THE COMMUNITY SURVEY AND ITS RELATIONSHIP TO
SMALL TOWN DEVELOPMENT

by

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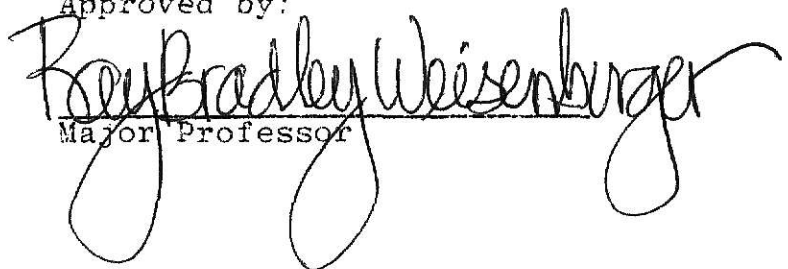requirements of the degree

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Chapter 1

THE PROBLEM

Agricultural changes in our nation have caused
depopulation in some part of it at practically every stage
of our national history, although the total farm population
did not reach its peak of 32.53 million persons until 1916.
Today, with a total population of over 200,000 million,
there are only about 9.5 million people living on farms.
The total rural population of about 54 million people rep-
resents little more than one-fourth of the total population.[1]

According to the urban-rural definition adopted for
the 1970 Census, the urban population comprises all persons
living in (1) places of 2,500 inhabitants or more incor-
porated as cities, boroughs, and villages and towns except
towns in New England, New York, and Wisconsin; (2) the
densely settled urban fringe, including both incorporated
and unincorporated areas, among cities of 50,000 or more;
and (3) unincorporated places of 2,500 inhabitants or more
outside any urban fringe. The remaining population is
classified as rural.

Most of the attention to the results of rural-to-
urban migration has focused on the actual migrants, the

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[1]George Brinkman, Ed. The Development of Rural
America (Manhattan: The University Press of Kansas, 1974),
p. 34.

migration process, and on the cities to which the migrants have gone. The other side of the picture is the effect on the rural areas that the migrant has left. Unfortunately, these consequences have been greatly neglected in research.

One of the effects of rural outmigration may be seen in the physical deterioration of many rural communities. One needs only to drive the back roads through the Great Plains or Corn Belt to see the deterioration in small rural towns that has been associated with outmigration. Empty buildings often dot the main street of the towns, which no longer can support businesses and services of yesterday. In the countryside numerous abandoned farmsteads attest to the changes in agricultural technology that have caused many people to leave the farm. Many larger towns are struggling as the population shrinks and it becomes difficult to finance services, schools, and other institutions.

The following statement by George Brinkman exemplifies the problem:

"Nonmetropolitan areas have made substantial improvements in recent years, but they still lag considerably behind metropolitan areas. Some of the greatest changes have occurred in life-styles, habits, and attitudes, as mass communications, rural electrification, and faster means of transportation have given nonmetropolitan people easy access to most of the consumer and information sources of metropolitan residents...Even though metropolitan and nonmetropolitan life-styles are now quite similar, considerable differences exist between the two areas in income levels and in availability and quality of services and amenities. Employment opportunities in nonmetropolitan areas have greatly diversified from farming to many urban-type jobs, and incomes have shown considerable

improvement over earlier years. Nonmetropolitan incomes, however, have remained well below metropolitan incomes. In 1969 the average nonmetropolitan income was only 71% of the average metropolitan income, and the incidence of poverty was almost 70% higher. The lower quality of education, health care, and housing also shows that the standard of living in nonmetropolitan areas is far below the national average. Although there have been improvements in work opportunities and living quality in nonmetropolitan areas in recent years, the development of nonmetropolitan areas has not kept pace with that of metropolitan areas. This lag in development underscores the need for action to correct the imbalance between the nonmetropolitan and metropolitan areas of America."[2]

There are exhortations from federal, state, and local politicians; farm and industrial leaders; and scholars suggesting that the very fabric of the nation is threatened unless something is done to halt the senseless piling up of people in our cities and the consequent decline in population density and quality of human services in our rural areas.

A number of recent American writings indicate that the nostalgia for the small town need not be constructed as directed toward the town itself: it is rather a "quest for community" (as Robert Nisbet puts it) a nostalgia for a compassable and integral living unit.[3]

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[2] George Brinkman, "The Conditions and Problems of Nonmetropolitan America." University of Guelph in _Development of Rural America_, p. 71.

[3] Suzanne Fremon, Ed. _Rural America_ (New York, The H.W. Wilson Co.), 1976. p. 130.

