

LEADERSHIP IN PLAINSTON:
A COMPARATIVE STUDY OF INFLUENTIALS IN THE
COMMUNITY AND IN THE SCHOOL SYSTEM

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by
Winston St. Luke Payne

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ABSTRACT

The principal objectives of the Plainston study were threefold. The research sought to identify influence-holders and decision-makers in the community, to extend this identification to influentials in the school system, and to compare both sets of influence-holders and decision-makers.

The methodology for the research was organized in the design of the reputational-nominal approach to the study of social organizations. Much of the research design was patterned after the techniques used by Hunter in his investigation of influence and power in Regional City (1953).

The study of the community revealed what appeared to be a monolithic structure of ten top and twenty-seven secondary leaders. These leaders possessed multiple sources of influence and power. In the school system a similar pattern of influence was discerned. There were five top leaders and ten secondary leaders operating in what seemed to be a monolithic structure. These leaders reflected multiple sources of influence and power.

In comparing the leaders of the school system and the community, it was found that the leadership group in both areas of the study were not identical, i.e., were not found to be operating as the dominant group in both situations, but were influential in their separate spheres. The leaders in the community utilized more sources of influence and power than the leaders in the school system. The

operation of influence and power seemed to be similar in both leadership groups.

On the basis of the findings, it was recommended that both the community and the school should be opened up to enable wider community participation, that the important channels of communication should be allowed greater access to the decisions made, and that every effort should be made to include more women in the decision-making process.

The results obtained appeared to be consistent with the findings of some of the studies that utilized the reputational-nominal approach for the study of social organizations.

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CHAPTER I

INTRODUCTION

Role performance is a characteristic of any democratic system, whether it is the community, the school, an institution or any other organization. While it is generally understood that roles are the means by which these organizations achieve their objectives, it is not always clear as to who performs these roles. The study of Plainston was designed with three objectives as its focus: identification of the influence-holders and decision-makers in the community, a similar identification of influentials in the school system, and a comparative study of both sets of leaders.

The school as a sub-system, however, was not considered to be an isolated entity but an integral part of the social, economic and political structure of community life. This factor pre-supposed the existence of a set of relationships between the school and the many other sub-systems of that society. It was accepted in this thesis that these relationships contained measures of reciprocity that were crucial to the schools and the community. The school as a formal educational organization provides a base from which community life could be influenced. Its programmes were seen as changing the direction and content of community life. It was equally true that there could be direct and indirect input into school affairs by the many community organizations, some of which were organized to make the functions of the school possible.

This rather unique relationship between the school system and the rest of the community led to the decision of broadening the scope of this thesis. Although the study was primarily concerned with the holders of influence, power and authority in the school system, it examined specific aspects of influence in the community as a means of determining whether individuals influential in community affairs extended a similar influence to the principal activities of the school system.

The study was organized to identify holders of influence in the school system and in the community, and there were two important considerations in this identification of influence-holders. Firstly, it sought to go beyond potential influence and focused on the active participants in community and school affairs, as these men or women stimulated action, directed others, made decisions and planned the many activities that were germane to school and community life.

Secondly, the emphasis in this thesis was not merely on holders of influence and decision-makers as such, but rather on the group that could be identified as being central to the decision-making and planning in school and community affairs. This power nucleus was what the thesis sought to identify and describe.

The middle-sized city of Plainston was the school system and community selected for study. The city lay in the heart of the Canadian Prairies and had a population of just under 13,000. Although a large portion of this population was mainly of Anglo-Saxon descent, a substantial portion was made up of Ukrainians and Poles. There were also Germans, Jews, Icelanders and a small number of Frenchmen. This gave the community a multi-ethnic pattern of population. Eighteen

denominational bodies catered to the religious needs of the community, and most of them were involved in various aspects of social and cultural activities.¹

A municipal council was responsible for local affairs, and its seven councillors and mayor were drawn from the seven wards into which the city was divided. A library committee worked with representatives of the council to provide library facilities. In addition, a recreation committee provided input to city council decisions related to sports and recreation facilities in the community.²

In 1971 the municipal authorities levied a mill-rate of 68.460 for residences and 98.367 for commercial houses. These rates were necessary to finance a one hundred-bed hospital, a twenty-eight member fire brigade, the school system, a rental agreement for a detachment of twenty-six policemen, and other recurring expenditures.³

Four newspapers, two of which were published daily, a local radio station, and the viewing facilities of three television stations reported on local, provincial and foreign news. Opportunities for leisure activities were available. Beaches, parks, a flying club, golf course, bowling alleys, curling rinks, a tennis court and a hockey rink were among many of the facilities available to residents. There were also clubs, fraternities, societies and many other associations that catered to the social and cultural needs of the citizens. The

¹A Guide to Community Services in Manitoba's Central Plains Region. (Central Plains Inc., 1972), pp. 1-5.

²Ibid., pp. 11-15.

³Ibid., pp. 21-23.

many unions, business associations and professional clubs were active in support of their members.⁴

Trans-continental road and rail services supported the industrial, commercial and agricultural sectors. In 1971 there were 12 industrial plants located on the outer rim of the city. The construction industry was valued at 11.9m dollars in the same period. The manufacturing pay roll amounted to 2.8m dollars. This same sector had a capital value of 16.9m dollars. Gross income from all sources amounted to 49.5m. This meant that agriculture and commerce played a large role in the economy of Plainston. It also meant that the per capita income in 1971 was relatively high. The central location of the city on the broad plains enabled it to benefit from a trading area of 50,000 people who largely depended on the many services the city had to offer.⁵

The Plainston school system, like the trading area, covered a larger territory than the city proper. There were three elementary, four junior-elementary and two high schools in the city with an enrollment of 1,625 students and 208 teachers. In the school system there were 19 schools, two hundred and fifty-five teachers and a total enrollment of 2,224 students.⁶

The affairs of the schools were entrusted to a board of nine members, a superintendent, an assistant-superintendent and a

⁴Ibid., pp. 34-37.

⁵Ibid., pp. 63-71.

⁶Staff Directory 1971-72, Public Relations Committee, Manitoba Teachers' Society, pp. 1-24.

secretary-treasurer. Bus drivers, custodians, school secretaries, typists and two education specialists provided support to these administrators. The financial outlay and the size of the personnel involved in the school system made the Plainston schools an important sub-unit of the community.⁷

In general Plainston appeared to be a typical western prairie town which was supported by an agricultural hinterland, connected to the rest of the country by rail and road services, and where institutions and organizations played important roles in community life.

SIGNIFICANCE OF THE STUDY

The study was organized to clarify the identification of individuals and groups who were actively influential in the affairs of the community and the school system, and did so by examining their roles as planners and decision-makers in the grouping that was central to the activities that motivated and directed community and school affairs. This identification could be important to those interested in the school system, and those who generally participated in its activities. It could also be important to administrators and teachers who worked within the system. This knowledge was essential if they were to become aware of the following:

1. The part they could play in the determination of social and educational policy.
2. The limits placed on their ability to promote change within the community and school system.

⁷Ibid.

3. The kinds of strategies that could be employed in seeking support for community or educational programmes.

4. The identity of the decision-makers and the influence-holders, both in the community and in the school system, and of those whose assistance could be sought in bringing about changes in the system.

The information on which the identification depended was obtained, in this study, through the questionnaire method of data collection. In this approach, nominations were made by a variety of respondents. They were asked to do so because they had lived in the community for more than five years and had indicated that they had knowledge of influence-holders and decision-makers in Plainston. In essence, the candidates for positions of influence were chosen on the basis of their reputations for influence. This method was similar to Hunter's approach in his Regional City Study.⁸ Moreover, the research design of the Plainston study incorporated the assumptions about influence, power and authority developed by Hunter for his investigations.⁹

The choice of the reputational-nominal approach was based on the fact that it was appropriate for a cross-sectional view of influence. The questionnaire technique on which the reputational-nominal approach depended, had been used in research that involved psychology, sociology, education and many other disciplines and had

⁸ Floyd Hunter, Community Power Structure. A Study of Decision-Makers. (Chapel Hill: University of North Carolina Press), 1953.

⁹ Ibid., pp. 5-7.

proved to be successful. It was believed that this approach could provide an identification of the individuals and groups in the Plainston school system sufficiently near the centre of planning and decision-making that they could be described as men of influence.

STATEMENT OF THE PROBLEM

It was pointed out earlier, that the school system was an integral part of the community, and was linked to the broader aspects of community life. The identification process, therefore, involved a search within the community and in the school system for these individuals. In order to facilitate the identification process the problem was outlined in the form of four questions:

1. Who were the decision-makers and influence-holders in the community?

Initially this was a problem of identifying these individuals through nominations and reputations. Attempts were made to ensure reliability of the identification process. In discussing who these people were, it became necessary to enquire into the characteristics of their influence, e.g., their location in the community, their group patterns, their resources and their modes of operation.

2. Were these individuals the decision-makers and influence-holders actively influential in the school system?

This question called for the development of criteria to enable an assessment of overlap, i.e., of community influence extending to the activities of the school system.

3. Did the policies that influence the school system emanate from individuals, or from groups exclusively within the school system?

4. Given that the assumptions on influence and some of the research design were taken from Hunter's Regional study and that the Plainston study methodology was not a complete replication, what similarities existed in a few specific aspects of the findings of both studies?

LIMITATIONS OF THE STUDY

The limitations of the Plainston study included the following:

1. The study relied on the questionnaire method of collecting data. It was possible that the questioner and the respondent could have been considering different aspects of influence. If this occurred it could have weakened the results of the investigation.

2. The possibility existed that the assumptions on which the study was based could have directed the research in such a manner that the findings and the assumptions coincided, even without reference to the necessary evidence.

3. The study relied mainly on the American experiences of influence in the school system and in the community. It was possible that factors here might not have been fully applicable in the Canadian setting.

DELIMITATIONS OF THE STUDY

The following delimitations were imposed on the study:

1. The study extended from January 1st 1970 to December 31st 1972.

2. The data were obtained solely from the results of questionnaires, interviews and policy-decisions.

3. The judges and respondents were chosen from individuals with

at least five years of residence in the community and were individuals who had indicated a knowledge of community and school activities and the people who were involved in them.

4. The study was organized in order to discover those elements of influence solely from within the community, and did not include the authorities resting with the Ministry of Education through its many officials.

5. The previous discussions emphasized the fact that the assumptions and some aspects of the research design used by Hunter in his Regional City study were incorporated into the Plainston research. These were merely intended to establish guidelines for the present study, and no attempt was made to undertake a replication or parallel study.

DEFINITION OF TERMS

The community is an entity of people with well defined institutions, organizations and beliefs; with organized relationships, attitudes and channels of communication, all of which define a particular way of life. In such terms, a community can be conceptualized as a social system of many sub-units, with a high level of interaction. These dynamics can only be understood in the context of the totality of the interacting forces.

Leadership is an essential function in society performed by one individual or more persons, and is characterized by acts of controlling, directing, organizing, stimulating action, decision-making and seeking compliance with decisions made.

Influence is the degree of change which a participant may bring about in the behaviour of another. Influence may arise from the role

performed by an individual or group. It may come from the position or office held, or it may originate from the belief that an individual or group possesses a wealth of resources which can be used.

Power is the potential to exercise influence. It is that set of circumstances which enables leadership to organize and direct others to some specific goal.

Authority is power that is legitimized. This is where the acts of others are widely accepted because of position, law, custom, office held, status or any other characteristic which defines the individual or group as a legitimate source of power or influence.

Policy-decisions are reflected in a statement of principle or course of action to be followed. The statement or principle is formulated into a purposive pattern designed to achieve specific community goals.

Decision-makers are individuals or groups actively involved in the formulation and extension of policies and principles which form the basis of community action.

Influence-holders are individuals or groups within the community who possess status, wealth, position in organizations or other characteristics which the community regards highly and which may be used to control its course.

The main purpose of the study was to identify influence-holders and decision-makers in the school system, and as discussed earlier, this task involved a similar identification of individuals or groups in the community. So far, the Introduction has provided some basic facts about the community and the school system of Plainston and has described a few elements in the methodology. It has also presented

information that gives an overview of the significance, the problem, the limitations and delimitations of the study. It has explained some of the terms which are basic to an understanding of the study.

In the second chapter a review of the literature is presented. This review combines both theoretical and practical aspects of influence as they operate on, or are believed to operate in, the communities and school systems the authors researched. The third chapter outlines more fully the methodology and design through which the study proceeded and this includes an outline of procedures for both the community and the school system. The fourth chapter shows the actual analysis of the data collected from questionnaires, interviews and policy-decisions in both the community and school system. It also incorporates the cross-validation technique through which conclusions can be drawn concerning the following:

1. the influence-holders and decision-makers in the community.
2. the influence-holders and decision-makers in the school system.
3. overlap of influence in the community extending to the schools.
4. similarities related to specific comparisons of both studies (Hunter's and Plainston).

On the basis of these conclusions, implications and recommendations were developed, and these appear in the fifth chapter.

The influence-holders and decision-makers the study sought to identify and describe were those people who formed the nucleus of power in the school system of Plainston, and these people were the individuals sufficiently near the centre of the important activities that they

could have directed the nature and characteristics of school life. In other words, the thesis was concerned with a specific set of influence factors. It is hoped that the findings of this study are sufficiently worthwhile to stimulate further enquiry into various aspects of influence in the school system.

CHAPTER II

REVIEW OF LITERATURE

The study was designed to identify influence-holders and decision-makers in the community and school system of Plainston. The achievement of this goal depended on an underlying set of assumptions and a well organized research design. Both of these influenced the data collection and the nature of the analytic procedures. Out of this framework emerged the findings and conclusions on influence, power and authority. There is no doubt, however, that the structural format in which a community study is conducted does influence the nature of its findings.

The reputational-nominal approach and its variants are among the many methods currently applied in community studies. The issue approach and its variants are perhaps the most formidable competitors of the reputational-nominal approach.

The purpose of this review is to present some views relating to assumptions, research design, data collection, and analytic procedures as these related to findings and conclusions about influence, power and authority. For convenience the information is presented in two sections, one dealing with community studies and the other related to studies of the school system. Most of the literature is drawn from American sources but there are some Canadian studies as well.

INFLUENCE POWER AND AUTHORITY IN THE COMMUNITY

A community may be envisaged as a geographical entity with clearly defined boundaries and a more or less fixed group of people who interact with one another in some specific pattern. This description of the community is of interest to the political scientist, the geographer and the economist. They analyze the behaviour and contacts of the individuals as they impinge on issues, policies and decision-making. Indirectly, these are some of the variables such researchers pursue in their investigation of influence, power and authority within their selected community. Dahl,¹⁰ Vidich and Bessman,¹¹ and Anton,¹² are examples of analysts in this category.

On the other hand, the community may be viewed as a system of relationships, communications, roles, achievements and interplay of well defined groups within a structured pattern. Although the pattern is an intricate design, identification of these variables is possible. In this way each group tends to be characterized by its specific function in society. These functions are a necessary condition for the survival and progress of the community. This is the emphasis of the sociologist as he interprets the roles of such groups in the dynamics of the

¹⁰ Robert Dahl, Who Governs? Democracy and Power in American Cities. (New Haven: Yale University Press), 1961.

¹¹ Arthur Vidich and Joseph Bensman, Small Town in Mass Society. (Princeton: Princeton University Press), 1968.

¹² Thomas Anton, 'Power, Pluralism and Local Politics', Administrative Science Quarterly, Vol. 7, 1962-1963.

society. Hunter,¹³ Warner,¹⁴ and Mills,¹⁵ developed their strategies within this context.

What has come to be called the elitist school operates on the assumption that society exists in layers or classes, each layer or class having a specific function to perform in the social milieu. Hunter, an elitist analyst, held that

One of the first tasks in making a theoretical analysis of the community is that of defining and delineating it as a structure.¹⁶

In the elitist context the task of the researcher becomes one of identifying the dominant group, determining its function and establishing its relationship with other classes or layers in the community. This identification is made relatively simple by the fact that the elite group in its historical setting is associated with characteristics of dominance and control. More than this, elitists can count on a large body of research findings to justify the existence of such a group in society. The elitist approach can thus be termed functional and structural.

The distinguishing feature of the pluralist alternative (issue approach), lies in the fact that it does not assume that any kind of

¹³Floyd Hunter, Community Power Structure. A Study of Decision-Makers, op. cit.

¹⁴Lloyd Warner, Democracy in Jonesville (New York: Harper and Brothers), 1949.

¹⁵C. Wright Mills, The Power Elite (Toronto: University of Toronto Press), 1968.

¹⁶Hunter, op. cit., p. 61.

social structure exists, but seeks to identify the individuals or groups that dominate social, political or economic activities in the community. From this stance the pluralists evolve whatever structure emanates from the research. Their assumptions deny the existence of an all pervading dominant group and in contrast accept the presence of power groupings that compete, compromise, or cooperate in their own interest.

The elitists construct their design to enable the researcher to discover individuals with influence, power and authority by asking well-placed judges to identify persons with reputations for influence and power in community affairs. This is sometimes called the nominational approach, since the questionnaires are so designed as to suggest that the researcher is asking for nominations for positions of power in the community. Hunter's questionnaires were designed in this manner,¹⁷ and were related to social power, prestige, economic power and the important positions in community organizations, and is typical of this approach.

The pluralists seek to discover influence, power and authority from a study of the basic issues and policies and an identification of those who succeed and those who fail in influencing community decision-making. Consistent success in these issues and policies defines the degree of power possessed by the individual.

One of the basic differences in the approaches to community studies is indicated in the definition of power. For Hunter,

Power involves relationships between individuals and groups both controlled and controlling. Because power involves

¹⁷Ibid., pp. 256-257.

relationships, it can be described structurally. Power is a relatively constant factor in social relationships with policies as variables. Power of the individual must be structured into associational, clique or institutional patterns to become effective.¹⁸

It is obvious that Hunter was using the concept of power as a potential. This was deliberate, for in assessing Hunter's entire design, one finds an assumed structure, with a dominant elite and positions with functional characteristics. Power as a potential became a necessary and perhaps logical condition in his research design. Hunter made it clear however that that was his initial starting point, and that he intended to pursue the elite as they became involved in the major activities of the community. He explained that

Power is a word that will be used to describe the acts of men going about the business of moving other men to act in relation to themselves or in relation to inorganic things.¹⁹

Dahl, on the other hand, submitted that the power of an individual or group was not merely theoretical but lay on the foundation of the greatest practicality. He saw influence as a major relation existing among individuals and groups. He further stated that

Within some specific political system there exists a group of people who exercise power or influence over other actors in the system. In order to compare the relative influence of the actors, it is necessary to state the responses upon which the actors have an effect.²⁰

He seemed to be suggesting here that power as a potential must be clothed with the practicality of everyday living, for power did not

¹⁸ Ibid., p. 9.

¹⁹ Ibid., p. 2.

²⁰ Dahl, Who Governs?, op. cit., p. 2.

necessarily flow from an assumed structure. He insisted that a researcher cannot ignore the scope of influence involving actor and those he controlled.

In presenting his findings Hunter reported that

Businessmen are the decision-makers in Regional City as they are in all other cities. Wealth, social prestige and political machinery are fundamental to the wielding of power by the business leaders of the community.²¹

Dahl did not accept this conclusion and asserted that American society was highly individualistic and the implications that followed were really characteristic of a pluralistic society. He said that

Probably the most striking characteristic of influence in New Haven is the extent to which it is specialised, that is, individuals who are influential in one sector of public life tend not to be influential in other sectors, and what is probably more significant, the social strata from which individuals in one sector tend to come are different from that in which individuals in other sectors are drawn.²²

Both researchers hastened to assert that their assumptions were based on the dynamics of a democratic society in which individuals were free to make choices. Hunter said that

Representative democracy offers the greatest possibility of assuring the individual a voice in policy determination and extension.²³

Hunter found that in associational groupings economic and political structures converged, and because of this factor, associational participation provided the best vehicle for the promotion and operation of representative democracy. There was the underlying suggestion that

²¹Hunter, Community Power Structure, op. cit., p. 81.

²²Dahl, op. cit., p. 169.

²³Hunter, op. cit., p. 143.

Hunter regarded this situation as an ideal which most American communities did not achieve with the same degree of effectiveness.

For Dahl on the other hand democracy was an inherent quality of American behavioral pattern.

Americans espouse democratic beliefs with a fervency and unanimity that have been the source of astonishment to foreign observers.²⁴

Hunter was very clear that social rights and prerogatives were implied in power functions but these rights must be delegated to specific men if community goals were to be achieved. Hunter saw no difficulty in identifying individuals on whom this trust was bestowed.

In our society men of authority are called power and influence-holders. The difference between leaders and other men lies in the fact that social groupings have apparently given definite social functions over to certain persons and not to others.²⁵

Hunter further suggested that positions of authority enshrined the holder with the opportunity for exerting considerable influence. He believed that the majority of people in the community may not know where the vital policies originated or who sponsored them. However it was possible that at least some people recognized that they were directed in some of the basic activities of daily life. The institutions and organizations were highly visible and the channels of communication publicized the decisions and activities of these bodies. What of the men who held high offices in these institutions and organizations? It is conceivable then, that the positional approach has some merit at least as an initial starting point for further

²⁴Dahl, op. cit., p. 1.

²⁵Hunter, op. cit., p. 2.

enquiry into community influence, power and authority.

In discussing the community, Hunter indicated that

Throughout this discussion I shall be using the concept of the community as a frame of reference for the analysis of power relations. This is done because of a strong conviction that the community is a primary power centre and because it is a place in which power relation can be most easily observed.²⁶

The discussions above seemed to have been the basic considerations on which Hunter developed the format for his investigation of Regional City. He stated however that

These concepts were drawn from readings related to power relations and from observations of power personnel extending over several years.²⁷

Hunter emphasized that the policy planners made it appear that they had thought of, and knew in advance, the many proposals which were necessary for the solution of community problems. In this way many of these men gained a reputation as problem solvers. However, these men had to ensure that new policy-decisions fitted into the customary pattern of community policies. This posture was necessary to preserve the general alignment of the structure within the community and so the structure of the relative groupings was self-perpetuating.

In New Haven Dahl discovered that most of the adults were entitled to vote and a large number did so. He indicated that these votes were honestly counted and that the results reflected the wishes of the electorate. He felt that the existence of party politics presented a choice to the voters. Dahl pointed out however that

²⁶ Ibid.

²⁷ Ibid., p. 5.

Running counter to the legal equality of citizens in the voting booth, is an unequal distribution of resources that can be used for influencing the choices of voters, and between the election of officials.²⁸

Like Hunter, Dahl conceded that weaknesses existed in the process of democracy in American communities, but he explained

That our system is not only democratic but perhaps the most perfect expression of democracy that exists anywhere: if differences exist, either they can, or ultimately will be remedied, or else they reflect the usual gap between ideal and reality that men of common sense take for granted.²⁹

While Dahl was emphasizing participation in the political process, Hunter was relying on the roles of individuals in the daily activities of institutions and associations for his definition of democracy.

The discussions above summarize the major approaches to community studies. They also show the nature of the analysis through which the researchers arrive at conclusions. What follows is a rather brief discussion of research that supports the reputational-nominal method of community studies.

Lloyd Warner suggested that the elitist theory with its implications of stratification did not

Identify categories invented by sociologists to help explain what they have to say. They are groups recognized by the people of the community as being higher or lower in the life of the city. The social scientist when he hears that certain groups are superior or inferior, records what he hears and tries to understand what it means. The levels are distinctions made by people themselves in referring to each other.³⁰

²⁸ Dahl, Who Governs?, op. cit., p. 4.

²⁹ Ibid., p. 316.

³⁰ Lloyd Warner, Democracy in Jonesville (New York: Harper and Brothers, 1945), p. 13.

Using this as the basis, Warner set out to answer the question

How do the factors of democracy and social class and other factors such as change, control, individual and group behaviour operate in the communities in which Americans live?³¹

Warner believed that social stratification and functionalism implied that people knew and thought about class behaviour and this knowledge was translated into actual proper behaviour consistent with the characteristics of each class.

Warner differed in respect to the ruling elite. Where Hunter saw a dominant economic elite, Warner recorded that society did not fix entire statuses by economic positions alone. Although there were hard economic facts to be faced in every community, status was achieved in American society by the accumulation of money and its translation into socially approved symbols, educational achievement, trained talent and marriage into a higher class.

John Porter found an elite structure operating in Canadian society. He claimed that

Almost every Canadian society has its wealthy families of several generations. They have their own social life. Their children go to private schools and these people have their own private clubs and associations.³²

He indicated that this group held itself apart from the rest of the community and had developed strategies by which it perpetuated itself. One such means was through the development

Of a system of privileges where higher occupational levels are preserved or tend to be preserved for particular social groups.³³

³¹ Ibid., p. 1.

³² John Porter, The Vertical Mosaic (Toronto: University of Toronto Press), 1968, p. 5.

³³ Ibid., p. 278.

Porter included another dimension in his elite discussions. He specified that ethnicity played an important role in determining class structure in Canada. He found a very small ethnic representation in the elite group, where selection and promotion were governed by people of English origin. But even if this broad generalization held true for some large communities, it was difficult to accept this statement as reflecting the conditions in the majority of Canadian communities.

Like Hunter, Porter felt that the elite group exercised power through the direction of relatively autonomous institutions and organizations and as a consequence the elite operated

As a complex network of small groupings interlocked by a high degree of cross membership. Through this network runs a thin but nevertheless perceptable thread of kinship.³⁴

Porter's elite which controlled Canada was not purely economic as in Hunter's case. Within it there were educational and ethnic characteristics all tied together as an integral whole.

C. Wright Mills argued that an elite group dominated American communities. He explained that

This power elite is composed of men whose positions enable them to transcend the ordinary environment of ordinary men and women. They are in a position to make decisions having major consequences. Whether they make or do not make such decisions is less important than the fact that they do occupy pivotal positions.³⁵

Mills, like Hunter, was emphasizing power as a potential and related this to the important positions held by these men in community institutions and organizations, located as they were in the strategic

³⁴ Ibid., p. 204.

³⁵ Mills, The Power Elite, op. cit., p. 3.

centres of community life. Unlike Hunter, he saw power residing in the hands of a triumvirate of political, economic and military forces. Like Hunter and Warner, he saw these three elements combining to form an integrated group. Mills further established that American society was a structured one in which the top was becoming more and more solidified, in which the middle levels were a shifting set of stalemated balancing forces, and in which the lower levels hanged as a fragmented cluster of relatively powerless individuals. Apparently Mills doubted the effectiveness of unions and other organizations in which the lower and middle levels were involved.

Howard Ehrlich³⁶ accepted reputations for power as an adequate index of the way power was perceived in the local community. He stated that

If the way in which the people perceived the power structure of the local political system affects the way they behave towards others in the system, then surely we are dealing with very meaningful and indeed very useful considerations.³⁷

In reply to the criticism that ranking presented problems which could lead to faulty findings about the power structure, Ehrlich contended that even if this were so, there was no reason why this approach could not provide useful information if ranking was done over several broad areas of activity. In regard to the questionnaire approach of collecting data, Ehrlich contended that it could not be more crucial in this area than it was in other fields of study where

³⁶Howard Ehrlich, 'The Reputational Approach to the Study of Community Power,' American Sociological Review, No. 26, Dec. 1961.

³⁷Ibid., p. 927.

it had provided the information for analysis. He said that

If the researcher relied solely on the polling of random or purposive samples in the community, he may derive a significantly inaccurate picture of community power, but surely other means of research are neither logically or empirically excluded from researchers who use the reputational approach.³⁸

Ehrlich perceived some difficulty in translating power as a potential into effective power, but regarded this as a problem of methodology which was not insoluble. According to him this weakness did not provide sufficient grounds for the dismissal of the reputational approach.

Balenap and Smuckle³⁹ in their search of a small midwest city, approached the investigation from the point of view of leadership patterns, group activities and problems of the community. In so doing, they pursued the information through direct observation, the census, newspaper files and interviews with formal and informal groups. They contended that

A rather small group of people is identified as being important in local community affairs. Within this group leadership centres in about six or eight persons.⁴⁰

They claimed that there was a general agreement between those active in community affairs and those who were inactive, in identifying generally influential people. They also indicated that there was no single leadership group, as different individuals in the community seemed to exert influence in a single area, i.e., state, national or

³⁸ Ibid.

³⁹ G. Balenap and R. Smuckle, 'Political Power Relations in a Midwest City,' Political Opinion Quarterly, No. 20, Spring, 1956.

⁴⁰ Ibid., p. 94.

local level. The leaders who influenced local affairs consisted of a small group. Below them was a pluralism of secondary leaders, while the rest of the community was described as relatively inactive. They concluded that

The relatively simple pyramidal model may well apply to other communities containing the same size, stability and economic base characteristics.⁴¹

Thomas Anton,⁴² agreed that the researchers using the reputational approach and those using the pluralist alternative differed because

The assumptions made by each method concerning what is being studied are basically different and are therefore dissimilar in terms of the investigative techniques that are appropriate.⁴³

Anton felt that Hunter's report was dismissed because what he wrote was inconsistent with the pluralist interpretation of the world. He emphasized that this difference in the interpretation of the world by these two kinds of researchers was central to their disagreement. This factor had its influence on assumptions, design and findings, and in the same way has conditioned the kinds of data both men sought for analysis. He believed that Hunter as a sociologist was right when he related his study to an accepted body of theory, thus legitimizing his concepts within the framework of a discipline.

Anton argued that the pluralists criticized Hunter's approach,

⁴¹Ibid., p. 94.

⁴²Thomas Anton, 'Power Pluralism and Local Politics,' Administrative Science Quarterly, Vol. 7, 1962-1963.

⁴³Ibid., p. 427.

design and findings but an analysis of their model showed that 'it is not so scientific as some of the proponents will have us believe.'⁴⁴

F.K. Jennings⁴⁵ undertook a study of Atlanta City, the same area studied earlier by Hunter. He attempted to

Define actors occupying key political statuses, examine relevant characteristics of such statuses and explore their role in community decision-making.⁴⁶

He sought to account for the total range of decision-making in the community. His study differed in strategy and objective from that of Hunter's. Jennings found areas of differences between his and Hunter's findings but agreed that these may have resulted from intervening circumstances. Some of his findings showed however, that Hunter may not have been entirely wrong. He concluded in part

That if we desire a body of facts in a specific area of human behaviour, such as a pattern of influence in the community, the power structure approach seems the most promising.⁴⁷

Jennings was saying that the structural approach had at least one valid role in community studies. Some of his findings taken randomly from the discussions in his book are listed as follows:

1. The economic dominants were not the only decision-makers.

The economic leaders were loosely politicized and were not deeply involved in community issues.

⁴⁴Ibid., p. 430.

⁴⁵F.K. Jennings, Community Influentials (London: Collier MacMillan Ltd.), 1961.

