course, University degree	Community development and land use, rural economics, development post-graduate, diploma Continuing Education
16.	51 to 100	Short courses	
17.	10 to 50	Seminars	Adult education and teaching
18.	less than 10	Short courses	Community development assessment
19.	less than 10	Seminar	Leadership
20.	more than 100	Seminar, University course	Teaching adults, Recreation Technology Diploma
21.	less than 10	Seminars	Community development pros and cons
22.	more than 100	Seminars, Short courses, in-service Workshops, University degree	Rural development, land use, community development, rural sociology
23.	10 to 50	Seminars, In-service Workshops	Leadership, speakers at staff meetings

No.	Hours of Training	Nature of Training	Topic studied
24.	more than 100	Seminars, in-service Workshops, short courses	Handicapped children, counseling Literacy
25.	10 to 50	Seminars, short courses	Adult education, working with the elderly
26.	more than 100	University course and degree	B. S. C. areas related to education, physical education etc.
27.	less than 10	In-service Workshops	Community development
28.	10 to 50	Seminars, in-service Workshops, short courses	Literacy, educational administration
29.	none		
30.	none		
31.	less than 10	In-service Workshops	Board and staff functions
32.	none		
33.	none		
34.	none		
35.	more than 100	In-service Workshops, University degree	Needs identification, sociology, race relations
36.	more than 100	University courses and degree	Social change, M. A. community development
37.	10 to 50	Seminars	Community orientation and education
38.	10 to 50	Short courses	Community needs assessment
39.	more than 100	Seminars, short courses, University degree	Participatory planning, consultation group process, community analysis, adult education

No.	Hours of Training	Nature of Training	Topic studied
40.	More than 100	Seminars, short courses, in-service Workshops	Small group function, social system, analyzing, conflict resolution, community analysis, communication skills
41.	more than 100	Seminars, short courses, in-service Workshops, University courses and degree	Community development and organization, social issues, adult education, sociology
42.	10 to 50	Seminars, short courses, in-service training	planning, financing, land values, production, land use, taxation-assessment
43.	more than 100	Seminars, short courses, University courses	Voluntarism, drafting, surveying, human relations, recreation technology
44.	less than 10	Seminars	Rural economic development, conserver society
45.	none		
46.	10 to 50	Seminars, in-service Workshops, University degree	SALL annual conference B.A. physical education
47.	51 to 100	Short courses	
48.	51 to 100	Short courses	

Other Community College Staff

1.	10 to 50	Seminars	Community structures, communications, programming
2.	none		
3.	none		
4.	more than 100	University degree	Vocational counseling, continuing education

No.	Hours of Training	Nature of Training	Topic studied
5.	10 to 50	Seminars, short courses	Organization in your community, organizing recreation
6.	10 to 50	Seminars, University courses	Community college and rural educational priorities, adult education, Sociology, Cultural Anthropology, recent History
7.	more than 100	short courses, University courses and degree	Town planning, various courses, local government, administration
8.	less than 10	Seminars	Educational components of community development
9.	10 to 50	Short courses, University courses	Rural development, identity issues
10.	none		
11.	none		
12.	more than 100	Seminars, short courses, in-service Workshops, University courses	Small business management, day care training, up-grading, trapper training, hide tanning, basic auto repair, metric conversion, accounting, English, Human Justice, Political Science, social work
13.	less than 10		
14.	more than 100	Seminars, short courses, University courses	Many of them because training goes back to 1966
15.	more than 100	Seminars, short courses, in-service training, University courses	Leadership, volunteerism, programming, needs assessment, community analysis, community profiles, adult education resources in the community

No.	Hours of Training	Nature of Training	Topic studied
16.	none		
17.	none		
18.	more than 100	University courses and degree	Sociology, Commerce, B. A. in Psychology
19.	none		
20.	none		
21.	more than 100	Short courses	
22.	none		
23.	none		
24.	10 to 50	University courses	Introduction to Community Development
25.	none		
26.	more than 100	Seminars, University degree	Dealing with people, Business Administration
27.	none		
28.	none		
29.	10 to 50	Short courses	

Board Members

1.	10 to 50	In-service Workshops	
2.	none		
3.	less than 10	Seminars	
4.	none		
5.	10 to 50	Short courses	
6.	none		
7.	none		
8.	10 to 50	Seminars, short courses	Human relations, community development

No.	Hours of Training	Nature of Training	Topic studied
9.	none		
10.	none		
11.	10 to 50	Seminars, in-service Workshops	Study groups
12.	10 to 50	In-service Workshops	Public awareness
13.	10 to 50	In-service Workshops	Financial accounting
14.	none		
15.	none		
16.	none		
17.	none		
18.	none		
19.	10 to 50	In-service Workshops	Self awareness, community development worker, leadership training
20.	none		
21.	10 to 50	Short courses	
22.	51 to 100	Seminars, short courses, in-service Workshops	Education, consumer education, public relations
23.	none		
24.	10 to 50	In-service Workshops, University Course	Needs identification, adult education
25.	none		
26.	more than 100	Seminars, short courses, In-service Workshops	
27.	less than 10	Seminars	Programs available to the community
28.	none		
29.	10 to 50	Seminars, in-service Workshops	Voluntarism program evaluation