The critical question is not whether the small town
can be rehabilitated in the image of its earlier strength
and growth - for it clearly cannot - but whether American
life will be able to evolve any other integral community to
replace it. "This is what I call the problem place in
America, and unless it is somehow resolved, American life
will become more jangled and fragmented than it is and
American personality will be unquiet and unfulfilled.[4]

Ann Kunze maintains that "Rural Communities Offer
Societal Options":

> America should be a society that offers people many
> alternatives and choices and provides considerable
> individual freedom. Having the choice of how to live
> and where to live is one of the most important things
> that we can provide for this society. Although tiny
> communities and family farms are in a very small
> minority, they are important because they offer options
> to kinds of urban life styles. Small communities also
> produce the kind of children that grow up to be in-
> dependent thinkers, not submissive, docile, and easily
> manipulated persons. The human product from our small
> communities provides continual refreshment of society.
> For example the children who grow up in company towns
> don't have the same kind of internal strength and
> creativity and highly developed human potential as
> those who come from the entrepreneurship kind of
> society - the small rural town and family farm. Our
> objective should be a society that creates independent,
> highly developed children.
> There is a critical need today to teach people in
> small communities how to organize community planning
> groups, to analyze their problems and establish pri-
> orities, and to implement the decisions they adopt.
> This effort would be expensive and would require con-
> stant nurturing and feeding; there would need to be a
> continual restoring of the groups' vitality.

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[4]Suzanne Fremon, Ed. Rural America(New York, The
H.W. Wilson Co.), 1976. p. 131.

All the regionalism occuring in this country is
lacking on this point. Regionalism provides for a
system of powerful people at top levels, but often
there is no way to get information from the top-level
planners to people of the small community and vice
versa. Community planning groups could be the means
for building communications between the people and the
planners.

I believe the extension service should be an ad-
vocate of tiny minorities from small communities who
do not have the political or economic strength to fight
for themselves. Extension should be a friend, not just
a neutral observer standing by to watch our small
communities decline and die. By providing small comm-
unities with more leadership training and organizational
assistance in community development processes, the
extension service could be a means of revitalizing
rural America.[5]

One problem of the rural poor has been that the
programs designed to attack poverty have been the product of
urban legislators confronted with the conditions of the city.
Professor Ray Marshall of the Center for the Study of Human
Resources at the University of Texas, among others feels
there is an opportunity to promote rural development at this
time because of the increasing number of urban Americans who
would like to live in a rural environment but cannot because
of the paucity of employment opportunities.

Professor Marshall argues that a national program to
sustain small farms, improve health care and education, and
provide the ground work for increased cultural amenities

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[5]North Central Regional Center for Rural Development,
Communities Left Behind: Alternatives for Development(Iowa
State University Press/Ames) 1974. p. 138.

could benefit not only those living in the countryside but could also create an attraction for city dwellers eager to escape urban pressures.[6]

Jan Flora, in his paper "Research on Declining Communities: The Great Void" states, "There is a great need for additional studies in different cropping areas, areas of different farm structures, different sized communities, and in communities in different locations within an inter-community network. The advent of the computer and multi-variate analysis and community surveys which results in information with much greater generalizability that Goldschmidt was able to obtain."[7] Goldschmidt had studied two communities in California, one was primarily surrounded by family farms and the other chiefly corporate-type farms. Goldschmidt found that the one surrounded by family type farms had greater retail trade, a higher standard of living and fewer social inequalities, greater civic mindedness and social welfare services, and greater local control of governmental decisions affecting the community.

Flora thinks, "Maybe it will be necessary for someone to tell rural people how to adjust to living in declining

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[6]Suzanne Fremon, Ed. Rural America (New York, The H.W. Wilson Co.) 1976. p. 170.

[7]North Central Regional Center for Rural Development. Communities Left Behind: Alternatives for Development. (Iowa State University Press/Ames) 1974. p. 144.

communities even after these studies have been done. But I think it is also our obligation to tell the people about the structural causes of this decline. Then they can make their own decisions as to whether they should fight, switch, or just stay there and adjust."[8]

What I feel is the first step in studying a small community and in developing a community profile is the community survey and a community self-study.

The rest of this paper is concerned with the community development process in theory and the community survey.

[8]North Central Regional Center for Rural Development. Communities Left Behind: Alternatives for Development.(Iowa State University Press/Ames), 1974. p. 144.

