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A Survey of Ten Community School Programs

Claude M. Gove
Central Washington University

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A SURVEY OF TEN COMMUNITY SCHOOL
PROGRAMS



A Thesis
Presented to
the Graduate Faculty
Central Washington State
College

In Partial Fulfillment
of the Requirements of the Degree
Master of Education

by

Claude M. Gove

August 1968

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APPROVED FOR THE GRADUATE FACULTY

John A. Schwenker, COMMITTEE CHAIRMAN

Donald G. Goetschius

Alan R. Bergstrom

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To my wife, Dee, goes my gratitude for being so understanding and for her support when I needed it most. To my children, Jill, Jodi, and Jerry I give my love and assurances that we will make up for lost time in the future.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED . . .	1
Introduction	1
The Problem	3
Statement of the Problem	3
Purpose of the Study	4
Importance of the Study	4
Limitations of the Study	4
Definitions of Terms Used	4
Adult Education or Continuing Education .	4
Community School Council	5
Community School Program	5
Model for a Community School Program . . .	5
Stepping Stones	6
Teen Club	6
Overview of the Study	6
II. REVIEW OF LITERATURE	7
Purpose of Community School	7
Functions	11
Summary of Chapter	18
III. METHODS AND PROCEDURES	20
Model for a Community School Program	22
Late Afternoon	23

CHAPTER	PAGE
Evening Program	24
Summer Program	25
Camping	26
Health and Welfare	27
Vocational Guidance	32
Community School Council	33
Ten Additional Community School Programs . .	35
Waterford, Michigan	35
Galion, Ohio	36
Maywood, New Jersey	37
Worcester, Massachusetts	38
Cedar City, Utah	38
Berlin, New Jersey	39
Springfield, Ohio	40
Junction City, Oregon	41
Eugene, Oregon	42
Spokane, Washington	43
Summary of Chapter	43
IV. RESULTS OF STUDY	45
V. CONCLUSIONS AND RECOMMENDATIONS	51
Conclusions	51
Recommendations	53
BIBLIOGRAPHY	55
APPENDIX	58

LIST OF TABLES

TABLE	PAGE
I. Number of Program Items Checked by Participating Schools	47
II. Percentage of Items Used by Schools	49

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. INTRODUCTION

Until recently, little has been accomplished by educators and civic leaders to actualize the true meaning of the term "community school." Early settlers to the New England area of the United States utilized their community schools to a full extent. The early schools of this part of the new country were used as the community meeting house, religious center, and as the site for social functions. With the emergence of an independent nation came laws and regulations which separated the school from religious institutions and the school was no longer the center of community activities. School buildings, playgrounds, and other school facilities remained closed to the public at the end of the school day. Educators became concerned as more and more citizens questioned the infrequent utilization of educational facilities. One of these citizens was Charles S. Mott of Flint, Michigan. He felt that a community school concept, namely, that of utilizing local resources to attack local problems, was the answer. With financial support from Mr. Mott, and by use of the public schools,

there have evolved through the years "not only an extensive program of education, recreation and enrichment, but also a community attitude of cooperation" (3:9).

Realizing that the school cannot function without cooperation or personal interest of local citizens, educators today are attempting to include the community in all phases of the school program. It is realized that the responsibility for socialization is shared by many institutions, and this concept is the underlying premise of the community school idea. Cronbach related the role of the school in this socialization process when he stated:

The school has two concerns in the socialization process. First, it is assigned primary responsibility for intellectual learning and for certain skills. Second, the school is expected to supplement the work of other socializing agencies (6:33).

The philosophy of the community school concept is that school facilities are used for educational, recreational and social gatherings for all ages from any area of the community at any time of the day or evening. The school's varied programs, facilities and educational resources give all community members, regardless of race, economic status, or religion, an opportunity to plan, work, and have fun learning together. People can drop in to chat or discuss plans over a cup of coffee,

participate in family or group activities, or become members of an educational or recreational class. In this way, community schools might become centers of activity where children and adults practice democracy through planning, developing and sharing experiences to help meet physical, mental or social needs. Clapp states in this respect:

First of all, it meets as best it can, and with everyone's help, the urgent needs of the people, for it holds that everything that affects the welfare of the children and their families is its concern. Where does school end and life outside begin? There is no distinction between them. A community school is a used place, a place used freely and informally for all the needs of living and learning. It is, in effect, the place where learning and living converge (5:89).

