

A SOUND BASIS FOR INTERACTION AMONG
COMMUNITY AGENCIES

APPROVED:

Harold Benholtz
Major Professor

C. A. Bridges
Minor Professor

Walt Blair
Director Department of Education

Jack Johnson
Dean of the Graduate School

A SOUND BASIS FOR INTERACTION AMONG
COMMUNITY AGENCIES

THESIS

Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

185204

Robert Ray King, B. A.

Rochester, Texas

January, 1951

TABLE OF CONTENTS

	Page
LIST OF ILLUSTRATIONS	v
Chapter	
I. INTRODUCTION.	1
Purpose of the Study	
1. To determine the needs	
2. To determine sound processes to be used	
Definition of Terms	
1. Interaction	
2. Community agencies	
3. Group processes	
Sources of Data	
1. Survey to determine needs	
2. Writing in the field of sociology, group psychology, and democracy	
Treatment of Data	
1. Determine present practices	
2. Establish criteria for sound practices	
3. Establish sound practices	
4. Determine a program	
5. Summary, conclusions, and recommendations	
Related Studies	
II. THE PRESENT SITUATION6
Present Practices	
Discovering the Problem	
III. CRITERIA FOR GROUP PLANNING	14

Criteria

1. Democratic
2. Sociological
3. Psychological
4. Summary of criteria

IV. SOUND PRACTICES FOR COMMUNITY PLANNING. . . 32

- Initiating the Program
- Determining the Needs
- Sound Group Methods
- Organization
- Effective Work Group
- Leadership
- Democratic Group Processes
- Group Planning
- Group Decisions
- Group Action
- Summary

V. A PROGRAM OF COMMUNITY PLANNING FOR YOUTH
UTILIZING SOUND PRACTICES 55

- Initiating the Program
- Organization
- Group Techniques
- Scope of Program
- Summary

VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. . 64

- Summary
- Conclusions
- Recommendations

BIBLIOGRAPHY 69

LIST OF ILLUSTRATIONS

Figure	Page
1. The J-curve	10
2. Different Levels of Community Co- operation	12
3. Possibilities for Community Planning. . .	33

CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is (1) to determine the need for a creative program of interaction among the various community agencies, and (2) to determine the sound processes to be used in bringing about desirable social change through interaction among the agencies. Improving social conditions that affect the welfare of youth in the community is the primary concern of this study.

Although there are voluminous writings of recent date about the community school and community coordinating councils as well as the importance of improved community environment for the welfare of youth, very little study seems to have been made regarding the various community agencies and their role in determining this environment. In this study an effort will be made to develop sound techniques for making these agencies effective agents for improving community living for the benefit of youth.

Definition of Terms

According to Webster, interaction means "mutual or reciprocal action or influence." Hopkins says that "interaction

means action between or among people or between the individual and his environment regardless of what this environment may be composed."¹ According to Good, it is "a relation between more or less independent entities in which reciprocal influences of one upon the other are possible; a relation in which either one of two entities may be cause or effect as antecedent or consequent."² In this study the term will be used to mean action among or between the various community agencies.

Group processes will be used to mean "the ends-mean procedures utilized by a group of individuals thinking, discussing, planning, deciding, acting, and evaluating together for the purpose of attacking and solving a common problem."³ Community agencies will be used to mean all the public, non-profit community organizations and agencies that carry on activities that directly affect the welfare of youth.

Sources of Data

In this thesis studies that have been made to determine the needs of youth will be used as a basis for determining the needs. Writings in the field of sociology will be used

¹L. T. Hopkins, Interaction: the Democratic Process, p. 8.

²Carter V. Good, editor, Dictionary of Education.

³Lavone A. Hanna and others, Group Processes in Supervision, pp. 40-41.

to find out the nature of the problem, and historical documents and reports of scientific experiments will be used in establishing criteria.

Treatment of Data

In Chapter II an effort will be made to determine present practices among the community agencies and their role in shaping social conditions. An analysis of institutional characteristics and relationships will be made in order to evaluate aspects of the problem as it now exists. In Chapter III certain criteria for judging the soundness of processes will be established. Sound practices will be proposed and evaluated in Chapter IV, and a program based upon these practices will be established in Chapter V. Finally, the findings, conclusions, and recommendations of this study will be summarized in Chapter VI.

Related Studies

Related studies include those that have been made in the field of community planning and studies of group processes in any type of group planning. A brief description of some of these studies is given together with an explanation of how they differ from the present study.

In his thesis, "Organizing a Community Council,"⁴ Cordell deals with the role of the community school in organizing

⁴Arling L. Cordell, "Organizing and Conducting a Community Council" (Unpublished Master's thesis, Department of Education, North Texas State College, 1950), pp. 67-73.

and conducting a community council. In brief, these are some of his conclusions:

1. Problems of youth can be solved by community co-operation and co-ordination.
2. Effective co-ordination requires the use of democratic group processes.
3. The school should take the lead in organizing co-ordinating councils.

Cordell's study differs from this study in that it deals specifically with the role of the community school in organizing a co-ordinating council, whereas the present study is concerned with the role of all the community agencies as well as the group processes to be used in bringing about an integrated community program for youth welfare.

Douglas in his thesis, "Group Planning in Personnel Administration," sets up a planning program for the personnel of a secondary school of medium size. This study deals with teacher group planning, teacher pupil planning, and teacher community planning. The author concludes that integration within and among students, teachers, and community groups can be effected through democratic group processes.⁵

Douglas' study differs from the present study in that it is concerned primarily with planning in and for a secondary school, whereas this study deals with planning an integrated program among the community agencies.

⁵Omer R. Douglas, "Group Planning in Personnel Administration" (Unpublished Master's thesis, Department of Education, North Texas State College, 1949), pp. 67-77.

Hollingshead made a study in a Midwestern community of about 10,000 people in order to analyze the way the social system of a Corn Belt community organizes and controls the social behavior of high-school-aged adolescents reared in it. The social behavior of the 735 adolescent boys and girls was studied in seven major areas--the school, the job, the church, recreation, cliques, dates, and sex. His conclusions include the following:

1. The Elmtown social structure is divided into five classes.
2. There is a functional relationship between the class position of the adolescent's family and his social behavior in the community.
3. The American class system is extra-legal and is therefore not subject to legal pressure, except indirectly and occasionally.
4. The class system is maintained in part by the control of institutional offices by the upper class.
5. The upper-class control tends to result in the manipulation of institutional functions in the interest of individuals and families who have wealth, prestige and power.

Hollingshead's study differs from this study in that his purpose was to analyze the way the social system controls the social behavior of youth, and no remedies were sought.⁶

⁶August B. Hollingshead, Elmtown's Youth, pp. 439-453.

CHAPTER II

THE PRESENT SITUATION

The purpose of this chapter is to determine present practices among the community agencies and their role in influencing social conditions in the community. In order to evaluate certain aspects of the problem, an analysis of institutional characteristics and relationships is undertaken.

Present Practices

There exist in American communities a wide variety of agencies carrying on various activities which vitally affect the welfare of the youth in the community. Although the activities of these agencies are carried on largely by the same people and many of their objectives parallel, there is little conscious effort directed toward any type of co-ordination. Surveys have shown that there is extensive overlapping of programs and duplication of services as well as areas of neglect. Individuals and groups that are totally untouched by the institutional programs have been found in these surveys.¹

¹ Harry A. Wann, "Social Planning in a Community," Journal of Educational Sociology, IX (April, 1936), 495.

A description of present practices is given by Wann as follows:

The dominant characteristic of the American community is disorganization. The indictment is commonly made that the community is overorganized, but even a cursory examination will convince one that while there are multitudes of organizations and institutions in the community there is no integrating purpose directing their efforts. The community is overorganized only in the sense that it has too many independent organizations and institutions which operate on an individualistic basis with no common purpose or program and with the resultant community disorganization.

We have the sorry spectacle of so-called character building and service organizations openly competing for the time of the boys and girls they purport to serve, competing for the time of voluntary leaders, trustees, directors, and competing for financial support. Under this pattern of community disorganization there is competition for the time and support of those who need services of the institutions least and often those in areas of greatest need are entirely neglected.²

A major obstacle, then, to an integrated program for meeting the social needs of youth lies in the fact that duplication and competition rather than co-operation and co-ordination characterize community organization.

Discovering the Problem

The problem of this study grows out of the fact that institutions have replaced the individual as the unit for determining social conditions. An analysis of the role, the nature, and the relationships of these organizations is of value in determining the cause of their failure in carrying out this great responsibility.

²Ibid., pp. 494-495.

Lack of co-ordination may be one cause of this failure. However, co-ordination of efforts is not sufficient unless the efforts are effective and adequate for meeting the needs.

Another reason for the ineffectiveness of institutions seems to lie in the fact that their dominating elements tend to make them conservative and inflexible. Arnold describes some of these elements:

1. A creed or a set of commonly accepted rituals, verbal or ceremonial, which has the effect of making each individual feel an integral part of the group and which makes the group appear as a single unit. . . .
2. A set of attitudes which makes the creed effective by giving the individual prestige, or at least security, when he subordinates what are ordinarily called selfish interests to those of the group.
3. A set of institutional habits by means of which men are automatically able to work together without any process of conscious choice as to whether they will co-operate or not.
4. The mythological or historical tradition which proves that an institutional creed has been ordained by more than human forces³

An examination of these elements shows that they tend to stifle initiative, creative thinking and planning, and that they encourage action patterns based upon tradition.

Hertzler emphasizes institutional tendencies of survival along with those of inflexibility. He points out these causes:

1. Institutions are structures. Structures, in order to endure, must become stable and reasonably rigid, and institutions are structures. Hence, the first thing that is done in establishing an institution is to draw up a constitution and rules of procedure, build up a lore and tradition, select guardians and officials to keep it intact, and standardize its

³T.W. Arnold, The Folklore of Capitalism, p. 25.

machinery and activity. This tends to give the institution deep rootage and causes it to become highly organized and formalized.