No.	Hours of Training	Nature of Training	Topic studied
30.	more than 100	Seminars, in-service Workshops, University courses and degrees	Recreation, adult basic education, education for the disadvantaged, community development
31.	none		
32.	51 to 100	Seminars, in-service Workshops, short courses	Rural community development
33.	more than 100	Seminars, in-service Workshops, short courses	Extension, adult education, Sociology
34.	none		
35.	10 to 50	University courses	
36.	51 to 100	University courses	
37.	51 to 100	Short courses, University courses	Community analysis, involvement of people, community development
38.	none		
39.	none		
40.	none		
41.	none		
42.	10 to 50	Short courses, in-service Workshops	Community work, boards in community B. S. A. (Agri.)
43.	more than 100	Short courses, University degree	Human relations, Philosophy, Theology
44.	51 to 100	Seminars, in-service Workshops, short courses	Communications, human relations, planning
45.	none		
46.	less than 10	Seminars	
47.	less than 10		

APPENDIX E

Experience in Community Development
(Individual Responses)

Principals

No.	Nature of Experience	Where Obtained	Time Spent in this work
1.	Church, Kinsmen, Chamber of Commerce, SALL, Curling Club	Regina, Humboldt, many rural communities	10 years
2.	Community groups: needs assessment and planning for achieving goals	8 rural Saskatchewan communities and the community college	15½ years
3.	School principal, Town Council, M.P.		25 years
4.	none		
5.	none		
6.	Coordination work in urban college	Prince Albert	1 year
7.	Pastoral and Community Service Work, community college development and administration, promotion of growth and employment for "handicapped"	Toronto, Kindersley, rural Ontario	15 years
8.	3 projects: Socio-economic development of communities, community group to spearhead community development, Workshop for disabled persons	Swift Current and area	3½ years
9.	none		
10.	Co-op Boards, Credit Unions, adult education committees, Hospital Boards, service clubs	Weyburn and area	20 years
11.	none		

Field Representatives

1.	Community committees, self-help groups	Humboldt and several other communities	10 years
----	--	--	----------

No.	Nature of Experience	Where Obtained	Time Spent in this work
2.	Local contact committee development, work with committees promoting community development	Rural and urban centers in Saskatchewan	10 years
3.	none		
4.	none		
5.	Developing citizen committees, individual and group support work	Prince Albert	3½ years
6.	Organizing community health and social service center in slum and study groups for community development projects	Brazil	2 years
7.	Assisting local groups in designing and conducting community surveys	Rural Saskatchewan	1 year
8.	Community college developer, need identification committees etc.	Cumberland Community College region	15 months

Program Coordinators

1.	Community groups	Humboldt, Saskatoon	30 years
2.	Committees; coordinating district projects	In Saskatchewan: locally, regionally, provincially	15 years
3.	Recreation Director	Bengough, Saskatchewan	
4.	Current job	Humboldt	6 months
5.	Frontier college labourer/Teacher, program community college coordinator, student, union executive	British Columbia, Moose Jaw, Saskatoon	3½ years
6.	Church Work, Sunday School teaching, 4-H leadership, Agricultural Society, Planning a regional park		30 years

No.	Nature of Experience	Where Obtained	Time Spent in this work
7.	Setting up an individual learning centre, coordinating, driving without impairment program, instructor training, political party executive member	Moose Jaw and Province	5 months
8.	Community groups in rural areas.	Present job	10 months
9.	Direction in delivery of community college programs	Present job	
10.	On-the-job experience	Moose Jaw	
11.	Planning course for the community, member of a service group.	On the job with the local contact committees	
12.	None		
13.	None		
14.	Community development programs for Native Workers, Foreign Student Organizational work.	Edmonton, Regina	3 years
15.	With local contact committees: Seminars on current issues, planning and implementation	Swift Current	5% of work time
16.	Promotion of educational activities aimed at making the community a better place.	Central Butte, Sask.	Life
17.	Town council, Nursing Home Board, Regional Library	Leader, Swift Current	12 years
18.	Day Care, Summer School	Gravelbourg	70 hours
19.	none		
20.	Organizing and playing team sports	Simmie, Shaunavon	8 years
21.	Programming	Community College	
22.	none		

No.	Nature of Experience	Where obtained	Time spent in this work
23.	School principal, adult education instructor	Rainbow Lake, Borbant Lake	3 years
24.	Volunteer organizations, coordinator Summer Service volunteer program	Macklin, Saskatoon, Eston	13 years
25.	Credit union, urban re-development, political organizing, community college	London Ontario, Fort Wayne Indiana, South West Ontario, Prince Albert	7 years
26.	Working in 10 rural communities as program coordinator		
27.	Developing seminars in rural communities, information dissemination and other duties associated with my job.		20% of time
28.	Teacher, adult organizations youth groups, literacy project.		
29.	Teaching experience can be adapted to community development		
30.	none		
31.	none		
32.	none		
33.	none		
34.	none		
35.	none		
36.	Work with single parents, citizen participation groups, media groups	Edmonton, Kingston, Ontario	
37.	Volunteer committees and adult education programs in rural areas (associated with work)	Swift Current, Biggar	

No.	Nature of Experience	Where obtained	Time Spent in this work
38.	Job related work	Biggar	2 years
39.	Work related (at community and regional level)	Saskatchewan	4 years
40.	1. University extension specialist. 2. Director of team of urban community developers. 3. Consulting: New Brunswick Indian Associa- tion, Manitoba farm Workers Association, C.Y.C. Memorial University Field Staff. 4. Training programs for Western Canada Community Leadership laboratories with Native groups. 5. Community development with public housing groups, tenants associations, Indian Bands.	Throughout Canada with the exception of British Columbia and Quebec	15 years
41.	Agricultural extension, federation of Saskatchewan Indians	Manitoba, Ontario, Saskatchewan	4 years
42.	Chamber of Commerce, City Council, Knights of Columbus, United Appeal	Estevan	12 years
43.	Recreation director	Calgary, Saskatoon	9 years
44.	With the Community College		
45.	School trustee, Chamber of Commerce, service clubs	Weyburn	
46.	With the Community College	Weyburn	14 months
47.	Through my job		
48.	none		