Chapter 2

REVIEW OF THE LITERATURE

The Meaning of Community Development

The term "community development" is defined diff-
erently by many people. Confusion in meaning between this
and other types of social action is due principally to the
lack of clear distinction between the educational process
involved in the cooperative interaction of people in their
social environment on the one hand and changes effected in
the social environment not involving the education of the
citizens to achieve that change on the other. Emphasis in
community development, then is on the education of the
citizens rather than upon the factor of change itself.
Changes will occur in the society almost inevitably. How-
ever, education for the change admits the possibility that
the citizens may have some share in determining the dir-
ection which that change will follow. Thus the society
becomes a planned society rather than one whose destiny is
left to chance. Participation by the people in the planning
and control of change determines the democratic quality of
the society.

I would like to use J. Earroll Bottum's definition
of community development as "an effort to increase the
economic opportunity and the quality of living of a given

community through helping the people of that community with those problems that require group decision and group action."[9] Some might argue that this definition does not allow for measurement of progress. It is granted that it is difficult to measure progress when the criteria for each community are different. However, it is unrealistic to assume that there is a set of criteria that fits all communities since there is simply not such a set of criteria. The people of a given community can tell you whether the community-development work in their community tends to reach their goals. Quality of life is like beauty - it is in the eyes of the beholder.

The Community Development Process

Past and present literature on the community development process has included discussions and analysis of the notion of "process" as applied to urban management and development. The notion of "process" in community development involves characteristics common to behavioral organization analysis including motivation, fact gathering, decision making, planning, organization, leadership development, action and evaluation.

The first delineation of the process of community development was enumerated by Edward Lindeman in his book

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[9]George Brinkman, Ed. The Development of Rural America (Manhattan: The University Press of Kansas) 1974. p. 4.

The Community in 1921.[10] All following attempts to describe the process have followed the pattern set by Lindeman with only minor variations. In his original statement, Lindeman describes, in sequential order of occurrence, ten steps in the process:

1. Expression of need by someone inside or outside the community
2. Spreading the consciousness with some institution or group
3. Projection of consciousness of need upon community leadership
4. Emotional impulse to meet need quickly - generally by enlisting the help of someone with influence (many projects close at this point as far as community action goes. If this impulse is successfully resisted, the next step follows)
5. Presentation of other solutions
6. Conflict of solutions - groups support one or another
7. Investigation of solutions with expert assistance (Lindeman, who felt that the basic problem of community organization was establishing a working relationship between the democratic process and specialism, noted that this step was becoming more and more customary.)
8. Open discussion at mass meeting or other gathering
9. Integration of solutions-emergence of a practicable solution
10. Compromise on basis of tentative progress.

Frank Sehnert bases a model for community action upon several years of experience stemming out of the Southern Illinois University community development program. This model stresses study and planning prior to action, with the

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[10]Edward Lindeman, The Community Association Press, New York, 1921. cp. 9.

consultant involved from the beginning. The following model

presents the five phases necessary before taking action.[11]

1. Introductory period. An idea germinates
   (apparently with informal talk with a consultant
   as encouragement); community development prin-
   ciples and procedures are examined (with help
   from the consultant).
2. Preliminary Period. A temporary steering committee
   is formed and makes an official request for con-
   sultative help from the university.
3. Planning Period. The steering committee conducts
   a survey to find out what people in the community
   see as problems, and attempts to educate comm-
   unity groups and organization. The consultant
   works with the steering committee.
4. Organizational Period. Some kind of organiz-
   ational structure is established. A community
   meeting is held and study committees are
   organized.
5. Training Period. The consultant helps to conduct
   a leadership training program for committee
   chairmen, discussion leaders, and executive
   leadership.
6. Operational or Action Period. Data are gathered
   about community problems; these are reported
   through community meeting and other means; they
   are discussed as widely as possible. Results
   are evaluated and used to determine action needed.
7. Culminating Period. Efforts are analyzed and
   evaluated, and the consultant is disengaged from
   intensive work.
8. Continuation Period. The community group applies
   experience to the solution of problems, continues
   to provide leadership training, and looks to the
   university for periodic help.

The assumption here is that the university-provided

consultant provides almost full-time help during intensive

periods of study, communication, and training but that his

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[11]Frank Sehnert, "The Community Development Process
Within a Procedural Framework." Adult Leadership, March
1960. Vol. 8 no. 9.

goal is to help the community group toward independence.