2. Institutions are products of the past. . . .

3. Institutions are control agents. They are admittedly conserving agents in many cases; they include many ideas regarding order and methods for successfully maintaining order and well-being in the past, and hence are seen to be vital to the community. They are made as stable as possible, therefore, and are given communal sanction and status. This tends, however, to cause the survival of institutions long after they have ceased to be useful.

4. Institutions are autonomous and established.

5. Institutions come to be in the hands of conservative reactionary administrators--old men are usually in charge of institutions, and they are invariably conservative and resist change. . . . Safety, stability, routine are sought above all else.⁴

There also seems to be a tendency for the leadership of institutions to come into the hands of people of a certain social status, a practice which results in an institution's taking on the attitudes of people of that particular group.

As a result of a scientific study made in a Midwestern town, Hollingshead concludes that institutions are in the hands of people of a certain social status, the status depending upon dollars, and the persons being more highly respected if their ancestors accumulated the dollars. They want to see perpetuated the society under which they, or their ancestors, gained "success." This outlook causes them to be conservative or reactionary and to resist any efforts of those of the lower social status to change this society:

Thus, persons who criticize it are viewed as "enemies," "traitors to the country which gave them birth,"

⁴Joyce O. Hertzler, Social Institutions, pp. 181-190.

"traitors to the land" which enable them "to enjoy the highest standards in human history." These "enemy ingrates" must be denied any voice in questions of community leadership and excluded from exercising any control over institutions.⁵

Thus, the nature of institutions and their leadership causes them to be conservative and reactionary agencies, while their effectiveness as control agents is insured by a tendency on the part of their members to conform to the institutional patterns. Arnold says that organizations develop a personality or character and that members tend to submerge their own personality and adopt the personality of the organization while acting as a part of it.⁶

This tendency has been scientifically proved by social psychologists and is shown in the so-called J-curve they have produced.

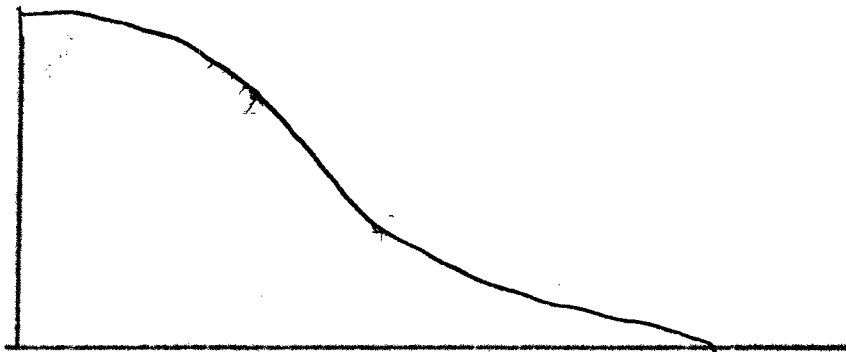


Fig. 1.--The J-curve The societal norm or rule Degrees of non-conformity

The horizontal line indicates the degrees of conformity, that is, how far the the norm the particular behavior lies.

⁵Hollingshead, op. cit., pp. 449-50.

⁶Arnold, op. cit., p. 349.

The vertical line indicates the number of cases in which this behavior occurs. This chart shows that most people conform very well to the attitudes, rules, and personality of the institution.⁷

Thus some regressive, maladjusted institutions influence the affairs of men according to a set of attitudes and ideals that tend to block social progress. According to Arnold, the organization representing these ideals often tries to prove that certain social needs are not needs at all but forms of sin and are accepted and tolerated as necessary evils.⁸ Alexander says that when the ideals and attitudes get too far behind social conditions, social disintegration appears and social reaction may result, expressing itself in criminality and the general spread of psychoneuroses.⁹

If we accept the foregoing observations and studies as being valid, the problem, then, would seem to be to develop methods of overcoming the great difficulties presented by the nature of social organizations and to develop effective techniques of deliberate social change in and among them. A prerequisite to the success of these techniques would be a high level of co-operation among the community organizations; for as long as there is conflict, selfish

⁷Jessie Bernard, American Community Behavior, p. 464.

⁸Arnold, op. cit., p. 353.

⁹Franz Alexander, Our Age of Unreason, p. 133.

institutionalism, and exploitation among them, there is little chance of progress toward socially desirable goals.

There are many different levels of community co-operation. Bernard has developed a chart showing some of these levels.

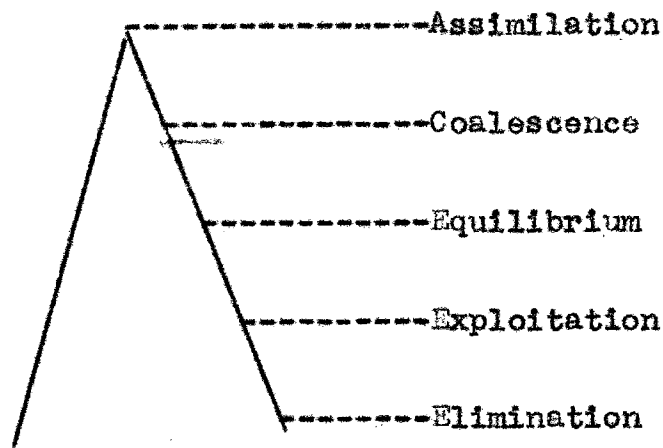


Fig. 2.--Different Levels of Community Co-operation.

The author explains that a move upward is not necessarily a move in a socially desirable direction as co-operation is good or bad according to who is co-operating and for what.¹⁰ If it is assumed that the goals and methods are sound, the highest possible accomodation level should be sought because progress increases as the level is raised from that of elimination (eradication) through that of exploitation (using others for selfish purposes) and equilibrium (rendering interests, wishes, wills, or goals of opponents compatible) toward that of assimilation (goals and ends identical). One aspect of the problem, then, is to determine a sound basis

¹⁰Bernard, op. cit., p. 48.

for raising the accommodation level in the relationships of community institutions.

Summary

In this chapter an attempt has been made to determine present practices of community agencies and their role in determining social conditions that affect the welfare of youth. An analysis of institutional characteristics and relationships has been made to aid in evaluating the present situation and in understanding the nature of the problem of securing a desirable level of interaction among the agencies.

The findings of this chapter may be summarized as follows:

1. Duplication and competition rather than co-operation and co-ordination characterize institutional relationships at the community level.
2. The dominating elements of institutions tend to make them conservative and inflexible.
3. The effectiveness of institutions as control agents is insured by the tendency of their members to conform to institutional patterns, rules, and personality.
4. The conflict between institutional ideals and social needs may cause social disintegration and social reaction.
5. A major aspect of the problem is to raise the accommodation level in the relationships of community agencies.

CHAPTER III

CRITERIA FOR GROUP PLANNING

The criteria set up to evaluate the conclusion to a problem should be established beyond a reasonable doubt. Since scientific proof is limited in the social fields, it is difficult to validate social criteria. It would seem, however, that certain documents whose principles have proved over a long period of time to be fundamentally sound could be used as a basis for validating criteria. There are other documents containing principles that have been accepted by practically all the nations of the world. It would seem that almost universal acceptance of these principles would tend to validate them. These documents, along with reports on certain scientific experiments, form the basis of the criteria established in this study.

Although there is some overlapping and duplication, an attempt is made to divide the criteria into democratic, sociological, and psychological areas.

Democratic Criteria

The democratic criteria are founded upon the documents that form the basis of our democracy: a declaration adopted by the United Nations General Assembly and certain scientific experiments and studies that have been made.

The oldest of these documents, the Magna Charta, establishes the principle of representative government. It also sets forth the ideal of unrestricted justice. "To no one will we sell, to no one will we deny or delay, right of justice." These and other principles were further developed by the American Declaration of Independence and Constitution.

The writers of the Declaration of Independence, July 4, 1776, set forth these ideals:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute a new Government, laying its foundations on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.¹

In the Preamble of the Constitution of the United States, 1787, these principles are listed:

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.

The Universal Declaration of Human Rights adopted by the General Assembly of the United Nations Organization, December 10, 1948, sets forth these principles:

¹"Declaration of Independence," Encyclopaedia Britannica, Vol. VII, Fourteenth Edition.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home, correspondence, nor to attacks upon his honor or reputation

Article 18. Everyone has the right of freedom of thought, conscience, and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others, and in public or private, to manifest his religion or belief in teaching, practice, worship or observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.

Article 20. (1). Everyone has the freedom of peaceful assembly and association.

(2). No one may be compelled to belong to an association.

Article 21. (1). Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3). The will of the people shall be the basis of the authority of the government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage, and shall be held by secret vote or by equivalent free voting procedures.

Article 26. (1). Everyone has the right to education.

(2). Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms

Article 27. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancement and its benefits.

Article 29. (1). Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2). In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order, and the general welfare in a democratic society.²

Hollingshead has listed some principles that seem to be in agreement with the above documents:

1. Democracy regards the individual of of inestimable value and his development as the sole objective of society.
2. Democracy guarantees an equality of rights to all individuals.
3. Democracy insures freedom to all individuals.
4. Democracy places the relations of individuals upon the plane of fraternity.
5. Democracy regards individual and group welfare as interdependent.
6. Democracy places its confidence in the experimental methods of science as a means of intelligently directing the course of its development.
7. Democracy achieves its common goals through the cooperative efforts of its members.
8. Government in a democracy is "of the people, by the people, and for the people."
9. Democracy depends upon education as a means of perpetuating itself.³

Validated by the Declaration of Independence,
July 4, 1776

1. Is everyone concerned given an equal opportunity to share in the enterprise? (Created Equal.)

²"Universal Declaration of Human Rights" (author not given), National Educational Journal, XXXVIII (April, 1949), 280-82.