Other College Staff

1.	none		
2.	Setting up instructor workshops	Humboldt	30-50% of time

No.	Nature of Experience	Where obtained	Time Spent in this work
3.	none		
4.	Volunteer worker, vocational counselor	Saskatoon, Moose Jaw	6 years
5.	Recreation Director	Calgary	4 years
6.	Establishing courses, local cultural group, promoting rural economic development as feature writer for local paper.	The Community College, local newspaper	4 years
7.	Town planning, School Board	Indian Head	12 years
8.	Community College Programmer	Uranium City	3 years
9.	Community Voluntary work, assistance to the library	Urbana Illinois	
10.	none		
11.	Worked in a bank, in- volved in community affairs	LaRonge	13 years
12.	Teaching economic development	Prince Albert	10 months
13.	Instructor, supervisor of extension, church and community organization volunteer	Prince Albert	12 years
14.	Needs assessment project leading to 3 - 5 year plan for Adult Education	Lloydminster and Area	8 months
15.	none		
16.	none		
17.	Some experience with the community colleges		
18.	none		
19.	none		

No.	Nature of Experience	Where obtained	Time Spent in this work
20.	Recreation, YWCA, many Volunteer positions	Edmonton, Jasper Vancouver, Smithers	20 years
21.	Coordinating courses with other agencies		
22.	none		
23.	Continuing education council on project to improve adult access to community resources, also agencies to improve literacy training	Ontario, Saskatoon	4 years
24.	none		
25.	Volunteer work in various communities	Weyburn	life
26.	none		
27.	none		
28.	none		
29.	none		

Board Members

1.	Local contact committee work	Wadena	2-4 hours per week
2.	4-H leader, Home & School Chairman, Contact committee chairman, president, 4-H council, community centre committee, church groups, wheat pool committee, chairman, special events, committee, Quill Planes winter games	Morris, Saskatchewan	30 years
3.	Principal of school	Coranach	life
4.	none		
5.	Teacher, church work, Cub leader, community club, political, family parent and sport interests	Regina, Nipawin	40 years

No.	Nature of Experience	Where obtained	Time Spent in this work
6.	none		
7.	Teacher, Service club, Co-op		
8.	Committee, Council and Regional government	Hudson Bay, Sayward and Courtney, B.C., Tisdale	8 years
9.	School Board	Tisdale	20 years
10.	Promotion of culture through involvement with ethnic groups	Rural and Small Towns	1 year
11.	Community college work, coordinator	Maple Creek	2½ years
12.	none		
13.	Establishing books for a business instructor: Teller training course		
14.	none		
15.	Town Council (Chairman of Housing) School Board (help establish schools in the north) Assisted with on- the-job training, Treasurer recreation co-op, Library Board (helped obtain first library)	LaRonge	30 years
16.	School Board		
17.	School Board		
18.	none		
19.	Day Care Director, Writing LaRonge proposals and reports in cooperation with D.N.S. resource people	LaRonge	5 years
20.	none		
21.	N.R.I.M. Counseling for students	Meadow Lake	1½ years

No.	Nature of Experience	Where obtained	Time Spent in this work
22.	Trade union organizer, school trustee, co-op, credit union, farm union, recreation board member	Edmonton, Pierceland	20 years
23.	Local contact committee, school board, Recreation Organization	North Battleford	3 years
24.	Organizing a local Adult Education Commission	Heighton and area	3 years
25.	none		
26.	4-H Club Leader, school trustee, co-op, church boards, wheat pool		30 years
27.	Local contact committee	Small village	
28.	Board experience		
29.	Service club executives		
30.	Director of Adult Education		
31.	none		
32.	Worked with natives, wel- fare recipients and town and village councils	Saskatchewan	5 years
33.	School Board Director of adult education		7 years
34.	none		
35.	Park and Recreation Board, Adult Education, local contact committees, acts council, literacy club	Macklin	11 years
36.	Voluntary organizations	Saskatoon	many years
37.	Community self analysis program of the Royal Com- mission on Agriculture and Rural Life, Counseling, Co-op Directors and Managers	Saskatchewan, across Canada	several years
38.	none		

No.	Nature of Experience	Where obtained	Time Spent in this work
39.	none		
40.	Library Board, Hospital Auxiliary, School Bus Commission, Recreation Board	Small Rural Communities	
41.	Local organizations		
42.	Extension Worker in Rural Saskatchewan		30 years
43.	As a Catholic Priest		29 years
44.	Field man for Saskatchewan Wheat Pool (Job was basically community and people development)	Swift Current, Regina, Weyburn	21 years
45.	none		
46.	none		
47.	none		

APPENDIX F

**Additional Issues Suggested by
Respondents**

Suggested Additional Issues

Principals

1. - "The need to develop a working definition of community development.
 - The need for a buffer zone between local people and provincial and federal governments."
2. - "At the present time community development is open to such wide interpretation that any activity could be called community development. Thus people are liable to be confused unless it is described for them."
3. - "Determining when the influence of the community ends. The family as a community goes well beyond the family, and so on.
 - Is community development limited to this generation or does a "community" look beyond the immediate future?"
4. - "Is community development a primary or secondary activity?"

Field Representatives

1. - "What is community development?"
2. - "A college cannot presume to take on activities directly but must follow in large part."
3. - "Lack of understanding about community development and how learning relates or doesn't relate to it.
 - Lack of staff time to do more than handle courses."
4. - "The issue of relationship with other provincial, federal and municipal agencies."