Another "model" comes out of community development efforts illustrating steps by which an idea moves from the concern of a single individual, to the formation of an organization, and (ideally) through interorganizational co-operation, to assimilation into the culture of the community.[12] Thelen's nine steps are as follows:

> 1. A movement starts in the mind of one person who becomes aroused by some problem. He discusses it informally, perhaps safely among friends. He is encouraged to look for cohorts. His degree of success reflects his own skill and influence as well as the way in which the community reacts to new ideas and to the person who expresses dissatisfaction with things as they are.
> 2. A leadership clique forms and decides who the targets are, who the are the "enemies", who are the strategic persons. The degree of ease or difficulty with which this is done and communicating the new ideas reflect how well or poorly organized the community is.
> 3. Strategic people are added. Response indicates how fast action will proceed, how big a bite can be taken at once, what resistances can be anticipated.
> 4. An over-all plan begins to take shape and in the process, roles begin to be defined. People decide what satisfactions they can expect and how much responsibility they are willing to take. The degree of progress reflects the skill and influence of the group as well as community readiness to tolerate new ideas.
> 5. The first action step is taken. If this is more than bringing in a speaker or turning a project over to some organization, it involves bringing in new people, setting up organization, hammering out methods of work (whether of co-operation or of pressure).
> 6. Public opinion enters the picture concretely. Perceptions of those outside the group reflect stereotypes held in the community. The state of communications in the community is also reflected.

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[12]Thelen, Herbert A. Dynamics of Groups at Work, Chicago: The University of Chicago Press. 1954

If others feel threatened, a whispering campaign
may be launched.
7.   Working alliances with other groups are developed.
This is likely to mean redefinition of the problem
and of the jurisdictions of interested parties. If
the group ignores other groups - or resists change
in original plans and ideas - action and growth will
be limited.
8.   The group takes its place in the network of comm-
unity organization. Whether it can continue to form
new relationships and grow will depend on whether it
is secure enough to exist apart from the original
leaders and whether they have been able to foster
such security. Ideally - but rarely - interorganiz-
ational collaboration becomes a functioning thing.
The promise of a "community council, new style"
rests on assumptions such as the following: that any-
one who can help is welcome; that working agreements
with other groups which have similar objectives can
be reached; that methods will be experimental; that
leadership can be strengthened and participation made
satisfying through training; that the "enemy" is the
condition to be changed rather than individuals or
groups to be demolished.
9.   The objectives and methods of the co-ordinated
network of groups are, over time, assimilated into
the culture of the community.

Thelen's model is especially helpful in suggesting

that the course of community action and of community organ-

ization reflects the type of community, its structure, its

attitudes, and the people involved. The model builds on the

essential interdependence of groups in the community and on

the potential of giving the interdependence concrete ex-

pression.

The variety of models suggests that there is no one

universally appropriate model - that action is fluid and

shaped by local circumstances. Yet each model also suggests

some common concerns. For example, the need for study and

assessment before acting; the need to relate action plans to

community custom, attitude, patterns; the need to be aware of process as well as goals.

The community development process then is a decision making process. This process begins with people who are concerned about their community. These concerned individuals must collect, analyze, and interpret background information about their community to properly identify the problems that they are confronted with. Also, if the community is going to find lasting solutions, they must determine their goals and the kind of development they desire. Since many problems may be present, the most important should be identified as priority areas. Furthermore, each problem may have several possible alternative solutions with different consequences of each. Each solution must be examined to see if it is feasible and how it should be carried out. These possible alternative solutions, consequences, and strategies for action need to be made known to the whole community, so that the various groups and individuals of the community can properly choose objectives and solutions. These choices may be made by many different organizations and groups ranging from local government units and community leaders to all of the people in the community.

The educator's role in community development involves helping a community to identify and define its goals broadly. He helps the community identify and rate the importance of various problems in attaining its goals. He helps the community put the problem in a decision-making framework.

He developes new alternatives for the community by inventing new arrangements or institutions to take care of new situations. He helps the community measure the cost and benefits of each alternative. He helps the community in its strategy to carry out its objectives after it chooses the approach it wishes to use. But he leaves the actual decision-making up to the community.

Chapter 3

THE COMMUNITY SURVEY

A community survey is a fact finding device used in
applying the community development process for the purpose of
enabling the people of a community to identify local needs
and become familiar with available resources. While it does
not usually entail as sophisticated scientific methodology
as say project evaluations do, it does require some know-how
for deciding the kinds of data that will be relevant in given
projects, for designing ways of collecting, tabulating, and
organizing the data, and for making accurate interpretations
of the data that are collected. For these reasons, some
direct or indirect professional guidance is needed. Some-
times direct guidance is provided by such professionals as
those from the university, extension service, health agencies,
school personnel, planners and others. Indirect guidance
is usually in the form of some sort of manual that has been
prepared either for some specific project survey or for
surveys in general.

The survey located in the appendix of this paper
could be used as a general survey for the purpose of pro-
viding a community profile as well as establishing goals and
priorities for the community. The survey was originally
designed to provide the necessary data to apply for a

federal grant under the Community Development Act, but could
be used for any other purpose that the community finds useful.