³Arthur D. Hollingshead, Guidance in Democratic Living, pp. 11-33.

2. Is participation on a voluntary basis? (Unalienable rights.)

3. Does organization evolve from the group? (Governments are instituted among men, deriving their just powers from the consent of the governed.)

4. Is the organization flexible in structure and function? (Right of the people to alter or abolish.)

Validated by the Preamble of the Constitution
of the United States, 1787

5. Does the program grow out of the needs as recognized by the people? (We, the people.)

6. Does the program function in such a way as not to cause undue hardships upon any individual or group? (Establish justice.)

7. Do all members uphold group decisions? (Common defense.)

8. Is the program for the general welfare of the community? (General welfare.)

9. Is planning on a long-range basis? (Ourselves and our posterity.)

Validated by the Universal Declaration of Human
Rights of the United Nations Organization
December 10, 1948

10. Does the program function so as not to reflect upon the character or reputation of any individual or group? (Article 1 - equal in dignity.)

11. Is participation upon a fraternal basis? (Article 1 - spirit of brotherhood.)

12. Are opinions of each individual of group respected? (Article 1 - endowed with reason and conscience.)

13. Is opportunity to participate offered to all regardless of race, social, or other status? (Article 2 - without distinction.)

14. Are private and personal affairs properly respected? (Article 12 - interference.)

15. Is opportunity given each individual to reach decisions based upon his own reasoning? (Article 18 - freedom of thought.)

16. Is opportunity given each individual to express his opinions without interference? (Article 19 - freedom of opinion and expression.)

17. Is participation free of pressure? (Article 20 - compelled to belong.)

18. Is organization on a representative basis? (Article 21 - take part through freely chosen representatives.)

19. Are representatives freely chosen? (Article 21 (1) - freely chosen representatives.)

20. Does everyone have equal access to the benefits made available? (Article 21 (2) - equal access to public service.)

21. Is regular, periodic opportunity for change freely offered? (Article 21 (3) - periodic and genuine elections.)

22. Is access to facts and opportunities to gain information made available to everyone? (Article 26 (1) - right to education.)

23. Is improved living a major objective? (Article 27 - share in scientific advancement and its benefits.)

24. Is responsibility divided among many individuals and agencies? (Article 29 (1) - everyone has duties to the community.)

25. Are the set of rules and constitution of the organization brief? (Article 29 (2) - only to such limitations.)

Validated by Hollingshead's Study

26. Are decisions based on scientific investigation?
(Confidence in the experimental methods of science.)

Certain scientific experiments have been made in which conclusions were reached regarding the effect different types of leadership and social climate have upon the attitudes and progress of groups. One of these experiments, carried on over a period of years by Western Electric Company, resulted in the conclusions that (1) morale was improved when employees were permitted to participate in the planning and execution of their work, (2) morale rose when the atmosphere was friendly rather than autocratic, and (3) individual and group morale were the major factors in determining quality and quantity of production.⁴

⁴Goodwin Watson, "The Surprising Discovery of Morale," Progressive Education, XIX (January, 1942), 118-20.

An experiment to determine the effects of the different types of leadership or group climate was made by Lewin, Lippitt, and White. The same groups of ten- and eleven-year-old children were studied in three different kinds of atmosphere: democratic, authoriatarian, and laissez-faire. The experiment and results are described by de Huszar:

In the autocratic atmosphere the leader told the children what to do, with whom to work and how. In the democratic atmosphere all problems of policy were put up to the children to decide. In the laissez-faire atmosphere no direction was given and the leader stood aside from the group. The experiment showed the following results:

1. Hostility manifested among the members of the autocratic group was about thirty times as high as in the democratic group

2. The autocratic group showed less stable group structure. In the democratic group, co-operation developed spontaneously, while in the autocratic group co-operative ventures had a tendency to break down quickly In the laissez-faire group, co-operative work arose but disintegrated very quickly.

3. The democratic group showed forty-seven per cent more feeling of "we-ness," the autocratic group twenty-seven per cent more feeling of "I-ness."

4. The democratic group was more matter of fact and constructive than the autocratic group.⁵

The children were happier in the democratic group where 97 per cent preferred the democratic leader. Co-operative and objective attitudes increased in those who participated in the democratic group, whereas egocentric and aggressive attitudes increased in both the autocratic and laissez-faire groups.⁶

⁵George B. de Huszar, Practical Applications of Democracy, pp. 118-119.

⁶Ibid., pp. 119-120.

Validated by Scientific Experiments

27. Is leadership friendly and democratic?
28. Is group decision the basis for action?
29. Is the group policy determined by the group rather than by the leader?
30. Does the leader give direction to group planning rather than telling the group what to do?
31. Is adequate attention given to maintaining a healthy group climate?
32. Is the "chain reaction" of the leader's attitude on the group conducive to productivity?

Sociological Criteria

The solution of social problems should be based upon sound sociological principles. Studies that have been made by leaders in the educational and sociological fields are used as the basis of the sociological criteria established in this study.

Certain conclusions regarding the solution of social problems were made as the result of a study by leaders in the educational field under sponsorship of the American Association of School Administrators of the National Educational Association. Although this study was made from the standpoint of the schools, the conclusions reached are pertinent to this problem because they concern planning for improved community living. The conclusions are these:

1. Many present conditions of unhappiness and meager opportunity will not be improved until the schools become conscious agents working for the change.

2. The improvement of community conditions is a task to be shared with individuals and groups encouraged to work at the points where there will be greatest accomplishments for all and the deepest satisfaction for each participant.

3. Effective planning must include both those responsible for governmental activities and other representative citizens who should feel that they have a real voice in making suggestions and decisions.

4. Until legislation and legal organization make for integral co-operative action of public services, the agencies in these fields must invent ways for co-operation within the present framework.

5. Often groups of children working with representative citizens can change community conditions through educational experiences that are not only profitable to the community in results but provide effective learning during the process.⁷

Kilpatrick has set forth certain sociological principles whose validity seems to have been reasonably established by studies and by sound inductive reasoning:

1. Life itself is a positive good--a good that is to be defined and approved in terms of itself, not something to be denied or reduced or simply to be postponed.

2. Personality as such is to be cherished in all men, and, as far as possible, cherished on terms of equality. The moral obligation to this is universal.

3. Change is inherent in human affairs. The future is not yet fixed. Effort counts, but the event is precarious. Our logic must accordingly shift from its former static basis to a dynamic basis.

4. The free play of intelligence is our final resource to tell us what to think and to do in all human affairs.

⁷ Schools for a New World, Twenty-fifth Yearbook of the American Association of School Administrators of the National Education Association, p. 196.

5. Democracy is the effort to run society on the basis of the principles up to this time enumerated.

6. Society can no longer run itself on the individualistic basis of each man for himself alone.

7. The conscious improving of our culture should be a chief determining goal of both social and educational endeavour.⁸

Validated by the Association of School
Administrator's Study

1. Is there a ready willingness to change unwholesome social conditions?

2. Are tasks undertaken where there will be the greatest degree of expectation of accomplishment?

3. Are all participants made to feel that they are making important contributions toward making decisions?

4. Does there exist a spirit of co-operation among the participating agencies?

5. Are children and youth given opportunity to participate in educational experiences for community betterment?

Validated by Kilpatrick's Study

6. Are positive methods valued more highly than negative ones?

7. Are immediate needs being met?

8. Is personality development a major objective?

9. Are conditions and experiences looked upon as being dynamic and on-going processes rather than static pictures?

⁸W. H. Kilpatrick, Group Education for a Democracy, pp. 199-215.

10. Is intelligence rather than ideals and tradition the determining factor in reaching decisions?

11. Is maximum opportunity offered for co-operative action for the common welfare?

12. Are new social inventions and improvements constantly sought?

Psychological Criteria

Since the success of a program of social change depends largely upon individual attitudes, desires, and drives, a program for social improvement should take into account psychological principles. The following is a list of principles that were established by sound deductive reasoning:

1. Every normal human being desires to grow and learn. We learn by doing.
2. Every normal human being has special interests and attitudes.
3. Every normal human being wants to "belong," to have status in and recognition by the group.
4. For the healthy individual and society, the life process is continuous, and so is growth and education.
5. Life and growth are not static and absolute in quality. There is constant change and interaction.
6. Human desires and attitudes, like human experiences, are of many kinds. They promote many degrees of understanding and skill.
7. Self-confidence is a prime requisite to adventurous, healthy, continuous learning.
8. An order, a logic, a form of experience is desired by every person.⁹

⁹Group Planning in Education, 1945 Yearbook of the Association for Supervision and Curriculum Development of the National Education Association, pp. 142-43.

The experiment of the Western Electric Company, previously mentioned, resulted in these added conclusions which have psychological aspects:

1. Variety in work helped morale.
2. Morale was better when the group developed a team consciousness.
3. Group incentives did more for morale than did group rewards.
4. Morale was built more easily in groups which enjoyed being together socially than in groups too disparate in age.
5. Groups formed themselves and took on distinctive characters which needed to be understood and respected.¹⁰

Validated by the Principles Listed by the
Association for Supervision and
Curriculum Development

1. Are all available human resources being utilized?
(Principle 1)
2. Is opportunity provided for each individual to participate within his special interests? (Principle 2)
3. Is the enterprise so broad as to touch upon the interest of each individual and agency participating?
(Principle 2)
4. Does the enterprise include as many individuals as possible? (Principle 3)
5. Is accomplishment duly recognized? (Principle 3)
6. Is the element of continuity established? (Principle 4)
7. Is the program flexible? (Principle 5)

¹⁰Watson, op. cit., pp. 119-20.