⁴⁶Ibid., p. 12.

⁴⁷Ibid., p. 13.

2. Both perceived and prescribed influential persons engaged in role activities which indicated that they had influence on community issues.

3. Power or influence did not reside solely in the hands of top leaders. There was an important role for men of the lesser levels.

4. A homogeneous elite did not rule Atlanta. Instead, a coalition of several actors, institutions and organizations became involved in community issues.

5. In different issues or different levels of issues, organizations were different.

What seemed clear was that Jennings, by combining elements of two approaches ended with conclusions familiar to both methods. However, there were two important considerations which stood out in his conclusions. Jennings contended that

The contribution of this study to traditional political science rests in placing governmental institutions and processes within the framework of other contributions and processes in the community. We did not as much as attempt to describe the structure of power in Atlanta as to describe the behaviour of certain actors within the structure.⁴⁸

In addition

There are at least three major causes for the discrepancy in the results of the two studies: changes in the structure over time, different study orientations to the decision-making process, and questions of validation of the socio-metric techniques.⁴⁹

⁴⁸ Ibid.

⁴⁹ Ibid., p. 202.

In the first case, Jennings indicated that his research was interested in a specific set of variables which were not necessarily consistent with what Hunter researched, and secondly, the effects of time lapse on structural elements, the difference in research techniques and measurement procedures may have all contributed to the final results of the two researchers. At least Jennings seemed to be saying that within certain limits he did not consider Hunter's conclusions to be irrelevant or misleading.

The research material which follows tends to be critical of the reputational-nominal approach in general. The material was outlined with a view to showing the differences related to design, strategy and findings.

Ritchie Lowy⁵⁰ asserted that American political life was pluralistic in nature. He was suspicious of the elitist approach and would rather conduct the study of communities from the point of view of the channels and techniques by which community leaders obtained consensus in decision-making. He believed that a basic problem in community studies, 'is the fact that all the theoretical approaches may be relevant as explanations of particular segments of community contents.'⁵¹

He claimed that his approach was multiple and pluralistic in design, 'because the forces and patterns of community leadership in American society are typically multiple and pluralistic rather than

⁵⁰ Ritchie Lowy, Who's Running this Town? (New York: Harper and Row), 1965.

⁵¹ Ibid., p. 22.

single and elitist.⁵²

Lowy contended that the capitalist system with its competition presented no large measure of cohesion of the business group. In addition the weight of business excluded the full participation of the economic dominants from the other important activities of the community. As a consequence, it was the political forces that were called upon to coordinate the many activities of the community and to play a key role in decision-making. Even so, Lowy found that the politicians did not act as a cohesive group in all matters. Some of the leaders possessed single areas of influence, while in some instances, leaders exhibited multiple influence characteristics. His multiple influence leaders were not much unlike Hunter's economic dominants who spanned the full length of activities in Regional City.

Morris Janowitz⁵³ stated that leadership became the concern of the political scientist only when power proved to be reciprocal. He explained that such relationships were not necessarily equal relationships but as such they helped to establish the pattern of influence in which one group had more than the other. For his research involved

The analysis of how power is exercised and under what conditions power is compatible with particular political and social goals.⁵⁴

For him community struggles were not merely economic. Race,

⁵²Ibid., p. 23.

⁵³Morris Janowitz, Community Political Systems (Illinois: Glencoe Free Press), 1971.

⁵⁴Ibid., p. 15.

religion, traditional affiliations and a host of other variables dramatized the many currents into which leadership was drawn. It was interesting however, that Janowitz related the size of the economic organization to the nature of the leadership pattern which evolved in the community. He claimed that

As long as the size of the economic organization was no greater than the trading area, businessmen could combine the direction of their business enterprise with the guidance of decision-making in their immediate environment.⁵⁵

In essence Janowitz was saying that at least in some community setting, economic dominants may be found in control of community affairs. He was convinced however that the more general situation was the one in which coalitions of power forces of differing characteristics combined to make effective community decisions.

Robert Shultz⁵⁶ found that he could not accept the role that Hunter had charted for the economic dominants in the life of the community. He believed that before power could become broadly effective, it must be translated into political power. Shultz approached his study from the standpoint of community control structures and used reputational and economic criteria within a framework of community values.

Shultz contended that the monolithic structure and economic dominance were not the final determinants of all community planning and decision-making. However, he believed that there was a role for these forces in communities that were self contained and in which the

⁵⁵ Ibid., p. 16.

⁵⁶ Robert Shultz, 'The Bifurcation of Power in a Satellite City,' in Community Political Systems, ed. by Morris Janowitz (Illinois: Glencoe Free Press), 1971.

activities were simple. As soon as complexity developed and the community became integrated into the larger society, 'the power structure bifurcates, resulting in discrete sets, namely, the economic dominants and the political leaders.'⁵⁷

Shultz like Hunter recognized two distinct power elements. While Hunter described the economic dominants as the true leaders, Shultz contended that the political leaders were the ones who were generally in control.

As far as Shultz was concerned few communities were so isolated as not to be affected by the larger society, i.e., larger centres, province or national conditions. These external forces disturbed the effective exercise of power by the economic dominants. They were the ones whose daily routine was affected by this development. As a consequence, the task of coordinating local activities and preserving community identity rested with the public leaders.

Robert Agger and Vincent Ostrum⁵⁸ suggested that

The central problem in the study of political behaviour is the ordering of roles that constitute the political structure of a community.⁵⁹

They believed that communications lie at the core of community power dynamics as these condition the vital links between actors and the actions that guide community activities. They found a positive

⁵⁷Ibid., p. 21.

⁵⁸Robert Agger and Vincent Ostrum, 'The Political Structure of A Small Community,' Public Opinion Quarterly, Spring, 1956.

⁵⁹Ibid., p. 8.

relationship between public office and key leadership and between the top groups and the socio-economic positions. Moreover they found that these high positions were closely related to intense participation in community affairs. They indicated that

Without being able to measure the demand flow by a simple survey, it is still safe to say that the political system involves a large degree of independent decision-making people at all levels of the power structure for many policy matters.⁶⁰

Robert Perry,⁶¹ reporting on Peter Drucker's Formula, agreed that the knowledge of what to do and how to do it established a critical source of power in community affairs. Apparently society depended on such a source. As a consequence the behaviour of these men was central to community dynamics. The five principles guiding the behaviour of an effective executive were given as:

1. The effective allocation of time and resources.
 2. The responsibility he assumed for his own information stream, information in and information out.
 3. The knowledge he had of his real contribution to the organization, his focus on contribution and results, on work and effort.
 4. His concentration on the organization's efforts.
 5. The ability to build on strength and lead from strength.⁶²
- The power or influence described here was far from being a

⁶⁰Ibid., p. 89.

⁶¹Robert Perry, 'Peter Drucker Formula: Information is Power,' Financial Times, April, 1975.

⁶²Op. cit., pp. C-I.

potential. This leader differed considerably from Hunter's economic dominant whose position was the crucial factor. Perry's leader was keenly aware of his role, his clientele and effective results. His involvement was total and he should continuously accumulate success as a means of establishing his worth as a leader.

Peter Rossi⁶³ thought that

While reputations are probably deserved in the sense that there are persons who are likely to exercise power or influence, it is still open to question, whether a variety, let alone a majority of issues, can be heavily affected by their actions.⁶⁴

Rossi argued that economic dominants at times did exert influence over decision-making but this influence extended only to a limited field. He felt that leaders existed at all levels of the community and these were the people who on occasions affected the opinions of the mass of people within the community.

Rossi contended that people knew that influence and power were exerted in the community. What they did not know was the extent of the volume of decisions that the so-called leaders effectively initiated and in which they had success. For him the burden of community research depended on the ability of the researcher to determine who the effective initiators were and to delineate their role in community action relative to their success in initiating policy decisions.

Arnold Rose⁶⁵ asserted that the power structure of the

⁶³Peter Rossi, 'Community Decision-Making,' Administrative Science Quarterly, Vol. I, 1956-1957.

⁶⁴Ibid., p. 451.

⁶⁵Arnold Rose, The Power Structure. Political Processes in American Society (New Haven: Oxford University Press), 1968.

United States was highly complex and diversified rather than unitary and monolithic.⁶⁶ According to him, political control exerted limitations on the economic dominants. He admitted however that on many occasions the economic elite used its wealth to influence political decisions. Yet he was not convinced that they were the leaders. In discussing Hunter's work he explained that

Hunter presents his readers with straight-forward empirical research with few or no underpinnings and with interpretations that may be considered naive. He claims to have arrived at his economic elite because his facts bring him there.⁶⁷

Nelson Polsby⁶⁸ was critical of Hunter's design and findings. He stated that

By admitting that a man's position in the business community is the dominant factor in the possession and distribution of power, Hunter had to direct his study along those lines. In so doing, he provided a chart of the occupational positions of the forty top leaders which reveals a quite different story.⁶⁹

Polsby indicated that Hunter, by his pre-supposition, created problems of methodology, for by using that design, there was no way in which he could precisely determine the number of top leaders, differentiate between top and bottom leaders, or ascertain that the judges were applying the same standard of topness consistent with one another, or even with Hunter himself. Polsby believed that Hunter 'is begging the question when he asserts that there are top leaders

⁶⁶Ibid., p. 492.

⁶⁷Ibid., p. 7.

⁶⁸Nelson Polsby, Community Power and Political Theory (New Haven: Yale University Press), 1968.

⁶⁹Ibid., p. 48.

not on his list of forty and that some on his list are not leaders.⁷⁰

Although Polsby was certain that Hunter's assumptions and methodology had led him astray, he was quick to point out that

In suggesting that the pluralists avoid mistakes which can seriously damage their results, I do not mean to imply that a pluralist theory has emerged which successfully explains the shaping and sharing of values in American life.⁷¹

Polsby seemed to be saying that both approaches had a long way to go and much refinement had to be accomplished before we could achieve precise information on the dynamics in our communities.

Robert Presthus⁷² claimed that in modern communities

There is some specialization and in effect two discrete systems appear. One of these is essentially political in the narrow sense.⁷³

He described the other element in the structure as economic. The course he charted for his economic dominants related to the more private types of decisions and the use of non-governmental resources. His political leaders were involved in the public issues. Like Shultz, Presthus contended that the presence of political or economic dominants in leadership roles was conditioned by the nature of the community. Where the resources were limited political leaders were in the ascendancy. In communities with an abundance of resources, however, economic leaders prevailed. As such

⁷⁰Ibid.

⁷¹Ibid., p. 143.

⁷²Robert Presthus, Men at the Top (New York: Oxford University Press), 1964.

⁷³Ibid., p. 405.

There is a positive relationship between the degree to which a community is socially integrated and the means by which it solves its problems.⁷⁴

Perhaps the most violent critic of Hunter's work is Robert Dahl. He agreed that most people claimed that they ran things or knew who did, but to proceed on the basis of such evidence to analyze and draw conclusions was to indulge in a useless pursuit since it resulted in the presentation of superficial answers to a set of complex dynamics.

The main purpose of community studies is to derive explanations of community dynamics. In this sense, studies of this nature can be viewed as an approach to problem solving. In most cases the researcher isolates specific sectors of community life for particular study. Whatever the scope of the study, the researchers hope that the conclusions derived will lead to a better understanding of the dynamics in which communities are involved.

The review of literature has dealt with two broad approaches in which assumptions, design and findings differ considerably. The review has shown why some of these differences occur. There is no doubt however that both approaches have something to contribute to the general study of communities.

THE SCHOOL SYSTEM AND THE LOCATION OF POWER

The review material which is presented in this section summarizes the literature on influence, power and authority in the school system. As in the case of the literature on influence in the community, the sources are mainly studies conducted in the

⁷⁴Ibid., p. 412.

American school system. The similarity of state or provincial control of education and the general allocation of specific functions to local school boards in both systems of education place some validity for the discussion of literature relating to American schools.

The main purpose of this review is to discuss relevant developments in the sources, distribution and operation of influence and power units in the principal activities of the school system. The discussions also reveal the large measure of interaction between the school system and the community.

Province or state governments are charged with the responsibility of providing adequate educational opportunities for students within their jurisdiction. It follows that state or provincial government exerts considerable influence on the school system. Decentralization, however, through local boards, presents the opportunity for the evolution of power forces on the local level of school activities.

The fact that local levies and general taxation support the school system is of considerable importance in focusing interest on the school system by some local groups. The large personnel required for school services, the relative openness of school board elections, the philosophy, goals and programmes that direct school activity create concern and competition for influencing schools on the local level. The knowledge that the current dynamics within the school system must in the long run influence the quality of life within the community has interested many groups within the local system.

Cremin and Borrowman ⁷⁵ recognized the fundamental role played by the school in the life of the community. They explained that

What happens in the schools will have a great influence on the lives of the community's people. Schools will make them different individuals than they would be without it. However, if schooling influences the lives of individuals, it will ultimately influence the course and character of community and national life.⁷⁶

Cremin and Borrowman also recognized that community philosophy, attitudes and expectations set guidelines within which school policy, programmes and activities operated, and these were the stimuli for community participation in school affairs where it occurred.

In the light of the factors indicated above, the authors suggested that schools had become the concern of a large number of people in the community. The authors added that this concern stemmed from the socializing function of the school and from the needs of an emerged or emerging commercial and industrial community. The writers indicated that these concerns were translated into active pressure groups that operated in their own interest. The schools however could not meet all these divergent demands because

The individuals and groups take differing positions on many of the questions and each tries to make his position prevail. Out of this discussion, emerges public policy.⁷⁷

The result of these varied and sometimes conflicting demands focused on the need for compromise and prioritization.

⁷⁵ L. Cremin and M. Borrowman, The Public School in our Democracy (New York: MacMillan and Co.), 1956.

⁷⁶ Ibid., p. 55.

⁷⁷ Ibid.

These broad generalizations emphasized consensus as the key process in decision-making in the school system. The underlying assumption suggested that somehow decisions were arrived at through democratic procedures. In so doing, the authors described a setting not unlike Dahl's democratic ideal to which most American communities were supposed to subscribe.

The authors asked us to consider

The variety of issues that come up for discussion in the few illustrative situations; the matter of teachers' salaries; the issue of what if any religious education belongs to the school; the issue of what is a proper education for citizenship; the problem of values children should learn about business and labour; what studies are fundamental and whether modern public schools are teaching them well.⁷⁸

The issues cited above appear quite common-place, but the suggestion that consensus and majority vote resolved these questions is a simplistic explanation of a genuinely complex set of dynamics.

Michael Katz⁷⁹ remarked on what he considered to be the dual picture that characterized the school system in the current period. He believed that the dual picture derived from the inability to reconcile theory with practice.

Katz believed that

The purpose of the school has been basically the inculcation of attitudes that reflect dominant social and individual values.⁸⁰

According to him, this idea led to the evolution of a

⁷⁸ Ibid., p. 54.

⁷⁹ Michael Katz, Class Bureaucracy and Schools (New York: Praeger Publishers), 1971.

⁸⁰ Ibid., p. 79.

bureaucratic structure in education which had grown steadily in recent years. This factor allowed power in decision-making and planning to concentrate in the hands of a specific interest group. This type of structure imposed a framework that established a functional relationship between the way in which the schools were constituted and what they were supposed to do. He explained that

Today's education system represents patterns that have become deeply embedded in American society and are enormously resistant to change. The techniques by which the system maintains itself have themselves become tradition.⁸¹

Evidently Katz was at odds with the democratic consensus described above, yet he did not believe that the bureaucratic structure emerged as a result of a conscious and deliberate plan of specific groups to gain and maintain power. He claimed that the industrial setting and the priorities communities set along the way were the responsible factors in the development of the present system.

Katz claimed that at present

A paradox exists in American education. Democratic idealism remains even in cities the official administrative ideology, while bureaucracy remains the posture.⁸²

Katz concluded that education seemed to be something the better half of the population imposed on the other and so education became the monopoly of some established group. Katz seemed to imply that there was no general consensus on matters of education in the community. School Board members and teachers were not necessarily in the centre of planning and decision-making. The established group was centered

⁸¹Ibid., p. 80.

⁸²Ibid.

around the superintendent and pressure groups with the ability to unite their forces because of common purpose or interest.

Gittell and Hevesi⁸³ described the inability of the forces in education to become involved in the many processes necessary to stimulate change in the school system. They contended that

Unfortunately, growth and expansion in the school system have not been paralleled by any fundamental change in the structure and environment.⁸⁴

The writers felt that the very nature of the bureaucratic structure impeded the implementation of change which was necessary for the schools to cope with relevant changes in society. They agreed that state decentralization of the functions of education, where it occurred, provided opportunities for community participation on the local level. They believed however, that this was hindered by the nature of the bureaucratic structure in education. They insisted that decentralization had failed to stimulate wider participation because the expertise of the superintendent and his staff had become so central to the system that very little room was left for others, and thus

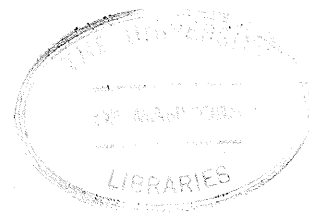
The frustration that has resulted from professionalism and political isolation stems from the way in which these are used to close off access to the centres of decision-making.⁸⁵

Such writers believed that pressure groups exerted measures of influence on board policy but the results depended on how important the matters were, how integrated the group was and what kind of technique

⁸³ M. Gittell and A. Hevesi, (ed.), The Politics of Urban Education (New York: Frederick Praeger), 1960.

⁸⁴ Ibid., p. 82.

⁸⁵ Ibid., p. 83.



they applied, so that

Their effectiveness in implementing and initiating policy-decisions depends to a large extent on the personal skills in negotiating, bargaining and persuading that they can bring to their positions.⁸⁶

The stipulations indicated by the suggestions above could not be constantly met and so the superintendent became pivotal in accommodating, planning and deciding. The authors added that the strength of teachers' associations provided an opportunity for their participation in the planning process, and stated that

When they have developed cohesion, teachers' unions have become powerful actors in urban educational systems. In such instances, they play an increasingly important role in determining the direction of policies that officially emanate from boards of education and the bureaucracies.⁸⁷

Apparently the authors believed that the present forces in education are inadequate in terms of representation, and that the combinations involved reflected only a small sampling of the local community. They argued that democracy implied a wider scope of community control of the schools, but they hastened to remind us that

Community control does not mean abandonment of professional competence in administering the schools. Rather it means that parents will have policy-making powers in broad terms and will participate in determining the general direction of educational policy in their communities.⁸⁸

While wider participation and accountability should be encouraged, Gittell and Hevesi were not very clear on how this community control was to be achieved and what specific role should be

⁸⁶Ibid., p. 4.

⁸⁷Ibid., p. 5.

⁸⁸Ibid., p. 7.

left for school boards, superintendents and teachers. Neither were they convincing in implying that parents wanted the responsibility for deciding and planning in their school system.

Robert Dahl contended that

The schools are more insulated from electoral politics than are political parties. Of course, as with re-development, the leaders in the school system maintain an aura of non-partisanship.⁸⁹

Evidently, Dahl conceded the working of a relatively autonomous sub-unit in the school system, but he was also aware of the basic functions of the school relative to community needs. He explained that

As in urban re-development and policy nominations, there are a number of diverse elements in the political strata whose educational wants and concerns the leaders try to conciliate, anticipate and satisfy.⁹⁰

In keeping with his pluralistic social structure in which participants were influential in one sphere of community life and not in others, Dahl contended that

Most of the associations active in school affairs are specialized around the politics of the public schools and play a minor part in the political parties and in urban re-development.⁹¹

Like Chemin and Borrowman, Dahl was convinced that consensus was the means by which policy planning and decision-making were achieved, in a setting in which the interplay of many interest groups tended to satisfy their needs. Out of this apparent conflict mutual agreement emerged. Dahl asserted that

⁸⁹ Dahl, Who Governs?, op. cit., p. 145.

⁹⁰ Ibid.

⁹¹ Ibid.

Considering the nature of the task assigned to the public schools, it is hardly surprising that control over the schools is seen worth fighting for by the leaders of many groups.⁹²

Sealey, Looseley and Sims⁹³ combined to present their observations on the forces operating in education in a suburban setting. Their conclusions were derived from the study of a community of middle and upper class people, where the schools co-existed with the community and where the basic theme of education was excellence and individual development. They held the view that

The community in Crestwood Heights is literally built around the schools. It is the massive centrality of the schools that make the most immediate impact on any outsider coming into the Heights.⁹⁴

The pivotal nature of the schools as described by the authors left the impression that the social and municipal organizations existed to make the schools possible and that education received a high priority in the affairs of the community. The authors stated that

There can be therefore, little competition for the schools from other directions in the all important area of academic-vocational achievement.⁹⁵

However, in matters of social development, the schools competed with other socializing agencies. Although the authors did not discuss the characteristics of those who dominated planning and decision-making in the school system, the nature of the setting described created the impression that the concerns expressed by the various

⁹² Ibid.

⁹³ J. Sealey, K. Looseley and A. Sims, Crestwood Heights (Toronto: University of Toronto Press), 1956.

⁹⁴ Ibid., p. 87.

⁹⁵ Ibid., p. 88.

interest groups had to be accommodated. In essence, the pattern of planning and decision-making should resemble what Dahl called consensus.

Vidich and Bensman⁹⁶ described the school setting in the small community of Springdale. They too indicated the all pervading nature of the schools relative to the community and focused on the volume of decision-making and issues that surrounded the school system. They believed that

Politically, it is the area in which most community issues, activities and decisions are present.⁹⁷

The authors specified that the centre of influence revolved around the members of the school board. They believed though, that real power rested in the hands of only a few of these men rather than in the entire board. These were the individuals who on occasions manipulated and influenced other members. They also found that board membership changed slowly and this enabled the small clique to develop a firm hold on policy, planning and decision-making in the system.

Mills and Porter seemed to agree that North American public schools were organized in a way that permitted mediocrity and middle-class values to persist. They saw the academic bent in education perpetuating the grammar school tradition which was reflected in the curriculum and in the teaching methods. Apparently, the assumption of a monolithic structure in society forced Mills and Porter to arrive at conclusions that were too generalized and without supporting evidence.

They asserted that the elite associated as they were with

⁹⁶ A. Vidich and J. Bessman, Small Town in Mass Society (Princeton: Princeton University Press), 1966.

⁹⁷ Ibid., p. 171.

dominance, extended this to the institutions of which the schools were an integral part. Moreover, they suggested that there was a common bond which linked all the elite in our society.

Mills stated that

Families, churches and schools adapt to modern life, government and armies and corporations shape it and as they do so, they turn these lesser institutions into means for their own ends.⁹⁸

This generalized statement of power distribution in the school system failed to come to grips with the dynamics of education in our communities. Although these authors identified an elite in control, one was not clear where the local elite fitted into the policy planning and decision-making processes. Failure to investigate local school dynamics more thoroughly left their conclusions relatively weak.

Frank MacKinnon⁹⁹ lamented the fact that the state exercised monopolistic control over the education system. He said that

I have long observed that every phase of education is affected by politics and that the virtue of government control is taken for granted in the school system to an extent impossible in any other activity of the state.¹⁰⁰

MacKinnon claimed that all levels of government, the superintendent and various pressure groups dominated planning and decision-making in the school system and these forces left teachers on the sidelines. He claimed that

⁹⁸ Mills, The Power Elite, op. cit., p. 6.

⁹⁹ Frank MacKinnon, The Politics of Education (Toronto: Toronto University Press), 1968.

¹⁰⁰ Ibid., p. 5.

With the accent on administrators, teachers are in the shadows. Certainly no other profession in the modern state can compare with teaching, in respect to the amount of administration.¹⁰¹

It seemed that MacKinnon wanted more participation in decision-making for teachers. This was not an unreasonable request in school systems which close their centres of decision-making to teachers, but to suggest that this was the general situation in Canada, was to refuse to recognize the increased role of teachers and teachers' associations in school matters.

The review of literature touched on a variety of formats through which planning and decision-making were achieved in the school system. All levels of government, the school board, the superintendent's office, pressure groups, bureaucracy and the democratic ideal, were cited as important forces in education. Different researchers identified specific groups and individuals as the wielders of influence and power in the school system. Could it be that these differences reflected the variations in assumptions and strategies in research, or that these differences in findings were indicators of economic, social and political variables which could underly individual communities? The Plainston study hopefully added some insight to the general discussion of influence on the school system.

¹⁰¹Ibid., p. 20.

CHAPTER III

RESEARCH DESIGN

The Plainston study was organized in order to identify influential individuals and groups in the community and in the school system. In Chapter I it was emphasized that in this study the schools were identified as a sub-system within the local community. It was also suggested that an identification of influence in the community was considered essential as a means of placing the school system within the context of community life. As a consequence, the research design was developed with the view of not only identifying both school and community influence holders, but also of establishing the relationships between these two sets of influence holders.

In 1953 Floyd Hunter investigated the structure and operation of influence, power and authority in the community of Regional City. His research design¹⁰² contained assumptions, sources of data and methods of analysis that enabled him to arrive at conclusions. All of these were consistent with the nominational-reputational approach to the study of social organizations.

The Plainston study was established within the framework of the nominational-reputational approach and it was decided that the study conducted by Hunter provided appropriate guidelines for the identification of actors and the influence and power dynamics in the

¹⁰² Hunter, Community Power Structure, op. cit., pp. 255-263.

community and school system of Plainston.

These guidelines however, were not chosen as a means of pursuing a parallel or replication study of Hunter's work, so much as they were intended to present a design consistent with the nominational-reputational approach to the study of community dynamics. It was felt that although detailed comparisons could not be made between the two studies (Plainston and Regional City), discussions on some broad areas of findings could be pursued.

The data collection technique was based mainly on the questionnaire method. In this method respondents and judges were asked to submit nominations of influence-holders and decision-makers in relation to the reputations for influence these individuals were known to exert in community and school affairs. The basis for such nominations was related to the roles of nominees in community institutions and organizations. In addition respondents had to consider the resources their nominees utilized in influencing others, i.e., wealth, status, politics, location in school and community affairs.

The research design included an analysis of interview information from individuals identified by respondents and judges as influence-holders and decision-makers. Such information provided additional data from which an assessment was made about influence in the community and in the school system of Plainston. The purpose for incorporating this alternate technique was to observe and record the findings of questionnaires and interviews, the alternative acting as a source of validation for the results obtained from the initial method (questionnaires).

The analysis of specific policy-decisions was another

complementary method of analysis which was applied in this study. It involved a selection of important and basic policy-decisions which were made in the community and in the school system during the period 1970-1972. By observing and recording the activities of individuals central to the planning and decision-making processes, it was believed that important data could be achieved regarding influence in the community and in the school system.

A comparison of the results of questionnaires, interviews and policy-decisions provided the following information:

1. Who the influence-holders and decision-makers in the community and in the school system were.
2. The groupings which formed the core of decision-making and planning in the school system and in the community.
3. An identification of the characteristics of the influence-holders and decision-makers in the community and in the school system.
4. The system of communications through which decisions were made, advertised and implemented.
5. How these individuals operated in school and community affairs.

The study was conditioned by some basic underlying assumptions concerning influence, power and authority, which were similar to those identified by Hunter for his Regional City study.

Cross-validation, the principal analytic technique used in this study, involved a determination of the frequency with which the main variables in each area of analysis tended to coincide, i.e., the responses of individuals to the questionnaires, the responses to interview questions and the information from each specific

policy-decision. The results obtained from the cross-validation provided the basis for conclusions and recommendations about influence, power and authority in the school system and in the community.

The framework for the discussions of the research design is organized under the following headings:

- a) Statement of the Assumptions
- b) Community Study Design
- c) School Research Design
- d) Comparisons
 - i. The school System and the Community
 - ii. Plainston and Regional City
- e) Development of Findings and Conclusions
- f) Organizing Recommendations

ASSUMPTIONS

The study under consideration dealt with influence, power and authority in the school system and in the community of Plainston. In this study influence was described as the ability of an actor to affect the behaviour of others towards some specific goal. Power was defined as the actual exercise of influence. In the search for men of influence and power, the procedures for data collection and analysis were conducted under the influence of some basic assumptions regarding the nature and operation of these two forces in the community. It was intended to apply similar conditions to the study of the school system. The assumptions described below were taken from Hunter's Regional City study¹⁰³ and were intended to present guidelines

¹⁰³Hunter, Community Power Structure, op. cit., pp. 5-7.

for both areas of the research.

Postulates

1. Power involves relationships between individuals and groups, both controlled and controlling.

Corollary 1: Because power involves relationships, it can be described structurally.

2. Power is structured socially into a dual relationship between governmental and economic authorities, on national, state and local levels.

Corollary 1: Both kinds of authority may have social and institutional units subsidiary to them.

3. Power is a relatively constant factor in social relationships with policies as variables.

Corollary 1: Wealth, social status and prestige are factors in the power constant.

4. Power of the individual must be structured into associational patterns to be effective.

Corollary 1: The community provides a microcosm of organized power relations in which individuals exercise the maximum effective influence.

Corollary 11: Representative democracy offers the greatest opportunity of assuring the individual a voice in the determination and extension of policy.¹⁰⁴

¹⁰⁴Ibid., p. 5.

Hypotheses

1. Power is exercised as a necessary function in social relationships.

2. The exercise of power is limited and directed by the formulation and extension of social policy within a framework of socially sanctioned authority.

3. In a given power unit, a smaller number of individuals may be found formulating and expanding policy than those exercising power.

Corollary 1: All policy-makers are men of power.

Corollary 11: All men of power are not per se, policy-makers.¹⁰⁵

COMMUNITY STUDY DESIGN

A. Sources of Data

The sources of data on which the study of community influence depended were three-fold. They included community respondents and judges, assumed leaders selected by the judges, and sources that identified the important policy-decisions occurring during the period 1970-1972. The sources were elaborated in the following:

1. The questionnaires (150) (See Appendix A) submitted to community respondents and to secretaries of community institutions and organizations formed the principal source of data. In these questionnaires, respondents were asked to identify influential individuals in the community. They were at the same time requested to identify organizations and institutions that influenced community matters. Respondents were reminded of the definition of influence and power used

¹⁰⁵ Ibid., p. 6.

in the thesis and were asked to consider wealth, social status and prestige in making their choices. Twelve community judges viewed the questionnaires and made a final selection of the most influential individuals in community affairs. These men (judges and respondents) were selected for their knowledge of participants in the affairs of the community and were identified as having more than five years of residence in the community.

2. Interviews were arranged with most of the forty assumed leaders selected by the judges. The responses provided information which was categorized under appropriate headings for analysis. The responses for analysis were obtained from a schedule of questions prepared for this purpose.

3. The local news media, files, information submitted by the secretaries of local institutions and organizations, as well as the interviews with the forty assumed leaders, provided information for the selection and analysis of policy-decisions. The policy-decisions under discussion were only those that were made during the period 1970-1972.