Kinds of Community Surveys

Three different kinds of community surveys have been
used in community action efforts: the self-survey, which is
undertaken by community residents largely on their own;
study-group surveys, such as those used in the Montana Study
Program; and social reconnaissance studies, developed by the
Bureau of Community Service at the University of Kentucky,
in which specially trained professional research personnel
conduct the survey at the request of and in some degree of
collaboration with community residents.

Community self surveys. A characteristic way of getting the
people of a community involved and active near the beginning
of a community action is by organizing and conducting a comm-
unity self-survey. Such a survey was carried out by the
residents of Greenville, South Carolina, 1949-50 under the
sponsorship of the Greenville County Community Council, using
technical advice supplied by the staff of the Southern
Regional Council. About two hundred persons, including whites
and blacks, were organized into twelve fact-finding comm-
ittees, which studied local needs, especially those of the
black subcommunity, and made recommendations that were later
submitted for the approval of the entire survey group. The
final report presented findings and recommendations regarding
health, sanitation and safety, education law enforcement,

recreation, transportation, welfare, industry and employment,
religious resources, community participation, and housing.
The self-survey was organized in such a way that local
officials served on the committees that were studying their
particular areas of work. These officials acted directly on
many of the survey group's recommendations and thus eliminated
the usual necessity for getting proposals for action placed
before the authorities.[13]

Study-group surveys. A special approach to the use of the
community self-survey is exemplified in the study-group pro-
cedure employed in the Montana Study program. A professional
staff at the State University of Montana made themselves
available to local communities, one request, to lead study
groups in discussions of local needs and resources. Emphasis
was placed upon having the study group composed of a rep-
resentative cross section of local residents. A schedule of
ten sessions was arranged, each one focused on a different
area of community life. Committees of the study group
collected and presented facts about the community that were
relevant to the identification of needs and resources. When
the ten sessions were concluded, study group members appraised

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[13]Community Council of Greenville County, Greenville's
Big Idea (Greenville Community Council, 1950) in Community
and Community Development, Allan Edwards, (Mouton & Co., The
Hague, Netherlands, 1976) p. 283.

their findings, formulated goals for meeting some of the needs they had identified, and set up committees to work toward attainment of the goals.[14]

Social reconnaissance surveys. A third kind of community survey has less action involvement of the community's residents than the other kinds discussed. The term social reconnaissance survey has been applied to this research. An outside research team trained to do relatively quick and concentrated community studies goes in at the request of local residents, gathers data from interviews and observations and observations from published and unpublished materials on the community, prepares a preliminary report of its findings, presents that report to local citizens for their reactions, then prepares a final report that takes account of those reactions and offers recommendations for action. Implementation is left entirely to the community.[15]

Evaluation of Community Surveys

The use of the community self-survey in community actions rests on the theoretical assumptions that community

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[14]Richard W. Poston, Small Town Renaissance (New York: Harper, 1950), pp 32-121,145-164, in Community and Community Development, (Mouton & Co. The Hague, Netherlands, 1976) p. 284.

[15]Irwin T. Sanders, Preparing a Community Profile: The Methodology of a Social Reconnaissance (Lexington: Bureau of Community Service, U. of Kentucky, Kentucky Community Series No. 7, 1952. in Community and Community Development. Mouton & Co., The Hague, Netherlands, 1976) p. 284.

residents are themselves capable of surveying their local
needs and resources and of using their findings to plan and
carry out a community action effort; that their familiarity
with the community can be expected to produce more meaning-
ful findings than would be likely with people outside the
community doing the research, and that participation in the
survey will tend to increase and spread interest in the action
effort.

When research of the self-survey type is conducted
by untrained people, it is likely that the findings will lack
the objectivity and precision that better qualified persons
could provide. However, even though questionnairs may not
be constructed with complete validity and analyses may be
limited to simple tabulation of data, the researchers through
their familiarity with the community are able to collect in-
formation that is useful in identifying community needs and
facilitating action. Warren found that in the community
health self-surveys which he analyzed, research was used at
all stages of the survey undertaking for the specific purpose
of providing guides to action. He concluded that this pur-
pose is the self-survey's main reason for being, since its
findings are likely to have little meaning except for the
locality.[16]

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[16]Roland L. Warren, Social Research Consultation: An
Experiment in Health and Welfare Planning (New York: Russell
Sage, 1963) p. 70.

The Greenville case shows that a self-survey was effective in attaining the goals of that community action. Miller found that self-surveys had been used by over half of the communities in his sample of eighteen communities which had reached their goal of establishing cooperative pre-payment plans for medical care.[17] The National Commission on Community Health Services identified through community self-surveys the variations in health problems from one community to another and obtained suggestions of effective ways to deal with health problems of different communities.[18] And Poston reported that all of the fourteen communities that used the Montana Study plan succeeded in carrying more than fifty community actions to completion.