8. Does the enterprise require a variety of resources?
(Principle 6)
9. Is self-confidence developed among the participants? (Principle 7)
10. Is the program orderly? (Principle 8)

Validated by the Western Electric
Company Experiment

11. Does the program include a variety of projects?
(Conclusion 1)
12. Do functioning groups work as a unit long enough
to develop a team consciousness? (Conclusion 2)
13. Are group incentives utilized? (Conclusion 3)
14. Are functioning groups composed of members near
the same age level? (Conclusion 4)
15. Is the tendency toward spontaneous grouping recog-
nized and utilized? (Conclusion 5)

Summary of Criteria

In this chapter an attempt is made to establish sound criteria with which to measure a creative program of interaction in and among community agencies for improving social conditions as they affect the welfare of youth. An attempt is made to group the criteria into three divisions: democratic, sociological, and psychological. Although there is some duplication and overlapping, the criteria in each field tend to support the criteria of the other two fields.

Democratic Criteria

1. Is everyone concerned given an equal opportunity to share in the enterprise?
2. Is participation on a voluntary basis?
3. Does organization evolve from the group?
4. Is the organization flexible in structure and function?
5. Does the program grow out of the needs as recognized by the people?
6. Does the program function in such a way so as not to cause undue hardships upon any individual or group?
7. Do all members uphold group decision?
8. Is the program for the general welfare of the community?
9. Is planning on a long-range basis?
10. Does the program function so as not to reflect upon the character or reputation of any individual or group?
11. Is participation upon a fraternal basis?
12. Are opinions of each individual or group respected?
13. Is opportunity to participate offered to all regardless of race, social or other status?
14. Are private and personal affairs properly respected?
15. Is opportunity given each individual to reach decisions based upon his own reasoning?
16. Is opportunity given to each individual to express his opinions without interference?

17. Is participation free of pressure?
18. Is organization on a representative basis?
19. Are representatives freely chosen?
20. Does everyone have equal access to the benefits made available?
21. Is regular, periodic opportunity for change freely offered?
22. Is access to facts and opportunities to gain information made available to everyone?
23. Is improved living a major objective?
24. Is responsibility divided among many individuals and agencies?
25. Are the set of rules and constitution of the organization brief?
26. Are decisions based on scientific investigation?
27. Is leadership friendly and democratic?
28. Is group decision the basis for action?
29. Is the group policy determined by the group rather than by the leader?
30. Does the leader give direction to group planning rather than telling the group what to do?
31. Is adequate attention given to maintaining a healthy group climate?
32. Is the "chain reaction" of the leader's attitude on the group conducive to productivity?

Sociological Criteria

1. Is there a ready willingness to change unwholesome social conditions?
2. Are tasks undertaken where there will be the greatest degree of expectation of accomplishment?
3. Are all participants made to feel that they are making important contributions toward making decisions?
4. Does there exist a spirit of co-operation among the participating agencies?
5. Are children and youth given opportunity to participate in educational experiences for community betterment?
6. Are positive methods valued more highly than negative ones?
7. Are immediate needs being met?
8. Is personality development a major objective?
9. Are conditions and experiences looked upon as being dynamic and on-going processes rather than static pictures?
10. Is intelligence rather than ideals and tradition the determining factor in reaching decisions?
11. Is maximum opportunity offered for co-operative action for the common welfare?
12. Are new social inventions and improvements constantly sought?

Psychological Criteria

1. Are all available human resources being utilized?

2. Is opportunity provided for each individual to participate within his special interests?

3. Is the enterprise so broad as to touch upon the interest of each individual and agency present?

4. Does the enterprise include as many individuals as possible?

5. Is accomplishment duly recognized?

6. Is the element of continuity established?

7. Is the program flexible?

8. Does the enterprise require a variety of resources?

9. Is self-confidence developed among participants?

10. Is the program orderly?

11. Does the program include a variety of projects?

12. Do functioning groups work as a unit long enough to develop a team consciousness?

13. Are group incentives utilized?

14. Are functioning groups composed of members near the same age level?

15. Is the tendency toward spontaneous grouping recognized and utilized?

CHAPTER IV

SOUND PRACTICES FOR COMMUNITY PLANNING

Sound criteria for community planning were established in the preceding chapter. The purpose of this chapter will be to determine sound practices for community planning based upon these criteria.

First, an effort will be made to determine conditions that are necessary for the successful undertaking of a program of this sort, and then sound practices will be proposed.

Initiating the Program

Our psychological criteria indicate that the program should be broad (criterion three), require a variety of resources (criterion eight), and include a variety of projects (criterion eleven). Some of the necessary conditions are described by Crandford and Yourman in the criteria that they have set up to judge whether or not a community is ready for co-ordination:

1. Are there problems that are common to several private and public agencies?
2. Are there evidences of overlapping, competition, and neglect when the combined programs of agencies are evaluated?
3. Is there leadership among the organizations or citizenry able to plan more effective community services?

4. Is there some problem of immediate concern that is generally recognized in the community as one requiring immediate action?¹

It is seen, then, that there are certain conditions, problems, and resources that are prerequisites to community planning.

Bernard points out that planning presupposes a certain degree of consensus based upon common interests.² He presents a chart illustrating the relationship of common interests to the possibilities for community planning:

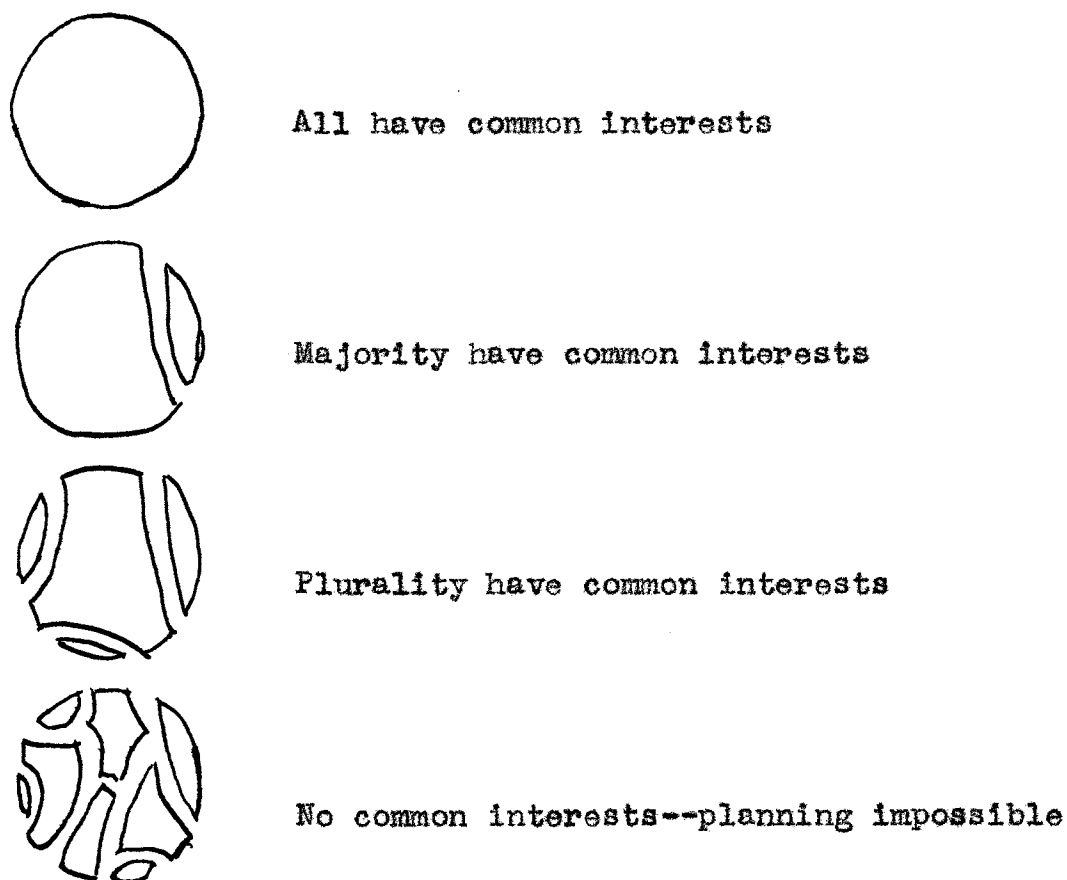


Fig. 3.--Possibilities for community planning.³

¹Charles B. Grandford and Julius Yourman, "Community Co-ordination," The Journal of Educational Sociology, IX (September, 1936), 8.

²Jessie Bernard, American Community Behavior, p. 615.

³Ibid., p. 619.

According to democratic criterion five, a program should grow out of the needs as recognized by the people. Recognition of a need, then, is another prerequisite to community planning.

Determining the Needs

From democratic criterion twenty-six (Are decisions based upon scientific investigations?) and sociological criterion ten (is intelligence rather than ideals and tradition the determining factor in reaching decisions?), it can be assumed that the need should be determined through intelligent scientific investigation. A sound procedure would seem to be to find out the needs of all youth and then determine to what extent the community is meeting these needs.

Certain studies that have been made might be of value in ascertaining the needs. As a result of a study made by the Education Policies Commission, these imperative needs of youth are listed:

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupation.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, and the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.⁴

In order to meet the requirements of democratic criterion twelve (Are opinions of each individual or group respected?), the opinions of youth should be sought and respected. Certain studies that have been made by youth groups to determine their needs might show the trend of their opinions. At a conference at Maplewood and Orange, New Jersey, these indictments against society were listed:

1. Starvation wages
2. Inability of young people on account of lack of jobs

⁴William G. Martin, "How Does Your School Rate on the 'Ten Imperative Needs'?", The Bulletin of the National Association of Secondary School Principals, XXIX (October, 1949), 13-14.

3. Inadequate instruction on choosing a mate
4. Permitting pitfalls to youth
5. Harsh attitude toward first offenders
6. Failure to use available facilities for recreation⁵

Since this conference was held in 1939, the economic aspects of the indictments might have undergone a degree of change. There is widespread evidence, however, that the economic problem has not changed with regard to large segments of youth and is present in various degrees to youth as a whole.