B. Data Analysis

a) community respondent information

The ten names submitted by each community respondent, and the five names provided by the secretaries of institutions or organizations, formed the list of nominees for the positions of influence, power and authority in Plainston. The community respondents were asked to supply these names under categories that designated the source or sources of influence and power by which the nominee was known to

exercise influence, i.e., wealth, status, prestige, political power, or positions in institutions and organizations. The secretaries of organizations listed their contributions in terms of the positions these men held recently in the organization and indicated the role the organization played in community affairs. As a second portion of the questionnaire the community respondent provided not more than five names of community institutions or organizations that were known to exert influence on the affairs of the city, and these names were accompanied by the kind of influence the organization was known to exert.

b) community judges

The independent list of each respondent was combined to form two master lists, one containing the nominees for power and influence under the relevant source or sources of influence, and a master list of institutions or organizations with their roles in the community identified. Twelve such lists were prepared to enable each of the twelve judges to work independently at identifying the most influential individuals and organizations in the affairs of the community. Judges were reminded that in the selection of the ten most influential individuals and five most important organizations, they could provide additional names if they were convinced that such inclusion added validity to the influence and power structure of the community.

The final process of arriving at the most influential individuals and organizations involved an identification of the frequency with which the names appeared on the twelve lists. The number of votes each candidate received from the twelve judges was taken as

the indicator of influence in community affairs. The table below indicates how levels of influence were obtained (See Appendix C).

Table I

Indicating Levels of Influence	
Votes Received	Level of Influence
6-12	Top Leader
3-5	Secondary Leader
0-2	Eliminated

The results of this analysis provided a list of assumed leaders with their accompanying sources of influence, a list of assumed important community organizations with their roles shown, and a division of leaders into top and secondary categories. It was then possible to provide tentative answers to the following:

1. Who were the leaders that formed the influence grouping in Plainston?
2. What were their sources of influence or power?
3. To what important community organizations did they belong?
4. What were the roles of the important community organizations?
5. Who were the top and secondary leaders?

C. Information from Assumed Leaders

It was taken that the assumed leaders, or most of them identified by the judges as men of influence, had a knowledge of the influence dynamics of the community and knew the men who were central to planning and decision-making. Towards this end four schedules of questions were prepared for these men and their responses provided the

information for analysis.

Schedule I (See Appendix B) asked each assumed leader whether the men on the list and the organizations as well constituted the actual power grouping in Plainston. The names each assumed leader indicated were matched with the names supplied by all the other assumed leaders. Through cross-validation the elimination process occurred. The residue became the list of leaders. The number of votes each candidate for influence on the new list received was an important factor because the number of votes determined the rank of influence which he was awarded. On the basis of his rank he was given a code number, for example, the individual with the highest number of votes was ranked first and he was coded number one, etc. The coding was a simple device that eliminated the use of names of individuals.

Three things were achieved at this point: a revised list of assumed leaders, a rank ordering of leadership, and a numerical coding of the leaders for use in the rest of the analysis. The results of this analysis set the stage for further investigation of some of the characteristics of the men on the revised list.

Schedule II (see Appendix C) contained the list of questions to which the assumed leaders were requested to respond. The responses were tabulated as follows: age, sex, length of residence in the community, size of property owned, nature of wealth or income, membership in local organizations and institutions, family relationships, educational standing and school attended, progress in occupation and the number of persons managed. The independent response of each assumed leader was matched with the responses of all the other assumed leaders and cross-validation determined the frequency of corroboration.

Through this information, patterns of groupings based on like-characteristics emerged. Later, by adding other relationships, a broader picture of leadership dynamics developed.

At this point a revised list of assumed leaders, a rank ordering and a coding had been accomplished. In addition, membership based on some specific characteristics was identified.

Schedule III listed the questions which were posed to assumed leaders (See Appendix D). This investigation revolved around the knowledge of an assumed leader of all the other leaders on the list. This information helped to develop an intimacy scale. The table below assisted in the development of the degrees of intimacy.

Table 2

Degrees of Intimacy

Category	Rating
Do not Know	0
Know Slightly	1
Know Socially	2
Related	3
Know Very Well	4

The responses of each assumed leader relative to the other leaders on the list were given numerical values and these were totalled under the appropriate categories. This was done for each respondent and the totals gave an indication of the degree of intimacy between a respondent and other assumed leaders on the list. The general totals from all respondents became the determinant of the degree of intimacy existing among the assumed leaders as a whole group.

Schedule IV contained the questions that related to general policy matters (See Appendix E). The purpose of this analysis was to determine the following: the individuals generally involved in policy matters, groupings on general policy, membership in these groupings, the nature of the involvement of these individuals, the channels of communication in use, and the rank ordering of individuals in relation to involvement in general policy matters. The responses by each assumed leader were tabulated under the relevant heading and matched with the responses of all the other assumed leaders. The frequency with which the responses coincided became the criterion for acceptance of the results.

At the end of this section, it became evident that the following information had emerged. This included the following:

1. A list of assumed leaders.
2. Ranking and coding of individuals on the list.
3. Group dynamics
 - a) Intimacy
 - b) Some general characteristics
 - c) Involvement
 - d) The channels of communication

D. Involvement in Specific Policy Matters

Specific policy matters were described as those very important policies or issues which developed in the period 1970-1972 and were deciding factors in the affairs of the community. Local news media files, reports from local institutions and organizations, and interview responses of the assumed leaders provided the information for the determination of the specific policies which were selected. The

information from these sources was placed under the relevant heading i.e., economic, political and social. The frequency with which the information coincided became the basis for the selection of specific policies.

Schedule V was developed to stimulate responses from assumed leaders (See Appendix F), and to provide information on the following:

1. Those who were involved in decision-making.
2. The degree of involvement of these men.
3. A rank ordering based on level of involvement.
4. Group dynamics
 - a) Initiators
 - b) Compliers
 - c) Group patterns
5. Channels of communication.
6. The decision-making process.

The responses of each assumed leader were matched with the responses of all the other assumed leaders and the frequency with which the responses coincided became the criterion for acceptance.

At the end of this section dealing with specific policy matters, a list of leaders, groupings on policy matters, group dynamics, and the channels of communication were obtained. The final step in the analysis of community influence involved cross-validation of the information from three sources, i.e., the questionnaires, interviews and specific policy matters.

The information was categorized under five headings:

1. List of leaders identified.
2. Rank ordering given.

3. Channels of communication used.
4. Groupings identified.
5. Group dynamics involved.

The frequency* of occurrence was then determined.

Through the combined methods of questionnaire, interviews and analysis of specific policy decisions, the decision-makers and influence-holders of the Plainston community were identified and then participation in community affairs determined the structure and operation of influence in Plainston.

THE SCHOOL SYSTEM RESEARCH DESIGN

The school system, as an integral part of the community, influences community life and in return is influenced by the beliefs, goals and interests that are shared by the community in general. It was stated earlier that one of the objectives of the study was to ascertain whether leaders in the community were the same men who influenced the principal activities of the school system.

These three factors, i.e., the sub-unit characteristic of the school system, the reciprocal influence of the school and the community, and the objective of the study made it necessary to apply the research design used in the community study, to the research of influence in the school system. The assumptions on influence and power used in this area of research were therefore identical with those described for the community study (see p. 52). Wherever the research

*Throughout this Thesis the frequency criterion was identified as a 66% or better positive corroboration of the specific variable examined.

design of the school system varied from the format established for the community study, these are noted in the description that follows:

A. Sources of Data

There were ninety school respondents to whom the questionnaires were submitted. In addition to the five-year residence qualification, these respondents had to be part of the school personnel or related to the school system in some important way. Nine judges made the final selection of individuals influential in the school system and they were chosen because they possessed similar characteristics to the respondents. The secretaries of organizations and institutions from whom information was sought were those who were directly or indirectly involved in the affairs of the schools. Policy-decisions in this section were taken to mean those decisions that influenced the activities of the schools.

B. Data Analysis

Schedules I, II, III, IV and V used in the analysis of community influence were duplicated and modified somewhat for the study of the school system.

As in the case of the community study, the analysis presented three sets of information based on

1. the questionnaires
2. interviews
3. analysis of specific policy-decisions

and as in the analysis of community influence, the three sets of information were brought together in order to determine the frequency of occurrence. The assessment of this frequency information determined

who the planners and decision-makers in the school system were and the school dynamics in which they were involved. The Research Design to this point had enabled the discovery of the following:

- | | |
|-------------------|---|
| The community | <ol style="list-style-type: none"> 1. who the community leaders were 2. the structure of the leadership group 3. the dynamics in which these community leaders were involved 4. the channels of communication these leaders used |
| The school system | <ol style="list-style-type: none"> 1. who the leaders in the school system were 2. the structure of the leadership group 3. the dynamics in which the leaders of the school system were involved 4. the channels of communication which the leadership utilized |

The data which were available on both the community and the school system were believed to be sufficiently adequate for the development of comparisons, findings, conclusions and recommendations.

COMPARISONS

A. Leaders in the School System and in the Community

The principal objective in this analysis was to determine whether the leaders in the community were the same individuals who influenced the activities, and if they were dissimilar, to record the basic differences in the leadership dynamics which were revealed. As a result the two leadership lists were matched

through cross-validation and the results assessed. Similarly, the differences in the leadership dynamics which emerged through the identical process were recorded.

B. Plainston and Regional City

In a previous section it was emphasized that no detailed comparisons would be made between the Plainston study and Hunter's Regional City research. Such an analysis would not be involved since no attempt was made to design a parallel or replication study. However, both studies investigated influence in local communities and the results of some general comparisons were considered to be of interest.

These general areas for comparisons included the composition of the leadership group, the principal characteristics of leaders, the channels of communication used, and the main levels of involvement of leaders.

There were three steps in this process:

1. organization of the relevant information from Plainston and Regional City
2. establishment of the relationship between each of the four sets of information
3. provision of a descriptive summary of the relationship.

The study proceeded on the basis of a set of assumptions about the structure and operation of power and influence in communities. These assumptions were taken from Hunter's Regional City Study and were accepted as an adequate structural frame of reference for the Plainston study. As a result, it was felt that the principal findings of the Plainston study could be reviewed in terms of the assumptions

which were established as the basis of the study. The results of the review were presented in the form of statements.

C. Conclusions and Recommendations

Data analysis presented information on influence holders and decision-makers in the community and in the school system. It provided evidence on the dynamics in which these leaders were involved. Finally the available information was used to present comparisons. The ensuing information was utilized in presenting statements of findings and conclusions and for the development of recommendations.

CHAPTER IV

DATA ANALYSIS: LEADERS IN THE COMMUNITY

The purpose of this chapter was to devise strategies that identified the leaders in the community and described the dynamics in which these leaders were involved.

In an earlier section the sources of information on which the analysis depended were identified as follows: respondents and judges (questionnaires), secretaries of local organizations and institutions (questionnaires), assumed leaders (interviews), and reports of specific and general policies which were important stimuli in directing community activities.

The analysis of the data was devised to present results that provided the best possible evidence. The strategy involved the categorization of information, and cross-validation, to arrive at the frequency score and the formulation of results. More specifically the strategies were organized to emphasize leaders as a group influencing the principal activities of the community.

1. Questionnaire Information

One-hundred and fifty community respondents and twenty secretaries of local organizations and institutions were asked to provide information on the following: individuals known to have influence in community affairs and in important community

organizations and institutions. In addition these respondents were asked to describe the sources of influence these men used in their role as leaders and to indicate the part organizations and institutions played in the life of the community. Two master lists emerged from the cross-validation of the names submitted by the respondents and secretaries. One-hundred and sixty leaders and twenty community organizations were identified.

Community judges making the final selection of influential leaders and community organizations made the choices shown below:

Table 3

List of Leaders*

Top Leaders

- | | |
|-------------------|-------------------|
| 1. Len Stoner | 6. Harvey Mission |
| 2. Cecil Hardware | 7. Carey Island |
| 3. Ian Delta | 8. Fred Clover |
| 4. Tom Lethbridge | 9. Hilton Asper |
| 5. Stan Mission | 10. Jay Helcock |

Secondary Leaders

- | | |
|-----------------------|------------------------|
| 11. Sheldon Hardware | 26. Brad Condor |
| 12. Harvey Fairview | 27. Felix Hustling |
| 13. Clyde Crocus | 28. John Arrowhead |
| 14. Clara Westwood | 29. Claybourne Outrage |
| 15. Mervyn Risk | 30. Steve Planet |
| 16. Silford Strongley | 31. Victor Shelf |
| 17. Ivan Tillings | 32. Glenda Lethbridge |
| 18. Harvey Tillings | 33. Eldon Helfter |
| 19. Leonard August | 34. Norris Slumbers |
| 20. Francis Duent | 35. Theodore Slayne |
| 21. Ray Pawne | 36. Lincoln Force |
| 22. Leslie Stormer | 37. Ralph Saviour |
| 23. Rev. Dick Crester | 38. Rev. Selwyn Winder |
| 24. Alfred Carbon | 39. Wayne Bravo |
| 25. Hyde Carbon | 40. Earl Canning |

* All names appearing in this thesis are fictitious.

The important community organizations which emerged from the analysis were ten in number and are shown below:

Table 4

Influential Community Organizations

- | | |
|-------------------------|------------------------|
| 1. Chamber of Commerce | 6. Canadian Legion |
| 2. Lions' Club | 7. Flying Club |
| 3. Rotary Club | 8. Knights of Columbus |
| 4. Credit Union Society | 9. Curling Club |
| 5. Kinsmen Club | 10. Golf Club |

2. Interviews with Assumed Leaders

The next phase of data analysis consisted of structuring and processing the interview information obtained from assumed leaders. These respondents (35 of the 40 leaders identified through the questionnaire method), were asked to provide a wide range of information. Through this information the following were obtained: a list of community leaders, confirmation of their sources of influence, the characteristics of the leaders, the degree of intimacy existing among these leaders, the important community decisions, and the dynamics in which leaders were involved.

The information from interviews was recorded and cross-validated in order to determine the frequency with which responses coincided. Based on these frequency scores conclusions were drawn.

Leaders and Important Community Organizations

The lists below were developed from responses to two questions:

- a) Which of the men on the list presented to you are considered to be decision-makers and influence-holders in the community?
- b) Can you identify the most important community organizations from those on the list?

Each leader made his choices and frequency scores were obtained. These scores served two purposes. The magnitude of a particular score determined its suitability for inclusion on the list. The score values provided a means whereby rank ordering was obtained. The results are shown below.

Table 5

Community Leaders

Top Leaders

- | | |
|-------------------|----------------------|
| 1. Len Stoner | 6. Fred Clover |
| 2. Cecil Hardware | 7. Harvey Mission |
| 3. Ian Delta | 8. Carey Island |
| 4. Tom Lethbridge | 9. Hilton Asper |
| 5. Stan Mission | 10. Sheldon Hardware |

Secondary Leaders

- | | |
|-----------------------|------------------------|
| 11. Jan Helcock | 24. Alfred Carbon |
| 12. Harvey Fairview | 25. Hyde Carbon |
| 13. Mervyn Risk | 26. Brad Condor |
| 14. Clara Westwood | 27. Felix Hustling |
| 15. Clyde Crocus | 28. Norris Slumbers |
| 16. Silford Strongley | 29. Claybourne Outrage |
| 17. Ivan Tillings | 30. Steve Planet |
| 18. Harvey Tillings | 31. Victor Shelf |
| 19. Rev. Dick Crester | 32. Glenda Lethbridge |
| 20. Francis Duent | 33. Eldon Helfter |
| 21. Ray Pawne | 34. John Arrowhead |
| 22. Leslie Stormer | 35. Theodore Slayne |
| 23. Leonard August | 36. Lincoln Force |
| | 37. Ralph Saviour |

The list of community organizations which emerged from the analysis is shown below:

Table 6

Community Organizations

1. Chamber of Commerce
2. Credit Union
3. Lions' Club
4. Rotary Club
5. Kinsmen Club
6. Canadian Legion
7. Curling Club

Two methods of inquiry had been used at this point and each had produced a list of leaders and community organizations. Since the identification of community leaders depended on the presence of the best possible evidence, two strategies were used as a means of reconciling the two lists:

- a) where leaders were not corroborated by both methods they were not included on the final list;
- b) where rank ordering did not coincide the votes received in both methods of inquiry were totalled.

The values of these additions became the deciding factor in rank ordering in these cases. The modified lists are shown below:

Table 7

Community Leaders

Top Leaders

- | | |
|-------------------|-------------------|
| 1. Len Stoner | 6. Harvey Mission |
| 2. Cecil Hardware | 7. Carey Island |
| 3. Ian Delta | 8. Fred Clover |
| 4. Tom Lethbridge | 9. Hilton Asper |
| 5. Stan Mission | 10. Jay Helcock |

Secondary Leaders

- | | |
|-----------------------|------------------------|
| 11. Sheldon Hardware | 24. Alfred Carbon |
| 12. Harvey Fairview | 25. Hyde Carbon |
| 13. Clyde Crocus | 26. Brad Condor |
| 14. Clara Westward | 27. Felix Hustling |
| 15. Mervyn Risk | 28. John Arrowhead |
| 16. Silford Strongley | 29. Claybourne Outrage |
| 17. Ivan Tillings | 30. Steve Planet |
| 18. Harvey Tillings | 31. Victor Shelf |
| 19. Leonard August | 32. Glenda Lethbridge |
| 20. Francis Duent | 33. Eldon Helfter |
| 21. Ray Pawne | 34. Norris Slumbers |
| 22. Leslie Stormer | 35. Theodore Slayne |
| 23. Rev. Dick Crester | 36. Lincoln Force |
| | 37. Ralph Saviour |

Table 8

Community Organizations

1. Chamber of Commerce
2. Credit Union
3. Lions' Club
4. Rotary Club
5. Kinsmen Club
6. Canadian Legion
7. Curling Club

3. Sources of Influence and Power

Four sources of influence and power were identified through interviews and questionnaires. However not all the leaders had the four sources of influence. There was a mean influence source of 2.8 for all leaders. Top leaders had a 3.2 mean while secondary leaders averaged 2.7. The pattern for top leaders was as follows: 30 per cent four sources, 60 per cent three sources and 10 per cent two sources. Secondary leaders had a different pattern: 44 per cent two sources, 40 per cent three sources and 16 per cent four sources. In other words, the leaders in Plainston possessed multiple sources of influence and power.

4. Characteristics of Leaders

Thirty-three of these leaders listed in Table 7 were the interviewees whose responses provided the information for the analysis of leadership characteristics and the community dynamics in which the leaders were involved. The first stage of analysis related to the development of some aspects of leadership characteristics which the community leaders portrayed as a group. Fourteen of them were identified and are listed below.

Table 9

Characteristics of Leaders

Age	Religious Affiliation
Sex	Family Relationship
Place of Residence	Educational Standing
Length of Residence	School Attended
Property Ownership	Occupation
Sources and Size of Income	Progress in Occupation
Organizational Affiliation	Numbers of Men Managed

The responses of interviewees were recorded and cross-validated in order to determine the frequency scores. The results of characteristics of leaders analysis provided the first descriptions of what the community leaders were like and helped in the gradual development of leadership profiles.

Age

Age pattern as a leadership factor had significance only insofar as it helped to determine whether sufficient similarity in age existed among the leaders so that they could be described as a group.

The mean age of the leadership group was 59.3 years. Top leaders however had a mean of 58.5. Secondary leaders seemed on the whole to be older, having a mean of 59.6. Most of the leaders were found in the 55-65 age category.

Sex Composition

The purpose of this analysis was to determine the composition of the leadership group in terms of male and female membership. There appeared to be a wide disparity between male and female representation among the leaders. Just under 5.6 per cent of all leaders were women. No woman was identified in the top group, while 7.4 per cent of the secondary leaders were women.

Residential Pattern of Leaders

The main thoroughfare ran through the centre of the community and so it was easily divisible into eastern, western, northern, and southern sectors. Just over 9 per cent of the leaders lived north of the thoroughfare with an even distribution for east and west. Of the 90 per cent that lived south of the dividing avenue 49 per cent lived in the west sector. Since the community covered two square miles, the leaders in the southern sector appeared to live in close proximity (see Figure 1).

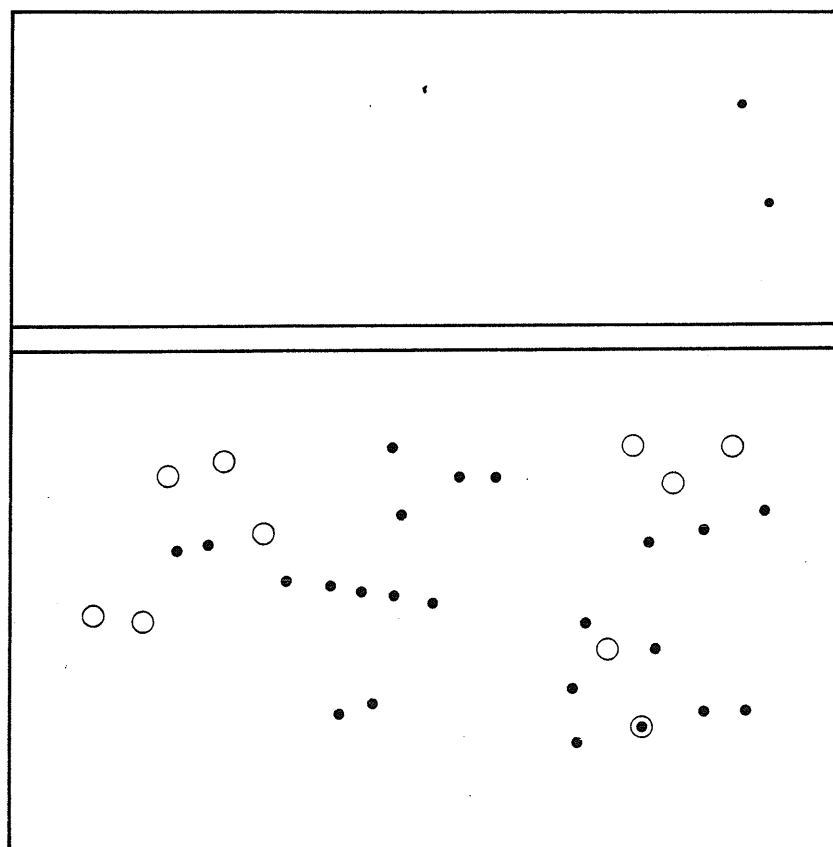
Length of Residence

The mean length of residence in Plainston for all leaders was 53.4 years. Top leaders had a mean of 57 years while secondary leaders had a mean of 51 years. Almost 50 per cent of the leaders had lived in the community for sixty years while just under 19 per cent of them had held residence for seventy years. The other members of the group held residence that extended from ten to fifty years.

Religious Affiliation

Most of the leaders interviewed claimed to be regular church members. United Church membership dominated the religious affiliation of the leadership group and this dominance was marked among top leaders. Although Anglicans were well represented among secondary leaders and all leaders as a whole, there was a complete absence of members of this religious group among the top leaders. Catholics, Baptists and those of the Jewish faith recorded a minority position (see Figure 2).

Figure 1
Residential Pattern of Leaders



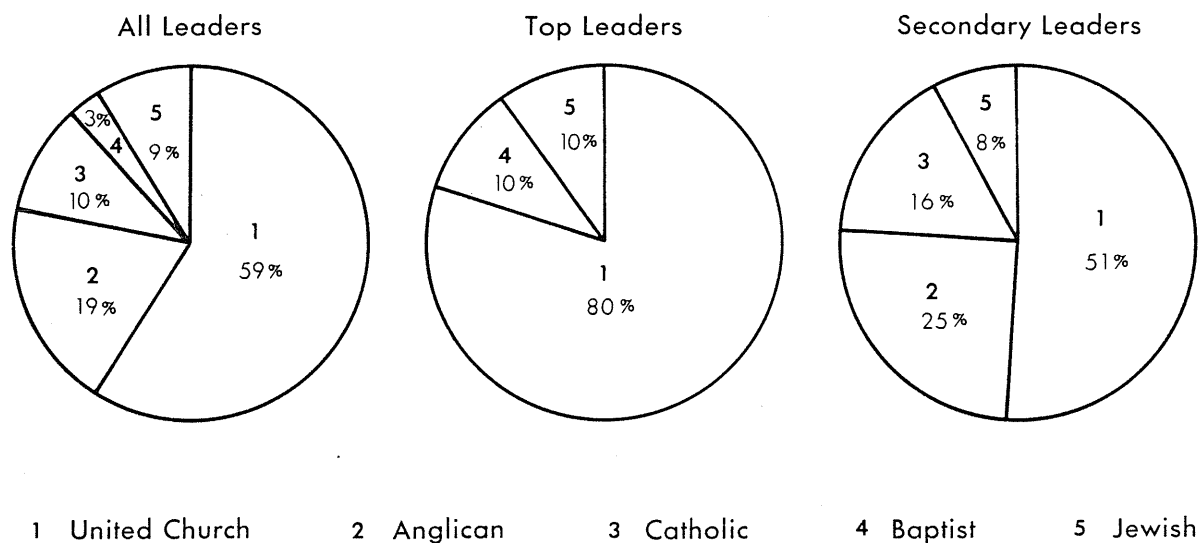
○..... Top Leaders

●..... Secondary Leaders

Organizational Affiliation

The analysis was developed in order to identify the membership of leaders in the thirty community organizations which were identified in this section. It was felt, however, that it was more useful to focus on categories of organizations, i.e., economic, political, social, leisure service and educational. In addition consideration was given to the fact that it was possible for a leader to belong to more than one community organization.

Figure 2
Religious Affiliation



The analysis revealed that the leadership group as a whole belonged to an average of 3.8 community organizations. Secondary leaders, however, belonged to more organizations than top leaders. The mean for secondary leaders was 4.3, while that of top leaders was 2.5. Top leaders had a high membership rate in economic organizations. 90 per cent of them belonged to these organizations as compared to 63 per cent for secondary leaders. Secondary leaders participated more fully than top leaders, in political, service and leisure organizations. Their rates were 74 per cent, 96 per cent and 74 per cent respectively. Top leaders had a participation rate of 49 per cent, 72 per cent and 38 per cent respectively.

Family Relationships

Family relationships summarized the direct ties that existed among the leaders. Among the members of the list of thirty-seven there were 16 who were related -- 2 by marriage, 8 were brothers, and 6 were cousins. In the top leadership group there were four relationships (marriage 0, brothers 2, and cousins 2). Among the secondary group there was no marriage relationship, there were four brothers and four cousins. On the whole the direct ties among the leadership group were relatively few.

Occupations of Leaders

The analysis of categories of occupation of community leaders was accompanied by the development of occupational ratings. Leaders were asked to rate occupations in the community on a scale of most important to least important as perceived by the respondents (see Table 10).

Table 10

Occupational Ratings

1 Businessmen	2 Managers
3 Professionals	4 Principals
Superintendents	Clergymen
5 Farmers	6 Skilled Workers
7 Unskilled Workers	

Thirty-five per cent of the leaders were identified as businessmen, while 29.8 per cent fell into the professional category. Managers were next with 16.3 per cent and farmers were just half of that number (8 per cent). Superintendents registered 5.4 per cent and principals and clergymen were last with 2.7 per cent each.

Of the ten top leaders, 7 were businessmen, two were managers and one was a professional. This meant that there were ten professionals, six businessmen, four managers, three farmers, two superintendents, one principal and one clergyman among the secondary leaders.

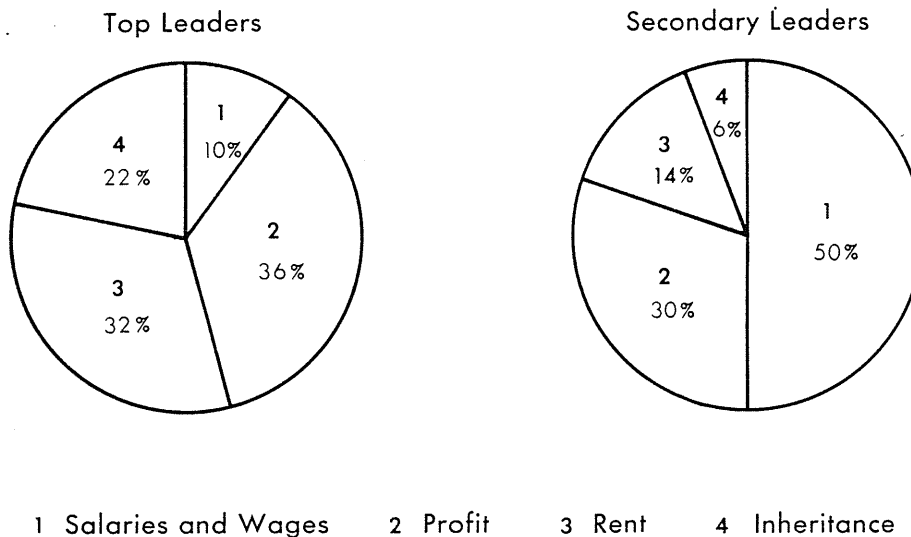
Progress made in Occupation

The pattern of progress made by leaders was developed by a comparison of the starting point of individuals with the positions they had attained in the period of data collection. Among the top leaders only two started from mediocre jobs and moved to the top. The majority of the leaders in the top category started at the top and remained in that position. Among the secondary leaders however, 15 of them started from mediocre positions, six started from middle positions and 6 started from relatively top positions, and maintained them.

The income of top leaders ranged from below \$15,000 to \$50,000. Secondary leaders, however, ranged from \$8,000 to a high of \$50,000 with the highest concentration below \$20,000. The mean income for the leaders was \$20,200 per annum. While secondary leaders earned a mean income of \$16,400, top leaders earned an average of \$27,000.

The sources of income included all the components of income reported in the interviews. Some leaders reported more than one source of income. Wages and salaries ranked very high as sources of income for secondary leaders. A large number of them had small profit components while rent and inheritance made up a small share of their income. The top leaders on the other hand had a relatively even proportion of rent, profit and inheritance incomes while wages and

Figure 3
Income Components



salaries were last among the components. The diagram above summarizes the main elements of the sources of leadership income.

Property Ownership

The leaders of Plainston owned 225 properties among them and this averaged six properties per leader. Assumed leaders were asked to categorize the property owned in terms of size. They described nine per cent as large, 52 per cent as medium sized and 39 per cent were identified as small holdings. Household (self-occupied and for rental) made up the largest portion of leadership property ownership (57 per cent). Land ownership took second place (31 per cent) while commercial buildings (7 per cent), industrial buildings (.9 per cent), and offices (4.1 per cent), accounted for the smallest proportions. Top leaders owned a much larger portion of the holdings (61.4 per cent) than secondary leaders (38.4 per cent).

Educational standing and school attended

Every leader in the community had some contact with formal education. 12 of them had university degrees, 13 completed high school, nine finished junior high school and three were elementary school graduates.