Community surveys of the social reconnaissance type rely on two assumptions: (1) that an outside research team trained to do such studies and having ready access to published and unpublished materials on the community can carry out a prompt and an accurate enough assessment of the local situation to provide a sound basis for initiating or blocking a community action and (2) that a study by outside experts can be expected to have greater objectivity and prestige than comparable information gathered by members of the community.

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[17]Paul A. Miller, Community Health Action(East Lansing: Michigan State College Press, 1953). p. 42.

[18]National Commission on Community Health Services, Health is a Community Affair(Cambridge: Harvard U. Press, 1966). pp. 181-183.

Though relatively superficial, this type of research, if done with the approval of the community can be expected to provide useful information about needs and resources and in less time than is possible with a self-survey. However, the lack of follow-up by the study staff and the fact that the local residents do not have an active part in making the study may leave the community without a group of people committed to setting and working towards goals.

While the community survey has perhaps not played a major role in building a body of knowledge about the community development process, it has been used to test out the theoretical assumptions on which this type of research is based. The Montana Study program, for example, was used specifically to test Baker Brownell's theory that people can find out for themselves how to enrich and improve their community life and can increase their ability to work together if situations are developed in which a representative cross section of local residents meet together and study their community's needs and resources.[19]

19Richard Poston, Democracy is You (New York: Harper, 1954)pp. 22-25, 187-188. in Community and Community Development p. 286.

Chapter 4

CONCLUSION AND RECOMMENDATIONS

As stated earlier it appears that small towns could serve as a solution to some of the problems facing America today. Rural America can provide a clean and healthy environment in which to raise children. The atmosphere is relaxed and not overcrowded. The small town can provide the young and old alike with a sense of community which seems to be lacking in todays busy society.

However, it seems that government programs are designed more for working on problems that already exist in urban areas rather than creating alternative solutions by encouraging job programs and social services in rural areas, which are the main reason why more people don't move to the country who otherwise would like to.

There is currently a need for more research on why the decline of rural America and what can be done about this decline. The community survey - especially the self-survey - is not likely to attain a high degree of scientific character, but it gives community residents experience in working together and helps increase their familiarity with local needs and resources as well as their emotional commitment to the community action effort. The survey then is not going to solve any of the problems in small town development. It is

It is merely a starting point in helping residents to find out where they presently are and perhaps where they would like to go. The survey is actually the starting point in the community development process.

One possible place rural development could begin in small towns would be within the school system. Schools have traditionally been at the forefront in meeting social needs though their contributions to communities and to the development of communities are generally not recognized.

Some of the important contributions of schools to development are: they have been the training centers for the education of people of all ages to meet their own needs and the needs of communities; they continually enhance the leadership resources of the community, and thereby enable the community to solve problems. Schools help create a climate for change within the school itself as within the community.

In many communities the educational enterprise is the largest economic asset; it is the largest single employer. The school building as well as other facilities support community activities, programs and services. Schools serve as a natural means of communication: school to community and community to school and school-community to outside resources. This access to resource specialist in public and private agencies, and in universities is a significant contribution.

FUNCTIONS SCHOOLS MIGHT PERFORM AS A
MECHANISM FOR DEVELOPMENT

Administrators, faculty and students should be knowledgeable about development activities and should specifically plan ways in which they can participate. Involvement in simple research tasks, such as collecting and analyzing data, could both serve the community and be a significant learning experience.

All schools, and especially rural schools, need strong integrated programs in career development. Such programs can be related to the nature of the economy of the area and the number and diversity of work opportunities as they are presently and as they might be in the future. Possible effects of rural development programs could be identified.

Materials on the development of rural schools and rural communities could become important parts of the school library and made available to citizens and public officials. Lists of such materials could be published in local papers, and circulated among community leaders.

Such materials could enrich the education experience provided by the school, and could help inform students so they could participate knowledgeably and effectively in development activities in the community.

Legislation and committee reports on rural education and development could be used in school programs, and made

available to the community. People could be helped to see
what is happening across the country and could interpret
what they are doing locally in light of what is happening
elsewhere. Better insight could be gained on the problems
of rural areas, and some of the alternatives which are being
tried. How best to serve as a knowledge and information
center could be planned and implemented with the cooperation
of major public and private agencies in development in the
area served by the school.

Lecture and discussion series could be held involving
public officials, representatives of State and Federal agen-
cies and university specialists interested in development.
Schools could provide a home base and facilities for develop-
ment efforts in the community or area.