After the needs of youth have been identified, the extent to which these needs are being met in the community should be determined. Again, democratic criterion twenty-six and sociological criterion ten indicate that this examination should be made through unbiased scientific investigation. A sound community social survey would seem to meet the requirements of these criteria. Since youth should participate in educational experiences for community betterment as suggested in sociological criterion five, a sound procedure would be for the youth to make the survey.

Sound Group Methods

After the needs and conditions have been determined, techniques for bringing about a high level of interaction among the community agencies should be developed. Sound

⁵Harl R. Douglas, Secondary Education for Youth in Modern America, p. 32.

group methods must be developed if the static tendencies of individuals and institutions previously mentioned are to be overcome and an attitude favorable to desirable social change as suggested by sociological criterion one (Is there a ready willingness to change unwholesome social conditions?) and twelve (Are new social inventions and improvements constantly sought?) be effected.

Studies have shown that group methods can be established that will develop skills and techniques of social change and promote attitudes favorable to social change. One of these studies was recently made by seventy-five leaders in different social fields in order to identify skills basic to effective group development and techniques, to sensitize others to a need for change, and to evaluate the social climate of the group. This study revealed that there are basic skills for stimulating changes in attitudes and behavior that can be identified, acquired, practiced, and communicated to the end that group conflict can be materially reduced and co-operative efforts for the common good correspondingly increased. The study also showed that the social climate of a group can be improved.⁶ An experiment by the Harwood Manufacturing Corporation demonstrated that strong institutional stereotypes can be uprooted by sound group methods.⁷

⁶"A Laboratory in Educational Dynamics," (Author not given), School and Society, LXVI (December, 1947), 475-79.

⁷A. J. Marrow, and J. R. P. French, "Changing a Stereotype in Industry," Journal of Social Issues, I (August, 1945), 33-37.

Research in the field of group dynamics is very limited. However, studies previously described, as well as the criteria that have been established, identify some essentials of effective group methods.

Organization

One of the essentials of sound group methods is sound organization. Psychological criteria six and ten suggest that the methods should be orderly and include the element of continuity, while democratic criterion nine suggests that planning be on a long-range basis. Organization should be effected to meet the requirements of these criteria.

According to the democratic criteria, organization should evolve from the group (criterion three--Does organization evolve from the group?) and be on a representative basis (criterion eighteen--Is organization on a representative basis?), the representatives be freely chosen (criterion nineteen--Are representatives freely chosen?) for specific terms (criterion twenty-one--Is regular, periodic opportunity for change freely offered?) by everyone they represent (criterion one--Is everyone concerned given an equal opportunity to share in the enterprise?).

Miel has listed the characteristics of a desirable organization as follows:

1. It is functional.
2. It facilitates widespread participation and a free-flowing type of interpersonal relationships.

3. It fulfills a constructive social purpose that is the group's own purpose.

4. It provides for continuity of problem-solving.

5. It provides for necessary co-ordination among groups.⁸

Effective Work Group

Organization is not the end, but only the beginning of effective planning. Unless the organization that has been set up to meet a social need takes on certain characteristics, there is the danger that it will fall into the patterns of the other community organizations and thereby lose its effectiveness.

Huszar maintains that an effective work group must be a problem-centered group. "Since such groups are basic units of society, and not only make the solution of problems possible but allow participation on the part of many individuals, it is essential that they be built."⁹ Democratic criterion five (Does the problem grow out of the needs as recognized by the people?) implies that the group be problem-centered.

In order to comply with democratic criterion sixteen (Is opportunity given each individual to express his opinions without interference?), sociological criterion three (Are all participants made to feel that they are making

⁸ Alice Miel, Changing the Curriculum, p. 64.

⁹ George B. de Huszar, Practical Applications of Democracy, p. 24.

important contributions toward making decisions?), and psychological criterion nine (Is self-confidence developed among the participants?), it is necessary that groups be kept small. Huzzar points out that a group of about a dozen is the most effective "from the point of view of effective action, possibility of consensus, intensity of face-to-face contact, and maximum participation."¹⁰ He lists the following as distinctive features of the problem-centered group:

1. Its size is about a dozen.
2. Its structure is democratic.
3. It creates a fusion of thought.
4. It puts the problem in the center.
5. It meets around a round table.¹¹

Baxter and Cassidy emphasize certain attitudes and relationships in their discussion of the characteristics of an effective work group:

1. There is a "belongingness" in which all share. Persons within the group like to be together. Each is impelled to give of his best without restraint, without question as to how it will be received, and without undue introspection.
2. There is no reason for one individual to mistrust another. Each individual has a unique worth to himself and to the group. Both he and all other members are aware of this value. Each member has found his relationship to a common purpose. The bond which unifies individuals is, therefore, to be found in the group purposes.
3. There is an acceptance of a social control by the group. There is willingness, without effort, on the part of the members to trust majority decisions and majority action. Not always of a unanimous nature, judgements of the group will not alienate completely any individual. Since true

¹⁰ Ibid., p. 24.

¹¹ Ibid., p. 31.

group decisions emerge without force and without pressure, every contributing person will have a part in shaping these decisions. Each will abide by the control which all have been instrumental in establishing.

4. The group which is characterized by unity of purposes, commonly held values and member-accepted control will have afforded to its members opportunities for becoming acquainted with one another, with each person's mode of thinking, individual habits of action, and needed satisfaction.¹²

Although the group may not possess all of these characteristics, it seems reasonable to expect that the nearer it approaches them the better will be its chances of achieving its goals.

Experiments of the Harwood Manufacturing Corporation, of Lippett, Lewin, and White, and of Bales, previously mentioned, proved that productivity increased when these attitudes and relationships improved. Other studies have shown that poor group climate causes pathological group functioning even in groups composed of capable, individual, well-adjusted personalities. In order to be effective, then, a group should be a small problem-centered group with democratic attitudes and relationships and a high group morale.

Leadership

The studies mentioned above resulted in the conclusion that the proper type of leadership is vital to the development of desirable attitudes, relationships, and group morale.

¹²Bernice Baxter and Rosiland Cassidy, Group Experience, the Democratic Way, pp. 101-102.

Democratic criterion thirty-two (Is the "chain-reaction" of the leader's attitude on the group conducive to productivity?) indicates that the leader's attitude is important in determining the attitude of the group. Miel further substantiates this assumption:

With proper leadership the members of the group can be helped to have experiences that will affect the nature and intensity of their motivations. Conditions favoring group endeavor can be produced or interfered with, depending upon the type of leadership involved. Good leadership can help to bring to bear on the solution of problems the best available wisdom; manovellent leadership can deprive groups of access to information. Weak leadership can be worse than useless because it can occupy strategic positions which should be filled with effective leadership, producing a type of frustration in the group that is torture for persons with vision and ability.¹³

In describing the responsibilities of the leader of a co-ordinating council, Beam makes the following statements:

1. No obvious advantage should accrue to the leader personally, nor to the organization which he represents, beyond that shared by all participants.
2. The leader should have a broad interest in the community as a whole, far beyond the scope of his particular organization.
3. He should have respect for the work of the other agencies than his own, and a full appreciation of the contributions of the diverse agencies, organizations, and institutions represented on the council.
4. He should have the respect of the people representing different points of view, different degrees of training, and different backgrounds.
5. He should have the ability to detect and emphasize points of agreement and to minimize points of difference until common grounds can be discovered.

¹³Miel, op. cit., p. 149.

6. He should have the ability to make members of the council feel that it is not his organization but theirs, and that its success depends on their participation, their interest, and their full co-operation.

7. He should be convinced that the solution of problems depends upon co-operation and the harmonizing of different points of view; and that the co-ordinating council provides experiences and demonstrates this truth which is important in many other areas of life.¹⁴

Miel lists the functions of a leader as (1) improving the human relations in the group, (2) furnishing expertness along certain lines, (3) generating leadership in others, and (4) co-ordinating the efforts of others.¹⁵ Democratic criteria twenty-seven (Is leadership friendly and democratic?), twenty-eight (Is group decision the basis for action?), twenty-nine (Is the group policy determined by the group rather than by the leader?), and thirty (Does the leader give direction to group planning rather than telling the group what to do?) tend to confirm the responsibilities and functions mentioned above.

Democratic Group Processes

Sound organization and leadership are important elements in the program of group interaction, but before the organized group or groups can function effectively, sound group processes must be developed.

¹⁴Kenneth S. Beam, "Co-ordinating Councils," The Journal of Educational Sociology, XI (October, 1937), 71-72.

¹⁵Miel, op. cit., pp. 159-62.

It would seem that the objectives should be to develop (1) understandings, (2) dispositions, and (3) abilities to bring about desirable change.

Stratemeyer explains that

The solution of a specific problem is not enough. Having the experience in and of itself is not enough, for there will be intelligent behavior only as men think about and understand their experiences. . . .

In emergencies and disasters, such as fires and floods, people work co-operatively under the impact of a situation that highlights the interdependence of men. But lacking individual or group thinking about the meaning and significance of their action there is little conscious effort to work co-operatively in other situations. These same persons are often unwilling, if not negative, in responding to equally needed co-operative action in a community housing project or in a proposed community action in meeting the problem of juvenile delinquency. More than vivid, vital experiences is needed. Only as men think about and comprehend their experiences--study them and arrive at basic understandings and generalizations--do they develop changed behavior based on sound decisions which go beyond the immediate situation.¹⁶

The values and cravings of the human personality should be understood and considered in the process of selecting and solving social problems. Lynd lists these:

1. The human personality craves to live not too far from its own physical and emotional tempo and rhythm. While capable of large adjustment in these respects, the personality suffers strain when the institutional demands of the culture cut too coercively across the personally natural tempo and rhythm.

2. The human personality craves the sense of growth, of realization of personal powers, and it suffers in an environment that denies growth or frustrates it erratically or for reasons other than the similar needs for growth in others.