Secondary leaders had a higher percentage of university graduates among them (33 per cent) than top leaders (30 per cent). However, top leaders had a higher percentage of high school graduates (70 per cent) than secondary leaders (22 per cent). While top leaders had no elementary graduates among them, almost 45 per cent of the secondary leaders ended school in junior high.

Among the leaders interviewed 20 of them attended high school within the community. All the top leaders attended high school locally. The three top leaders who were identified as having attended university

all did so within the province, while 22 per cent of the secondary leaders who were university graduates gained this distinction in other provinces.

Number of Persons Managed

The term manager in this section represented leaders who indicated that they exerted control over, or provided direction to, groups of workers. This became necessary when leaders who identified their occupations as managers, professionals and businessmen claimed that they had a number of individuals working directly under them.

Nine of the top leaders claimed to have 225 men under their control -- an average of 22 men per top leader. Secondary leaders on the other hand managed a total of 486 men, an average of 18 men per secondary leader.

While the number of men managed by the top leaders was fairly even, that is did not have a wide range, the two superintendents and a principal accounting for more than 80 per cent of the managed personnel in the secondary leadership group.

5. Intimacy Grouping

The term "intimacy grouping" reflected the combined personal knowledge of the individual leader of all the other leaders in the group. Since the analysis depended on the degree of knowledge, six categories of knowledge were devised and a rating scale was developed for these categories. These are shown below:

Table 11

Intimacy Scale

Response	Scale Value
Knew Very Well	5
Related	4
Knew Socially	3
Knew Slightly	2
Heard of	1
Did not Know	0

The scale value provided an intimacy score for each leader.

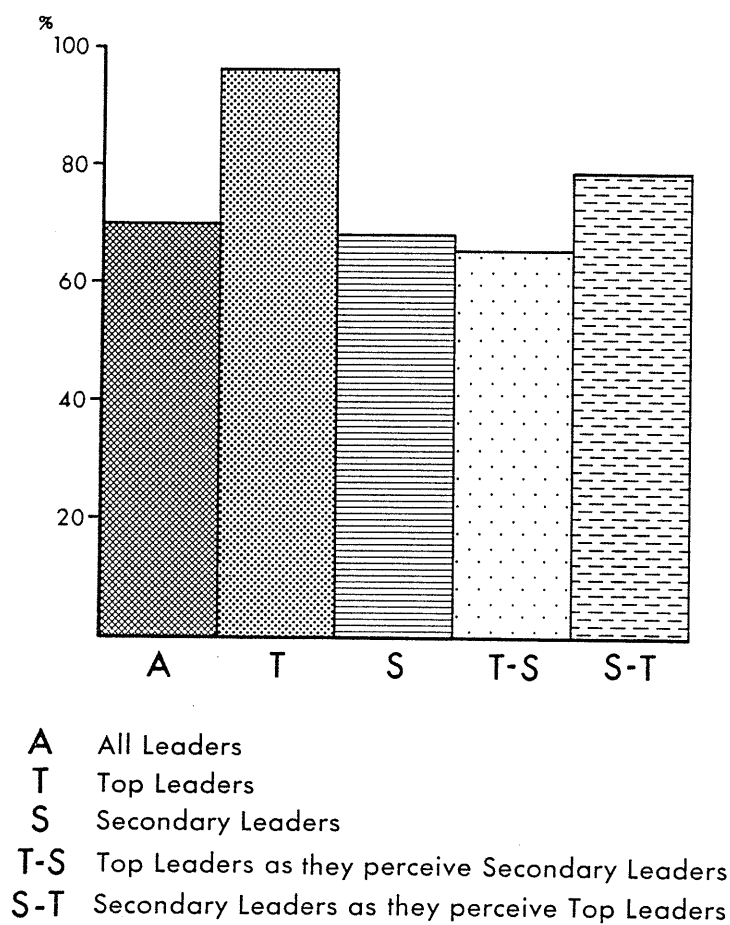
The intimacy score was simply the total of the scale values of all responses given by the individual leaders. The degree of intimacy was taken as the relationship between the total scores of all the leaders and the possible score. The possible score was based on the highest scale value (Knew Very Well = 5) multiplied by the number of responses.

The analysis revealed three significant patterns:

- a) the relatively high degree of intimacy among all leaders as a group;
- b) the very high degree of intimacy among top leaders, and a high yet comparatively reduced intimacy for secondary leaders relative to the top leaders;
- c) top leaders reported a much lower degree of intimacy based on their knowledge of secondary leaders. On the other hand secondary leaders gave a very high rating for their knowledge of top leaders.

The diagram below illustrates the principal characteristics of the results of the analysis.

Figure 4
Intimacy Relationship



6. Interaction A

The analysis of the activities designated Interaction A, was intended to discover the extent and nature of the participation of the assumed leaders in issues and policies that generally came up from time to time in the community. Four factors were considered as important indicators of participation:

- a) Identification of the leaders who were involved in these policies and issues, and the frequency with which they were involved.
- b) The roles these men played i.e., initiator, opponent, complier or supporter.
- c) The frequency with which groupings changed.
- d) The channels of communication most frequently used in these policies and issues.

Each assumed leader was asked to identify the nature of his participation and the knowledge he had of the participation of other assumed leaders in these dynamics. In addition, assumed leaders were asked to categorize the general policy and issue matters that came up from time to time.

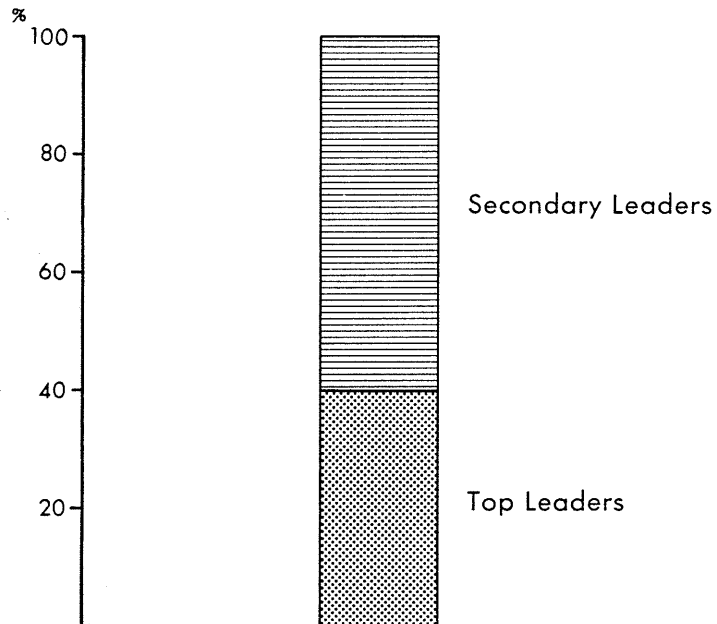
Policies and Issues in General

The assumed leaders identified 35 areas which could be described as policies and issues. These were categorized under four headings: economic, political, social and service activities. 55 per cent of the policies and issues were economic, 30 per cent were regarded as service activities, 20 per cent as political activities and 5 per cent as social activities.

Degree of Involvement

The diagram below illustrates the degree of involvement of both top and secondary leaders. What appeared to be clear from the analysis was that in terms of the activities, secondary leaders were involved in more policy and issue matters than top leaders.

Figure 5
Degree of Involvement in Terms of Activities



What was more significant however, was that 85 per cent of the activities of top leaders was in the economic and political categories, while social and service activities made up the rest of the total. Secondary leaders on the other hand were very active in social and service activities (75 per cent) and only mildly active in political and economic activities (25 per cent).

Nature of Involvement

The results of the analysis of leadership involvement in general policies and issues provided a partial picture of leadership participation. It was felt that an appraisal of the roles of leaders as initiators (5), opponents (4), supporters (2) and compliers (2) would add a deeper dimension to the leadership involvement picture.

All the top leaders were identified as being involved in policies and issues. 50 per cent of their activities were regarded as initiating, 40 per cent as supporting, and 10 per cent as opposing. Among the secondary leaders 45 per cent of their activities was related to compliance, 41 per cent as supporters, 6 per cent as initiators and 8 per cent as opponents. No top leader was identified in the role of complier.

Stability of Grouping

There was general consensus among the leaders interviewed that there was relative stability among the committees and groupings involved in the policies and issues described above. The political and economic committees were even more stable than the others. If there were changes from time to time, the vacancies were filled by men of similar background and learning. There was a good deal of cross

membership in the committees, but it was pointed out that although some top leaders belonged to some of the social and service organizations, they rarely held important positions on these committees or on the executive.

Channels of Communication

The leaders identified four main channels of communication: the telephone, informal discussions, formal discussions, and the news media. Secondary leaders claimed that formal discussions were by far the most important channel they used (40 per cent). The other channels were used in an equal proportion (20). Among top leaders both formal and informal channels claimed 30 per cent each while telephone and news media shared the rest equally.

Ranking

Involvement in general policies and issues provided yet another opportunity of identifying leaders and providing a rank ordering based on the participation. The strategy employed involved taking the number of times a leader was identified in policies and issues and weighing these in terms of his role i.e., initiator (5), opponent (4), complier and supporter (2 each). The analysis resulted in the list shown below in rank order:

Table 12

Top Leaders

- | | |
|-------------------|-------------------|
| 1. Len Stoner | 6. Harvey Mission |
| 2. Cecil Hardware | 7. Carey Island |
| 3. Ian Delta | 8. Fred Clover |
| 4. Tom Lethbridge | 9. Hilton Asper |
| 5. Stan Mission | 10. Jay Helcock |

Secondary Leaders

- | | |
|-----------------------|------------------------|
| 11. Sheldon Hardware | 24. Alfred Carbon |
| 12. Harvey Fairview | 25. Hyde Carbon |
| 13. Clyde Crocus | 26. Brad Condor |
| 14. Silford Strongley | 27. Felix Hustling |
| 15. Mervyn Risk | 28. John Arrowhead |
| 16. Clara Westwood | 29. Claybourne Outrage |
| 17. Leslie Stormer | 30. Theodore Slayne |
| 18. Harvey Tillings | 31. Victor Shelf |
| 19. Leonard August | 32. Glenda Lethbridge |
| 20. Francis Duent | 33. Eldon Helfter |
| 21. Ray Pawne | 34. Norris Slumbers |
| 22. Ivan Tillings | 35. Steve Planet |
| 23. Rev. Dick Caster | 36. Lincoln Force |
| | 37. Ralph Saviour |

7. Interaction B

In the analysis of Interaction A, the emphasis was on activities related to policies and issues in general. Interaction B, however, analyzed policies and issues (specific policies and issues) considered by interviewees as the most important stimuli in promoting community action. There were five sections in this analysis:

- a) Identification of specific policies and issues.
- b) The leaders most frequently involved in these policies and issues.
- c) The roles these leaders performed as initiators, opponents, supporters and compliers.
- d) The frequency with which groupings changed from time to time.
- e) The channels of communication most frequently used in these policies and issues.

Identification of Policies and Issues

The sources of information for the identification were:

- a) assumed leaders,

- b) data from the news media,
- c) secretaries of local community organizations.

The information was recorded and the frequency with which the data coincided provided a frequency score on the basis of which specific policies and issues were selected. The table below summarized the results:

Table 13

Specific Policies and Issues

Trailer Park
 Sports Complex
 Business Closing and Opening Hours
 Business Expansion
 Crazy Days
 Hospital Expansion
 Old Folks' Home
 Swimming Pool

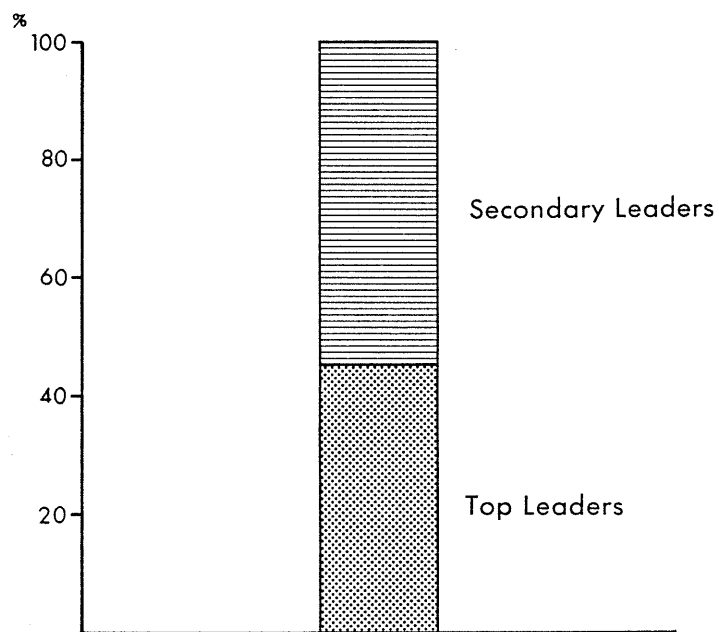
Characteristics of Policies and Issues

35.5 per cent of the policies and issues listed fell into the economic category. 35.5 per cent of the decisions were political. While 25 per cent of the activities were service activities, few of the activities could be described as social.

Degree of Involvement

Both top and secondary leaders were actively involved in the eight issues and policies identified above. The percentages shown below represent participation rates based on the number of times leaders were identified as being involved in the policies and issues. Secondary leaders seemed to have been involved more in these dynamics (56 per cent) than top leaders (44 per cent).

Figure 6
Degree of Involvement in Terms of Activities



Nature of Involvement

It was felt that a fuller understanding of leadership participation could be obtained through an analysis of the roles these men performed as initiators, opponents, supporters and compliers in these specific policies and issues (see p. 86). The top leaders spent 60 per cent of their time as initiators, 30 per cent as supporters and 10 per cent as opponents. No top leader was identified as actively involved in compliance. Secondary leaders on the other hand spent 55 per cent of their time as compliers, 30 per cent as supporters, 10 per cent as initiators and 5 per cent as opponents.

Stability of Grouping

The interviewees claimed that membership on the committees and other groupings from which these policies and issues emanated remained fairly constant. In addition there was very little cross membership, but many of the top leaders who were on some of the committees appeared to take minimal part in some of the discussions. From time to time there were the occasional additions to some of the committees and groupings. The interviewees claimed that these positions were generally filled by people of similar background and philosophy.

Channels of Communication

Four channels were identified as the principal forms of communication. Top leaders spent most of the time in informal discussions (35 per cent). 25 per cent of channel usage related to telephones, while formal and news channels shared 40 per cent equally among them. Secondary leaders, however, devoted 40 per cent to formal channels, 30 per cent to the news media, 15 per cent to telephones

and another 15 per cent to informal channels.

Rank ordering

Specific policies and issues provided another opportunity to determine whether the men on the list were discovered to be leaders of the community, and to present a rank ordering of influence and power in response to the degree of involvement in community affairs. This was done by identifying the number of times each leader was recognized as being involved in the specific policies or issues multiplied by the weighted value of the participation, i.e., initiator (5), opponent (4), supporter (2) and complier (2). The results of the analysis are shown below.

Table 14

List of Leaders

Top Leaders

- | | |
|-------------------|-------------------|
| 1. Len Stoner | 6. Harvey Mission |
| 2. Cecil Hardware | 7. Carey Island |
| 3. Ian Delta | 8. Fred Clover |
| 4. Tom Lethbridge | 9. Hilton Asper |
| 5. Stan Mission | 10. Jay Helcock |

Secondary Leaders

- | | |
|-----------------------|------------------------|
| 11. Sheldon Hardware | 24. Brad Condor |
| 12. Harvey Fairview | 25. Hyde Carbon |
| 13. Silford Strongley | 26. Alfred Carbon |
| 14. Clara Westward | 27. Felix Hustling |
| 15. Mervyn Risk | 28. Steve Planet |
| 16. Clyde Crosus | 29. Claybourne Outrage |
| 17. Ivan Tillings | 30. John Arrowhead |
| 18. Harvey Tillings | 31. Victor Shelf |
| 19. Ray Pawne | 32. Glenda Lethbridge |
| 20. Francis Duent | 33. Eldon Helfter |
| 21. Leonard August | 34. Norris Slumbers |
| 22. Leslie Stormer | 35. Theodore Slayne |
| 23. Rev. Dick Crester | 36. Lincoln Force |
| | 37. Ralph Saviour |

8. Leadership Profiles

Leadership profiles were developed in an attempt to synthesize and compare the principal characteristics of top and secondary leaders as groups in Plainston. The profiles were based on the results of the analysis. The main features of the profiles included the following:

- a) the emphasis was placed on leaders as groups.
- b) all variables included in the profiles were reduced to percentages as the common denominator.
- c) the magnitudes were relative rather than absolute. The percentages were reduced to a scale of 1 to 10 and this format expressed the relationship between top and secondary leaders.
- d) the profiles were intended to portray trends or patterns.

Descriptions of the Profiles

Twenty variables were included in the profiles and these were numbered from 1 to 20. This numbering facilitated the development of Figure 7.

1. Age

The age of the oldest leader (70 years) was considered to be equivalent to 100 per cent. The mean ages of top and secondary leaders were considered as percentages of the age of the oldest leader then reduced to the scale.

2. Sex

The calculation was based on the percentage of males in the top and secondary groupings.

3. Residential Pattern

The calculation was based on the presence of clusters. The assumption was made that if the respective leaders (top and bottom) lived in single clusters the single cluster equated 100 per cent. An increasing number of clusters reduced the percentage value correspondingly.

4. Length of Residence

The longest residence of a leader was made to equate 100 per cent. The mean lengths of residence of top and secondary leaders were taken as percentages of the longest residence.

5. Religious Affiliation

The predominant religious affiliation was taken as 100 per cent. The number of top and secondary leaders with this affiliation was converted into percentages.

6. Organizational Affiliation

The total mean affiliation for top and secondary leaders was taken as 100 per cent. The mean affiliations for top and secondary leaders were calculated as percentages of the total.

7. Occupation

The total weighted value of occupations was taken as 100 per cent. The weighted total value for each group was calculated as a percentage of the total.

8. Progress Made in Occupation

The number of leaders in the groupings was taken as 100 per cent. The number that made progress was calculated as a percentage of

the total.

9. Income

The largest income was considered as 100 per cent. The mean income of each group was taken as a percentage of the largest income.

10. Sources of Income

The weighted value of all the sources of income (interviewees were asked to rank sources of income in order of perceived importance) formed the actual value. The highest weighted value multiplied by the number of sources formed the possible value. The calculation was based on the actual value as a percentage of the possible total for each group.

11. Property Ownership

The total of the mean property ownership of top and secondary leaders was taken as 100 per cent. The mean for each group was calculated as a percentage of the total.

12. Educational Standing

The total number of years of schooling for each group was taken as the actual total. The highest number of years achieved by a leader multiplied by the number of leaders formed the possible score. The actual score was calculated as a percentage of the possible for both groups.

13. School Attended

The calculation was based on the total of each group that attended locally as a percentage of the number of leaders in each group.

14. Number of Persons Managed

The total of the mean number of persons managed by both groups was taken as 100 per cent. The mean number of persons managed by each group was calculated as a percentage of the total mean.

15. Intimacy

The category 'knew very well' was taken as the standard. The number in each that knew each other very well was calculated as a percentage of the number of leaders in each group.

16. Sources of Influence and Power

The maximum number of sources identified (four), multiplied by the number of leaders in each group, formed the possible scores. The aggregate score for each group was the actual score. The actual score was calculated as a percentage of the possible scores.

17. Interaction A -- Degree of Frequency

The total number of involvements was taken as 100 per cent. The total number of involvements for each group was taken as a percentage of the total involvement.

18. Role A

The total weighted value of all involvements of leaders was taken as 100 per cent. The total weighted value for each group was calculated as a percentage of the total.

19. Interaction B

Same as in No. 17.

20. Role B

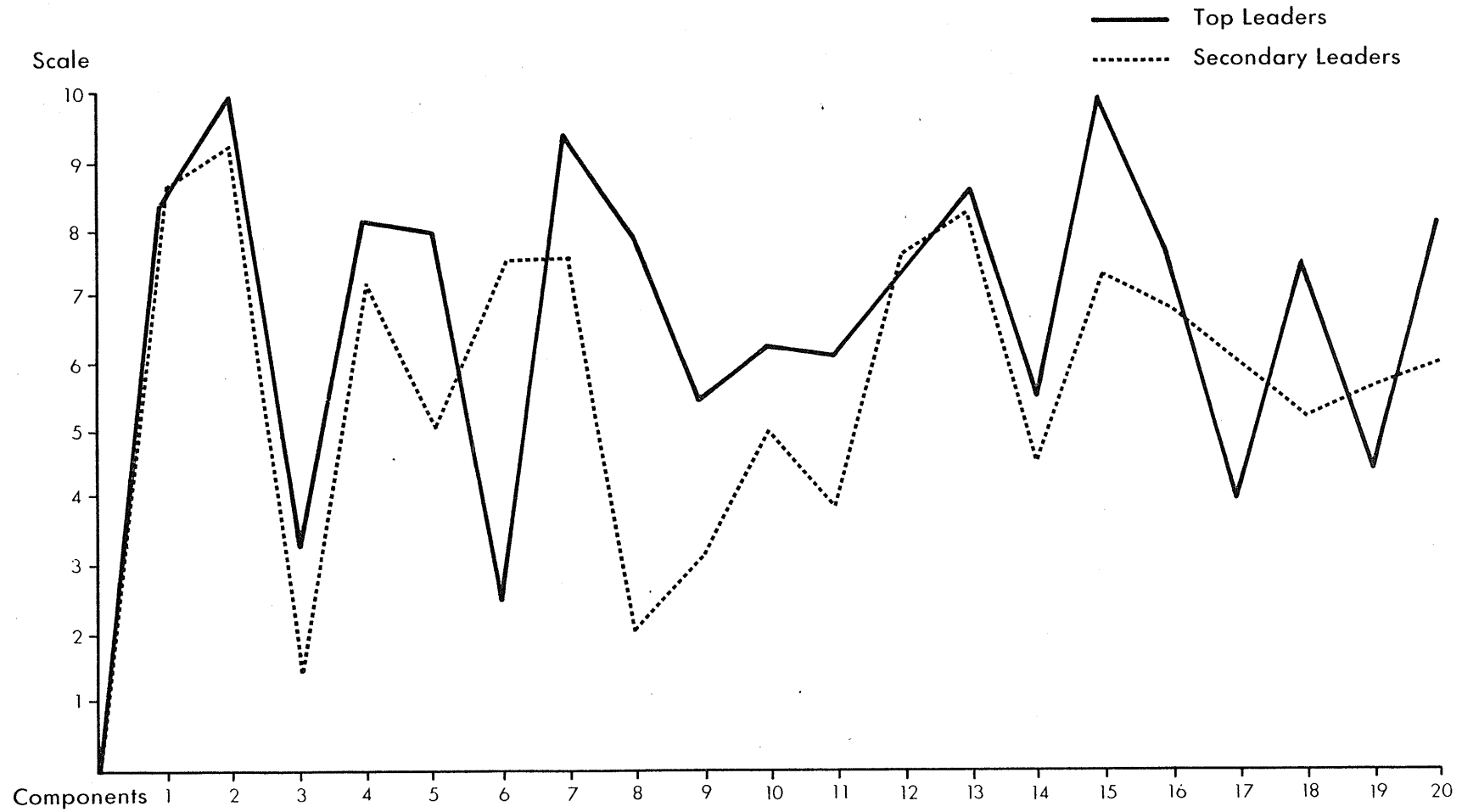
Same as in No. 18.

Table 15

Profile Aggregates

Categories	Top Leaders	Secondary Leaders
1. Age	8.4	8.5
2. Sex	10	9.3
3. Residential Pattern	3.3	1.4
4. Length of Residence	8.1	7.3
5. Religious Affiliation	8.0	5.1
6. Organizational Affiliation	2.5	7.5
7. Occupation	9.4	7.6
8. Progress in Occupation	2.0	7.8
9. Income	5.4	3.1
10. Sources of Income	6.2	5.0
11. Property Ownership	6.1	3.9
12. Educational Standing	7.2	7.6
13. School Attended	8.5	8.2
14. Number of Persons Managed	5.5	4.5
15. Intimacy	10	7.3
16. Sources of Power	7.5	6.8
17. Interaction B	4.0	6.0
18. Role A	7.5	5.2
19. Interaction B	4.4	5.6
20. Role B	7.9	6.0

Figure 7
Leadership Profiles



DISCUSSION OF LEADERSHIP IN THE COMMUNITY

One of the three purposes of this study was to identify individuals who constituted the leadership group in Plainston. The delineation of these men was based on an identification of the sources of influence and power these men were known to command and use as they influenced others. Equally important to this identification was the degree and nature of leadership participation in the policies and issues that influenced the scope and direction of community activities.

As reflected in the data analysis, the identification of the leadership group was developed progressively on the basis of the best possible evidence. The strategy included the following:

- a) recording of responses
- b) cross-validation of data obtained from different sources
- c) development of frequency scores
- d) the determination of the best possible evidence

The sources of information included questionnaires, interviews and the analysis of general and specific issues and policies, as a means of identifying who the community leaders were.

The community of Plainston contained just under thirteen thousand people. The questionnaire approach identified forty individuals as the group of community influence holders. On the basis of frequency scores these leaders were ranked and divided into top and secondary groupings (see Table 3.) The individuals identified were really assumed leaders. They were asked to contribute information on the basis of their experiences and knowledge of community dynamics and the leaders involved in these. Their perceptions permitted the

development of another list of community leaders (see Table 5).

Since it was anticipated that a single list would emerge from these two methods of analysis, and it was already established that the criterion for identification rested on the best possible evidence, the reconciliation of the two lists was made possible by two techniques:

a) where there was no corroboration of the names on both lists the non-corroborated names were left out of the final list;

b) where there were variances in the rank ordering the added votes gained by the individuals in both methods of analysis, and on which the ranking of leaders depended, determined the final placing of leaders (see Table 7).

Two other elements were added, and these related to the role involvement of assumed leaders in general policies and issues (see Table 11) and specific policies and issues (see Table 13). The final problem of achieving a single list of influential leaders from the results of the different methods used was similar to a) and b) described above. The results of the reconciliation are shown below:

Table 16

Community Leaders

Len Stoner	Harvey Mission
Cecil Hardware	Carey Island
Ian Delta	Fred Clover
Tom Lethbridge	Hilton Asper
Stan Mission	Jay Helcock
Sheldon Hardware	Alfred Carbon
Harvey Fairview	Hyde Carbon
Clyde Crocus	Brad Condor
Clara Westward	Felix Hustling
Mervyn Risk	John Arrowhead
Silford Strongley	Claybourne Outrage
Ivan Tillings	Steve Planet
Harvey Tillings	Victor Shelf

Table 16

con't.

Leonard August	Glenda Lethbridge
Francis Duent	Eldon Helfter
Ray Pawne	Norris Slumbers
Leslie Stormer	Theodore Slayne
Rev. Dick Crester	Lincoln Force
	Ralph Saviour

What was significant about the results shown in the final lists was the fact that it was almost identical with the initial list derived from the questionnaire approach. This meant that there was considerable similarity among the results of the four methods of data collection and analysis. It may be argued that once the questionnaire information resulted in the identification of a leadership group, too much dependence was placed on the identified leaders as a means of completing the identification process.

It must be remembered however, that the interview information came from the independent perceptions of these men who were not aware of the contributions of others. Secondly, the interviewees on all occasions were individuals who had lived in the community for more than five years and were aware of the community dynamics and the individuals involved in them. Finally, the kinds of data which resulted in the emergence of the final list varied (questionnaire, interview, and policy and issue analysis), and these varied approaches provided results that were fairly consistent.

The initial identification through the questionnaire approach was based on the sources of influence and power that members of the community possessed and used in directing others towards some specific community goal. This approach identified power and influence as an

actual rather than a potential force. Four sources of influence and power were used, and while status and prestige were common to all leaders, top leaders seemed to utilize more economic and political power than secondary leaders did. This seemed to be the mark of differentiation between these two sets of community leaders. The influence and power base of the leaders of Plainston may well be described as multiple, since all of them possessed at least two sources and most of the top leaders had four. It appeared then, that the possession and effective use of multiple sources of influence and power was a facilitating factor in the evolution and maintenance of community leadership in Plainston.

One of the assumptions made in this study reflected the view that community organizations provided a group base for the formulation and exercise of power and influence in specific community activities, and that within these power and influence bases some individuals were able to perform leadership roles. The identification and rank ordering of community organizations, therefore, led to a recognition of important group activities, but more than this it allowed the study to focus on the men who were consistently performing vital roles in these groupings.

The questionnaire provided the initial list of influential community organizations. Cross-validation and the development of a frequency score pattern allowed the formation of what could have been called the questionnaire list. Interview information presented another list of important community organizations. The method of reconciling the two lists so that one list could emerge was similar to the strategy adopted for community leaders. The final list of influential community

organizations is shown below:

Table 17

Community Organizations

Chamber of Commerce
Credit Union
Lions' Club
Rotary Club
Kinsmen Club
Canadian Legion
Curling Club

The rank ordering seemed heavily weighted in favour of economic and service organizations. These two types of organizations, according to the perceptions of respondents, appeared to play the most important roles in the community of Plainston.

In the section which dealt with sources of influence and power, it was pointed out that top leaders were the ones who were consistently found to possess and exercise economic power and influence to a much greater extent than secondary leaders. It was shown that economic organizations had by far the highest rating of all the organizations identified as being important in community affairs.

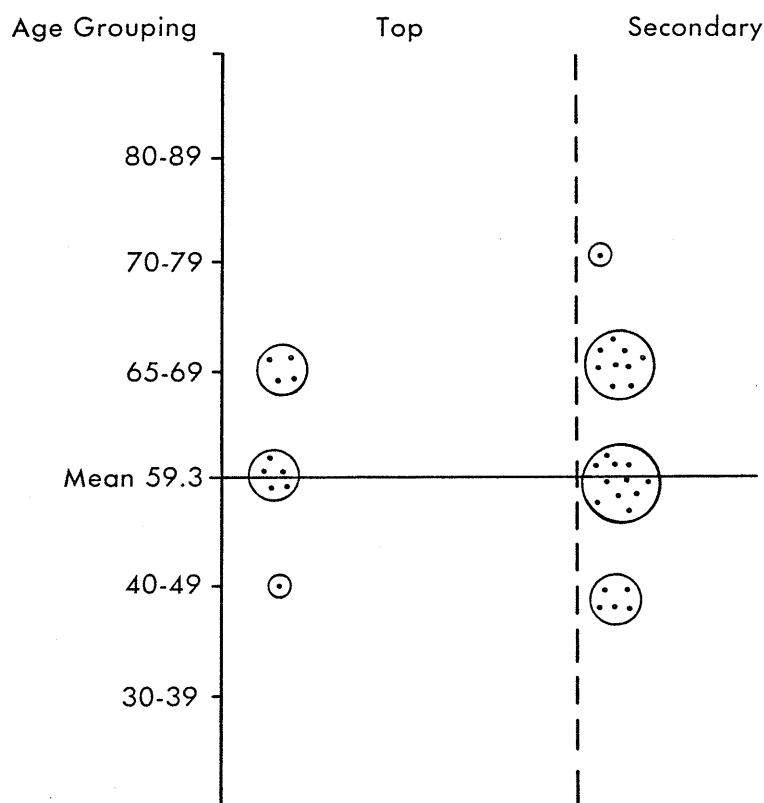
Identification of who the leaders were, led logically to the need for a description of what the leaders were like. Fourteen characteristics were used for this purpose. The analysis of these characteristics was intended to discover additional important factors which assisted in the delineation of these leaders as men of influence and power in the community. The three most important indicators which were sought were:

- a) common group characteristics,
- b) cohesive factors,
- c) forces that tended to unite individuals for common action.