This study is concerned with determining those activities ten community schools in the United States are providing to enhance the development of the community school concept.

II. THE PROBLEM

Statement of the Problem

The writer attempted to determine the status of ten existing community school programs in the United States as compared with a model for a community school program.

Purpose of the Study

The purpose of the study was to ascertain whether or not community school programs contained any or all of the recommended items set forth by authorities.

Importance of the Study

It is hoped that this study will provide insight and format to educators and school district officials who are seeking a solution of the problem of involving the community in all facets of school life. Furthermore, such a survey will enable schools with community school programs to evaluate their own program in comparison to other community school programs in the United States.

Limitations of the Study

This study was limited to comparing ten community school programs with a model for a community school program which contained activities recommended by authorities. No attempt was made to predict future programs and no past programs were analyzed. This study was limited only to what existed at the time of the investigation.

III. DEFINITIONS OF TERMS USED

Adult Education or Continuing Education

According to the Washington State Department of

Adult Education, this denotes instruction other than that offered through regular curriculum designed for the formal pursuit of education. It includes education (1) through the elementary and secondary schools, (2) leading to the acquisition of the academic degree in higher education and (3) for a specified occupational training program (26).

Community School Council

The community school council denotes that group of lay people which the community school director refers to in an attempt to determine the needs of the community in which his school is located.

Community School Program

A community school program is a program which is the center of activities for children and adults. The facilities are used for educational, recreational, and social meetings for all ages from any area of the city at any time of the day or evening (5).

Model for a Community School Program

For purposes of this study, the model program will refer to the Flint, Michigan community school program.

Stepping Stones

Stepping stones refers to any program which attempts to develop homemaking and family life skills for disadvantaged female students.

Teen Club

Teen club denotes organized activity for teenagers still in school. This program may cover such social skills as dancing, grooming, social conversation, dating, and sports.

IV. OVERVIEW OF THE STUDY

Chapter I discussed the problem and definitions of terms used in the investigation. The author, in Chapter II will review related literature composed of authoritative opinions concerning the purpose and functions of the community school. Chapter III denotes the procedures used in investigating community school programs and sets forth a model for a community school program, and Chapter III also describes the community school programs of the schools chosen at random across the United States. In Chapter IV the researcher presented the results of the comparison of these programs with the model. The author related his conclusions and recommendations in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to ascertain what authorities writing about community schools deem to be important facets of a community school program. This information was used by the writer to select a model to be used to compare with other community schools in the United States.

I. PURPOSE OF COMMUNITY SCHOOL

In a community school the educational problems of the people of the community, and resources of the area become the focal point for an education program. The community school council, composed of lay members of the community and school officials, helps to solve the problems of the school concerning rapport with the community. This council answers such questions as "How can we coordinate our physical, economic, social, cultural, and educational resources with our needs?" (28:290). Community school councils are not disbanded with the realization of the community school program. Indeed, this council is a continuous organization, existing and administering for the growth of the program. Campbell

and Ramseyer state the need for citizenry councils when they said that a program for the community is a "travesty unless many citizens, or at least representatives of all segments of the community are involved" (4:156). They further state:

The coordinating council, as the name implies, is ordinarily an extra-legal body composed of representatives from the schools, the city council or county commission, the courts, the church groups, and other civic groups in the community. This body attempts to look at community-wide plans and programs. Ordinarily, it recommends action on the part of agencies that have legal status or developed programs. For instance, the board of education might be requested to do more with its guidance program, or the Lion's Club might be encouraged in their sight-saving program (4:163).

Therefore, whether it be termed the "lay advisory committee" or "community school council," the authority recommends such a committee of community and school personnel to be a purposeful component of the community school program.