¹⁶Florence B. Stratemyer, Hamden L. Forkner, and Margaret G. McKim, Developing a Curriculum for Modern Living, pp. 86-87.

3. The human personality craves to do things involving the felt sense of fairly immediate meaning.

4. The human personality craves physical and psychological security (peace of mind, ability to "count on" life's continuities, and so on) to the degree that will still leave with the individual control over the options as to when to venture (for the fun of it, for the values involved) into insecurity.

5. But the human personality is active and cherishes in varying degrees the right to exercise these optional insecurities.

6. As a corollary to the preceding, the human personality craves the expression of its capabilities through rivalry and competition, with resulting recognition of status. . . . It seems safe to say that most human personalities do not crave as pervasive and continuously threatening competition as they tend to be subjected to in our culture.

7. But if rivalry and the status it yields provide some of the arpeggios of living, the more continuous melody is the continuous craving of the personality for human mutuality, the sharing of purposes, feeling and action with others.

8. The human personality craves coherence in the direction and meaning of the behavior to which it entrusts itself in the same or different areas of its experience. Contradictions and unresolved conflicts within the rules it learns from the culture create tentions and hinder functional satisfaction.

9. But the human personality also craves a sense of freedom and diversity in living that gives expression to its corresponding need for a basic integration of continuities. It craves a cultural setting that offers active encouragement to creative individuation in terms of the whole range of one's personal interests and uniquenesses.¹⁷

The process must go beyond promoting understandings; disposition favorable to social change is also essential. According to Taba, the dispositions which contribute to social sensitivity are these:

¹⁷Robert S. Lynd, Knowledge for What?, pp. 192-97.

1. A disposition to project oneself appreciatively and sympathetically into the lives, motives and problems of other people and other groups

2. A disposition to look under the surface of social phenomena and to discover the underlying conflicts and problems in social life contributing to the peculiar phenomenon

3. A disposition to view social problems and maladjustments as capable of solution, rather than to consider them as inevitable consequences of unchangeable circumstances of human nature

4. A disposition to consider the effects of one's personal actions as a member of a group upon the welfare of others

5. A disposition to view difficulties of an individual or a group as symptomatic of social maladjustments rather than as purely personal problems

6. A disposition to feel personal concern and responsibility for the solution of social problems

7. A disposition to act within the limits of one's ability on behalf of ideals and values¹⁸

A program should aim at creating an atmosphere and opportunities for promoting these dispositions through the use of sound group processes in planning.

What processes should be employed in group planning?

Miel points out that sound processes should contain (1) the guarantee of security, (2) the guarantee of individual and group growth, and (3) the guarantee of sound accomplishment. She explains that people must cease their efforts to find security in withdrawal or retreat to former social conditions and try to find security in the process to bring social change under control; that the process employed must result in increased human power to solve problems intelligently; and that the process must achieve a balance between

¹⁸Hilda Taba, Social Sensitivity, pp. 6-7.

gradualism and rapidity, and demonstrate its efficiency by accomplishing group purposes.¹⁹ To bring about these conditions would require a high level of interaction.

Wilson and Ryland have listed five levels of interaction within a group:

1. Elimination. They may combat each other, each seeking to win, and if necessary, rid the group of opposing faction or individual.

2. Subjugation. The strongest subgroup or individual may force others to accept its point of view and thus dominate the opposition.

3. Compromise. If the strength of the competing subgroups or individuals is approximately equal, each may give up something to safeguard the activity or the life of the group.

4. Alliance. Subgroups or individuals may maintain their independence but combine to achieve a common goal.

5. Integration. The group-as-a-whole may arrive at a solution that not only satisfies each member but is better than any of the contending suggestions.²⁰

Integration, then, should be the objective, and processes that promote integration should be employed. If they comply with our criteria they must be on a democratic co-operative basis. Hopkins lists the aspects of democratic co-operative action as follows:

1. Determining the purposes to be realized.
2. Formulating plans for achieving them
3. Devising methods of putting the plans effectively into operation.
4. Evaluating the results in improved living
5. Selecting new and improved purposes for continued co-operative planning²¹

¹⁹ Miel, op. cit., pp. 21-22.

²⁰ Gertrude Wilson and Gladys Ryland, Social Group Work Practice, p. 53.

²¹ L.T. Hopkins, Interaction, the Democratic Process, pp.7-8.

These aspects of democratic co-operative action closely parallel the description of the group process presented by the Association for Supervision and Curriculum Development: "Group process . . . refers to the ends-means procedures utilized by a group of individuals thinking, discussing, planning, deciding, acting and evaluating together for the purpose of attacking and solving a common problem."

Group Planning

Group planning grows out of group thinking and discussion. Since its purpose is to meet recognized needs (democratic criterion five and sociological criterion seven), the first requirement is the definition of a need or problem. According to John Dewey, "To be aware of the problem is a condition of taking steps toward its solution."²² According to Huszar, thinking through a problem involves three basic steps: what is it, how do we deal with it, and who shall do what?²³ These suggestions for group thinking and discussion were prepared for the Michigan Study in Secondary School Curriculum:

1. Each person should do his own thinking. Don't try "to save time" by telling the group the right answer. The leader is not a group instructor, but a social engineer, trying to arrange conditions so that each will do creative thinking.
2. Group discussion is not a debating society . . . We are in a co-operative quest. Our thinking is creative rather than combative.
3. Ask yourself which ideas, experiences, and differences are basic, fundamental, and most worth discussing.

²²Huszar, op. cit., p. 28.

²³Ibid., p. 37.

4. When discussion wanders, restate the question and get a new start. . . .

5. Make short statements, not speeches.

6. Do not pass any important matter that is not clear to you. Sometimes individuals hear unfamiliar terms and assume that everyone else must understand; hence they fear it would be humiliating to ask for explanations or illustrations

7. If you find yourself talking more than other members of the group, train yourself to pass over minor points and to speak on only a few carefully chosen issues.

8. Use special care to be fair to positions represented by a minority or not represented at all in the group

9. Challenge contributions you cannot fully accept. Do not keep your disagreements quiet in the mistaken notion that it is better manners to pretend to agree when you do not. Make inquiry concerning the assumptions involved in the contribution.

10. The "either-or" attitude is on the whole not fruitful. Search rather for new means which enable both sets of values to be pursued without clash. Our concern in co-operative thinking is not simply to choose between two ways we now know, but if possible to find a way of integrating the values of both, thereby creating an improved solution. However, avoid smoothing over differences. Differences should be probed with questions to make them clear and sharp.

11. When there is some confusion over a diversity of opinions expressed, a minute of silence can do much to help members rise to a clearer perspective of what has been said. In suggesting this pause the chairman should restate the precise issue under discussion. After the pause the members may be more able to co-operate in detecting the root of the disagreement. . . .

12. Be on the lookout for different uses of the same word. Call for illustrations whenever this difference becomes confusing. Do not wrangle over a verbal definition.

13. Trust the group. There is no person in it who is not superior to the rest in at least one respect. The experience of all is richer than the experience of any. The group as a whole can see further and more truly than its best member

14. For every discussion there is available a limited amount of time. Each individual should help

make it possible to use the time more effectively. To attempt too much in too short a time fosters a habit of slipshod and superficial thinking.

15. Summarize (a) whenever a major point is finished before going on to the next, (b) whenever the discussion has been fairly long and drawn out or confused, (c) shortly before the close of the period. Try to use the words of the members of the group rather than your translation.²⁴

To be effective, group plans and decisions must evolve from group thinking and discussion. Some principles of group planning listed by the Association for Supervision and Curriculum Development and substantiated by criteria established in this study are as follows:

1. Everyone is in on it. (Democratic criterion one--is everyone concerned given an equal opportunity to share in the enterprise?; psychological criterion four--Does the enterprise include as many individuals as possible?)

2. Planning should grow out of the expressed needs and interests of the members who compose the group. (Democratic criterion five--Does the program grow out of the needs as recognized by the people?; psychological criterion two--Is opportunity provided for each individual to participate within his special interests?)

3. Planning gives scope to individual interests and an opportunity to "belong." (Democratic criterion eleven--Is participation upon a fraternal basis?; psychological criteria twelve--Do functioning groups work as a unit long enough to develop a team consciousness?; and three--Is the enterprise so broad as to touch upon the interests of each individual and agency present?)

4. Planning must have an adequate factual basis. (Democratic criterion twenty-six --Are decisions based on scientific investigations?)

5. The most effective plans come out of a process which combines continuous planning and evaluation. (Psychological criteria six--Is the element of continuity established?, and seven--is the program flexible?)

6. The planning itself and the things planned are flexible and "open-ended." (Democratic criterion four--Is the organization flexible in structure and function?; psychological criterion seven--Is the program flexible?)

²⁴Miel, op. cit., Appendix D.

7. Group planning results in "collective self-control" for the sake of group goals.

8. The most effective plans grow out of a process that is often slow and seemingly drawn out. (Psychological criterion ten--Is the program orderly?)

9. The planning uses all available resources of the environment which are pertinent to the problem. (Psychological criteria one--Are all available human resources being used?, and eight--Does the enterprise require a variety of resources?)

10. Planning requires documentation and record-keeping.

11. Planning provides means for recognizing the contributions of all to group goals. (Sociological criterion three--Are all participants made to feel that they are making important contributions toward making decisions?; psychological criterion five--Is accomplishment duly recognized?)

12. Planning gives order and shape to group experiences. (Psychological criterion ten--Is the program orderly?)

13. Group planning is not power based. (Democratic criteria twenty-eight--Is group decision the basis for action?, and twenty-nine--Is the group policy determined by the group rather than by the leader?)²⁵

Group Decisions

The aim of group thinking and discussion is group decision. Since integration is the interaction level sought, decision should be based upon consensus rather than majority vote. Decision by majority vote divides the group into a majority and minority and, therefore, does not represent cooperation on the integration level.