The cluster approach which illustrated the concentration of leaders relative to a specific characteristic was used to focus on the indicators described above.

In evaluating the age characteristic of leaders, the mean age was the significant data. This was calculated at 59.3 years. This meant that the leaders in Plainston comprised an ageing group, since 80 per cent of top leaders and more than 60 per cent of the secondary leaders fell within the age group 50-60. It appeared that experience through age was an important factor in community leadership. An ageing leadership group presented two important possibilities. Apart from the build up of experience, leaders were still in a position to take an active part in the affairs of the community.

Figure 8
Age Clusters



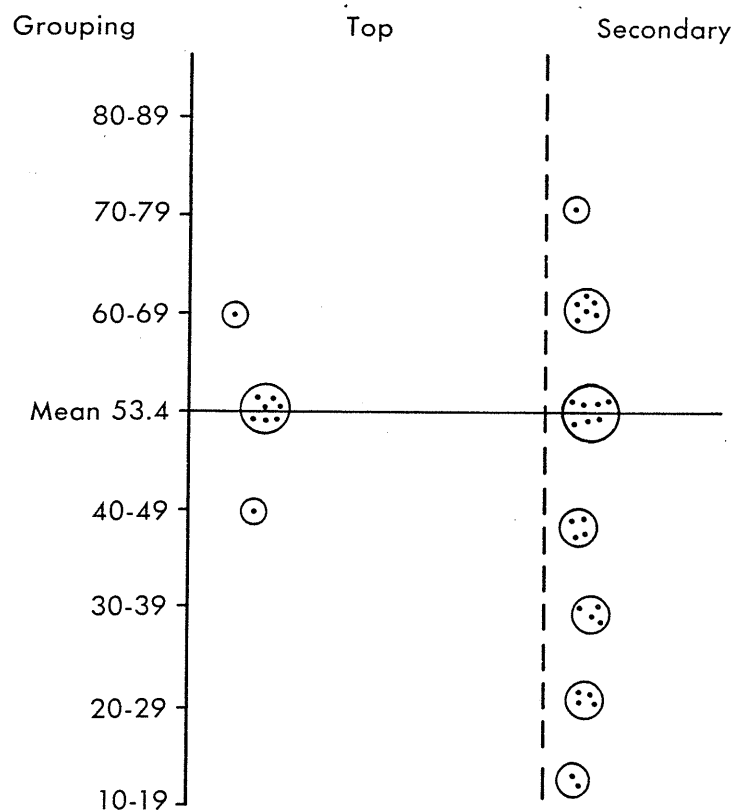
The leadership group in Plainston was male dominated. Thirty-seven individuals were identified as leaders in Plainston and among these only two were women. Both of these individuals were located in the secondary leadership group (14 and 33). It seemed evident that among the many forces assisting in the development and exercise of influence and power in the community, the female sex rated very low.

Length of residence in the community seemed to have been an important factor in the development and exercise of influence and power. The mean length of residence of leaders was 53.4 years. Fifty per cent of the leaders had resided in the community for between 50 and 55 years. Secondary leaders had its largest cluster in the 50 to 53.4 length of residence category. If length of residence provided the opportunity for socialization and the growth of community experiences, then leaders in Plainston seemed to have had this opportunity. In terms of length of residence, top leaders appeared to be a more cohesive grouping than secondary leaders in that they all seemed to have held residence for a longer period of time.

Pattern of residence described the potential leaders had for meeting, socializing, discussing and planning together in an informal setting. It was established earlier that the community was middle sized, covered roughly two square miles and was mainly residential. No section of the community was isolated since its size and easy means of access facilitated the flow of communications. The southern sector housed almost 90 per cent of the leaders and they were evenly distributed between the eastern and western parts. The top leaders who all lived in the southern sector formed two clusters. Secondary leaders however were a little more dispersed. If residential proximity

provides a base for interaction then the residential pattern of the leaders of Plainston presented this opportunity.

Figure 9
Length of Residence Clusters



It was felt that religious affiliation possessed the inherent potential for the development of commonality among adherents of a common faith within the framework of philosophy, experiences, practices and continuous interaction. The dominant religious grouping in Plainston contained United Church members. Anglicans, Jews, Baptists and Catholics were in the minority. This clustering of the leadership around membership of the United Church provided the opportunity for the development of the commonality described above.

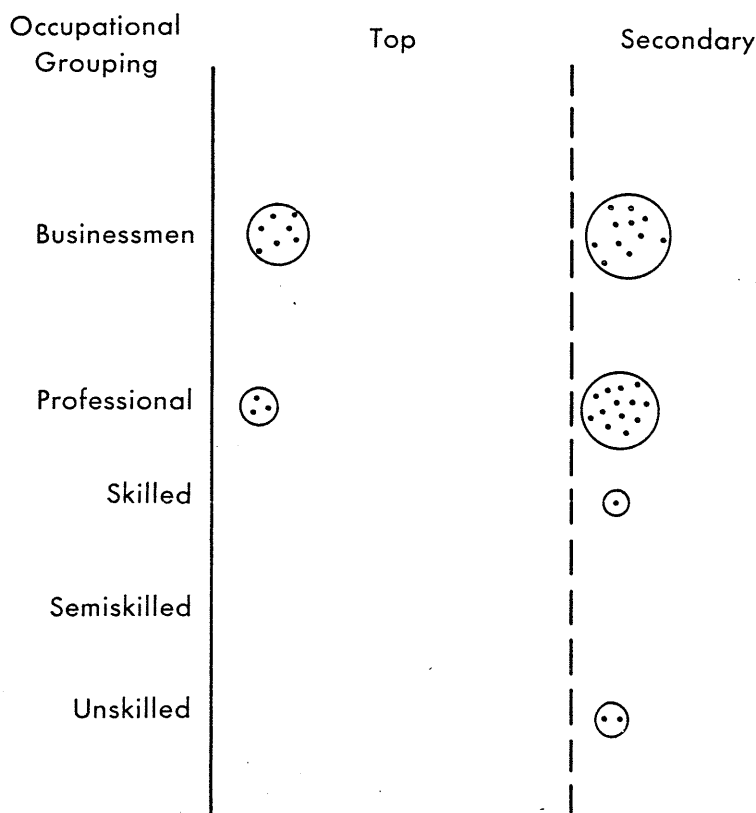
In an earlier section, respondents ranked the community organizations that performed the most important roles. Seven such organizations were identified out of a total of thirty. In this section the organizations were classified into five categories -- service, economic, political, leisure and educational, and the leaders who belonged to them were identified. The largest clusters centered around service, economic and political organizations. These results seemed to coincide with the sources of power identified earlier. Top leaders had their highest clusters around economic and political organizations, while secondary leaders clustered heavily around service organizations. In addition there appeared to be a high degree of cross membership in organizations among both top and secondary leaders. Plainston leaders belonged to many local organizations. There was evidence that secondary leaders on the whole belonged to more organizations than top leaders did. It appeared therefore, that community organizations were a structure through which at least some major community activities were influenced.

Family relationship presents a setting in which the possibility for continuous interaction with its many implications for the

development of influence grouping based on family ties exists. In Plainston only sixteen such ties were recorded. In no instance did the single relationship include more than two members. When these relationships were evaluated, family ties did not seem to play an important role in the evolution and exercise of power and influence in Plainston.

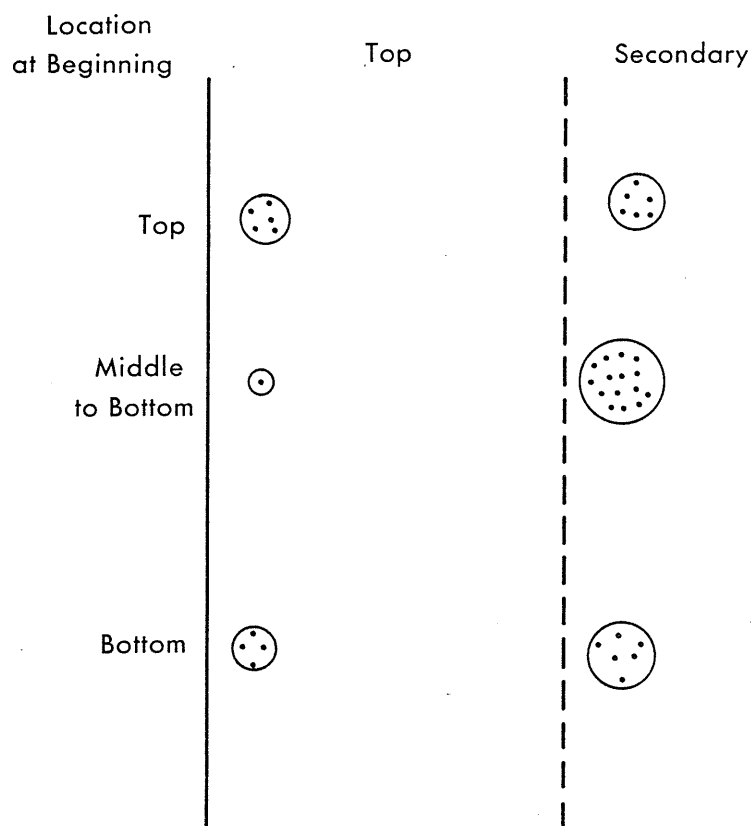
Occupational roles performed within the community were ranked by community respondents in terms of perceptions of the importance of the roles reflected in how they were seen to influence community life (see Table 10). What seemed to be even more important was the fact that these perceptions had the potential for influence and power (status and power), for their holders.

Figure 10
Occupational Clusters



The largest cluster centered around businessmen and managers. The second largest cluster centered around professionals. Among top leaders the largest cluster was around businessmen and managers. There were small clusters around the other occupations. It did seem therefore that the leaders in Plainston were substantially in the work force and performed occupational roles which were significantly valuable to the life of the community.

Figure 11
Progress-Made Clusters



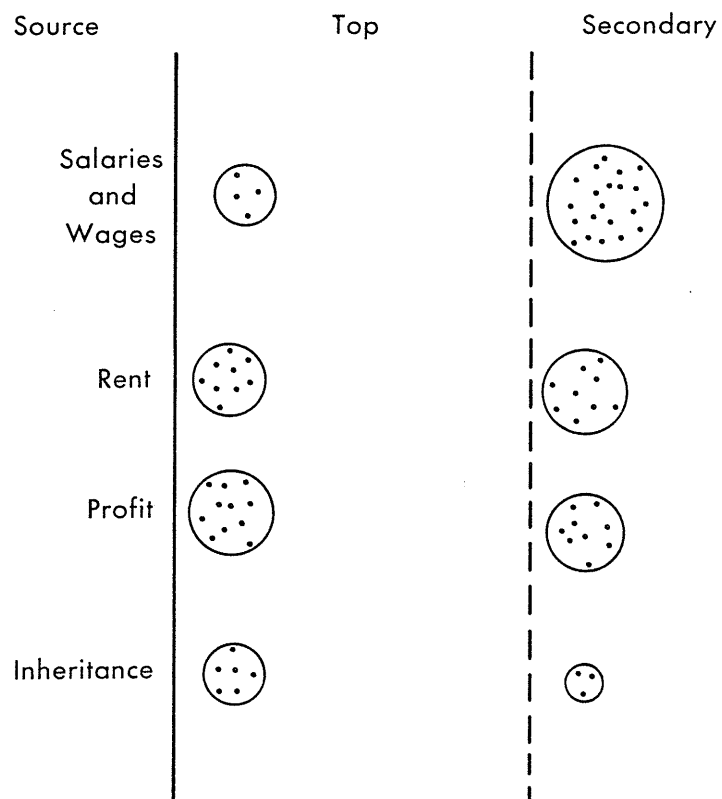
Progress as an indicator of success in occupation measures the extent to which leaders moved from one end of the occupational stratum to another. It also differentiates between those whose occupational positions were carved out for them (inherited positions), and those who acquired status and prestige as their occupational positions improved. The largest cluster was found around the no-progress-made group. This meant that most of the leaders may have inherited positions or started from top positions. It could also mean however that the possibilities for promotion in this community were very limited. The analysis seemed to describe a community in which upward mobility in occupations was relatively non-existent.

The size of income as a factor in the accumulation and exercise of influence and power, rests on its effects, apparent or real, on its command of goods and services. It influences the standard of living and the accumulation of the visible signs of what the community regards as important clues of high standing. The mean income of the group as a whole was \$20,200. The largest cluster seemed to settle around the \$15,000 to \$25,000 level. It did appear, however, that top leaders had higher incomes than secondary leaders. Leaders in Plainston on the whole seemed to have had moderate incomes, and while the mean income may have been high relative to other incomes in Plainston, these leaders could not be described as very high income earners.

Sources of income may be another indicator of the influence and power in the community. Respondents seemed to value inheritance, rent, profit and wages in that order. Wages and salaries formed the largest cluster. Rent, profit and inheritance formed smaller clusters. However, top leaders, except for a few that clustered around wages and salaries,

had even-sized clusters around inheritance, rent and profits. Top leaders seemed to have a higher mix of sources of income than secondary.

Figure 12
Income Clusters



Property ownership may be an important indicator of influence and power, but the kinds of ownership are even more significant than the number of properties owned. Top leaders as a group owned more of the community property than secondary leaders. The largest cluster centered around household (for rent and as personal homes). In addition another large cluster was centered around what respondents described as medium sized homes. The second largest cluster formed around farm holdings. Commercial buildings, industries and offices had very insignificant cluster patterns.

It is believed that the number of men managed may help to facilitate the development of the leader-follower situation that may in turn enhance the position of the manager. Although the mean number of men managed was nineteen, this may be somewhat misleading, since large clusters were centered around the superintendents, principals, some school board members and the manager of a food chain. Some of the other leaders had very small clusters of men around them.

Education, skills and techniques may endow the holder with a body of information which may be transformed into sources of influence and power. The analysis was based on the number of years of schooling. The largest cluster centered around grade twelve standing. There was also a substantial cluster around first degree. Grade nine standing had a small cluster while the cluster formed around second degree was relatively small. Top leaders seemed to have a large number of grade twelve graduates among them. It may be said therefore that educational standing was not a significant factor in the accumulation and exercise of top leadership in Plainston.

School attended may be an important factor in the development of

an early base for interaction, similarity of interest and beliefs. The old school tie may have a remarkable effect in keeping groups together and it cannot be forgotten that the school is an important socializing agency. The very large clusters representing "attended locally", suggested that school attended may have been an important factor in the establishment and maintenance of group patterns in Plainston.

The results of the analysis on length of residence, residential pattern, religious and organizational affiliation, and school attended, left the impression that the leaders in Plainston were in a position to develop a high level of interaction. The degree of intimacy assessed how well each leader knew the other members of the leadership group. There were five categories of knowledge ranging from "knew very well" to "did not know". The largest cluster was found around "knew very well". There was also a substantial cluster around "knew socially". There was evidence that the leaders in Plainston knew each other quite well, and this knowledge appeared to be a strong factor in the creation and maintenance of leadership group pattern.

Analysis of issues and policies provided the information for the development of the pattern of interaction in which community leaders were involved. There were two aspects of the interaction which were considered to be indicators of interaction. These were involvement and role. Involvement summarized the number of times the leaders were identified as participators, while role described the part the leaders played in the issues and policies. Policies and issues, however, were analyzed in two categories, general and specific.

In the general policy and issue area, there was a very high

level of involvement among all leaders. What appeared to be significant, however, was the fact that secondary leaders registered a higher level of involvement than top leaders.

Specific policies and issues had a similar pattern of high level involvement of all leaders and a higher involvement rate for secondary leaders than for top leaders.

When roles of leaders were identified, however, in the two sets of policies and issues, the largest clusters centered around top leaders. All the top leaders were involved in initiating policies and issues. Secondary leaders were mainly associated with supporting and complying. If initiating and opposing were the two highest forms of leadership roles, then top leaders in Plainston exhibited these characteristics to a much greater extent than secondary leaders.

The small number of secondary leaders involved in initiating and opposing, and the fact that policies and issues were acted upon, suggested that both top and secondary leaders cooperated in these matters but at different levels. Another aspect of these policies and issues was highlighted by the minimal opposition which characterized these dynamics. The lack of opposition may have stemmed from the fact that leaders in Plainston operated from a base of accepted principles or policies and were merely extending a pattern which was already formalized. Perhaps too, the raw policies and issues were discussed informally, and when consensus was achieved they were moved into the public and formal setting. It was also possible that the leaders held sufficient status and prestige to render opposition futile. The general discussions seemed to point in the direction of a monolithic influence and power structure operating in Plainston.

The profiles which were developed as a means of synthesizing the results of the analysis also presented the trends in top and secondary leadership characteristics (see pp. 93-98). Of the twenty variables identified in the profiles there were moderate variations (less than 2.5 point spread) among the following variables: 3,4,5,7,10, 11,17,18,20. (see p. 98), indicating a close relationship between top and secondary leadership characteristics. However, there were significant differences (greater than 2.5 point spread) among variables 6,8,9,15, which appeared to be some of the observable differences between top and secondary leaders in Plainston. These differences seemed sufficiently adequate to delineate top from secondary leaders in the community of Plainston.

CHAPTER V

DATA ANALYSIS: THE SCHOOL SYSTEM

The main purpose for conducting the study was to identify the principal participants in the activities that influenced the scope and direction of the Plainston school system. Earlier in the discussions it was pointed out that the methodology for identifying these participants, what they were like and how they operated, would be similar to the pattern devised for the community leaders. These included:

- a) recording information,
- b) cross-validation of information,
- c) developing frequency scores,
- d) making decisions based on the frequency scores.

In addition the information was organized in relation to questionnaires, interviews, and general and specific policies and issues.

1. Questionnaire Information

The data for analysis was obtained from informants involved in the school system and from secretaries of organizations directly involved in the school system. After cross-validation and the development of the frequency scores, the list of assumed leaders appearing below emerged.

Table 18

List of Assumed Leaders

Top

- | | |
|--------------------|-------------------|
| 1. Theodore Slayne | 2. Cecil Hardware |
| 3. Lincoln Force | 4. Harry Land |
| 5. Francis Duent | 6. Hilton Asper |
| 7. Ralph Saviour | |

Secondary

- | | |
|---------------------|--------------------|
| 8. Wayne Bravo | 9. Treston Apostle |
| 10. Willis Fender | 11. Frank Chasier |
| 12. John Tyne | 13. Angus Tyne |
| 14. Laurel Tyne | 15. Clara Bongo |
| 16. Peter Potter | 17. Bert Doctors |
| 18. Charles Brittle | 19. Walter Favour |
| 20. Frank Faron | |

Respondents in the school system were also asked to identify organizations and institutions in the community that exerted direct influence on the activities of the schools. Through cross-validation and the frequency score development the following institutions and organizations were identified:

Table 19

List of Organizations

Top

- | | |
|---------------------------|----------------------|
| 1. School Board | 2. Municipal Council |
| 3. Local M.T.S. | 4. Home and School |
| 5. Principals' Conference | |

Secondary

- | | |
|-------------------------|-------------------------------|
| 6. Rotary Club | 7. Lions' Club |
| 8. Chamber of Commerce | 9. Credit Union |
| 10. Knights of Columbus | 11. Womens' University League |

2. Interview Information

The assumed leaders shown above were asked to identify the most influential individuals and the very important institutions and

organizations related to school affairs. After cross-validation and frequency score development the lists shown below emerged:

Table 20

List of Leaders

Top

- | | |
|--------------------|------------------|
| 1. Theodore Slayne | 2. Harry Land |
| 3. Cecil Hardware | 4. Lincoln Force |
| 5. Francis Duent | |

Secondary

- | | |
|-------------------|--------------------|
| 6. Hilton Asper | 7. Ralph Saviour |
| 8. Wayne Bravo | 9. Treston Apostle |
| 10. Willis Fender | 11. Frank Chasier |
| 12. John Tyne | 13. Angus Tyne |
| 14. Laurel Tyne | 15. Peter Potter |

Table 21

List of Organizations

Top

- | | |
|----------------------|---------------------------|
| 1. School Board | 2. Local M.T.S. |
| 3. Municipal Council | 4. Principals' Conference |

Secondary

- | | |
|--------------------|-------------------------------|
| 5. Home and School | 6. Lions' Club |
| 7. Rotary Club | 8. Chamber of Commerce |
| 9. Credit Union | 10. Womens' University League |

The analysis of questionnaires and interview information enabled the development of four lists (two on leaders and two on community organizations). Neither the leadership lists nor the lists of organizations were basically different. Minor changes occurred in ranking and there were a few omissions of individuals and organizations as listed in the results of the questionnaire analysis. The modified lists (leaders and organizations) which were used in the discussions

which follow were the outcome of the interviews, since they were not significantly different from those resulting from the questionnaires (p. 117).

3. Sources of Power and Influence

The sources of power and influence identified through questionnaires and interviews indicated that no single source of influence and power seemed sufficiently adequate. Of the four sources identified the dual combination of status-prestige accounted for almost 67 per cent. A second combination, status-prestige-economic, accounted for a little over 33 per cent of the sources. Among top leaders the dual combination claimed 60 per cent while the triple combination accounted for 40 per cent of the sources. The dual combination equalled 70 per cent of the sources identified for secondary leaders while the triple combination amounted to 30 per cent.

4. Location in the System

All five of the top leaders identified were located in the school board office. Three were employees, superintendents and secretary-treasurer, while the two other leaders were school board members. Of the ten secondary leaders, three were school board members, two were principals and the rest of them were teachers. All these teachers, however, held executive positions in the local M.T.S.

5. Characteristics of Leaders

The emphasis in this thesis was on leaders in the school system as a group that influenced the main activities of the system. The analysis which followed from this perspective emphasized this aspect of

the study. The leaders listed on p. 117 provided the information for analysis.

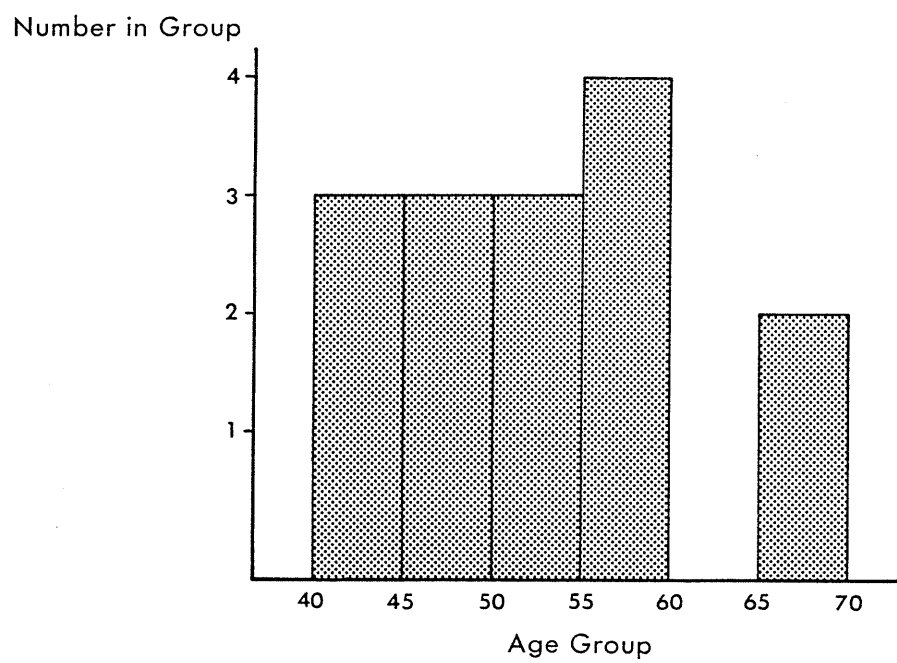
In order to establish the first stage of group pattern among leaders, the selected characteristics devised for the community study were used (see p. 73). The results of the analysis are presented below.

Age

The mean age for all leaders was 53.1 and the age range was 26 (40-66). For the top leaders however, the mean age was 56.6 and the age range was 5. Secondary leaders had the lower mean age of 51.4 but a larger age range of 16. All the leaders seemed to cluster in twos and threes per age group. Top leaders were found in two groups, one of two and the other of three. Secondary leaders clustered around four groupings, two groups of two and two others containing three leaders in each.

The diagram which follows illustrates the main characteristics of the age grouping of the leaders of Plainston:

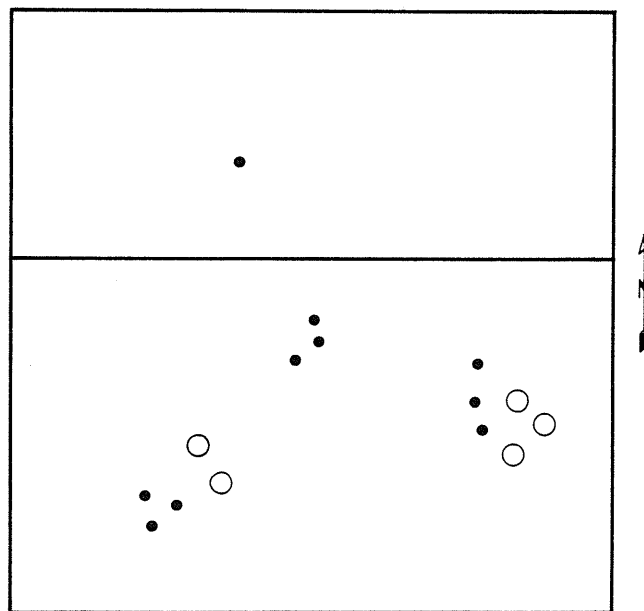
Figure 13
Age Structure



Residential Pattern

The leaders seemed to cluster in three large groupings in the southern sector of the community, except for a lone resident in the northern half. The top leaders lived in two groupings in the eastern and western halves of the south. The secondary leaders on the other hand lived in three groupings in the eastern, middle and western portions of the south. The lone secondary leader in the northern sector seemed isolated from these groupings. The diagram below illustrates the nature of the pattern.

Figure 14
Residential Pattern



○..... Top Leaders

●..... Secondary Leaders

Length of Residence

Leaders as a group had a mean length of residence of 34.6 years with a range of 61 years (8-69). Top leaders had the lower mean length of residence of 28 years and a range of 50 years (8-58). For secondary leaders there was a mean length of residence of 37.9 years and a range of 61 (8-69). The leaders with the shortest length of residence were the teachers and superintendents. Board members and principals had the longest residence.

Religious Affiliation

Among the leaders in the school system there were United Church followers, Catholics, Anglicans and persons of the Jewish faith. The United Church claimed 73 per cent of the total. Anglicans accounted for just over 13 per cent while Catholics and Jews shared the remainder equally among themselves. Among top leaders, Anglicans and United Church members shared 80 per cent equally among them, while Jewish people accounted for the remainder. Among secondary leaders 90 per cent claimed to be United Church members and 10 per cent were Catholics.

Organizational Affiliation

The analysis of organizational affiliation was intended to identify the ties leaders in the school system had with the 30 community organizations which were identified. The 15 leaders in the school system belonged on the average to 3.7 community organizations. However, while secondary leaders had an average of 4.5 organizations per leader, top leaders had the lower rate of 2.2 per leader. All the leaders belonged to community service clubs except two. A higher percentage of secondary, as opposed to top, leaders, were members of professional and

leisure organizations. Economic ties accounted for 33 per cent of leadership affiliation.

Family Relationship

Among the 15 leaders, four were related by marriage and two were brothers. All of these leaders were identified in the secondary grouping. The family ties were not therefore a very significant factor that tied leaders together in the school system.

Occupation of Leaders

Five categories of occupation were identified for the leaders. Among them were managers-businessmen, teachers, superintendent, principals, and accountants. Teachers had the highest percentage (40 per cent). Managers-businessmen followed with 33.3 per cent. Superintendents accounted for 13.3 per cent of the total, while principals and accountants shared the rest equally among them.

Progress Made in Occupation

Progress in occupation describes the steps taken between the first position obtained and the current position achieved. Among all leaders 33.3 per cent of them made progress of some kind or another, while a little over 66 per cent were in the same positions as when they started out. For top leaders 40 per cent of them made substantial progress, while 60 per cent of them started in fairly top positions and were able to maintain those positions over the years. In the case of secondary leaders, 20 per cent of them made some progress. Twenty per cent of them started in top positions and remained there, while 50 per cent of them made no progress at all.

Size of Income

Among all leaders taken as a group the mean income was \$17,000. Top leaders however, had a mean much above the general average (25,000). Secondary leaders were much below the average income of top leaders (\$13,000). The range for all leaders was \$27,000. Top leaders had a range of \$15,000 (\$20,000 - \$35,000), while secondary leaders had a range of \$12,000 (\$8,000 - \$20,000).

Sources of Income

The sources of income described in this section listed all income areas, both total and partial, as indicated by the leaders. There was a group total of 22 sources 55 per cent of these were wages and salaries, 23 per cent were profits, 18 per cent was rent, and the remainder was inheritance. Among top leaders, 44 per cent was identified as wages and salaries, 22 per cent were rents, while profits and inheritance claimed the rest. Secondary leaders had the major portion in salaries and wages (62 per cent), 23 per cent in profits and the remainder in rent.

Property Ownership

Property ownership recorded all the holdings indicated by the leaders. There were three categories of ownership: household, farmlands and commercial buildings. There were 20 holdings recorded for the leaders as a group. 80 per cent was regarded as household and the remaining percentage was shared equally between farmlands and commercial buildings. This meant that leaders held an average holding of 1.3 per member. 60 per cent of these holdings were considered as medium size while the rest was referred to as small scale. The top

leaders held 40 per cent of the total holdings, while secondary leaders shared the rest among them.

Educational Standing

Among the leaders in the school system all but three of them had university degrees and these three had achieved grade 12 standing. 8 of the graduates had two degrees, while one had four. 80 per cent of the top leaders had degrees and a similar percentage was recorded for the secondary leaders.