School projects could be built around the future of
the community and what it will be like five, ten, fifteen
years from now. Basic resource materials could be used.
Projections as to population, total employment, employment
in agriculture, location of services and other significant
factors could be explored. Planning projects could be
designed through which students would examine alternatives
and make suggestions as to what action they would like to
see taken by the school and the community.

Schools could help strengthen leadership resources
for development programs. This could be done in cooperation
with the Extension Service or other adult educational
agencies, including development groups in community colleges

and universities. Adult educational offerings on development problems and issues confronting schools and communities could be strengthened.

These are some of the ways in which schools could be a more important vehicle in rural development.

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Appendix

Community Information Survey

<u>Demographic</u>

1. When were you born? _____

2. Marital Status M____ S____ W____ D____

3. How old is your spouse? _____ Sex _____

4. Do you have children? Yes _____ No _____

    If yes: how many _____

    Age _____ Sex _____

    _____ _____

    _____ _____

    _____ _____

    _____ _____

5. Do other people live with your family?

    Yes _____ No _____

    If Yes:

    Age _____ Sex _____ Relationship _____

    _____ _____ _____

    _____ _____ _____

6. Your occupation _____

    Where do you work?_____

7. Your husband/wife _____

    Where does he/she work:_____

    How many miles does he/she drive?_____

8. How long have you lived here?_____

9. Where did you move from?_____

10. Where did you attend high school?_____

11. Where did your husband/wife attend high school?

_____

12. Did you have any course work at a vocational-technical school or college? Yes _____ (how much)

_____

No _____

13. Did your husband/wife have any course work at a Vocational-technical school or college?

Yes _____ (how much)_____
No _____

14. Do any persons residing in this household possess a physical handicap? Yes _____ No _____

If yes:

Age _____   Sex _____ Occupation _____

    _____   _____   _____

    _____   _____   _____

Health

1. Where do you to to:

                         in town   out of town (where)

a. the doctor   _____   _____

b. the dentist   _____   _____

c. the eye doctor _____   _____

d. for children's
    immunizations   _____   _____

2. Would you use a public health clinic if it was made available locally? Yes _____ No _____

Comments_____

_____

3. How do you find the ambulance service in your community?

    Adequate _____ Could be better _____ poor _____
    Don't know _____

Recreation

1. Which of the following recreational facilities does your family or would your family use if they were made available to you?

	Use	Would Use
swimming pool	_____	_____
park	_____	_____
tennis court	_____	_____
gymnasium	_____	_____
golf course	_____	_____
bowling alley	_____	_____
movie theater	_____	_____
billards	_____	_____
youth center	_____	_____
other (specify)	_____	

Commercial Activities

1. Where do you shop for the following items or obtain the majority of the following services?

	in town	out of town (where)
a. groceries	_____	_____
b. clothing	_____	_____
c. furniture	_____	_____
d. hardware/ appliances	_____	_____
e. banking	_____	_____

f. barber/
    hairdresser   _____   _____

g. attorney   _____   _____

h. plumber   _____   _____

i. entertainment _____   _____

j. restaurants   _____   _____

2. What type of business would you like to see developed locally?

		Yes	No
a.	grocery store	_____	_____
b.	clothing store	_____	_____
c.	variety store	_____	_____
d.	hardware	_____	_____
e.	restaurants	_____	_____
f.	tavern/night club	_____	_____
g.	other (specify)	_____	

Public Facilities

1. Would you please rate the following community facilities and service as:

		excellent	adequate	needs improvement
a.	elementary school	_____	_____	_____
b.	secondary school	_____	_____	_____
c.	law enforcement	_____	_____	_____
d.	fire protection	_____	_____	_____
e.	welfare office	_____	_____	_____
f.	sanitary sewer	_____	_____	_____
g.	story sewer	_____	_____	_____
h.	water system	_____	_____	_____

i. electric power   _____ _____ _____

j. telephone   _____ _____ _____

k. streets   _____ _____ _____

l. sidewalks   _____ _____ _____

m. street lighting   _____ _____ _____

n. library   _____ _____ _____

o. traffic control   _____ _____ _____

comments and/or suggestions for improvement of any of the above or any others.

_____

How do you rate the liveability of your community with a similar size community in your area?

Better _____ Similar _____ Not as good _____

Does your community have enough open space?