Miel has made these suggestions regarding sound practices for arriving at consensus in group decision:

²⁵ Hanna and others, op. cit., pp. 40-41.

1. Give full opportunity for every member of the group to contribute every suggestion he feels is pertinent.

2. Each member who does not understand a suggestion asks questions until he does. Allow plenty of time for pooling of facts and harmonizing of values.

3. During the gathering of suggestions the leader holds all members to understanding of the various paths of action. The group refrains from criticism or comment; it seeks to gather and to understand. . . . The process of collection and understanding proceeds until group creativity is exhausted.

4. Use a straw preferential vote to uncover minority opinion early in the process. . . .

5. Seek for consensus by a full discussion of the minority point of view in an effort to harmonize conflicts of value and method. . . .

6. If after adequate discussion and efforts to harmonize conflicts a group is still fairly evenly divided as to path of action necessary to achieve a group goal, the group may well consider whether or not it is imperative to make a decision at the time. Often a "cooling off" period or postponement of the decision until further study can be made by all group members may result in consensus at the next meeting.

7. If all efforts to reach a consensus have bogged down, and some decision must be made in order to test the plan of action, appeal to the sportsmanship of the minority, but make it clear that the decision is a trial one, and not a final one unless it works so well as to satisfy all concerned.²⁶

Group Action

According to democratic criteria, action should grow out of group decision. Group action, then, is the next step in the process.

According to the Association for Supervision and Curriculum Development, each individual member needs to develop certain skills in order to achieve effective group action.

²⁶ Miel, op. cit., p. 139.

"A member needs (a) to exercise initiative and accept responsibility for the group, (b) to be group conscious, (c) to regulate his thinking and action in terms of group goals, (d) to get rid of personal sensitivity to criticism, (e) to be keenly aware of the fact that the group will succeed or fail to the extent that he does his part and participates actively."²⁷

Summary

In this chapter an attempt has been made to determine the following:

1. The conditions necessary for successful community planning.
2. The need for a program of planning for youth welfare.
3. Sound organizational procedures.
4. Characteristics of an effective work group.
5. Characteristics of sound leadership.
6. A desirable level of interaction.
7. Sound processes to be used in group planning.
8. Sound processes to be used in reaching group decisions.
9. Sound processes to be used in group action.

The findings include the following:

1. There are certain conditions, problems, and resources that are prerequisites for successful planning. These include

²⁷Hanna and others, op. cit., p. 49.

(1) common problems, (2) evidence of overlapping, competition, and neglect, (3) able leadership available, (4) some recognized problem of immediate concern, (5) a certain degree of consensus based upon common interests.

2. Scientific investigation should be the basis for determining the needs for community planning.

3. Organization should evolve from the group, be on a representative basis, the representatives to be freely chosen for specific terms.

4. The characteristics of an effective work group are these:

- a. It must be problem-centered.
- b. There is a "belongingness" in which all share.
- c. There is no reason for one individual to mistrust another.
- d. There is an acceptance of a social control by the group.
- e. There should be unity of purposes and commonly held values.

5. Leadership is an important factor in determining group productivity. It should be democratic and friendly and give direction to group planning.

6. Integration is the most desirable level of interaction.

CHAPTER V

A PROGRAM OF COMMUNITY PLANNING FOR YOUTH UTILIZING SOUND PRACTICES

The purpose of this chapter is to determine a sound program of planning among the community agencies based upon the practices established in the preceding chapter.

Since the program will grow out of group planning and will be somewhat different in every situation, it would seem inadvisable to make detailed plans for its operation. There are, however, certain phases of the program and problems of its functioning that should be very similar in every community. It will be the purpose of this chapter to establish a sound program regarding these common aspects and leave the details of its functioning to grow out of the planning process.

Initiating the Program

As suggested in the preceding chapter, a sound practice is for the program to grow out of the needs as recognized by the people. Kulp supports this assumption in suggesting that the program be initiated by enlisting the aid of the agencies in meeting some specific, urgent problem:

Councils may be initiated in many ways. Sometimes a problem which has become so serious that the entire community is aware of it, becomes the basis for meeting

of representatives of all the important agencies concerned. . . . Whatever the problem may be, if it is real or urgent, no better method of enlisting the aid of all community agencies in a common effort can be provided than to attempt a solution. A genuine problem of some magnitude insures a specific purpose for the first meeting, and this is important, as little interest attaches itself to a project which concerns itself primarily with organization rather than work to be done.¹

It is necessary for some individual or group to take the initiative in calling the first meeting. Kulp suggests that the school administrator assume this responsibility "as it is logical to expect the school administrator to define the problem and to assemble the representatives of the private and public agencies which serve youth."² Since he is in close contact with youth and is in a position to see their problems, it seems that he is the appropriate person to initiate the program.

In calling this meeting, every agency that serves youth in any capacity should be invited to send representatives, and young people should be included. Its purpose seems to be twofold: (1) to organize a problem-centered group to cope with the urgent problem, and (2) to take steps to determine the need for further planning.

To comply with the sound practices set up in the preceding chapter, the needs, as well as the resources, should

¹Claude L. Kulp, "What Are the Significant Factors in Community Planning To Meet the Problems of Youth?" Report to the American Association of School Administrators, of the National Education Association, p. 156.

²Ibid., p. 156.

be determined by scientific investigation. A sound community social survey would meet this requirement. This survey project should be divided among several agencies and utilize the services of high-school youth.

Organization

Assuming that the survey discloses a need for a planning program as well as resources required for its operation, the next step would be to effect organization.

There are many community-co-ordinating organizations functioning in American communities, most of which are very similar in structure. The organization at Dowagiac, Michigan, seems to be typical:

In the summer of 1938, through the initiative of the superintendent of schools and the co-operation of other local men, the plan was started. . . . A full-time director was appointed and began work in September. He found in the community 55 organizations of a social, religious, civic, or economic nature, from which he assembled representatives to form a community council. This council at its first meeting adopted a constitution which provided for a smaller executive board of 18 members.

Only a few projects were undertaken at first. These included a community adult school, a series of public forums, and a placement service. Each of these activities has its own committee of citizens, and has the support and co-operation of all the organizations represented in the community council.

Other committees were set up to study the possibilities of other enterprises, some of which would be of a temporary nature, and others permanent. From time to time some of these were actually put into operation. During the first year 24 separate activities were carried on, but not usually more than 12 at one time.³

³M.M. Chambers, The Community and Its Young People, pp. 29-30.

It appears that this organization meets the requirements of the sound practices previously established, provided the representatives were democratically elected and the adopted constitution and rules of procedure were brief. The functioning committees appear to have characteristics of problem-centered groups whose decisions are upheld by the entire organization. Since a sound practice requires that planning group be kept small, it would seem that a council composed of representatives from all the fifty-five agencies would be too large. However, the executive board appears to be the central planning group while a committee is formed into a small problem-centered group to cope with each specific problem. In this case, the large council should be an advisory, policy-forming group whose members act as liaison agents between the council and the agencies.

To comply with the sound organizational practices established in Chapter IV, the organization should have the following characteristics:

1. It is the results of the people's recognizing needs and taking steps to fulfill them.
2. Planning is done by small groups.
3. Its constitution and rules of procedure are brief.
4. The council is made of of representatives of the various agencies.
5. Sub-groups or committees are organized as small problem-centered groups.

6. The council is not an administrative body; it is an organizing and planning body.

Group Techniques

It is important that each planning group utilize only sound group methods. Since sound group processes were established in detail in the preceding chapter, it does not seem advisable to repeat them here. However, there are certain characteristics of the group process that should be emphasized:

1. Group atmosphere is democratic.
2. Everyone participates voluntarily.
3. All action is co-operative.
4. There is interaction among members.
5. The group formulates goals.
6. Every group member is a "change-agent."
7. Leadership is a function of the group.⁴

Scope of the Program

The sound practices indicated that the program should be broad in scope and include a variety of projects and would, therefore, imply that all the problems of youth, as well as all youth groups, should be included in the planning.

The nature of youth might vary in different communities. There are some problems, however, that seem to be common to all groups. Among these are the following:

1. Health and safety
2. Recreation and leisure
3. Juvenile delinquency

⁴Lavone A. Hanna and others, op. cit., pp. 28-34.

4. Home conditions
5. Employment
6. Education
7. Welfare
8. Citizenship

A cursory examination of these and other problems shows that it is difficult to plan exclusively for youth. Much of the planning that is done to benefit one age group results in benefiting other groups. The youth council, then, might eventually find itself engaging in a program of building an improved environment for all its citizens. It seems safe to assume that most communities have the necessary resources to build an environment that would substantially fulfill the needs of all age groups. Democratic group processes utilized in planning in and among community institutions might be the new social invention so vitally necessary for bringing about desirable social change for better community living.

In setting goals for community planning, the description of a desirable community by Herring might be profitably considered.

1. We want a community that is a community. . . . The strong forward-going life of our nation, the warm, satisfying richness of our communities, the security and happiness of individual men and women and boys and girls depend on putting our communities back together again.

2. We want a community that sees itself, looks forward and says "We can." Communities, like individuals, begin to die if they stand still. The

community we want must build together for tomorrow as an inseparable part of living today. This means three things: (1) it must, with courage, look into the mirror, today, tomorrow, and next year. (2) it must say to itself, "these are the steps we need to take to get rid of the bad and build the good." (3) Through common strength, community strength, it must learn to say, "We can,"--and act accordingly.

3. We want a community that practices democracy between social and economic groups, races, creeds.

4. We want a community in which there is plenty, security, opportunity, and equality in sharing.

5. We want a community giving the finest educational opportunity to everyone--to each man according to his needs and capacity.

6. We want a community in which the members find deep satisfaction in the arts, in recreation, in social living.

7. We want a community that understands self-government and practices self-government with skill and steady responsibility.