Public school officers and leaders of a community have the responsibility of creating an atmosphere of cooperation in order that a community school program can be set forth and administered. It must be realized that the role of education is more than intellectual training. Hanna and Nasland define the role of the community school as follows:

A community school is a school which has concerns beyond the training of literate, "right-minded," and economically efficient citizens who reflect the values and processes of a particular social, economic, or political setting. In addition to these basic educational tasks, it is directly concerned with improving all aspects of living in the community in all the broad meaning of that concept in the local, state, regional, national, or international community. To attain that end, the community school is consciously used by the people of the community. Its curriculum reflects planning to meet the discovered needs of the community with changes in emphasis as circumstances indicate (18:52).

This statement refutes the belief that schools serve only a certain segment of a community, a certain age group, or socio-economic level. A community school in its truest meaning must open its buildings and facilities as a center for youth and adults alike. It must function as a "different" kind of school which attacks the educational needs and problems of all individuals (18:53).

In this way, perhaps a community school can serve the purpose of seeking answers to perplexing educational questions. Muntyan lists these educational problems in light of the role of the community school:

1. Who shall be educated?
2. What shall be the curriculum?
3. What shall be the content of the curriculum?
4. What form shall methodology take, principally?
5. Who shall carry on instruction? What competence shall these persons have?
6. What shall be the role of the social group in relation to the educational system?
7. Where shall rest the authority which undergirds educational theory and practice? (21:31-32).

Muntyan maintains that community schools can offer workable solutions to many of these educational problems (21:32).

Seay also concurs with Muntyan when he stated that the community school concept provides a means of solving educational problems. He related the following:

The community school of today secures its impetus from man's new understanding of the power of education. Problems of people and of communities are being solved from day to day by appropriate use of community resources. The educative process is the force which relates the resources to the needs. The result from this unique relationship is the solution of problems (24:1).

A community school provides space and facilities for the gathering together of social and civic organizations within the community. Yeager lists some of the civic and social organizations which would benefit from such a program. These include the following: (1) civic service groups, (2) welfare and health groups, (3) religious groups, (4) patriotic groups, (5) professional groups, (6) miscellaneous groups, (7) industrial groups, and (8) political groups (28:55). These groups would include youth service organizations as well as strictly adult groups.

The ever-changing technological advances of our century place an additional burden upon the schools. Aronovici reflects upon these changes and the responsibility

of educational institutions:

The new education, in view of the rate at which knowledge, the techniques of living and working, and the social order are changing and evolving, renders school education obsolescent before the pupils have an opportunity and need for utilizing in maturity the education of youth. It was recognized. . . that planning of an educational system embraces the whole of the population during the entire life span of the individual, and that an educational plan is a life plan and not one for the youth alone (1:41).

The community school philosophy attempts to provide opportunity for mental and physical development through activities of work and play for all members of the community. Muntyan believes that a community school can be established when the community is "education-centered":

. . . that is to say, a genuine community school would be an automatic and integral part of the persistent life-patterns of the group. This would mean that the social group would necessarily make the education of the young a central theme of the life-patterns of adults, i.e., the community would be 'education-centered' (21:32).

II. FUNCTIONS

The activities provided in a community school program vary with the needs of the community, facilities of the school, and with the amount of finances available to maintain a program. For purposes of this study, the functions of the community school will include those

recommendations of authorities from the fields of sociology and education. Krug states:

The community-school program helps people learn to improve community living. The programs in many good schools usually include the following means for helping people learn: classroom studies; school-life or student activities; school-co-ordinated work experience; such resources as school camps, libraries, and recreation centers; assembly-type programs featuring speakers, concerts, plays, and discussions; and guidance or counseling services. . . the general pattern of such means in a community school will not necessarily differ from that of any other good school (19:83).

Krug lists characteristics of a community school which functions independently of social, economic, special interest, and age boundaries:

1. It includes continuing study of community needs and problems and provision for action projects designed to meet these needs and solve these problems.
2. It uses community resources.
3. It offers educational services and facilities to adult citizens.
4. It is continuously studied and discussed in a community-wide process involving all citizens who wish to improve community living. This evaluating and redirecting of the community-school program is an essential feature of the program itself (19:34).