Program Coordinators

1. - "Abuse of the college system by 'do gooders' at the top who are peddling a certain issue or stance, ie. 'warm up Saskatchewan', and 'Day Care Worker Training'."
2. - "If a college wishes to provide leadership then that decision is best made by the board or a local committee. Local field workers nurture the local committee system. Those at the top see it only as a ready made system to plug into in order to push their issues."

3. - "Overlapping of services of other community groups which have interest in community development projects. Hopefully, efforts can be coordinated not competitive."
4. - "The local boards' inability to determine what community development is and then set objectives to initiate it."
5. - "Some communities are made up of people who do not seem to work well together. There is a need in such cases to bring those people together and help them 'pull together' for the betterment of all.
 - Every community has 'needs' and it is often difficult to determine these or, when they are determined, to get people acting on them."
6. - "Should the board and staff members be required to take training in community development? or Should the definition be left to their intuitive decisions?"
7. - "Should the emphasis in community development be on the education and development of individuals in the community? or Should the emphasis be on encouraging cooperation between groups in the community?"
8. - "Lack of direction to staff and shortage of same.
 - The greed for statistics. There are certain things that can't be fed through computers.
 - The Department, college boards and principals have to get their heads together and come up with concrete and well defined objectives for the colleges."
9. - "The boards of the colleges as collective groups should participate in an information program related to community development.
 - There is a need for communication links between government departments relating to community development."
10. - "To make people aware of what community development is and aware of the possibilities and positive results of change."
11. - "The community colleges are just getting into their community development role. Many people have to feel the need for community development before they are ready for it.
 - Increased tuition for classes may have a serious effect on those who require the most help. In fact, it is already becoming noticeable.
12. - "The apathy of the communities the college serves. Communities, especially small rural ones, are slow to accept changes and are sometimes unwilling to support them."

13. - "Should community development take place along racial lines?
This is what occurs in the NRRM program.
 - Should colleges be more directly involved in occupational training; a need which often follows from community development efforts."
14. - "Staff time to devote to community development is very limited."
15. - "Help the community become aware of various programs available for community development.
 - The community college has to improve its image in order to become a viable resource for community members to consider calling upon it when development is considered."
16. - "Interest in the community college as a source of educational opportunities for all adults: the image of the community college is (or seems to be to some of the general public) just another way for money to be spent. Many people feel it serves no particular purpose."
17. - "Does community development come at the expense of programming which is already in effect?
 - Do communities want community development?"
18. - "The provincial government must stop taking such a statistical approach to community colleges. A number of community development activities could be implemented but are being ignored because it would be difficult to measure the results in a statistical sense which, in turn, affects our grant.
 - Involvement of all the 'intellectuals' is processes without any real production.
 - No real combined effort or consultation between the agencies."
19. - "The attacking of certain needs in the community relating to economic development such as how business enterprises etc., can survive and support a community; how a community can get its hands on and make use of grants, government assistance, etc. that can help improve it."
20. - "Can a community development program be provincially funded without provincial control and still survive?"
21. - "The colleges are facing the problem of feeling that someone or several people or groups would like to have a precise set of ideas implemented or handed down to communities."

- There is some indication that if you are not growing or building numerous facilities or implementing all sorts of so-called new programs you are not involved in community development. In short, colleges should respond to requests rather than dictate movement in program delivery."
- 22. - "Classes which are reducing the chances of a person earning a living in a particular area. Some people feel classes are taking away the biggest part of their clientele, eg. re-upholstery."
- 23. - "Facilities are not available in some communities."
- 24. - Poor facilities - "The community college cannot always function to its full potential and contribute to community development because the facilities for programs are not available."

Other Staff

- 1. - "Much more access to good quality vocational training programs - preferably with institute certificates - must be provided to rural Saskatchewan."
- 2. - "They are facing a decreasing amount of public resentment, yet that resentment will rise or fall with the kind of leadership provided by the community colleges."
- 3. - "The public thinks of the colleges as a hobby club rather than a serious provider of education. Such an attitude is not beneficial when community development issues are to be presented and discussed. When people think of the community colleges they think of such hobby courses rather than community development issues."
- 4. - "Vocational Development: provision of comprehensive adult career guidance service.
- Needs Identification: possible trends towards programming directions related to advantaged middle class inclinations."
- 5. - "The role of other government departments and agencies: certain other government agencies may wish to be exclusively involved with a project and may rule out college participation."
- 6. - "If we are, indeed, given a mandate to carry out community development, we also seem to be severely limited in the types of issues with which we can become involved (Are they too controversial for a government controlled body?)."
- 7. - "Bureaucratic interference and lack of understanding concerning community development."

8. - "If people are expected to participate they better know what they are expected to take part in or non-interest will doom community development."
9. - "A definition of community development is a real and very important issue and may vary for each individual let alone each community college.
 - What is our present level of involvement and what should we aim for? Those two questions are important and cannot be answered until there is a realistic working definition.
 - Is community development an issue and, if so, why has it become one?"
10. - "There is confusion about the appropriate aspects of the whole community development field which relates most directly to the colleges' learning centered mandate.
 - There is a project/issue orientation that is highly political and controversial and sinks the real and educative process goals out of sight.
 - The political implications of open ended involvement in community development for a government agency: the history of community development in Canada is littered with the corpses of such encounters."
11. - "The definition of community development, not necessarily a universal definition but a working definition for a particular region or group of people."
12. - "What is community development? How does a community college, its staff members, its board members and the communities agree on what community development is?
 - Different colleges operating with different views of community development: this can result in different budget expectations."
13. - "Development of employment opportunities.
 - Development of further educational opportunities."

Board Members

1. - "It seems difficult to get an able person to deal with the Metis and Indian groups in a happy and satisfactory manner.
 - So many of the poorly educated seem reluctant to offer themselves for courses."