8. We want a community in which the best possible use is made in every resource to promote health and welfare.

9. We want a community physically planned to contribute most fully to the good of life. No slums, No congestion. Convenience in living. Beautiful parks, streets, architecture. A place for people to live.

10. We want a community of homes, of happy families; a place for children and youth, for parents, for elderly persons; a community of all, by all, for all.⁵

Summary

The following is a summary of some of the important aspects of a sound planning program:

1. The program is initiated by enlisting the aid of the agencies in meeting some specific, urgent problem.

2. The superintendent of schools is the most logical person to call the first meeting.

⁵John W. Herring, "Direction Finders for New York Committee," Journal of Educational Sociology, XX (December, 1946), 254-55.

3. All the agencies that serve youth in any capacity should be urged to send representatives.

4. The purpose of the first meeting is two-fold: (1) to organize a problem-centered group to cope with the urgent problem, and (2) to take steps to determine the need for further planning.

5. A community social survey is made to determine the needs and resources.

6. The survey project is divided among many agencies and utilizes the services of youth.

7. Each agency concerned is allowed representation on the youth council.

8. An executive board is organized by the council to act as an administrative body.

9. The council is an organizing, planning body.

10. Committees are organized as problem-centered groups to cope with the different problems.

11. Sound democratic group processes are utilized. Since planning is an evolving process, it is inadvisable to make detailed plans for its operation in advance. It should be guided, however, by the sound practices previously established.

12. All youth groups, as well as all the problems of youth, are considered in the planning program.

13. Problem areas for suggested activities include (1) health and safety, (2) recreation and leisure, (3) juvenile delinquency, (4) home conditions, (5) employment, (6) education, (7) welfare, and (8) citizenship.

14. Consideration is given to the possibilities of extending the program to include planning for improving community living for all the people of the community.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study has been to determine a sound basis for interaction among community agencies in order to bring about desirable change for the welfare of the youth in the community. The findings of this study are listed as follows:

1. There is extensive overlapping of programs and duplication of services by community agencies as well as areas of neglect.

2. A dominant characteristic of the American community is disorganization.

3. Competition rather than co-operation characterizes community organization.

4. Institutions have largely replaced the individual in determining social conditions.

5. Institutional elements tend to make institutions conservative and inflexible.

6. Institutional elements tend to stifle initiative, creative thinking and planning, and to encourage action patterns based on the past.

7. Institutions have a tendency to survive long after they have ceased to be useful.

8. There is a tendency for institutions to come under the control of people of a certain social status.

9. Members tend to conform to the attitudes, rules, and patterns of the institution.

10. Regressive, maladjusted institutions tend to dominate the affairs of men.

11. The highest accommodation level among the community agencies should be sought.

12. Community planning should be democratically sound, sociologically sound, and psychologically sound.

13. Conditions that are prerequisites to successful community planning include the following:

- a. Common problems
- b. Evidence of overlapping, competition and neglect
- c. Able leadership available
- d. Some recognized problem of immediate concern
- e. A certain degree of consensus based upon common interests.

14. Leadership is an important factor in determining group productivity.

15. Integration is the most desirable level of interaction.

Conclusions

From the findings of this study, it seems to make the following conclusions:

1. Institutions at the community level are important factors in shaping social conditions.
2. Institutions are partially failing to fulfill their obligation to improve social conditions.
3. New and improved social inventions will have to be brought to bear on group planning before appreciable changes can be made.
4. Community organization should be democratically effected.
5. Small, problem-centered planning groups are the most effective agents for social change.
6. The application of sound group processes to planning is the best method known in bringing about desirable social change.
7. Leadership, to be effective, must be friendly and democratic.
8. The processes must develop understandings of the human personality, its values and cravings, and its needs.
9. The processes must develop a disposition favorable to social change.
10. Sound group processes include sound planning, decision-making, and action.
11. Problem-centered groups and sound group processes can be utilized effectively within the community organizations as well as between them.

12. The planning program should be initiated by enlisting the aid of the agencies in meeting some specific, urgent problem.

13. The superintendent of schools is the most logical person to call the first meeting.

14. All the agencies that serve youth in any capacity should be urged to send representatives.

15. The purpose of the first meeting is two-fold: (1) to organize a problem-centered group to cope with the urgent problem, and (2) to take steps to determine the need for further planning.

16. A community social survey should be made to determine the needs and resources.

17. The survey project should be divided among many agencies and utilize the services of youth.

18. Each agency concerned should be allowed representation on the youth council.

19. An executive board should be organized by the council to act as an administrative body.

20. The council is an organizing, planning body.

21. Committees are organized as problem-centered groups to cope with the different problems.

22. Sound democratic group processes should be utilized. Since planning is an evolving process, it is advisable to make detailed plans for its operation in advance. It should

be guided, however, by sound practices established in Chapter IV.

23. All youth groups, as well as all the problems of youth should be considered in the planning program.

24. Problem areas for suggested activities include (1) health and safety, (2) recreation and leisure, (3) juvenile delinquency, (4) home conditions, (5) employment, (6) education, (7) welfare, and (8) citizenship.

25. Consideration should be given to the possibilities of extending the program to include planning for improving living for all the people of the community.

Recommendations

There is a need in American communities for a co-ordinated, creative program of community planning among the community agencies, for the welfare of the youth in the community. It is recommended that such a program be organized in each community, utilizing sound group processes in bringing about desirable social change.

The great possibilities of sound group processes have just recently been revealed and recognized. It is recommended that research in this field be accelerated and an attempt be made to determine whether group dynamics is the social invention so desperately needed in bringing about improved social living.

BIBLIOGRAPHY

Books

- Alexander, Franz, Our Age of Unreason, New York, J.B. Lippincott, 1942.
- Arnold, T.W., The Folklore of Capitalism, New Haven, Yale University Press, 1938.
- Baxter, Bernice, and Cassidy, Rosiland, Group Experience, the Democratic Way, New York, Harper and Brothers, 1943.
- Bernard, Jessie, American Community Behavior, New York, The Dryden Press, 1949.
- Encyclopedia Britannica, Vol. VII, Fourteenth Edition.
- Good, Carter A., editor, Dictionary of Education, New York, McGraw-Hill Book Company, 1945.
- Hertzler, Joyce O., Social Institutions, New York, McGraw-Hill Book Company, 1929.
- Hollingshead, Arthur D., Guidance in Democratic Living, New York, Appleton-Century Company, 1941.
- Hollingshead, August B., Elmtown's Youth, New York, John Wiley and Sons, 1949.
- Hopkins, Thomas R., Interaction, the Democratic Process, Boston, D.C. Heath and Company, 1941.
- Huszar, George B. de, Practical Applications of Democracy, New York, Harper and Brothers, 1945.
- Kilpatrick, W.H., Group Education for a Democracy, New York, Association Press, 1940.
- Lynd, Robert S., Knowledge for What?, Princeton, Princeton University Press, 1939.
- Miel, Alice, Changing the Curriculum, New York, D. Appleton-Century Company, 1946.

Stratemeyer, Florence B., Forkner, Hamden I., and McKim, Margaret G., Developing a Curriculum for Modern Living, New York, Bureau of Publications, Teachers College, Columbia University, 1947.

Wilson, Gertrude, and Ryland, Gladys, Social Group Work, New York, Houghton Mifflin Company, 1949.

Articles

Beam, Kenneth S., "Coordinating Councils," Journal of Educational Sociology, XI (October, 1937), 71-72.

Crandford, Charles B., and Yourman, Julius, "How a Community Can Determine Whether or Not It Is Ready for Coordination," Journal of Educational Sociology, X (September, 1936), 8.

Herring, John W., "Direction Finders for New York Committee," Journal of Educational Sociology, XX (December, 1946), 254-55.

"Laboratory in Educational Dynamics" (author not given), School of Society, LXVI (December, 1947), 475-79.

Marrow, A. J., and French, J. R. P., "Changing a Stereotype in Industry," Journal of Social Issues, I (August, 1945), 33-37.

Martin, William G., "How Does Your School Rate on the 'Ten Imperative Needs'?", The Bulletin of the National Association of Secondary School Principals, XXIX (October, 1949), 13-14.

"Universal Declaration of Human Rights" (author not given), National Education Association Journal, XXXVIII (April, 1949), 280-82.

Wann, Harry A., "Social Planning in a Community," Journal of Educational Sociology, IX (April, 1936), 494-508.

Watson, Goodwin, "The Surprising Discovery of Morale," Progressive Education, XIX (January, 1942), 118-20.

Reports

- Chambers, M. M., The Community and Its Young People, Report to the American Youth Council of the American Council on Education, Washington, D.C., 1940.
- Douglas, Harl R., Secondary Education for Youth in Modern America Report to the American Youth Council of the American Council on Education, Washington, D. C., 1937.
- Group Planning in Education, 1945 Yearbook of the Association for Supervision and Curriculum Development, Washington, D. C., National Education Association, 1945.
- Hanna, Lavone A., and others, Group Processes in Supervision, 1949 Yearbook of the Association for Supervision and Curriculum Development, Washington D. C., National Education Association, 1948.
- Kulp, Claude L., "What are the Significant Factors in Community Planning to Meet the Problems of Youth?" Report to the American Association of School Administrators, Washington, D. C., National Educational Association, 1945.
- Schools for a New World, Twenty-fifth Yearbook of the American Association of School Administrators, Washington, D. C., National Education Association, 1947.
- Taba, Hilda, Social Sensitivity, Report to the Progressive Education Association, Columbus, Ohio, Ohio State University, 1936.

Unpublished Materials

- Cordell, Arling L., "Organizing and Conducting a Community Council," Unpublished Master's thesis, Department of Education, North Texas State College, 1950.
- Douglas, Omer R., "Group Planning in Personnel Administration," Unpublished Master's thesis, Department of Education, North Texas State College, 1949.