Krug points out that these characteristics do not function in isolation one from another. They are interrelated.

He states that "a community survey, for example, requires the use of adults as resources and, likewise, provides a learning experience for these adults" (19:84).

The provision of educational and recreational facilities for adults are integral components of the community school program. Englehart and Englehart state the following in this regard:

The program of adult education may be designed to increase functional literacy, to make for better civic and social understanding, to offer health or physical education, to provide occupational adjustment, readjustment or advancement, to establish opportunities for social and physical recreation or to guide in the moral, physical, and spiritual phases of personal living. Whatever may be the needs of the people, and whatever development the community may wish to give to education, will determine the purposes of the program (9:3).

Like Krug, Englehart and Englehart agree that the community school must provide a variety of adult activities which are closely interwoven with many aspects of daily living. These activities fall under the following categories:

1. Socio-civic problems
2. Home life and personal living
3. Recreation and relaxation
4. Vocational adjustment, readjustment and advancement
5. Special instruction for physically and/or mentally handicapped (9:4).

It is apparent that these categories are not separate or distinct within themselves. Overlapping of activities and interests is obvious in all adult living. For example, personal health cannot be separated from public health.

Again, the emphasis is not whether or not adult education is a necessary component of the program, but rather that each community fit a program to its special needs.

The community school program functions to provide fulfillment of some basic needs of its community. For example, children of low income families, according to public health statistics, show a greater incidence of dental problems, defective vision, impaired hearing and tuberculosis (25:31). For many years the National Education Association together with other educational groups has proclaimed that health of the individual is one of the first objectives of education. Since many families in a community cannot or do not provide for this basic need, Diehl identifies the role the school might play in fulfilling this community need: (1) Health protection including sanitation of the school plant, health examinations-physical and psychological-communicable disease control; (2) Correction of defects including follow-up work by the school nurse who visits the home; and special classes and clinics for correction of physical defects of children whose parents cannot meet the expense; and (3) Health promotion including study programs, physical activities, school lunches and health instruction (7:536).

While Diehl's aforementioned health program may or may not be a desirable model for schools to follow in their attempts to attain what is considered acceptable in terms of a complete health program, it might be generally conceded that many school health programs have been neglected, constituting a basic need of the community.

The mental or social well-being of citizens cannot be separated from their physical well-being. The health program should emphasize the attitudinal and behavioral effects upon children and based upon the prevention of not only health but social problems. Sutton and Rich state that the education program should "use the best scientific information available to achieve these behavioral goals" (27:19). Students and potential drop-outs should experience a sense of social responsibility through cooperation of the schools and public welfare agencies. Yeager identifies four social services which he considers to be essential components of a community school program. These services are as follows: (1) public library, (2) public recreation, (3) public health, and (4) public welfare (28:283).

Along with the various special classes offered in an after-school program and in the adult education curriculum, various leisure time activities are components of the

community school. Included would be hobbies as well as organized sports and games. While many schools allow time for physical education, some often neglect it. According to Porter and Halsey there are four basic reasons why physical education should be a part of the community school program:

First, we enable all children to participate within the limits of their abilities, second, by teaching the group that all must be helped to participate, we increase children's social and emotional maturity, third, we teach the right ways of playing, fourth, we organize to ensure the learning of a variety of important motor skills (23:8).

Because of lack of time during the school day, it may be essential to provide for physical education activities for students during the evening hours, and this should still be considered a function of the community school program.

During the period of discussion concerning the functions of the community school it cannot be closed without emphasizing such elements as summer programs, teen clubs, big brother programs, school camping, or late afternoon programs for children. While the very title of these programs perhaps explain their function, McKinney expresses their social implications in a more revealing light:

These social activities seem to come as naturally as breathing to some students; others must try hard. Some learn to be social so easily they hardly remember when they began. Others find social development difficult. Lacking such skills, a youth may feel himself woefully inadequate and unworthy of being included in groups of his fellows (20:200-201).