2. - "In some of our smaller towns and villages there appears to be a foggy line separating programs that accomplish some community development and programs that do little more than take a few people off welfare for the winter."
3. - "Should NRM programs be a college or federal government responsibility?
 - There is growing animosity respecting the lack of sensitivity by the white community to Metis needs."
4. - "Lack of direction respecting where the community is heading: in any community what do we look forward to in the way of services and facilities in our community ten years hence?"
5. - "Apathy of local residents.
 - Declining rural populations and inability to fill classes."
6. - "The colleges should place more emphasis on education."
7. - "We have not done as much work in community development as we should."
8. - "We should listen to students more. They have good ideas."
9. - "There is a definite lack of knowledge about Indian and Metis people.
 - The government does not seem to take the colleges seriously enough.
 - Boards need more autonomy."
10. - "We need a different method of programming, eg. we need a mobile unit that can offer a higher calibre of classes in small communities eg. language labs., carpentry, etc.
 - We need more accredited classes, eg. farm wiring, advanced welding, etc."
11. - "Too many restrictions by the provincial government."
12. - "The colleges lack sufficient funds and personnel."
13. - "More flexible funding seems to be necessary so colleges can respond to unusual requests and/or developments in a community."
14. - "There is a probable need for increased funding and staffing if the community colleges go into community development intensively."

- Community colleges are not really in a position to do much about diversifying the economic base of small communities in Saskatchewan. Yet this is crucial to the continued revival and expansion of towns and villages. I think the development of new businesses and industries is essential first. Then the developers have an enterprise to build on."
- 15. - "The issue of determining priorities in the whole area of community development is a difficult one given the limitations of all resources."
- 16. - "Obtaining adequate finances when the grants are determined to a large extent by courses.
 - Determining the community development role in an urban setting.
 - Staffing and staff training for development work."
- 17. - "Where should our priorities in community development be?
 - Time and visibility. Real community development takes a lot of time and is often quite unmeasurable and invisible. It is hard, therefore, to be accountable and to justify funds, etc. and hard for the board to evaluate. Result: emphasis is placed on the visible which distorts the job and may even invalidate it.
 - Money: not enough to do more than start the job which may raise expectations and allow little opportunity to get them fulfilled."
- 18. - "We generally do not have adequate funds for all our worthwhile projects."
- 19. - "Are community colleges given the respect due them in the development role?"
- 20. - "Lack of information on the local level as to what local people could do.
 - Many people are not concerned or interested."
- 2. - "Liaison and cooperative partnership with third world countries.
 - Liaison with other groups."
- 22. - "The community colleges must develop a reasonable balance between (a) the expertise required from outside specialists, (b) the input of the local community in states of planning education and evaluation."
- 23. - "Accommodation for programs.

- The issue of where the Indian cultural college is going needs to be resolved."
24. - "More staff are required for community development."

APPENDIX G

**Reasons for Positions
On Issues**

ISSUE NO. 1 - LEADERSHIP

Position: EXISTING LEADERS

1. In the beginning it is important to strengthen existing leadership. - (28 respondents)
2. Existing leaders are in touch with and have the confidence of community people. - (12 respondents)
3. The colleges' mandate requires them to make use of and assist existing leaders. - (11 respondents)
4. Existing leaders have learned from experience. - (6 respondents)
5. New leaders are difficult to find in small communities. - (7 respondents)
6. The colleges could alienate communities if they take early steps to develop new leaders. - (7 respondents)
7. Existing leaders should determine the need for new leaders. - (5 respondents)
8. The efforts of people not so-called experts produce viable communities. - (4 respondents)
9. Existing leaders must be given a chance to demonstrate their abilities. - (3 respondents)
10. Existing leaders have made a commitment to their community. - (3 respondents)
11. Existing leaders display community awareness. - (3 respondents)
12. Existing leaders become catalysts for attracting new leaders. - (5 respondents)
13. As communities improve new leaders will develop naturally. - (3 respondents)
14. Existing leaders provide a basis for communication. - (2 respondents)
15. Existing leaders provide the coordination needed for community development. - (2 respondents)
16. The colleges should take a conservative approach which emphasizes improving rather than changing leadership. - (2 respondents)
17. Existing leaders have the affluence and ability to get things done. - (1 respondent)

18. Existing leaders enhance the creditability of the colleges. - (1 respondent)
19. Existing leaders provide motivation and resources for community development. - (1 respondent)
20. Working with existing leaders is cheaper for the colleges. - (1 respondent)
21. The community colleges don't have the staff or resources to train new leaders. - (1 respondent)
22. Rural Saskatchewan already has a sufficient number of good leaders. - (2 respondents)
23. New leaders may lack self-confidence. - (1 respondent)
24. Working with existing leaders is the best means of determining where the power lies in a community. - (1 respondent)
25. Leaders can't be trained; they are born. - (1 respondent)
26. Working with existing leaders is a municipal government priority. - (1 respondent)

Position: NEW LEADERS

1. Leadership development is a continuous process because new leaders must replace others. - (14 respondents)
2. The fresh ideas of new leaders promote beneficial change. - (24 respondents)
3. Because of their involvement with other organizations, existing leaders lack the time for community college activities. - (12 respondents)
4. Existing leaders may be too rigid to accept innovative ideas. - (10 respondents)
5. New leaders can be trained to cope with changing times. - (5 respondents)
6. Younger people are needed in leadership positions. - (3 respondents)
7. Considering the college's mandate it is more appropriate for it to develop new leaders. - (3 respondents)
8. Leadership development is part of "lifelong" learning and self-improvement. - (3 respondents)