School Attended

The school is one of the many socializing agents. It should reflect the goals, philosophy and moral framework of the particular community. School attended should provide some clues as to the possibility of early ties and similarity of experiential background. 53 per cent of all leaders attended school locally, while 47 per cent attended in other communities within the province. This, however, excluded one secondary leader who had his early schooling in another country. Among top leaders, 40 per cent of them had their early education in other communities. For secondary leaders, however, 60 per cent attended school locally. In the case of university education, all those with degrees attended universities within the province.

Number of Persons Managed

Managerial positions may present the opportunity for a set of manager-managed relationships to develop, and these may be translated into effective influence and power relations. Leaders managed a total of 357 men which gave an average of 23.8 persons per leader. While

top leaders managed an average of 58.4 persons per leader, secondary leaders managed an average of 6.5 per leader.

6. Intimacy Grouping

The analysis of intimacy relations was intended to determine the degree of knowledge leaders had of one another. As in the analysis of community leaders, an intimacy scale was used (see p. 82), and the information obtained reduced to percentages. Where 100 per cent reflected "knew very well", leaders as a whole registered a fairly high intimacy rating (80 per cent). While top leaders as a group indicated a 100 per cent intimacy rating, secondary leaders as a group had the lower rating of 85 per cent. Secondary leaders claimed an intimacy rating of 90 per cent of top leaders, but top leaders showed only a 72 per cent intimacy rating of secondary leaders.

7. Interaction A

As in the analysis of community leaders, the activities described as Interaction A polled the perceptions of assumed leaders relative to their participation in the policies and issues that generally came up from time to time in the school system. This analysis was useful in identifying leaders, their frequency of participation, the roles they performed and the channels of communication they used most commonly.

Origin of Policies and Issues

The policies and issues that were identified came mainly from the school board and the superintendents' office. These amounted to 60 per cent of the total. The local M.T.S. had its share of 20 per

cent. The principals' conference claimed 15 per cent, while ad hoc teachers' groups that met from time to time to discuss and make proposals were involved in 5 per cent of these policies and issues.

Degree of Involvement

The degree of involvement analyzed the rate of participation of leaders in the policies and issues that were of importance to the school system. The number of involvements per leader was reduced to percentages, and a comparison was made between top and secondary leaders. Secondary leaders appeared to be more active than top leaders, because secondary leaders registered an 86 per cent participation rate, while top leaders had 65 per cent involvement.

Nature of Involvement

The term "nature of involvement" represented the roles leaders performed as initiators, opponents, compliers and supporters in the general policies and issues. As in the analysis of community leaders, a rating scale was devised (see p. 92), so that roles could be weighed in order of importance. On the basis of weighed roles, it was found that top leaders accounted for 62 per cent of the total score, while secondary leaders recorded 32 per cent.

Stability of Groupings

The respondents claimed that the groupings that met from time to time involved the same people: board committees, members of the principals' conference, committees of the M.T.S. or even ad hoc committees of teachers. Basically there was no cross membership except in the case of M.T.S. committees and ad hoc teachers' groups. There

appeared to be general stability in the groupings that made the important decisions in the school system.

Channels of Communication

Channels of communication referred to the means whereby policies and issues became known and acted upon. Five channels were identified. Formal channels were the ones most frequently used (35 per cent). Memos and informal channels shared 40 per cent equally. Telephones took up 15 per cent of the load, while the news media took 10 per cent of the total. Among top leaders, formal discussions took a lower percentage of the load (30 per cent) and informal discussions 25 per cent. The reverse was true for secondary leaders; formal discussions accounted for 40 per cent while informal discussions took 15 per cent.

Ranking

Participation in the general issues and policies provided an opportunity for ranking of leaders based on their participation in these activities. It was felt that the number of times the leader was identified as being involved was a first indicator of his influence, and that the weighted value of the kind of involvement provided a more realistic basis for ranking.

The rank ordering obtained is shown below:

Table 22

List of Leaders

1. Theodore Slayne
2. Harry Land
3. Cecil Hardware
4. Lincoln Force

Table 22

cont'd.

5. Francis Duent
6. Hilton Asper
7. Ralph Saviour
8. Frank Chasier
9. Treston Apostle
10. Wayne Bravo
11. Willis Fender
12. John Tyne
13. Angus Tyne
14. Laurel Tyne
15. Peter Potter

8. Interaction B

In this section specific policies and issues were analyzed. These were identified by respondents in the system as being the most important forces in the determination and direction of the activities of the school system.

The purpose of the analysis was to discover the dynamics in which community leaders were involved, and to identify those who were frequently involved in these specific policies and issues.

Specific Policies and Issues

The specific policies and issues which were discussed related to those that occurred over the two year period (1970-72), and which were most frequently identified from interviews, newspapers and the files of organizations as having the most influence on the activities of the school system.

A large number of issues and policies was identified. The frequency was taken and those with the highest frequency scores were accepted as the important ones. The short list is shown below:

Table 23

Policies and Issues

1. Open Area
2. Policy Handbook
3. Inservice for teachers
4. Student trip to Jamaica
5. Semestering

Origin of Policies and Issues

Of the five policies and issues identified as the most important stimuli in the life of the school system, 60 per cent of them originated from the school board and from the superintendents' office. The local M.T.S. and ad hoc teachers' groups shared 40 per cent equally among them. Apparently no important issue or policy emanated from the principals' conference.

Degree of Involvement

The degree of involvement measured in percentages the number of times a leader was known to be involved in policies and issues. These were translated into scores for top and secondary leaders. Secondary leaders scored 85 per cent, while top leaders had the lower score of 65 per cent.

Nature of Involvement

The nature of involvement considered the role individual leaders performed in these policies and issues. Each activity was weighed in terms of its ability to influence the general outcome (Initiator 5, opponent 4, supporter 2, and complier 2). The individual scores were tabulated and translated into percentages for top and secondary leaders. Although secondary leaders had a higher percentage

in terms of number of involvement, top leaders scored higher in the nature of involvement (80 per cent) to secondary leaders' 70 per cent.

Stability of Grouping

Stability of grouping related to the frequency with which groupings changed from time to time. The interviewees claimed that the groupings related to these policies and issues did not change to any degree over time, and while there were a few shifts in personnel in the various committees, these were not sufficiently substantial to disturb the stability of the groupings.

The only areas of cross membership which were indicated seemed to have occurred between ad hoc committees of teachers and the local M.T.S. The groupings on the whole remained relatively separate.

Channels of Communication

The channels of communication most frequently used by leaders included formal, informal, memos, telephone, and the news media. The usage of these was translated into percentages and a score was achieved for top and secondary leaders. The use of the channels was divided as follows for top leaders: formal 35 per cent, informal 25 per cent, memo 15 per cent, news media 15 per cent and telephone 10 per cent. Secondary leaders had a different composition. Formal discussions absorbed 45 per cent, informal meetings accounted for 20 per cent, memos took 20 per cent, telephone had a share of 10 per cent and the news media accounted for 5 per cent.

Ranking

It was felt that leadership could be determined by the degree of involvement in the specific issues and policies that occurred in

the period under discussion. In similar manner, involvement could provide a rank ordering of influence in the school system. It was felt however that the number of involvements was merely a first step, and that the kinds of involvement i.e., the roles, had to be taken into consideration. For this reason the roles were weighed in terms of importance i.e., initiator 5, opponent 4, supporter 2 and complier 2. The list shown below resulted from analysis:

Table 24

Ranking of Leaders

1. Theodore Slayne
2. Harry Land
3. Cecil Hardware
4. Lincoln Force
5. Francis Duent
6. Ralph Saviour
7. Hilton Asper
8. Frank Chasier
9. Treston Apostle
10. Wayne Bravo
11. Willis Fender
12. Angus Tyne
13. John Tyne
14. Laurel Tyne
15. Peter Potter

9. Leadership Profiles

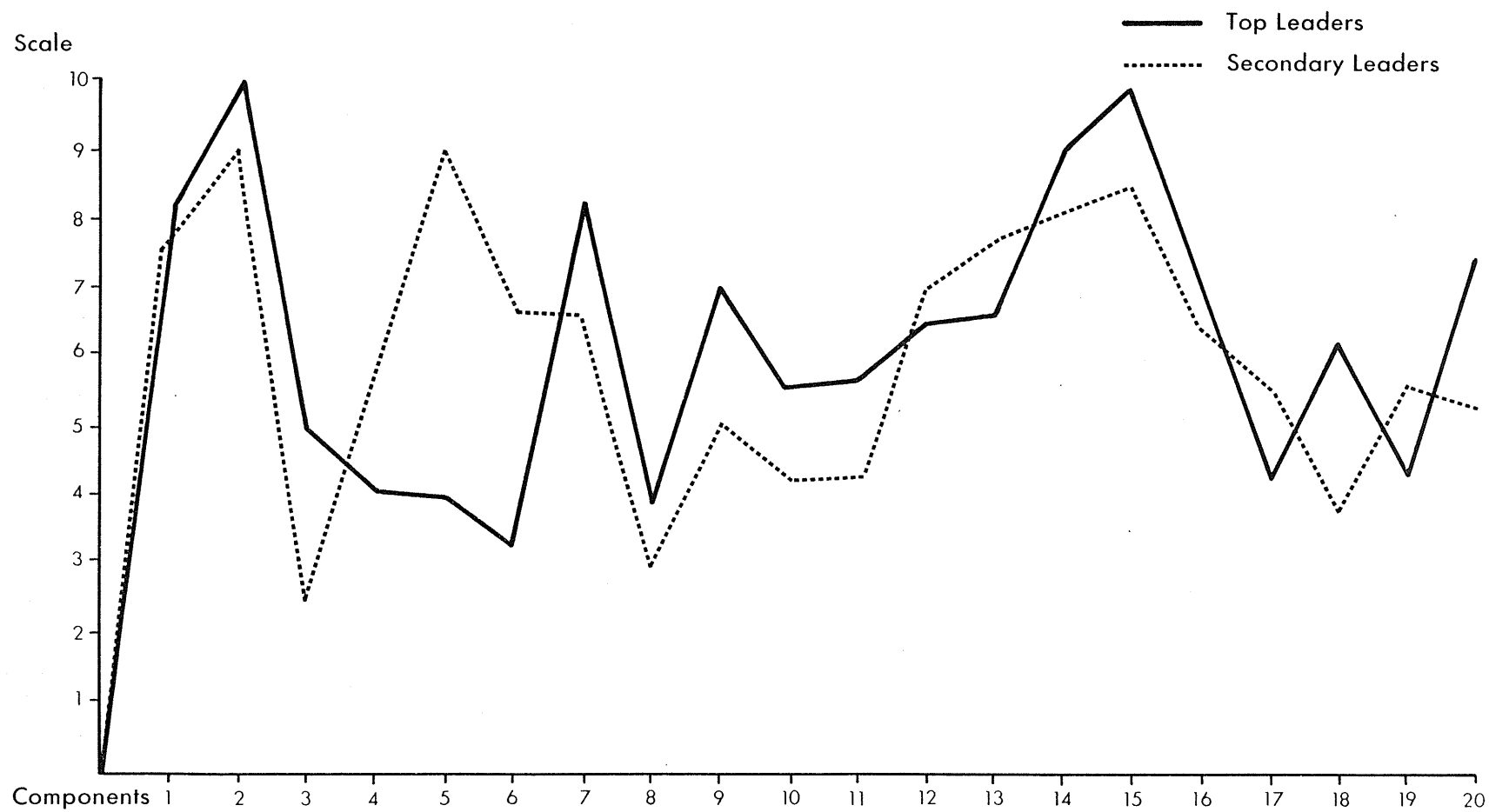
As in the analysis of community leaders, leadership profiles were developed as a means of synthesizing and comparing the results of data analysis of top and secondary leaders in the school system. The strategies for developing the profiles were identical to those devised for the community leaders (see pp. 93-98).

Table 25

Profile Aggregates

Categories	Top Leaders	Secondary Leaders
1. Age	8.2	7.6
2. Sex	10.0	9.0
3. Residential Pattern	5.0	2.5
4. Length of Residence	4.1	5.5
5. Religious Affiliation	4.0	9.0
6. Organizational Affiliation	3.3	6.7
7. Occupation	8.3	6.6
8. Progress in Occupation	4.0	3.0
9. Income	7.1	5.0
10. Sources of Income	5.6	4.3
11. Property Ownership	5.7	4.3
12. Educational Standing	6.5	7.0
13. School Attended	6.6	7.7
14. Number of Persons Managed	9.1	1.0
15. Intimacy	10.0	8.5
16. Sources of Power	7.0	6.5
17. Interaction A	4.3	5.6
18. Role A	6.2	3.8
19. Interaction B	4.3	5.6
20. Role B	7.5	5.3

Figure 15
Leadership Profiles in the School System



DISCUSSION OF LEADERSHIP IN THE SCHOOL SYSTEM

One of the three principal questions which the study was designed to answer related to an identification of the individuals in Plainston who exerted influence on the main activities of the school system. The selection of these individuals depended on the development of a broad base of data from which decisions of inclusion or rejection were made. Data gathering depended on questionnaires, interviews and the results of policy and issues analysis. Cross-validation and the development of frequency scores assisted in providing the best possible evidence on which judgments were made about the leaders in the school system.

The school system of Plainston operated under the authority of a nine-member School Board. The Board was assisted by two Superintendents and a Secretary-Treasurer. Of the twenty schools under their jurisdiction two were High Schools, three were Junior High Schools and the others were Elementary Schools. Fourteen Principals, nine Vice-Principals, three Coordinators, twenty-nine custodians, twenty-three secretaries and 225 teachers assisted in carrying out the day to day activities of the system. In addition, Home and School Associations, Parent Teacher Associations and the Manitoba Teachers' Association were active organizations in the school system.

As in the community analysis of influence and power, four lists of assumed leaders were developed from four different strategies -- questionnaires, interviews, specific policies and general policies and issues. The technique for reconciling differences was two fold: where the names of individuals did not appear on the majority of the lists such names were eliminated. Then too, when the rank ordering on the

lists differed the individual score from each method was totalled, and the total became the criterion for changes in the rank ordering. The final list that appeared is shown below:

Table 26

Leaders in the School System

Theodore Slayne
 Harry Land
 Cecil Hardware
 Lincoln Force
 Francis Duent
 Hilton Asper
 Ralph Saviour
 Wayne Bravo
 Treston Apostle
 Willis Fender
 Frank Chasier
 John Tyne
 Angus Tyne
 Laurel Tyne
 Peter Potter

As in the discussions on community leaders, sources of influence and power were considered as being actively used in directing others within the system to some specific goal. But while multiple sources of power and influence seemed to be characteristics of the top leadership group, secondary leaders in the main possessed a single source of influence and power. It appeared therefore, that within the school system, the broader the influence and power base from which the leaders operated, the more influence and power they seemed to be able to exert.

Location in the system was considered in this study as a means of indicating the effect of position in the system on the accumulation and exercise of power and influence. There seemed to be three important locations -- the School Board, position as a Principal, and

the local M.T.S. All the top leaders, however, were directly connected with the School Board (board members and superintendents). Although teachers made up 50 per cent of the secondary leaders, they were to be found at the lower end of the grouping, and much of their activities seemed to have been confined to the local M.T.S. Location then seemed to have been an important factor in leadership in the school system.

It was felt that institutions and organizations provided a structure in which interaction, depending on its intensity and pervasiveness, influenced the activities of those not only within these structures, but outside of them as well.

It was on this basis that respondents were asked to identify community organizations and institutions that were known to influence the school system in this way. Questionnaires and interviews resulted in the development of two lists. Reconciliation of differences on both lists followed the same strategies as in the analysis of leaders. The final list is shown below:

Table 27

Organizations Influential in the School System

School Board
Local M.T.S.
Municipal Council
Principals' Conference
Home and School
Lions' Club
Rotary Club
Chamber of Commerce
Credit Union
Women's University League

The inclusion of the first five organizations on the list of influential forces in the school system seemed to be a natural outgrowth of the intended functions of these organizations. The other

five organizations were known to provide a service function to the schools, showed keen interest in their activities, and except for the last organization on the list, members in the leadership group and many members of the school system personnel were found to have affiliations in one or more of these organizations.

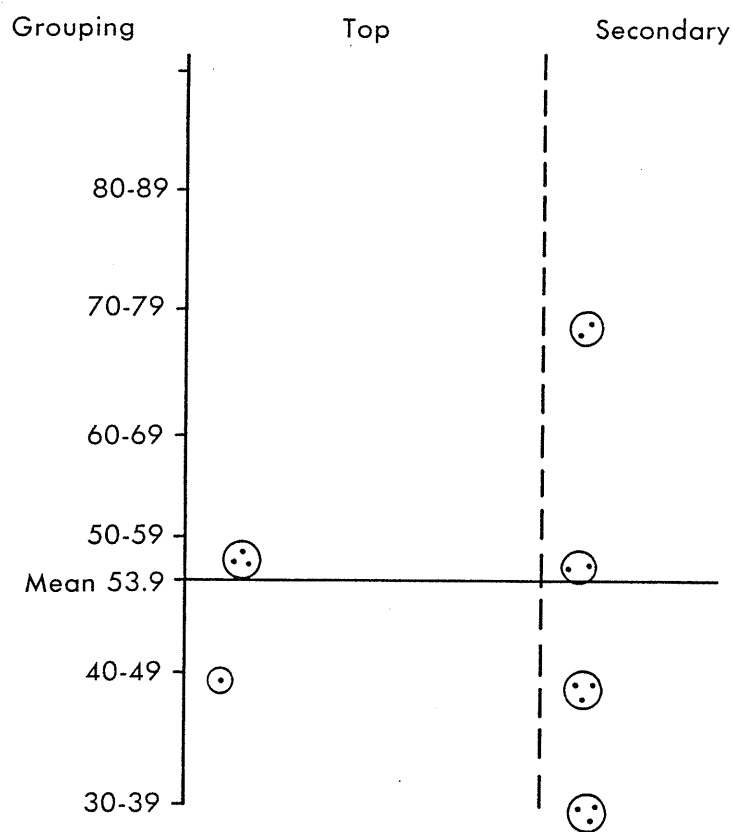
The development of the list of leaders led to an enquiry into what the leaders were like. The fourteen characteristics which were devised for the community leaders became a convenient vehicle for the development of this information. The task of this analysis was to search for the elements of these characteristics which tended to unify these men in such a way that they could be described as an influence and power group. The cluster approach was considered to be an adequate strategy for emphasizing heavy or light concentrations of leaders around a specific characteristic.

The leaders in the school system were found to be an ageing group with a mean age of 53.9 years. Although 20 per cent of the leaders were in their early forties, the higher age brackets of other leaders was sufficient to develop the high mean age. Perhaps what was more significant was the fact that the younger leaders were found at the bottom of the secondary leadership group. It appeared that top leadership in the school system bore some relationship to (experience that came with) age.

Of the fifteen individuals identified as leaders, only one was female, and she was rated fourteenth on the scale of influence and power. Among school personnel of Plainston there was a female majority, yet of the fourteen principals, nine vice-principals, coordinators, and superintendents, only two of these offices were filled by

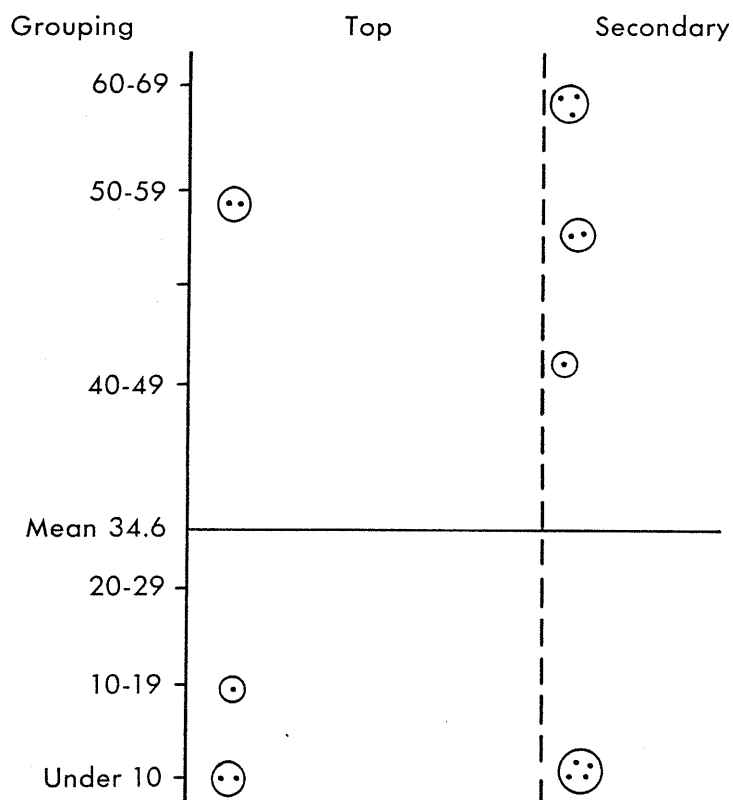
women, one a Junior High principal and the other an elementary school principal. Leadership in the Plainston school system was clearly male dominated. Sex, therefore, seemed to be a factor in the inclusion in the leadership grouping in the Plainston school system.

Figure 16
Age Clusters



The mean length of residence was found to be 34.6 for the leadership group. The fact that the leadership group had a mean age of 53.9 years indicated that some of the leaders were relatively new residents in the community. In fact, nearly 50 per cent of the leaders had lived and worked in the community for less than ten years. This pattern of length of residence of leaders was consistent with the general trend of school personnel in the system. 60 per cent of the total school personnel had lengths of residence that varied from one to fifteen years. In the top leadership group, 60 per cent of the leaders had less than ten years of residence, while among secondary leaders 40 per cent had less than eight years of residence.

Figure 17
Length of Residence Clusters

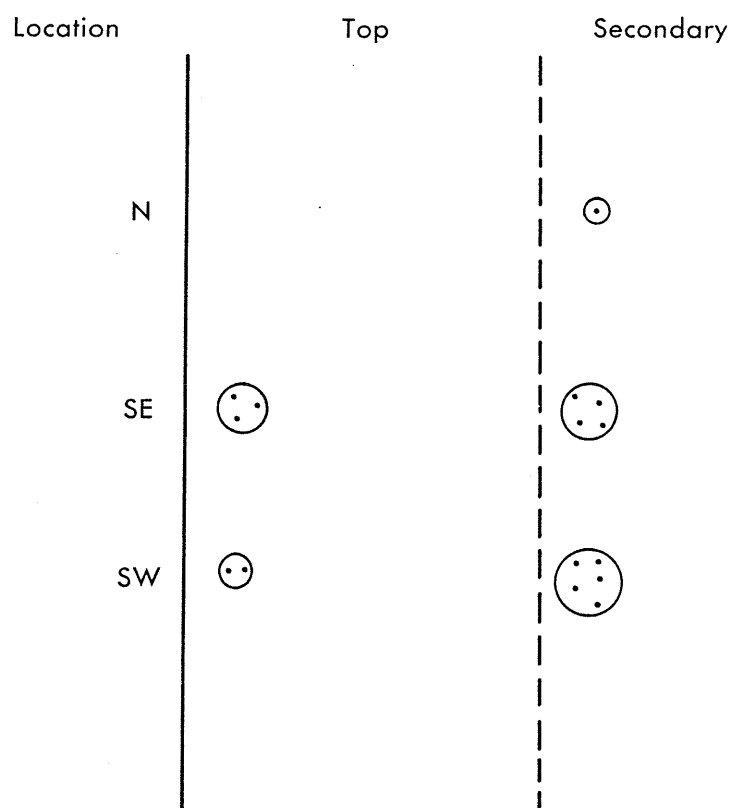


It appeared therefore that length of residence (the longer the person lived and worked in the community) was not a significant factor in the development of influence and power in the school system.

The analysis of residential pattern of leaders in the school system focussed on where the leaders lived, as a means of discovering if the conditions existed for continuous and informal contacts that could have led to the development and maintenance of group activity.

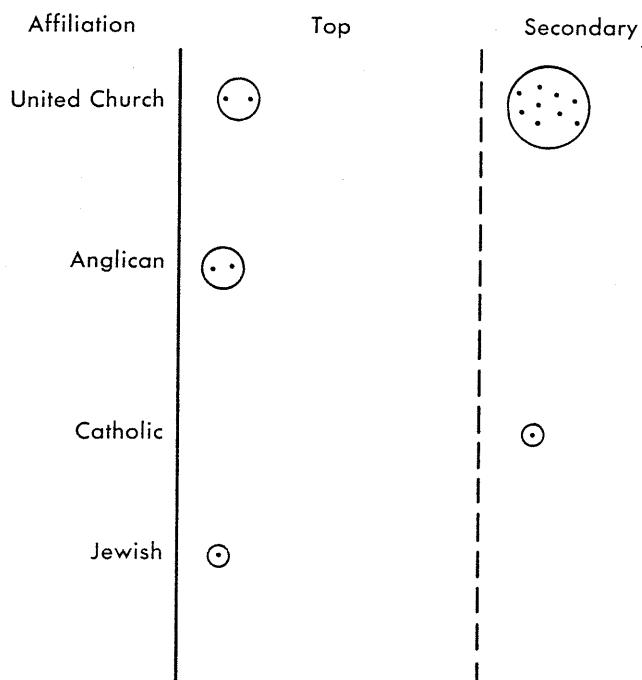
The leaders in the school system, except for one secondary leader, lived in the southern sector of the community. The cluster in the southern sector was equally divided into an eastern and western half. The leaders in the school system, therefore, were evenly distributed in the southern sector, lived within close proximity and were in a position to meet, discuss, and socialize in an informal manner. What was also obvious was that the new residents seemed on their arrival to have joined the older residents, and were thus in a strategic position to speed up their socializing process.

Figure 18
Residential Pattern Clusters



Religion is based on a specific set of beliefs and practices and these are expected to influence the lives of the followers of a particular religious faith. The emphasis in this analysis was on the dominant religious grouping. There were really two large clusters, one including United Church members, and the other formed by Anglicans. When all leaders were considered, the dominant cluster centered around United Church members. However, when top and secondary leaders were separated, two different patterns emerged. Secondary leaders clustered around membership of the United Church. Top leadership, on the other hand, was equally divided between the United Church and the Anglican religions. Since the members of the leadership group claimed that they attended church on a regular basis, it did appear that leadership in Plainston school system bore some relationship to membership in the United and

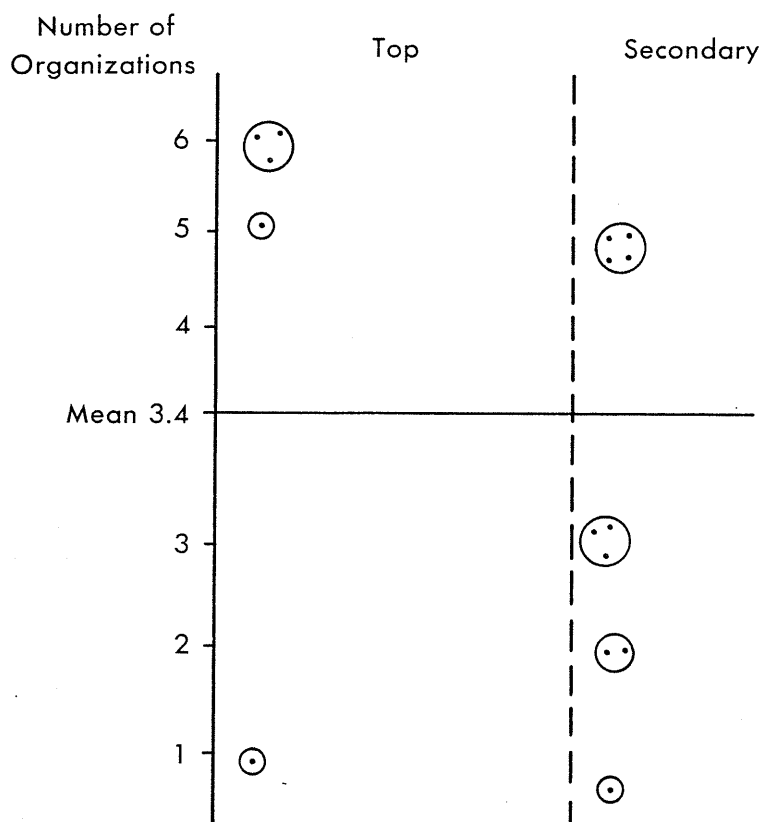
Figure 19
Religious Affiliation Clusters



Anglican churches.

Community organizations and institutions were ranked on the basis of the perceptions of respondents relative to the roles these organizations performed, or seemed to perform, in the school system. It was also accepted that organizational and institutional structures provided a framework in which individuals or groups could exercise effective influence and power. In this section, not only organizations connected to the schools, but other organizational affiliations of leaders were considered. There were five affiliation clusters. The largest centered around membership in professional organizations. Service organizations also provided a large cluster. The clusters representing leisure and political organizations were relatively small, and membership in economic organizations formed the smallest cluster.

Figure 20
Organizational Affiliation Clusters



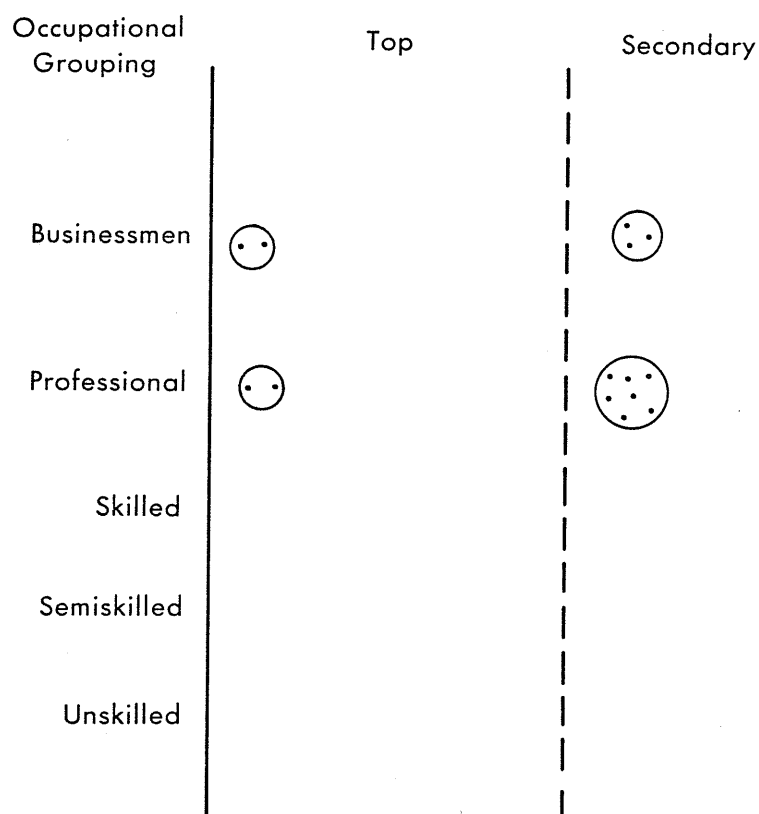
What was apparent was the fact that the leaders in the school system belonged to several community organizations and institutions. It seemed, too, that secondary leaders belonged on the average to more community organizations than did top leaders. In addition, it did appear that there was a considerable amount of cross membership by leaders of the school system in the community organizations.