Yes _____ No _____ Not enough ____ Too much ____

Housing

1. What is the approximate age of your house? _____

2. Do you own, rent, or are you buying your present home?

   rent _____   buying _____   own _____

   Do you rent to anyone in your home? Yes __ No __

3. Which is the closest to the amount of your monthly housing payment:

   Under $50 ___ $100-$150 ___ $200-$250 ___

   $50-$99 ___ $150-$200 ___   Over $250 ___

4. How many rooms does your present house/apartment have?

   One ___   Three ___   Five ___   Seven ___

   Two ___   Four ___   Six ___   Eight ___

5. How many of these rooms are bedrooms?

One ___   Three ___   Five ___

Two ___   Four ___   Six ___

6. How many bathrooms do you have?

One ___   Three ___   ½ ___

Two ___   Four ___

7. What type of fuel do you use?

Propane _____   Natural gas _____

Electric_____   Other _____

8. What type of furnace do you have?

Forced air _____   Steam _____   Other _____

Hot water _____   Gravity_____   Don't know _____

9. Which of the following is closest to the amount of your average monthly winter heating bill?

Under $15 _____ $25-$45 _____ $65-$100 _____

$15-$25 _____ $45-65 _____   Over $100 ___

10. Do you have to replace fuses often or are your circuit breakers often tripped? Yes _____ No _____

11. Is your house often uncomfortably cold in the winter?

Yes _____   No _____

12. Do you often have stoppages or odors with your plumbing system? Yes _____ No _____

13. Do you have a basement? Yes _____ No _____

14. If you own your home, are there any repairs that are needed which you cannot afford in the near future?

Yes _____   No _____   What?_____

15. Do you approve of mobile homes being located in your community? Yes _____ No _____

If yes: Where do you think they should be located?

a. In a mobile home park _____

b. Anywhere _____

16. Do you think that there is a need for low-income housing for the elderly in your community?

Yes _____ No _____

comments _____

17. What do you think is most important community project that could be undertaken in the up-coming year?

_____

18. What types of things would you like to see done in your community? _____

_____

19. Would you be willing to participate on a committee trying to achieve the above goal? Yes _____ No _____

Income

1. Which of the following is closest to your family's annual income? (including all working persons living in your home)

Under $3,000 _____

$3,000-$6,000 _____

$6,000-$10,000 _____

$10,000-$12,000 _____

$12,000-$15,000 _____

$15,000-& above _____

2. Is all or part of your family's income derived from some other source other than employment?

Yes _____ No _____

If yes, what is that source?

Social Security _____ Retirement _____

Welfare _____ Veterans benefits _____

THE COMMUNITY SURVEY AND ITS RELATIONSHIP TO
SMALL TOWN DEVELOPMENT

by

PAULA ELIZABETH VAN TASSEL

B.S. Education, University of Kansas, 1971

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements of the degree

MASTER OF REGIONAL AND COMMUNITY PLANNING

Department of Regional and Community Planning

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1979

ABSTRACT

Most of the attention of rural to urban migration has focused on the actual migrants, the migration process, and on the cities to which the migrants have gone. The other side of the picture is the effect on the rural areas that the migrants have left. Unfortunately, these consequences have been greatly neglected in research.

Not only have the consequences been neglected, but also possible solutions to these effects has not seriously been examined. One of the problems of the rural poor has been that the programs designed to attack poverty have been the products of urban legislators confronted with the conditions of the cities.

The interrelationship of the problems in rural America and urban America seem to be currently underexpressed. Perhaps rural America could serve to solve some of the problems facing those living in the cities. Small towns can provide a clean and healthy environment in which to raise children. The atmosphere is relaxed and not overcrowded. The small town can provide the young and old alike with a sense of community which seems to be lacking in today's busy society. By making rural America a more inviting and practical place to live the rural to urban migration possibly could stop or be reversed.

For background, the meaning of community development and the community development process were discussed at length in the review of the literature. The educators role in the community development process was defined.

1

It was felt that the first step in studying a small community and in developing a community profile was to do a community survey for the purpose of community self-study.

Different kinds of surveys were analyzed, such as study group surveys and the social reconnaissance survey. Evaluations of the different kinds of surveys were made. A survey was designed which included demographic information, a study of health and recreation services, commercial activities, public facilities, housing, and public opinion on what was felt to be the most important community improvement.

It was felt that the survey is not going to solve any of the problems in small town development. It is mearly a starting point in helping residents to find out where they presently are and perhaps where they would like to go. The survey is actually the starting point in the community development process.

One possible place rural development could begin in small towns would be within the school system. Schools have traditionally been at the forefront in meeting social needs though their contributions to communities and to the development of communities are generally not recognized.

Materials on the development of rural schools and rural communities could become important parts of the school library and made available to citizens and public officials. Lists of such materials could be published in local papers, and circulate among community leaders.

3

Schools could help strengthen leadership resources for development programs. This could be done in cooperation with the Extension Service or other adult educational agencies, including development groups in community colleges and universities. Adult educational offerings on development problems and issues confronting schools and communities could be strengthened. Schools could become a vehicle for rural development.