9. Increasing the number of leaders leads to greater community awareness. - (4 respondents)
10. With training most people can become leaders. - (4 respondents)
11. Training would give new leaders more confidence. - (2 respondents)
12. Existing leaders often belong to power blocks. - (2 respondents)
13. New leadership development should be stressed to achieve the community development goal. - (1 respondent)
14. Requests for the training of new leaders have come from many communities. - (1 respondent)
15. The college has the ability to develop leaders - (1 respondent)
16. Developing new leaders will involve people from different organizations. - (1 respondent)
17. It is more important to develop new leaders than to improve present leadership. - (1 respondent)
18. Leadership development means work for the unemployed. - (1 respondent)
19. New leaders should be developed in cooperation with existing leaders. - (1 respondent)

ISSUE NO. 2 - ORGANIZATION

Position: A SINGLE STRUCTURE

1. A single structure is sufficient because the organization of courses and community development are identical. - (46 respondents)
2. There should be a single structure to avoid additional bureauracy. - (13 respondents)
3. A single structure is less costly. - (10 respondents)
4. If there were separate units communication would be difficult. - (8 respondents)
5. There should be a single structure with separate money and staff to assure a developmental approach in the colleges. - (7 respondents)
6. The same staff must deal with all programs of the colleges. - (6 respondents)

7. The organization of courses should be part of a broad approach to community development. - (5 respondents)
8. A single structure is necessary to avoid duplication. - (4 respondents)
9. The colleges' mandate does not make provisions for separate structures. - (3 respondents)
10. A single structure is necessary to provide a consistent approach to college functions. - (3 respondents)
11. Separate structures would cause confusion within communities. - (3 respondents)
12. Separate structures would weaken the system especially if they depended on volunteers. - (3 respondents)
13. A single structure makes better administrative control possible. - (4 respondents)
14. Community development does not require specialists. - (3 respondents)
15. A separate unit for community development would be too susceptible to policy and financial changes to survive. - (2 respondents)
16. A separate community development agency might take on a role similar to social services. - (2 respondents)
17. The present college system is flexible enough to deal with both community development and course organization. - (2 respondents)
18. A single agency is necessary to give community development the emphasis it deserves. - (2 respondents)
19. There should be a single unit until community development dictates the need for a separate unit. - (2 respondents)
20. A single unit will avoid separation of personnel within the college. - (2 respondents)
21. A single unit will allow greater understanding of the issues. - (1 respondent)
22. A single structure is better able to deal with this undefined area (community development). - (1 respondent)
23. There is already too much specialization. - (1 respondent)
24. A single structure provides better coordination. - (1 respondent)
25. Adult education is more important than community development. - (1 respondent)

26. People are more interested in the result than in the process. -
(1 respondent)

Position: A SEPARATE ORGANIZATIONAL UNIT

1. A separate structure would allow for the specialized structure needed in community development. - (9 respondents)
2. A separate structure could provide the additional time needed for community development. - (8 respondents)
3. A separate structure would provide the additional funds required by community development. - (4 respondents)
4. A separate structure would give more prominence to community development in the community college structure. - (3 respondents)
5. A separate structure would facilitate the development of specific community development goals. - (2 respondents)
6. Community development is more difficult than programming (there is a tendency to emphasize what is easier). - (2 respondents)
7. A separate structure would encourage more local participation. - (1 respondent)
8. A separate structure would permit measurable evaluation of community development. - (1 respondent)
9. A separate structure would allow the independence necessary for community development. - (1 respondent)
10. Specialized staff would provide professional community development assistance for communities. - (1 respondent)
11. It is very difficult to be both a programmer and community developer. - (1 respondent)
12. Community development is continuous, the more support it gets the more efficient it becomes. - (1 respondent)
13. Community development requires a great deal of research. - (1 respondent)

ISSUE NO. 3 - EVALUATION

Position: NUMBERS OF COURSES AND PEOPLE

1. The value of staff participation is difficult to measure. - (7 respondents)

2. Courses are readily measureable. - (5 respondents)
3. The people must be provided with an incentive, not staff. - (5 respondents)
4. Since colleges are educational institutions producing courses; not community development is their major role. - (9 respondents)
5. Grants based on community development are impractical because it is largely undefined. - (3 respondents)
6. Community development is too costly. - (3 respondents)
7. Course numbers reflect interest and people's desires. - (2 respondents)
8. The number of people registered in a variety of courses reflects improvements in living conditions. - (2 respondents)
9. Training in community development is not sufficiently adequate to use it to evaluate performance. - (1 respondent)
10. Over-participation by staff in community development would lead to dependence on the college. - (1 respondent)
11. The course method is fair evaluation. - (1 respondent)
12. The course method of evaluation is necessary in the colleges' formative years. - (1 respondent)
13. Government is not capable of the involvement necessary to evaluate community development. - (1 respondent)
14. Programming is active community development. - (1 respondent)
15. The grant should be based on course numbers because staff are often unable to provide community input. - (1 respondent)
16. Courses can be a means of comparison between colleges. - (1 respondent)
17. It is not the college's place to say what is or is not important. - (1 respondent)
18. Evaluation should not depend on staff participation because people are too important to this program. - (1 respondent)
19. People want to see measureable results. - (1 respondent)
20. One can determine the cost only after a need is identified. - (1 respondent)

21. Concentration on course enrollment is preferable to "pushing" community development projects. - (1 respondent)
22. Community development tends to make people react negatively. - (1 respondent)
23. A nebulous area such as community development can cause excesses. eg. padding of statistics. - (1 respondent)
24. Community development workers tend not to have a realistic view of life. - (1 respondent)
25. Association with community development would turn the colleges into political institutions. - (1 respondent)
26. There can be plenty of staff participation but no production. - (1 respondent)
27. Community development does not produce enough measureable results to warrant expenditure of public money. - (1 respondent)
28. The need for adult education programs is sufficiently great to warrant colleges participation in this activity. - (1 respondent)
29. Colleges would endanger their existence if primary emphasis were on community development. - (1 respondent)
30. Staff participation in informal community development projects is a fantasy. - (1 respondent)