Family relationships may be a powerful force in the maintenance of power units. Through continuous interaction where this exists, common purpose and interest may result in the need for common action. In the school system, however, only six such relationships were recorded and these were in the lower levels of the secondary leadership group. These were brother, husband, wife and in-law relationships. These six relationships involving three individuals out of a total leadership group of fifteen made it appear that family ties played a rather insignificant role in the influence dynamics of the school system.

In the section which dealt with occupations of community leaders, seven occupations were identified and ranked in order of importance as perceived by assumed leaders. In this case, however, the list had to be extended to include teachers. It was felt that they did not fit the general category of professionals developed earlier but fell rather between principals and farmers. The largest cluster of occupations centered around teachers. Professionals were second while businessmen and managers followed. Those who were principals formed a relatively small group. If the rating of occupations was used to determine a score for the leadership group, leaders in the school system would have had a favourable score which

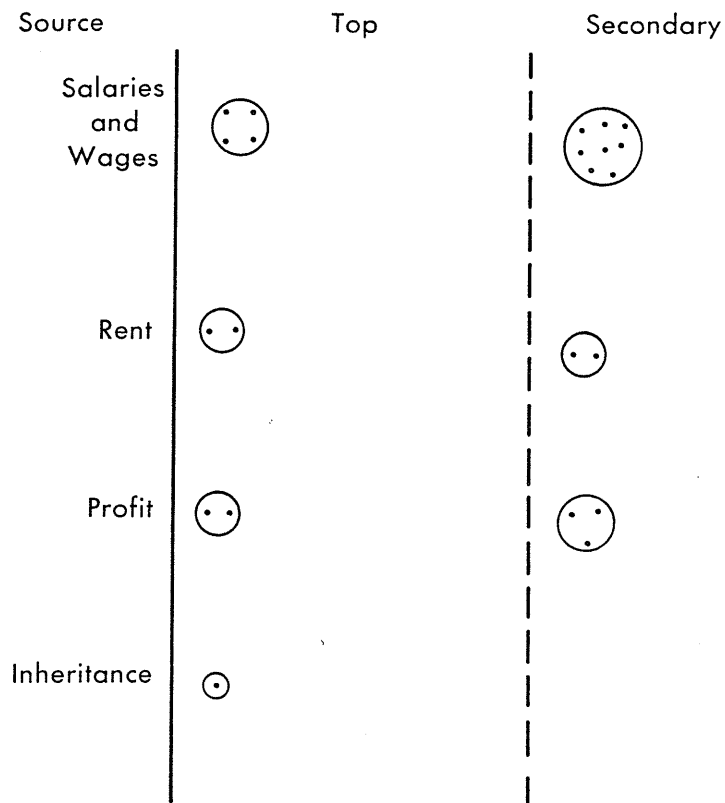
would have placed them in the middle of the perceived importance of community occupational roles. The top leaders however would have fared more favourably when their scores were isolated from the rest of the leadership grouping.

Figure 21
Occupational Clusters



The size of income is related generally to category of occupation and the level reached in that occupation. Incomes, however, are directly related to standard of living, possibility for leisure activities and the accumulation of wealth as a potential source of influence and power. Seven of the fifteen leaders were located in the \$8,000 to \$15,000 income level. The second cluster -- superintendent-secretary-treasurer-professional income category -- settled in the \$15,000 to \$18,000 level. The highest income recorded for business-manager was in the above \$18,000 level. The average income of leaders in the school system therefore was classified as moderate, and except

Figure 22
Income Clusters



in a few cases, hardly adequate for the accumulation of wealth as a potential source of influence and power.

Source of income is another measure which may be applied to incomes because of its direct relationship to leisure, prestige and status. Assumed leaders and other community respondents had rated inheritance, rent, profit and wages and salaries in that order. The largest cluster of leaders fell into the wages-salaries grouping. Profits, rents and inheritance were minor components of the total sources. The factor that seemed to emerge from these discussions was that the leaders in the school system were active members of the work force. It seemed also that the sources of income identified by the clusters indicated that leaders in the school system, except in a few cases, could not depend on income to provide prestige and status.

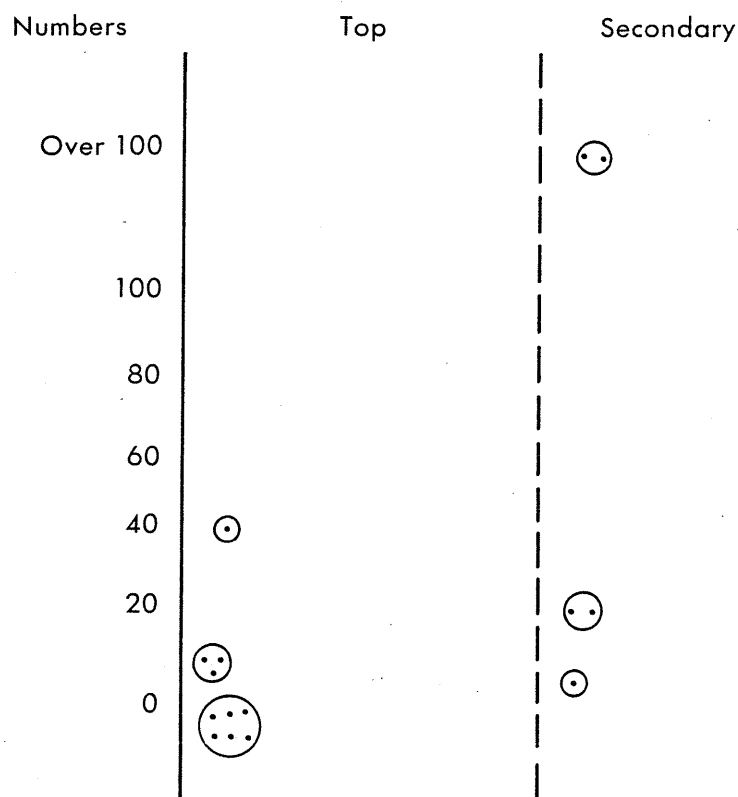
Property ownership is generally taken as an indication of wealth, prestige and status. The leaders in the school system, except for two, were property owners. The largest cluster was in evidence around households. In addition there were small clusters around land, industrial and commercial buildings and offices. It did appear that leaders in the school system, except in a few cases, were mainly owners of households. Even so, respondents who provided the information classified the property ownership of leaders in the school system as ranging from medium to small scale. With few exceptions, leaders in the school system could not depend on property ownership as a means of developing and exercising influence and power in the school system.

The act of managing, controlling or directing workers may be translated into a set of relationships from which prestige and status may evolve. These activities however, are limited by the size of the group managed, and the degree to which the manager pursues those aspects of his role which may bring about translation into effective influence

and power. The importance of the location of the managers as perceived by the community and the workers was another important factor.

Leaders in the school system on the average managed more than twenty workers per leader. This average, however, was somewhat deceptive, since all the clusters were centered around the top leaders and four of the secondary leaders. This meant, therefore, that all the top leaders and some of the secondary leaders had the opportunity to benefit from whatever influence and power that could be derived from managing groups of workers.

Figure 23
Number of Persons Managed by Leaders



Educational standing describes the number of years of schooling achieved by an individual in the leadership grouping. Years of schooling may be used as an indicator of the degree of expertise, and the quality and quantity of information which a leader possesses. Holders of expertise and information may translate these into sources of influence and power.

The leaders in the Plainston school system, with the exception of three who all had Grade XII standing, were university graduates. In fact, these leaders held from one to four degrees. The largest cluster centered around the two-degree holders. The leaders in the school system therefore, possessed the educational standing which could have described them as sources of expertise, and information which may have led to the development and exercise of influence and power in the school system.

School attended may provide information on the possibilities for the early ties that could have developed among leaders in the school system. The school has been described as an important socializing agency. It is also a place where common interests, objectives and loyalties may be formed. All these forces could lead to the formulation of groupings and the maintenance of established patterns. School attended was looked at from two settings -- elementary grades to the end of High school, and the college and university setting. In the first setting, attendance at local schools was placed against non-local attendance. Two fairly equal clusters emerged. In the top leadership group there were more non-local than local, but among secondary leaders the larger portion attended locally. In elementary to grade twelve level therefore, school attended did not seem to play an important role

in the determination of the leadership group.

At the second level, two distinctions were made -- within the province and out of province. All the leaders who attended university or college did so within the province. If the results at the lower school level were inconclusive, the results at the higher level of education showed evidence of similarity of educational setting with all its implications for the development of common interests, objectives and philosophy which may have had some bearing on the evolution of the leadership group.

Intimacy defined the degree of knowledge of each other that existed among leaders as a group. Knowledge of each other was divided into six categories and scaled in terms of importance. The degrees varied from "knew very well" to "did not know." For all leaders as a whole there were two large clusters centered around "knew very well" and "knew socially," which gave the leaders a very high intimacy rating as a whole. Top leaders, when considered as a separate group, had a 100 per cent intimacy score. Secondary leaders taken as a whole did not have as high a rating, but this did not mean that the rating was unfavourable. This was not surprising however, since the results of the analysis of length of residence, school attended, residential patterns and religious and organizational affiliation seemed to have indicated a rather close relationship among the leadership group in the Plainston school system.

The section on interaction evaluated the dynamics of the school system in which the leaders were constant participants. There were two separate sets of information which were analysed -- that which related to general policies and issues, and that which related to specific

policies and issues. In each set of information two sets of factors were considered -- the general involvement of leaders, and the roles they played in these matters.

Under the heading General Policies and Issues, there were large clusters indicating a high level of involvement by both top and secondary leaders. However, the cluster around secondary leaders was by far larger than that centering around top leaders. It did seem that secondary leaders had a greater degree of involvement in the issues and policies of the school system than top leaders. The roles of leaders were related to their performances as initiators, opposers, supporters and compliers. These roles were rated in order of significance. The largest total score was gained by top leaders who were basically initiators and supporters. What seemed clear from the analysis was the fact that although secondary leaders seemed to be involved in more issues and policies, the function of initiating, which had a high scale value, enabled top leaders to emerge as the central figures in the general policies and issues which were important to the activities of the school system.

Specific policies and issues differed from the general policies and issues in that, while general policies and issues identified those who were generally involved when issues and policies were brought forward, specific issues and policies related to involvement of leaders in the most important policies and issues as identified by respondents.

The large cluster which resulted indicated that leaders in the school system were fully involved in the specific policies and issues. As in the discussion of general policies and issues however, the largest cluster centered around secondary leaders, indicating that secondary

leaders had a greater degree of involvement than top leaders.

The roles of leaders had the same pattern as in general policies and issues. The top leaders had the higher score. This was because the role of initiating had the highest score value, and top leaders were frequently involved in this aspect of policies and issues.

It appeared, therefore, that leaders in the school system were active participants in directing the activities that were important to the functioning of the school system. Although secondary leaders seemed to be more active than top leaders, it was the quality of the involvement that seemed to separate these two sets of leaders.

The leadership profiles (see p. 135) which were developed summarized the principal characteristics of the group that was dominant in the activities of the school system. In addition, the profiles sought to indicate the like characteristics that identified these individuals as the leadership group. Finally, the profiles provided an opportunity to isolate the variables in which significant differences occurred between top and secondary leaders. Significant difference was taken to mean a spread of 2.5 points on the ten point scale of the profile.

The significance factor (2.5) indicated that there was substantial agreement (or likeness) between top and secondary leaders as a group effectively influencing the activities of the school system. Yet when variables 3, 5, 6 and 14 were considered, there were adequate grounds for dividing the leadership group into top and secondary leaders.

CHAPTER VI

COMPARISONS: THE COMMUNITY AND THE SCHOOL SYSTEM

The study of Plainston was designed with three objectives as its focus: identification of the influence holders and decision-makers in the community, a similar identification of influentials in the school system, and a comparative study of both sets of leaders. The comparisons were extended to include some of the characteristics and interaction patterns of both sets of leaders. The comparisons were organized into five sections for discussion purposes.

1. Who were the leaders?

The analysis revealed that there were thirty-seven community leaders, ten top leaders and twenty-seven secondary leaders. In the school system, fifteen leaders were identified. Five were considered to be top leaders and ten were characterized as secondary leaders.

Five leaders identified in the school system were also discovered to be leaders in the community. However, of the five leaders identified in both areas, only one was recognized as a top leader in both the community and school system. Another of the five leaders was a top leader in the community and a secondary leader in the school system. Two were top leaders in the school system but were recognized as secondary leaders in the community. Only one was a secondary leader

in both the community and the school system.

Thirty per cent of the leaders in the school system were identified as leaders in the community. However, when one considered the ties both sets of leaders had through the community organizations and church affiliations, it seemed to imply that community leaders dominated the activities of the school system. This implication however must be conditioned by four important factors:

a) only one of the five leaders identified as being influential in both the community and school system was a top leader in the community.

b) top leaders were the ones associated with initiating policies and issues.

The results of this study revealed that such men were the real leaders. This implied that only one top leader in the school system was associated with actual leadership in the community.

c) the majority of the top leaders in the school system were either teachers, principals, school board members or superintendents. In the community study most of these men were relegated to secondary leadership roles.

d) the leaders in the school system were found to operate as a group rather than as single actors.

This tended to nullify the effect of independent action by the man identified as a top leader in both sectors of the study.

2. What were their sources of Power and Influence?

Most of the leaders in the community possessed multiple sources of influence and power. The earlier discussions revealed a mean

influence and power source of 2.8. However, top leaders had a mean of 3.2 while secondary leaders had a mean of 2.7.

In the school system however, the mean source of influence and power was 2.0. Top leaders had a mean score of 2.8, while secondary leaders had a mean source of influence and power of 1.7. This occurred because a large percentage of the secondary leaders had one source of power and influence and this was recorded mainly in the status group.

While top and secondary leaders in both areas of analysis seemed to have multiple sources of influence and power, leaders in the community seemed to portray this pattern to a higher degree than leaders in the school system. It was equally true that leaders in the top category in both analyses had a higher degree of multiple sources of power and influence than both sets of secondary leaders. This meant that no single source of influence or power was sufficiently adequate to enhance the position of a would-be leader.

3. Where were the leaders located?

In order to determine the location of the leaders, the community was assumed to be comprised of several sub-units whose characteristics were easily definable. Where evidence showed that the leader operated from within the framework of a specific sub-unit this was taken as his location.

The leaders in the community seemed to have come principally from the economic sub-unit. They managed small businesses, commercial farms and cooperatives, and were members of the Chamber of Commerce and the Businessmen's Association. Another moderately sized group was found in the professional-service sub-unit. They were accountants,

pharmacists, lawyers, doctors and educators.

Leaders in the school system came entirely from the education sub-unit. Among them were school board members, personnel from the superintendents' office, principals and teachers. If, however, another categorization was devised, then 70 per cent came from the professional-service sub-unit and 30 per cent came from the manager-businessman sub-unit.

4. What were the leaders like?

Leaders in the school system portrayed many of the characteristics that leaders in the community possessed. In both leadership groups (community and school) very few of the leaders identified were females. In the school system there was only one female leader and in the community three women leaders were identified. All the female leaders were found at the bottom of the secondary leadership group in both the community and in the school system.

Leaders in both groupings had a similar pattern of residence. The vast majority of them lived in the southern sector of the community with very few of the leaders living in the northern half. In addition those who lived in the southern half were equally divided into eastern and western residents.

The discussions in another section pointed to the fact that the community of Plainston had a large number of organizations and institutions. Their committees were seen to play an active part in the issues and policies that were highly important in the affairs of the community. Leaders in the community and in the school system had a very high rate of community organizational affiliation.

Service organizations had a high affiliation for both sets of leaders. In addition there was much evidence of cross-membership in these organizations by both sets of leaders.

In both leadership groupings the dominant religious affiliation was in United Church membership. The Anglican religion had the second largest number of adherents. In both sets of leadership there were also very small numbers of Catholics and Jews.

In the school system and in the community, leadership groups showed very little evidence of dominance by family cliques. The family ties in both cases were too few and did not seem to generate the kinds of loyalties, interests and purpose that could have resulted in family clique power and influence.

Progress in occupation measured the movement in occupation from the lower to the higher levels. Leaders in both the community and in the school system did not portray any vigorous or aggressive movement in this context. Most of the leaders who had top positions inherited them or started at these top positions. The bulk of the leaders started at middle levels and remained there. The lack of upward mobility seemed consistent in the school system and in the community.

The number of men managed by leaders as a pattern had a great deal of similarity between top and secondary leaders of both community and school. The average score of men managed appeared to be moderate. Even so, a few of the leaders in both cases managed relatively large numbers of people, while the rest of the leaders directed a few or none at all.

While leaders in the community had a higher mean property ownership than leaders in the school system, the pattern of ownership

was very similar between the two sets of leaders. Home ownership dominated the pattern in both cases.

The main source of income for both sets of leaders was identified as wages and salaries, which seemed to indicate that the leaders were active participants in the labour force with a high degree of visibility. The very few leaders identified as inheritors of wealth and in receipt of profit and rent, also showed that leaders in both cases could not be described as men of leisure. School leaders differed from community leaders in that of the two, community leaders had more additional sources of income.

There were some cases however, where leaders in the school system differed greatly from leaders in the community. School system leaders had a lower mean age than leaders in the community. On the whole, leaders in the community appeared to be older than leaders in the school system.

Leaders in the school system had a much lower mean length of residence than leaders in the community. This may have been due to the fact that individuals identified as directly related to the activities of the school system were teachers, and appeared to be a more highly mobile entity than the leaders in the community.

The majority of the leaders in the school system (11) were identified as teachers, principals, superintendents and secretary-treasurer by respondents rather than professional workers. Of the four other leaders three were businessmen-managers and one was a farmer. The majority of the leaders in the community were managers-businessmen. The managerial-professional category made up more than 52 per cent of the occupations of community leaders. The small number of farmers and

miscellaneous occupation groups made up the rest. It seemed, therefore, that the occupational pattern of leaders in the school system was substantially different from that of leaders in the community, particularly in terms of the percentages in the various categories of occupation.

The mean income of the leaders in the school system was lower than the mean for leaders in the community. However, the income range for leaders in the community was far greater than that for leaders in the school system. Perhaps this was due to the fact that among community leaders there was a higher percentage of manager-businessmen at different levels, and the occupations varied more widely, than among leaders in the school system.

The analysis of school attended provided two sets of information. The analysis revealed that a large majority of community leaders attended grades one to twelve locally, while the leaders in the school system had a fifty per cent local attendance in the same grade category. On the other hand when post-secondary education was considered, the majority of the leaders both of the community and school system who attended such facilities, did so within the province.

There was a marked difference between the two sets of leaders in terms of educational standing. Where educational standing was taken to mean the number of years of schooling, leaders in the school system had many more years of schooling on the average than leaders in the community, and this indicated a higher educational standing for leaders in the school system.

5. How did Leaders Operate?

In both the school system and in the community, emphasis was placed on leadership roles in the committee setting because it was felt that this was the more highly visible operational unit where leadership relations and operations were most observable. The committees discussed here were those of organizations and institutions which were active in the school system and in the community. This approach however did not ignore 'behind the scene activity' if it did have bearing on decisions and issues which were influential on the activities of the school system and the community respectively.

The channels of communication identified as being most frequently used by both sets of leaders were identical, but there were slight variations in the percentages devoted to each of the channels. In both cases the top leaders depended much more on informal channels than did secondary leaders. The low level of news media usage by both sets of leaders seemed to indicate that leaders did not choose to give publicity to the results of their deliberations at committee meetings. The operations of the other channels of communication seemed to have worked quite well for the leaders. Perhaps the size and compactness of the community enabled the free flow of information without the need of the detailed exposure of the news media.

Interaction described two sets of activities -- involvement and roles. These were discovered in two different sets of analysis -- general policies and issues, and specific policies and issues. The analysis of both sets of issues and policies revealed a similarity of pattern of interaction of the two sets of leaders. In both situations there was a large measure of involvement (the number of times a leader

participated in issues and policies) of all the leaders identified. However, in both situations, when roles were analyzed the top activity of initiating was almost exclusively performed by top leaders. Conversely, secondary leaders had the higher participation rate in the lower role of complying. In addition, secondary leaders were found to have a higher rate of involvement in both cases than top leaders did.

Several considerations seemed to emerge from the analysis of interaction. The cross-membership of the leaders in the many institutions and organizations, a similar pattern on committees, and the relatively static nature of the personnel on the committees, all tended to highlight four conditions that seemed to be characteristic of both sets of leaders:

- a) all leaders were active participants in community affairs;
- b) the activities seemed to take place within a framework of clique operation;
- c) there was little evidence of behind the scenes operators;
- d) the leadership group seemed to be constituted as a monolithic structure.

The final condition did not exclude the fact that there was another level of decision-making within the community and the school system, but that the other levels of decision-making did not have the effect of influencing the major activities of the community and school.

The pattern which seemed to have emerged as significant factors in the evolution and exercise of influence and power in the school system included the following:

- a) Active participation in the issues and policies of the system especially through the role of initiating.

b) High educational standing associated with expertise, experience and skills.

c) Membership in community organizations and in many cases the existence of cross-membership as a measure of socialization and service.

d) Affiliation with the United and Anglican churches.

e) Favourable residential location.

Leadership in the community, on the other hand, seemed to have been associated with the following factors:

a) High economic standing and membership in the Chamber of Commerce.

b) Experience through age and length of residence.

c) Favourable residential location.

d) Active participation in the policies and issues of the community, particularly as initiators.

e) Affiliation in several community organizations and membership in United and Anglican churches.

PLAINSTON AND REGIONAL CITY

It was emphasized earlier in the discussions that some of the elements of the research design and the assumptions developed by Hunter in his work in Regional City, were adopted in the Plainston Study. It was also pointed out that no attempt would be made to organize Plainston as a replication study of what Hunter had done in Regional City. It was felt however, that since both studies investigated elements of influence, power and authority in two widely separated communities, some general comparisons could be made. The intent was to undertake a rather superficial look at who the leaders were, how they operated and what they were like.

It is important to indicate that Regional City was a southern town in the United States with a population of over 500,000. It was the focal point for transportation, financial and commercial transactions, a storage and supply centre, and a centre for the assembly and distribution of light and heavy industrial products. It was a centre where twelve highways, ten air routes and several rail lines converged. This large sprawling city contained several sub-units related to commerce, industry, residence and other factors. The black population existed as a large sub-community and the total community itself serviced a very large hinterland.

Plainston, on the other hand, was a medium-sized town in the heart of the Canadian Prairies. It was mainly a residential centre. It was connected by transcontinental road and railway to the other important centres within the province and the country. This city of 13,000 people was compact in size and served a large agricultural

region. It was the centre of commerce, storage and finance for the large hinterland. There was no sub-community in the real sense although there were several ethnic groups residing in the community.

Hunter discovered forty leaders, five of whom were women. He divided this grouping into upper and lower limits leadership. The Plainston results showed thirty-seven leaders, ten of whom were considered to be top leaders and twenty-seven who were described as secondary leaders. In this leadership group there were three women.

Hunter claimed that his leaders in Regional City could be described as an economic elite:

Businessmen are the community leaders in Regional City as they are in other cities. Wealth, social prestige and political machinery are functional to the wielding of power by the business leaders in the community.¹⁰⁶

In order to substantiate his claim, Hunter listed his leaders in terms of their location in the occupational units. In a substantial sense, thirty-one of his forty leaders could be said to be directly related to the economic unit. Both his upper and lower limit leaders were deeply involved in the economic affairs of the community.

In Plainston, the large chain stores, the small industries, the banks and the lending houses were all owned by outside businessmen. This meant that a vast majority of the economic decisions were made externally, and with little or no reference to the local economic leaders. It must not be assumed, however, that the total economy was in the hands of external interests. The economic leaders were involved in small business, commercial farms, real estate, housing and other

¹⁰⁶ Floyd Hunter, Community Power Structure: A Study of Decision Makers, op. cit., p. 81.

services. In other words, the local economic leaders had an important share of the local economy. Of the 37 leaders identified, 52 per cent were located in the manager-businessman category. However, of the ten top leaders identified, 90 per cent of them fell into the businessman-manager category. In addition, these men were found to be active members of the local Chamber of Commerce and the Businessmen's Association. These were the same men who were identified as active participants in the issues and policies that guided community action. They were to be found in the many community institutions and organizations. Their role as initiators seemed to set them apart from the secondary leaders and the rest of the community. These economic leaders appeared to be in a rather dominant position in Plainston.

Hunter described the structure of influence and power in Regional City as a monolithic framework. This did not imply that there were not other wielders of power and influence in the community. His main aim was to identify the big influence and power leaders, the kinds of influence-holders who affected the activities that shaped and directed important community affairs. He stated that 'the strength of clique relationship in the policy determining group was effective and strong.'¹⁰⁷

What was discovered in the analysis of Plainston seemed to indicate a similar pattern relative to that which Hunter found. The apparent stability of the committees, the cross-membership in the various committees of organizations and institutions, and the small

¹⁰⁷Ibid., p. 242.

number of initiators, seemed to point in the direction of a monolithic structure and clique action.

Hunter maintained that 'in the realm of policy the top leaders are in substantial agreement most of the time on the big issues.'¹⁰⁸ This was not surprising, for this is the only way that clique action is possible, and the only reason why he could describe the leaders as a monolithic group. To a large extent the situation in Plainston was similar. The apparent clique action seemed to facilitate this, but even more than this the lack of opposition on the many issues and policies which were discussed earlier seemed to confirm this statement.

Hunter claimed that the leaders in Regional City were particularly interested

in maintaining their own positions which give them such things as wealth, power and prestige. They are fearful that any swaying of the balance of power may destroy the position they now hold.¹⁰⁹

In Plainston there was no evidence to show that the leaders feared that they would lose their positions and strove to maintain them because of the wealth, power and prestige which emanated from such positions. The leaders in this community seemed rather unchallenged by the understructure, as evidenced by the lack of opposition on the policies and issues which were discussed earlier.

Hunter also felt that there was

fear on the part of the control leaders that opening the channels of communication may bring undesirable elements in the policy-making situations in Regional City.¹¹⁰

¹⁰⁸Ibid., p. 241.

¹⁰⁹Ibid., p. 227.

¹¹⁰Ibid., p. 226.

The leaders in Plainston did not seem to share the same fear. They appeared rather confident that their group relationship would not be disturbed and that any new comer to the leadership group would share their philosophy and interests.

In Regional City Hunter claimed that

the policy makers always hope to be a little ahead of public opinion and their actions tend in the direction of making it appear that they as a policy group have thought of any proposal before the public has demanded its attention.¹¹¹

While this may hold true for any leadership group that wanted to maintain its position, the evidence in Plainston did not identify any obsession in this direction. It did seem that the public expected its leaders to lead and to come up with solutions. In the discussions of channels of communication it was pointed out that the news media did not experience considerable usage, and although at that time suggestions were made as to why the news media did not provide wider coverage, in any community the news media still remains a powerful force for viewing and generating public opinion.

Hunter also suggested

when any new policy is laid down it must be consistent with the general scheme of old policy and should not radically change basic alignment of settled policy.¹¹²

This seemed to have held true for Plainston as well. Perhaps this was why the leaders in Plainston appeared to be confident in their positions. Their actions did not lead to a disturbance of alignments, nor did they generate bitter opposition which could create

¹¹¹Ibid., p. 204.

¹¹²Ibid.

problems. Apparently they worked within the expected framework.

In Regional City Hunter explained that

the men who hold power gather strength in many instances from associations with their fellow in an informal and light hearted manner.¹¹³

In the discussions on channels of information it was shown that the leaders in Plainston also depended on the informal means of communication to a considerable degree. Residential pattern, school attended, and religious affiliation all presented the opportunity for casual and informal communications.

Hunter felt that in Regional City he had developed information which implied

that the local economic interests tie into larger groupings of like interest on the state and national levels which tend to overshadow the policy making machinery of government at all levels.¹¹⁴

In Plainston no evidence was found to substantiate the claim that the economic interests were tied in with other such interests on provincial or national levels. Only one member of the leadership group was tied in with a national food chain, and although it was true that the local Chamber of Commerce and the Businessmen's Association were an integral part of these provincial and national associations, there was no evidence of interlocking business operations.

Hunter explained that

visibility is a highly applicable concept in connection with an analysis of Regional City leadership. This study has already

¹¹³Ibid., p. 197.

¹¹⁴Ibid., p. 101.

shown that business leaders take a prominent position in Regional City civic affairs.¹¹⁵

In the discussions on affiliations in religions and in community institutions and organizations of Plainston, it was pointed out that the leaders in Plainston were actively involved in the churches and in community organizations. Their cross-membership in these organizations describe their visibility. In addition, these community leaders were found to be involved in the service organizations which had high visibility. It was equally true that these leaders were active participants in the labour force.

In Regional City, Hunter found that the leaders who were the men of independent decision are a relatively small group and that the executor of policy may run into the hundreds.¹¹⁶

This seemed equally true for Plainston, for out of the thirty-seven men and women who were found to be leaders, and the many others found to be the understructure, there were only ten who could be said to be the men of independent decision.

Hunter indicated that

Regional City has a large influx of population from outlying areas of the Region. A majority of the policy leaders however, are locally born.¹¹⁷

The population of Plainston was not mobile. The increase in population seemed to have depended on natural increases. In recent years there was no influx of population from the neighbouring areas

¹¹⁵ Ibid., p. 81.

¹¹⁶ Ibid., p. 66.

¹¹⁷ Ibid., p. 33.

or from any other region. It was not surprising therefore, that nearly all the leaders were locally born and the extremely few who were not, had lived in the community for a considerable time, and for all purposes could be described as locals.

Hunter concluded his discussions by suggesting

that there are enough common characteristics among the members described in group relations to make it seem that some typology may be implied.¹¹⁸

In the Plainston study the information developed from the analysis seemed to lead to a similar conclusion. The results of the analysis on age, religious and organizational affiliation, length of residence, school attended, residential pattern, income and its size, and the pattern of interaction, all seemed to substantiate the claim that there were general patterns of likenesses among the leaders in Plainston from which a typology could be implied.

The characteristics of the leaders identified in both areas of the study, i.e., school system and community, were descriptive of a typology. Within the framework of this study these individuals were found to possess basic characteristics, interaction patterns and modes of operation that were sufficiently similar that they could be considered as forming a grouping that was substantially different from other groupings within the school system and in the community.

¹¹⁸ Ibid., p. 28.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Plainston study had three main purposes:

- a) to identify the individuals in group relations, who were most influential in the community;
- b) to identify the leadership group influential in the activities of the school system;
- c) to discover whether the leaders in the community were also the influence holders in the school system.

The three methods of approach which were utilized in order to develop the best possible evidence consistently relied on cross-validation and frequency scores. The results obtained from the analysis of the data provided the following information:

- 1) there were thirty-seven leaders in the community. Ten of them were classified as top leaders, while twenty-seven leaders fell into the secondary category.
- 2) there were fifteen leaders in the school system, five of whom were assessed as top leaders and the other leaders were described as members of the secondary leadership group.
- 3) five leaders identified in the community were also members of the leadership group in the school system. The role of these five community leaders in the school system did not seem to indicate a strong dominance in the activities that were crucial to the affairs

of the school system.

4) the distinction between top and secondary leaders was founded on three criteria;

- a) ranking established through the analysis of interviews and questionnaires;
- b) similarity of characteristics;
- c) role involvement in the policies and issues.

The main emphasis of the study was on the influence and power group rather than on influential individuals. This delimitation directed the specificity of the information which was collected and the results of the analysis. Once leaders were identified, it became necessary to determine whether they were in fact participants in the group activities that determined the direction of community life. This was the strategy that sought to investigate the location of influence and power in the community and in the school system and identify the individuals who were found to constitute the grouping that exercised this power and influence.

The characteristics of the leaders identified in both areas of the study, i.e., school system and community, were descriptive of a typology. Within the framework of this study these individuals were found to possess basic characteristics, interaction patterns and modes of operation that were sufficiently similar that they could be considered as forming a grouping that was substantially different from other groupings within the school system and in the community. These conclusions were drawn from the evidence obtained:

1) the individuals forming the leadership group were found to be central to a) school, and b) community decision making. Their

involvement in the issues and policies that were decisive seemed to set them apart from other individuals and groups in the school system and in the community.

2) the members of these groups were assessed by school and community respondents respectively as being in possession of sources of influence and power which were effectively utilized in bringing about changes in the behaviour of others within the school system and the community.

3) the individuals identified as leaders in both areas of the study had a high visibility profile:

- a) they were active participants in the labour force,
- b) respondents described their work as having a high occupational rating,
- c) regular attendance at church and direct involvement in its many activities were important factors,
- d) their membership in the many community institutions and organizations tended to enhance their positions as active participants in community affairs,
- e) their possession of a large portion of community property was equally important to the promotion of high visibility.

These factors tended to develop and sustain the visibility factor, but even more than this, most of these conditions were enumerated by community and school respondents as important factors in leadership. It could be suggested therefore that leaders discovered both in the school system and in the community possessed characteristics which were considered to be of high worth by most residents in the community.

In a general sense the Plainston study incorporating the school system and the community examined influence, power and authority within a specific framework:

- 1) Grouped relationships,
- 2) Sources of influence and power that were actively exercised in these grouped relationships,
- 3) Power relations in community institutions and organizations.

It was within this setting, based on the best possible evidence, that the leadership groups in the school system and in the community were identified, i.e., who they were, what they were like, and how they operated. It was suggested earlier that this thrust guided the methodological framework and the sources of information which were sought. As a consequence, it may be possible that among the individuals identified as central to the decision-making group and as influence holders, some powerful actors may have been excluded or some less powerful leaders may have been included in the grouping. The possibility existed that the nature of the study tended to de-emphasize the role of 'behind the scenes' view.

Moreover, the short term nature of the investigation (1970-1972) delimited the study to specific dimensions of influence, power and authority. Consequently other areas of investigation were de-emphasized or left completely untouched. For example, the nature of the community, i.e., social, economic, political and cultural aspects were only touched on or ignored completely since it was not related to the specified scope of the study. The historical perspectives of community and school system were not found to be particularly pertinent to the study. Finally the scope and direction of the study limited the focus to internal community factors, forces, and participants, rather than to those that were external.

These considerations meant that a wide range of variables affecting influence, power and authority in the community and in the school system could be considered for further study. The present study has investigated some specific areas of community and school system influence and has established findings that seemed consistent with the framework which was devised for this purpose. Hopefully other studies would contribute to the broadening of information on the structure and operation of influence in the school system and in the community.

RECOMMENDATIONS

The assumption of a democratically constituted community and school system presupposes the existence of some fundamental conditions in the structure and operation that are crucial to the activities of the people within the system.

The results of the analysis of both the school and community reflected some consistent patterns or trends that stimulated a few comments that are indicated here as recommendations.

The School System

1. It was established that a small group of individuals was found consistently in the role of decision-makers and influence holders and that these men tended to operate in a manner that seemed to isolate the activities of the school from community considerations or scrutiny.

Recommendation I

The school system should be opened up to enable greater community participation in its activities and in its decision-making. Towards this end consideration should be given to the strengthening of

the role of School and Home, and Parent-Teacher Associations.

2. The results of interviews also revealed a tendency towards the use of the Principals' Conference only as a means of facilitating the flow of information downwards to school personnel. Moreover the results of the analysis showed that teachers in ad hoc committees and as members of the Manitoba Teachers' Society were relegated to the types of decision-making that affected their own organizations and decisions which had peripheral influence on the main activities of the school system.

Recommendation II

Consideration should be given to the fact that the decisions made or the structure and operation of the school system influence the lives of all school personnel. It is highly necessary therefore that school personnel (teachers and principals) be drawn into the centre of decision-making.

3. There was one woman identified in the leadership group of the school system. There was evidence that women made up a large percentage of the personnel in the school system, yet few women were found in positions of authority. The results of the analysis on influence and power showed that among the many attributes that tended towards the development and exercise of influence and power in the school systems, experience, expertise, position and years of education were important factors. On the basis of the information gained from the analysis, some women within the school system possessed these characteristics.

Recommendation III

Encouragement should be given to the promotion of women to higher positions in the system and hurdles should be removed to their fuller participation in the decision-making mechanism.

4. There was an apparent insulation of the school system from the broad spectrum of community activities.

Recommendation IV

Greater use could be made of the news and other information media whereby school system information could receive greater publicity. It is also necessary to stimulate a two-way flow of information downward from the centre of decision-making to school personnel and the public, and upward from the public and school personnel to the centre of decision-making.

The Community

1. There was evidence that leaders identified in this study dominated the decision-making mechanism in the community institutions and organizations and that there was a wide range of cross-membership. Moreover, there was evidence of clique operations of the ruling group.

Recommendation 1

Stimulus should be provided for wider participation in the realm of community decision-making by more individuals and groups within the community.

2. The results of the investigation indicated that a large percentage of the decisions made were completed in an informal manner and that

many of the decisions were not open for scrutiny in the news media.

Recommendation II

The more formal channels of communication should be utilized more frequently and every effort should be made to stimulate wider public opinion on the important policies and issues.

3. There was evidence that the flow of information seemed to be consistently downward rather than in both directions.

Recommendation III

Attempts should be made to encourage the development of a two-way flow of information.

It was felt that useful information was obtained on influence and power in the school system and in the community through the methodology designed for the Plainston study. However, the discussions above indicate that many areas of community influence exist in which possible future research could add to the knowledge of the structure and operation of influence, power and authority in the Plainston setting.

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APPENDIX A

COMMUNITY

QUESTIONNAIRE I

Letter to Community Respondents

Dear Respondent

This is a request for cooperation in providing information for a thesis dealing with influence, power and authority in community affairs. Your assistance in identifying individuals and organizations with influence in the community will be greatly appreciated.

Please be assured that confidentiality and anonymity will be observed in regard to any information you supply.

Yours sincerely,

Winston Payne.

Information

In this questionnaire you are requested to do four things:

1. Name individuals you consider as having the most influence in school affairs.
2. Place the information under the headings School Board, Superintendent's office, Principal, Teacher, Local M.T.S. Pressure Group, Supportive Agencies, Other Areas of the Community.
3. List the organizations that perform important roles in the affairs of the school.
4. Indicate the kinds of roles these organizations perform in school matters.

The definitions below are intended to clarify the information you are asked to give.

Influence is the degree of change which a participant may bring about in the behaviour of another. Influence may arise from the position or office held by an individual. It may also come from the belief that the individual possesses a wealth of resources which can be used.

Status refers to the quality people who lead in social affairs have. Such a quality may be found in members of important families and people who tend to lead in society. They may be lawyers, doctors, people in church affairs and any other position which tends to create prestige.

Economic source includes wealth, success in business or large property ownership.

Political source refers to influence derived from positions in local, provincial or federal governments, or positions in parties and

pressure groups.

Social power or influence refers to the kinds of factors that distinguish individuals, groups and organizations as important forces in society.

Service relates to the roles of community organizations that provide assistance of various forms to other organizations, institutions, groups and individuals.

Important organization refers to the role of community organizations that are essential to the proper functioning of the community.

Part I

Listing Community Leaders

Using the definition of influence given on page 184, please list the names of fifteen people you regard as influential in the community.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

Part II

Classifying Community Leaders

Using the terms status, economic and political described on page 184, classify the fifteen persons you have named as influential individuals in the community.

e.g.	<u>Status</u>	<u>Economic</u>	<u>Political</u>
	Plato		Plato
	Seasons	Seasons	Seasons

Complete the information

<u>Status</u>	<u>Economic</u>	<u>Political</u>
---------------	-----------------	------------------

Part III

Listing of Community Organizations

Using the definition of important organization given on page 185, list the names of 8 organizations you consider to be influential in community affairs.

1.

2.

3.

4.

5.

6.

7.

8.

Part IV

Classifying Organizations

Using the definition of influence and the descriptions of roles on pages 184 and 185, classify the organizations in terms of their involvement in community affairs, i.e., economic, social, service, political.

	Economic	Social	Service	Political
e.g.	_____	_____	_____	_____
	Chamber of Commerce		Chamber of Commerce	Chamber of Commerce
	Rotary Club	Rotary Club	Rotary Club	
	Women's Institute	Women's Institute	Women's Institute	

Complete the Information

Economic	Social	Service	Political
_____	_____	_____	_____

Final Instructions

When you have completed the questionnaire, place it in the accompanying envelope and mail at your earliest convenience.

Thanks again for your kind cooperation.

QUESTIONNAIRE II

Letter to Secretaries of Community Organizations

Dear Respondent

This is a request for your cooperation in providing information for a thesis dealing with influence, power and authority in community affairs. Your assistance in identifying individuals influential in the affairs of your organization will help considerably in this matter.

Please be assured that confidentiality and anonymity will be observed in regard to any information you supply.

Yours sincerely,

Winston Payne

Information

In this questionnaire you are requested to do three things:

1. Indicate the role your organization performs in the community.
2. List the names of individuals who are influential in the affairs of your organization.
3. Classify these individuals in terms of the positions they hold or have held in the organization.

The definitions below are intended to clarify the information you are asked to provide.

Influence is the degree of change which a participant may bring about in the behaviour of another. Influence may arise from the position or office held by an individual. It may also come from the belief that the individual possesses a wealth of resources which can be used.

Role may be described as the task, job, function or area of responsibility accepted by a community organization as a means of satisfying specific community needs.

Economic refers to monetary support or its equivalent.

Political relates to pressures which are exerted on individuals, other organizations or institutions that generally lead to direct or indirect control.

Social refers to the kinds of roles that distinguishes organizations as leaders in society.

Service relates to the role of organizations whose existence is primarily for the support of various kinds provided to individuals and groups.

Part I

Identifying the Role of Organizations

Using the terms role, service, social, economic and political given on page 192, please state the role your organization performs in the community.

e.g.	Economic _____	Social _____	Political _____	Service _____
	Chamber of Commerce		Chamber of Commerce	Chamber of Commerce
		Lions Club	Lions Club	Lions Club

Complete the Information

Economic _____	Social _____	Political _____	Service _____
-------------------	-----------------	--------------------	------------------

Part II

Listing Leaders

Using the definition of influence given on page 192, list the names of eight members of your organization considered to be influential in the affairs of the organizations.

- | | |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

Part III

Classifying Leaders

Please classify the leaders you have chosen in relation to the positions they hold in your organization.

e.g.	President	Secretary	Treasurer	Committee Chairman	Committee Member	Member
	_____	_____	_____	_____	_____	_____
	J. Deed			J. Deed		
		F. Field			F. Field	

Please Complete the Information

<u>President</u>	<u>Secretary</u>	<u>Treasurer</u>	<u>Committee Chairman</u>	<u>Committee Member</u>	<u>Member</u>
------------------	------------------	------------------	-------------------------------	-----------------------------	---------------

Final Instructions

When you have completed the questionnaire, place it in the accompanying envelope and mail at your earliest convenience.

Thanks again for your kind cooperation.

QUESTIONNAIRE III

Letter to Community Judges

Dear Respondent

This is a request for your cooperation in providing information for a thesis dealing with influence, power and authority in community affairs. Your assistance in identifying the most influential individuals and organizations will be greatly appreciated.

Please be assured that confidentiality and anonymity will be observed in regard to any information you supply.

Yours sincerely,

Winston Payne

Information

In this questionnaire you are asked to do five things:

1. Choose ten of the most influential individuals from among those on the list.
2. Ensure that the sources of power or influence described on the list are all accurate (those of the leaders you have chosen).
3. Choose the five most influential organizations from those on the list.
4. Ensure that the roles indicated are accurate.
5. List the individuals and organizations you have chosen in order of importance, i.e., most influential to the least influential.

In your evaluation, you may add organizations or individuals you consider to be worthy of inclusion.

The definitions below are intended to clarify the information you are asked to provide.

Influence is the degree of change which a participant may bring about in the behaviour of another. Influence may arise from the position or office held by an individual. It may also come from the belief that the individual possesses a wealth of resources which can be used.

Status is the quality people who are socially important have. Such a quality may be found in members of important families and people who tend to lead in social affairs. They may be doctors, lawyers, people in church affairs, and any other position which tends to create prestige.

Economic source includes wealth, success in business or large property ownership.

Political source refers to influence derived from positions in local, provincial or federal governments, or positions in parties and pressure groups.

Social power or influence refers to the kinds of factors that distinguish individuals, groups and organizations as important forces in society.

Service relates to the roles of community organizations that provide assistance of various forms to other organizations, institutions, groups and individuals.

Important organization refers to the community organizations that perform roles that are essential to the proper functioning of the community.

Part I

Listing the Most Influential Leaders

Using the definition of influence given on page 198, please list the names of the 10 most influential leaders on the list.

- | | |
|----|-----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |

Part II

Classifying Leaders

Sources of influence are indicated for the leaders on the list. Using the terms given on pages 198 and 199, please check to ensure that the sources of influence indicated are accurate.

Part III

Listing the Most Important Organizations

Using the definition of important organization given on page .199,
please list the 5 most important organizations on the list.

1.

2.

3.

4.

5.

Part IV

Classifying the Organizations

The roles of the organizations are indicated for each of the organizations on the list, using the terms on pages 198 and 199, please check the names you have selected in relation to the roles they perform to ensure that they are accurately described.

Part V

Listing Individuals and organizations in
order of Importance

You have listed 10 individuals and 5 organizations as the most influential in the community. You are now asked to list these in order of importance, i.e., the most important to the least important.

e.g. Leaders

1. J. Plato
2. S. Socrates
3. B. French
4. F. Hobart

Organizations

1. Chamber of Commerce
2. Rotary Club
3. Beaver Club

Complete the Information

Leaders

Organizations

Final Instructions

When you have completed the questionnaire, place it in the accompanying envelope and mail at your earliest convenience.

Thanks again for your kind cooperation.

METHODOLOGY

1

a) Community Respondent Questionnaire

Community respondents were asked to identify influence holders and decision-makers in the community of Plainston. Respondents were also asked to identify the most important community organizations.

The information was analyzed in the framework shown below:

Respondents	Individuals Identified	Categories of Influence			
		Wealth	Prestige	Status	Politics
1					
2					
3					
4					
5					

Respondents	Individuals Identified	Frequency Rate	Acceptable Frequency Rate 66%+	Final List
1				
2				
3				
4				
5				

* Ranking of influence holders in community and organizations was dependent on the value of the frequency rate, the highest to the lowest.

- c) Community organizations were analyzed in an identical framework as shown in a) and b).
- d) Ranking of influence holders and community organizations depended on the value of the frequency rate, the highest to the lowest.

APPENDIX B

LEADERSHIP LIST THROUGH INTERVIEWS

Schedule

1

Here is a list of individuals discovered through questionnaires as leaders in the community.

1) Which of these men or women on the list are known to exercise the most influence on the affairs of the community?

2) From your knowledge of these individuals could you indicate whether the sources of influence and power are stated correctly on the list?

Here is a list of community organizations obtained through questionnaires as having the greatest influence on community affairs.

1) Which of these organizations on the list are known to exercise the most influence on the affairs of the community?

2) From your knowledge of these organizations could you indicate whether their influence roles are stated correctly on the list?

In each case the interviewee was made familiar with the definition of influence and power established for the thesis.

METHODOLOGY

2

a) Leadership List Through Interviews

Interviews	Individuals Selected	Categories of Influence				Frequency Rate	Acceptable Frequency Rate 66%+	Final List
		Wealth	Prestige	Status	Politics			

b) List of Influential Organizations Through Interviews

Interviews	Organization Selected	Roles of Organization			Frequency Rate	Acceptable Frequency Rate 66%+	Final List
		Political	Social	Economic			

APPENDIX C

CHARACTERISTICS OF LEADERS

	Schedule 2											
1. In which age category are you?	20	30	40	50	60	70	80	90				
2. Indicate Sex.	Male						Female					
3. In which income bracket do you fall?	5	8	10	12	14	15	20	25	30	40	50+	
4. Will you please indicate your source of income?	Salary or Wage			Profit			Rent		Inheritance			
5. How many properties do you own?	1	2	3	4	5	6	7	8	9	10	11	12
6a. What kinds of property are they?	Household, offices, factories, business places, land, farms											
b. Would you classify them as any of the following?	Large scale, medium scale, small scale											
7. What will you classify as your principal occupation?												
8. How long have you been living in Plainston?												
9. What church do you attend regularly?												

10. In what section of the
community do you live? East, West, North, South
11. What school did you
attend at these levels? Elementary, Junior High, Senior High,
University, College
12. What is the highest
educational standing Grades College University
that you attained?
13. To what community
organization do you belong? Economic, political, social,
Educational
14. Is there any group of
people that you manage
in your occupation?
How many?

METHODOLOGY

3

Characteristics of Leaders

Categories	Responses	Frequency Rate	Groupings	Final List

APPENDIX D
INTIMACY RATING

Schedule
3

In this section you will be asked to indicate how well you know each individual on the list.

1. Do you know him or her very well?
2. Do you know him or her socially?
3. Are you a relation of the individual?
4. Do you know the individual slightly, or just heard of him or her?
5. Will you indicate if you do not know the individual?

The Rating Scale for these responses was devised by Hunter in his Regional City Study.

Rating Scale

Category	Value
1. Know very well	4
2. Know socially	3
3. Related	2
4. Heard of, know slightly	1
5. Do not know	0

APPENDIX E

GENERAL POLICY INVOLVEMENT

Schedule

4

1. The Sources of Information

Some of the policies and decisions that occurred generally in the period 1970-72 have been identified through an analysis of information from the news media.

- a) Will you give a list of policies and decisions made in the same period (1970-72) so that a final list can be drawn up?

METHODOLOGY

5

Interviewee	Policies Identified					Frequency Rate	Acceptable Frequency Rate 66%+	Final List
	Categories							
	1	2	3	4	5			
1								
2								
3								
4								

- b) In each of these policies and decisions can you identify which individuals on the list were involved?

METHODOLOGY

6

Interviewee	Leader Identified	Categories of Identification					Frequency Rate	Acceptable Frequency Rate	Final List
		1	2	3	4	5			

2. Degree of Involvement

The degree of involvement described the number of times an individual was involved in a policy or decision multiplied by the weighted value of the role performed.

APPENDIX F

SPECIFIC POLICY INVOLVEMENT

Schedule

5

1. The Sources of Information

Some specific policies and decisions occurring in the period 1970-72 have been identified through analysis of news media information.

- a) Will you provide a list of specific policies and decisions made in the same period (1970-72) so that a final list could be drawn up?

METHODOLOGY

8

Interviewee	Policies Identified					Frequency Rate	Acceptable Frequency Rate 66%+	Final List
	1	2	3	4	5			
1								
2								
3								
4								

- a) Can you state the role played by each of the individuals on the list in each of the policies and decisions?
- initiator (5), opposer (4), supporter (2) complier (2)

CHANNELS OF COMMUNICATIONS

6

- a) socially -- telephone, memo, formal meeting, informal meeting
- b) business
- c) committee business
- d) decisions and policies which have been identified

11

Interviewees	Channels Identified				Frequency Rate	List of Channels in order of frequency
	1	2	3	4		

APPENDIX H
DATA SYNTHESIS

METHODOLOGY
12

Variables	Areas of Information			Conclusions
Quest- ionnaires	Inter- views	General Policy Analysis	Specific Policy Analysis	
1. Leaders 2. Character- istics of Leaders 3. Intimacy 4. DYNAMICS a) Involve- ment b) Role 5. Channels of Communication				

APPENDIX I

SCHOOL SYSTEM

QUESTIONNAIRE IV

Letter to School System Respondents

Dear Respondent

This is a request for your cooperation in providing information for a thesis dealing with influence, power and authority in the school system of your community. Your assistance in identifying individuals and organizations influential in the affairs of the school will be greatly appreciated.

Please be assured that confidentiality and anonymity will be observed in regard to any information you supply.

Yours sincerely,

Winston Payne

Information

In this questionnaire you are requested to do four things.

1. Name individuals you consider as having the most influence in school affairs.

2. Place the information under the headings School Board, Superintendent's office, Principal, Teacher, Local M.T.S. Pressure Group, Supportive Agencies, Other Areas of the Community.

3. List the organizations that perform important roles in the affairs of the school.

4. Indicate the kinds of roles these organizations perform in school matters.

The definitions below are intended to clarify the information you are asked to give.

Influence is the degree of change which a participant may bring about in the behaviour of another. Influence may arise from the position or office held by an individual. It may also come from the belief that the individual possesses a wealth of resources which can be used.

Status refers to the quality people who lead in social affairs have. Such a quality may be found in members of important families and people who tend to lead in society. They may be lawyers, doctors, people in church affairs and any other position which tends to create prestige.

Economic source includes wealth, success in business or large property ownership.

Political source refers to influence derived from positions in local, provincial or federal governments, or positions in parties

and pressure groups.

Social power or influence refers to the kinds of factors that distinguish individuals, groups and organizations as important forces in society.

Service relates to the roles of community organizations that provide assistance of various forms to other organizations, institution groups and individuals.

Important organization refers to the role of community organizations that are essential to the proper functioning of the community.

Part I

Listing of Leaders of the School System

Using the definition of Influence given on page 225, please list the names of 10 persons you regard as influential in school affairs.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Part II

Classifying Leaders of the School System

Using the definition of influence and the categories or positions of leadership described on page 225, classify the names of the leaders you have chosen.

e.g.	Superin- tendent's Office	School Board	Principal	Teacher	Local M.T.S	Pressure Group	Other Areas	P.T.A. Home & School
	K.Stone							K.Stone
		S.Price						
		B.Queen						V. Hue
			Y. Hue					
				S. Lamb	S.Lamb			
						P.Pend	P.Pend	

Please Complete the Information

	Superin- tendent's Office	School Board	Principal	Teacher	Local M.T.S	Pressure Group	Other Areas	P.T.A. Home & School

Part III

Listing of Organizations

Using the definition of organization given on page 226, list the names of 8 community organizations or institutions that are influential in school affairs.

1.

2.

3.

4.

5.

6.

7.

8.

Part IV

Classifying Organizations

Using the definition of influence and the descriptions of roles on pages 225 and 226, classify the organizations in terms of their involvement in school affairs, i.e., economic, social, service, and political.

e.g.	Economic	Social	Service	Political
	Chamber of Commerce		Chamber of Commerce	Chamber of Commerce
	Rotary Club	Rotary Club	Rotary Club	
	Women's Institute	Women's Institute	Women's Institute	

Complete the Information

Economic	Social	Service	Political
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Final Instructions

When you have completed the questionnaire, place it in the accompanying envelope and mail at your earliest convenience.

Thanks again for your kind cooperation.

QUESTIONNAIRE V

Letter to Secretaries of Organizations Influential in School Affairs

Dear Respondent

This is a request for your cooperation in providing information for a thesis dealing with influence, power and authority in the school system. Your assistance in identifying individuals who are influential in your organization will be greatly appreciated.

Please be assured that confidentiality and anonymity will be observed in regard to the information you supply.

Yours sincerely,

Winston Payne

Information

In this questionnaire you are requested to do three things.

1. Indicate the role of your organization in school affairs.
2. List the names of individuals who are influential in your organization.
3. Classify leaders in terms of the positions they hold in the organization.

The definitions below are intended to clarify the information you are asked to give.

Influence is the degree of change which a participant may bring about in the behaviour of another. Influence may arise from the position or office held by an individual. It may also come from the belief that the individual possesses a wealth of resources which can be used.

Role may be described as the task, job, function, or area of responsibility accepted by a community organization as a means of satisfying specific community goals.

Economic refers to monetary support or its equivalent

Political relates to pressures which are exerted on individuals, other organizations or institutions that generally lead to direct or indirect control.

Social refers to the kinds of roles that distinguish organizations as leaders in society.

Service relates to roles of organizations whose existence is primarily for the support of various kinds provided to individuals and groups.

Part I

Using the terms influence, social, political economic and social given on page 233, state the role of your organization in the affairs of the school system.

e.g.	Economic	Social	Political	Service
	<hr/>			
		P.T.A.		P.T.A.
	Rotary			Rotary

Complete the Information

Economic	Social	Political	Service
<hr/>			

Part II

Listing Leaders

Using the definition of influence given on page 233, list the names of the members (eight) of your organization considered to be influential in the affairs of your organization.

1.

2.

3.

4.

5.

6.

7.

8.

Part III

Identifying Positions Held by Leaders in Organizations

Please identify the leaders you have chosen in terms of the positions they hold or have held over the past two years in your organization.

e.g.	President or Vice President	Secretary	Treasurer	Committee Chairman	Committee Member	Member
	J. From			J. From		
	L. Franks	L. Franks		L. Franks		
	B. Belts		B. Belts			

Complete the Information

President or Vice President	Secretary	Treasurer	Committee Chairman	Committee Member	Member
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Final Instructions

When you have completed the questionnaire, place it in the accompanying envelope and mail at your earliest convenience.

Thanks again for your kind cooperation.

QUESTIONNAIRE VI

Letter to Judges Selecting Leaders of the School System

Dear Respondent

This is a request for your cooperation in providing information for a thesis dealing with influence, power and authority in the affairs of the school. Your assistance in identifying leaders who exert influence on the system will be greatly appreciated.

Please be assured that confidentiality and anonymity will be observed in regard to the information you supply.

Yours sincerely,

Winston Payne

Information

In this questionnaire you are asked to do five things.

1. Choose the most influential individuals from those on the list.
2. Ensure that the categories of influence described are accurate.
3. Choose the most influential organizations from those on the list.
4. Ensure that their roles in school affairs are accurately described.
5. List the names of individuals and organizations you have chosen in order of importance, i.e., from the first to the last.

In considering the names you may add others that you consider to be worthy of inclusion.

The definitions below are intended to clarify the information you are asked to provide.

Influence is the degree of change a participant may bring about in the behaviour of another. Influence may arise from the position or office held by an individual. It may also come from the belief that an individual possesses a wealth of resources which can be used.

Status is the quality people who are socially important have. Such a quality may be found in members of important families and people who seem to lead in social affairs. They may be lawyers, people in church affairs or any other position which tends to create prestige.

Economic Source includes wealth, success in business or large property ownership.

Political Source refers to influence derived from positions in local, provincial or federal governments, or positions in parties and pressure groups.

Social Power or influence relates to the kinds of factors that distinguish individuals, groups and organizations as important forces in society.

Service relates to the roles of community organizations that provide assistance of various forms to other organizations, institutions, groups and individuals.

Important Organization refers to the community organizations that perform roles that are essential to the proper functioning of the community.

Part I

Listing the most Influential Leaders

Using the definition of influence given on page 239, please
list the names of the 8 most influential leaders on the list.

1.

2.

3.

4.

5.

6.

7.

8.

Part II

Classifying Leaders

Sources of influence are indicated for each of the individuals you have chosen. Using the terms given on pages 239 and 240, please check to ensure that the sources of influence indicated on the list are accurate.

Part III

Listing the most Important Organizations

Using the definition of important organization given on page 240, please list the 5 most important organizations on the list.

1.

2.

3.

4.

5.

Part IV

Classifying Organizations

The roles of organizations are indicated on the list. Using the terms on pages 239 and 240, please check to ensure that the roles of the organizations you selected are accurately described.

Part V

Listing Individuals and Organizations in Order of Importance

You have listed 8 individuals and 5 organizations as the most influential in the community. You are now asked to list these in order of importance, i.e., the most important to the least important.

e.g.

<u>Leader</u>	<u>Organization</u>
1. J. Terms	1. P. Plate
2. S. Socrates	2. Chamber of Commerce
3. B. French	3. Beaver Club
4. F. Robart	

Please Complete the Information

<u>Leaders</u>	<u>Organizations</u>
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Final Instructions

When you have completed the questionnaire, place it in the accompanying envelope and mail at your earliest convenience.

Thanks again for your kind cooperation.

APPENDIX J

SCHOOL SYSTEM ANALYSIS

The methodology and schedules used in the analysis of the School System were a replication of those used in the analysis of the Community study.

1. Schedules 1 through 6 were similar except that modifications indicated that the focus of the analysis was the school system.
2. Methodology 1 through 12 satisfied the entire analytical framework.

APPENDIX K
SAMPLING PROCEDURES

The Community

Plainston had a population of 13,000. The first assumption made was that a little less than 50 per cent of the population would be in the adult age group (6,000).

The criteria established for the selection of respondents and judges were twofold; a) should have lived in the community for at least five years and b) must have demonstrated a knowledge of the influence dynamics of Plainston and the individuals involved in these. The second assumption made was that the two criteria would tend to reduce the number of possible respondents and judges to 2,000.

The third assumption made was that a 10 per cent sample of the 2,000 possible respondents and judges was adequate for the purpose of the study.

Initial discussions were held with three key citizens and these led to the inclusion of seven others who assisted in identifying possible respondents and judges for the community study.

The School System

The population within the school system was 452. This included teachers, principals, superintendents, trustees, associations directly related to the schools, and other school personnel. The methodology and assumptions which directed the selection of respondents and judges in the community study were used in the study of the school system.