Position: STAFF PARTICIPATION

1. The "numbers" system does not have the flexibility to produce new innovative programs - (5 respondents)
2. The present financing method focuses on the wrong priorities. - (5 respondents)
3. Course numbers do not indicate that community needs are set. - (3 respondents)
4. If the community development method is to work there must be agreement on a definition of community development between the department and colleges. - (3 respondents)
5. Community development when properly undertaken, helps people in ways which are not readily apparent and the worker's efforts are often unnoticed. - (3 respondents)
6. Grants based on numbers results in too much pressure to produce quantity often at the expense of quality. - (2 respondents)

7. The present financing method invites manipulation of statistics. - (2 respondents)
8. Good leaders can get things started in community development. - (2 respondents)
9. Social demand courses do not develop the community. - (1 respondent)
10. Community development methods will improve the status of community colleges. - (1 respondent)
11. Staff must participate where the need is greatest. - (1 respondent)
12. The present financing method restricts community development and thereby encourages political influence. - (1 respondent)
13. Staff participation in stimulating local contact committees should have higher priority than numbers. - (1 respondent)
14. The quality of programs, that is matching courses to needs, would be enhanced. - (1 respondent)
15. At present, staff are too heavily involved with social demand courses. - (1 respondent)
16. The informal activities of community college staff are valuable to the community. - (1 respondent)
17. Most staff work is not related to the number of students registered. - (1 respondent)
18. Program needs should be decided by the community because the provincial government has no knowledge of this. - (1 respondent)
19. Community development is needed especially in small stagnant communities. - (1 respondent)
20. Financing should be based on the nature of community development which is not necessarily evident within a fiscal year. - (1 respondent)
21. The "numbers" system does not recognize non-course learning. - (1 respondent)
22. Community development should aim at obtaining financial support from the community and sources beyond the provincial grant. - (1 respondent)
23. Numbers do not necessarily indicate impact, value, or quality. - (1 respondent)

ISSUE NO. 4 - EDUCATION-ADVOCACY

Position: EXPLAINING ALL SIDES OF ISSUES

1. Making all sides of an issue understood will allow people to make their own decisions on controversial issues. - (39 respondents)
2. Educational institutions must be objective. - (20 respondents)
3. The college's purpose is to serve all people. - (11 respondents)
4. Taking sides would divide communities. - (8 respondents)
5. The community colleges have an educational mandate which means presenting all sides of issues. - (8 respondents)
6. Taking sides would destroy the credibility of the colleges. - (8 respondents)
7. Taking a stand on issues would result in intentional strife. - (6 respondents)
8. If they took sides the colleges would risk being criticized as politically biased. - (9 respondents)
9. Because they are publically funded the colleges owe it to the public to consider all sides of issues. - (6 respondents)
10. The college's mandate is to serve the community not impose ideas. - (4 respondents)
11. Taking sides would stir up community resentment against the colleges. - (4 respondents)
12. Clarification of all issues will foster community development. - (3 respondents)
13. The community college should support all its population even if that means avoiding involvement. - (3 respondents)
14. The community college should not become involved with controversial issues. - (2 respondents)
15. Those not involved with an issue should not take sides. - (2 respondents)
16. The community colleges should give the pros and cons of an issue and refer the communities to experts who will help them. - (2 respondents)
17. The community colleges must educate and inform rather than polarize people. - (2 respondents)

18. A neutral image while dealing with all sides of issues is essential. - (2 respondents)
19. The community college should not assume a despotic approach. - (1 respondent)
20. Taking a definite stand would involve too much research. - (1 respondent)
21. To be partisan is to be to some extent blinded. - (1 respondent)
22. Since people are often misled the colleges should provide information on the whole situation. - (1 respondent)
23. The community's understanding of issues will allow it to set and attain its objectives. - (1 respondent)
24. A definite stand could involve the community colleges in areas where they have no right to be. - (1 respondent)
25. The diversity of college regions makes it impossible to develop a stand on a particular issue. - (1 respondent)
26. Favouring one side of an issue means that the community's needs are not likely being assessed properly. - (1 respondent)
27. "Adult Education", suggests that over a period of time all sides of an issue should be understood. - (1 respondent)
28. No educational structure is ideal if a definite stand is taken on all issues. - (1 respondent)
29. A better community college and society result when all sides of issues are understood. - (1 respondent)

Position: TAKING A DEFINITE STAND ON ISSUES

1. Board policy dictates who college staff work with. This means supporting one side of an issue in most cases. - (1 respondent)
2. The college advocates "learning" not "equal time", that is courses, etc., may favour one side of an issue but fail to give those on the "other side" equal time. - (1 respondent)
3. The college has the expertise to take a stand on issues and as an "outsider" will see things more clearly and reasonably. - (1 respondent)
4. Advocating one side gives an opportunity to explore specific aspects of an issue. - (1 respondent)

5. Exploring all aspects of an issue often leads to further polarization. - (1 respondent)
6. The community college could take a definite stand while attempting to have all sides understood. - (1 respondent)
7. To maintain people's interest the community colleges must develop a strong image. - (2 respondents)
8. Attempting to explain all sides is political fiction. - (1 respondent)
9. Taking sides can't be avoided if the community college is going to assist small communities. - (1 respondent)

ISSUE NO. 5 - SOCIAL ROLE

Position: INVOLVEMENT OF DISADVANTAGED PEOPLE

1. The advantaged don't require the college's assistance to become involved in the community. - (14 respondents)
2. The college contributes to society by assisting the disadvantaged in improving themselves. - (17 respondents)
3. By working with the disadvantaged the college is responding to the greater need. - (11 respondents)
4. The disadvantaged need assistance in recognizing their potential. (7 respondents)
5. The community college should make it easier to become involved. - (7 respondents)
6. By showing the disadvantaged what is available to them the community college will be assisting them to help themselves. - (6 respondents)
7. Community development means the improvement of conditions through learning. - (4 respondents)
8. The disadvantaged don't know how to improve their lifestyle. - (3 respondents)
9. The advantaged can help the disadvantaged. - (3 respondents)
10. The colleges' purpose is to provide education that everyone can afford. - (3 respondents)
11. The college mandate focuses on those not traditionally served by educational institutions. - (2 respondents)

12. No other educational organization directs itself to the disadvantaged. - (2 respondents)
13. The community college must be people oriented. - (1 respondent)
14. The disadvantaged, in some cases, should get preferential treatment. - (1 respondent)
15. Working with the disadvantaged would help narrow the gap between the two groups. - (1 respondent)
16. The college must be responsible for causing the advantaged to recognize the needs of the disadvantaged in the community. - (1 respondent)
17. Working with the disadvantaged puts the taxpayer's dollar to good use. - (1 respondent)
18. People are starting to demand access to resources to leadership from the community college. - (1 respondent)
19. Education is the key to community understanding and self-improvement. - (1 respondent)
20. Assisting the disadvantaged may motivate them to help others. - (1 respondent)
21. In most cases spokesmen for local agencies want the colleges to work with the disadvantaged. - (1 respondent)
22. To achieve the ideal of equal access to services the more time must be spent with the disadvantaged. - (1 respondent)
23. Advantaged groups have been running communities; often not meeting the needs of the rest of the population. - (1 respondent)
24. The majority of people in any community are disadvantaged to some extent. - (1 respondent)
25. Groups must be allowed to develop to the maximum of their potential. - (1 respondent)

Position: INVOLVEMENT OF ADVANTAGED GROUPS

1. The colleges must work, initially, with those who want to be involved. - (4 respondents)
2. Advantaged groups can arouse interest among the disadvantaged more easily than the colleges. - (4 respondents)
3. Given limited resources, the community benefits more from increasing the activities of the advantaged. - (2 respondents)

4. Working with the advantaged trains leaders. - (2 respondents)
5. The community colleges are not social development agencies. - (1 respondent)
6. Working with advantaged groups allows easier determination of the way people think, etc. - (1 respondent)
7. The colleges should try to obtain as much community as possible through working with the advantaged. - (1 respondent)

ISSUE NO. 6 - SOURCE OF AUTHORITY

Position: DEVELOPMENT DETERMINED BY COLLEGE BOARD

1. Because they are close to the people the boards are in the best position to determine local needs and priorities. - (72 respondents)
2. Because it is too remote the Provincial Government would be unable to determine community needs. - (19 respondents)
3. Since communities vary a local or regional approach to development is needed. - (12 respondents)
4. Because of political pressure Government might emphasize community development less than the more visible courses. - (5 respondents)
5. Decisions affecting people are best made by those involved, ie. the board. - (4 respondents)
6. Specific directives from government would be resisted at the local level. - (4 respondents)
7. Because it is not a bureaucratic establishment the board is in a better position to make quick decisions. - (4 respondents)
8. Each board should be allowed to pursue the approach it thinks is best. - (5 respondents)
9. If the colleges are to be community oriented they should be accountable to those communities through their boards. - (4 respondents)
10. The provincial government would find it difficult to directly support community development. - (3 respondents)
11. If the approach to community development is not determined by a community based group it can't be called community development. (3 respondents)

12. The colleges' act clearly states that local boards determine community development. - (2 respondents)
13. People identify more with board members than with government. - (2 respondents)
14. Local control and input are very important. - (2 respondents)
15. Governments are urban oriented. - (2 respondents)
16. If the board is not involved development becomes regional or national. - (1 respondent)
17. Board membership can be changed more easily than government. - (1 respondent)
18. Community colleges are supposed to be apolitical. - (1 respondent)
19. There is already too much centralization of authority. - (1 respondent)
20. The board should determine the community college's approach to community development provided its meaning is truly understood. - (1 respondent)
21. Sometimes people think the government's interests are opposed to development within the community. - (1 respondent)
22. Since community development as such, will expend a minority of college funds and energy it should not be under provincial control. - (1 respondent)
23. There is enough provincial encroachment in the community colleges. - (1 respondent)
24. There must be no interference by any MLA or political body. - (1 respondent)

Position: DEVELOPMENT DETERMINED BY PROVINCIAL GOVERNMENT

1. The Provincial Government can look after the separate and individual needs of each community. - (1 respondent)
2. Rural and urban community development are completely different. - (1 respondent)
3. Leadership which will give support to community development in all the colleges can only come from the Government. - (1 respondent)
4. Because community development challenges some Government Policies the Government should have its say by outlining some of the parameters of community development. - (1 respondent)

5. The initiative to do something would be stronger. -
(1 respondent)
6. Local prejudice tends to hamper community development efforts. -
(1 respondent)
7. The Provincial Government has more of a provincial view. -
(1 respondent)
8. Local groups tend to have personal or vested interests in
community development. - (1 respondent)
9. Since the funding comes from the Government it should set the
guidelines for community development. - (1 respondent)
10. Projects recommended by the boards are always subject to
approval from the Government. - (1 respondent)