For some people the need to belong or feel needed doesn't mean much, but for others it is a very real situation. Sometimes the change from a neighborhood school to a larger high school or elementary school is disturbing, and sometimes stimulating. Through extracurricular activities a student may "find himself" for the first time. A new crowd, with possibly like interests, may give him the companionship which he may have missed (20:202).

McKinney discusses the social needs of individuals and states that it would be possible to observe students and adults gathered in small groups. They seem relaxed and at ease as they laugh, wave over to their friends, and call out to their associates. Others walk alone. There are those that overact, and those who are hostile in manner as they walk past the little groups. Others are moody, suggesting a lack of integration or consistency in personality. He further stated that many can be helped by:

1. having it made easy to move into appropriate extracurricular groups;
2. being steered adroitly toward counseling;
3. experiencing some of the group influences which they specifically need; and

4. taking advantage of small groups such as classes or special sessions for individual understanding and growth, under the direction of trained teachers or group therapists (20:203).

Through the use of after school activities, the problem of solving some basic social needs of all age groups of the community can be realized.

III. SUMMARY OF CHAPTER

This chapter set forth the opinions of authorities in the fields of sociology and education regarding the role of the community school. The purposes of the community school program were given with agreement reached as to the benefits of establishing a community school council composed of lay members of the community and school officials. It was stated that the specific purposes of any individual program depended upon the philosophy and attitudes of the people of a particular community, but that the main purpose being that of involving the citizenry; utilizing facilities and resources; answering educational and social problems; meeting technological challenges; and the provision of activities for mental and physical development.

Accordingly, the components of any particular community school program depended upon the resources of

the school and community. It was stated that prime functions of the community school included activities in the areas of social and educational needs. These functions included classroom studies; school-life or student activities; adult education and recreation classes; physical/mental health services; facilities for civic and social organizations; and the establishment of after-school activities. The net results of the researched authorities are listed below:

1. Community School Council (lay advisory committee)
2. Classroom Studies:
 - Adult education
 - Vocational education
3. Mental and Physical Development:
 - Health and Safety education
 - Recreation programs
 - Physical Fitness
 - School camping
 - Late afternoon program
 - Special instruction for physically and/or mentally handicapped
4. Social Welfare
 - Big Brother program
 - Crime and behavioral problems
 - Teen Club (special social activities)
 - Counseling services

These points were used as a criteria for choosing a model for a community school program.

CHAPTER III

METHODS AND PROCEDURES

The writer researched information regarding the community school concept and chose the Flint, Michigan program as a model since that program contained the majority of those points recommended by educational authorities. Information was gained for the study when the writer journeyed to Flint for purposes of observation. The writer also received correspondence from the director of the Flint program which enabled him to set forth a model program.

In order to determine existing community school programs in the United States, the director of Flint community schools was contacted. A list of two-hundred known community schools was sent the writer from Mr. Larry Briggs, Director of the Flint community school programs. The major portion of those listed programs existed in the near geographical area of Michigan. A sampling was made of these schools by drawing their names from a hat until different geographical locations were represented. The directors of fifteen schools were then written concerning their programs. Only ten schools replied, or 67 percent of the original number contacted.

Those schools which were originally contacted included: Junction City, Oregon; Waterford, Michigan; Galion, Ohio; Maywood, New Jersey; Worchester, Massachusetts; Cedar City, Utah; Berlin, New Jersey; Springfield, Ohio; Tucson, Arizona; Green Bay, Wisconsin; Clarksville, Tennessee; Bangor, Maine; Wilmington, Delaware; Spokane, Washington; and Eugene, Oregon. Those schools which did not respond to the request included Tucson, Arizona; Green Bay, Wisconsin; Clarksville, Tennessee; Bangor, Maine; and Wilmington, Delaware. The fifteen schools originally contacted included about 8 percent of the total number of community school programs in the United States.

The points or criteria which were used in the model program were those items which authorities in the field of community school education deemed important. The Flint, Michigan community school program appeared to satisfactorily contain these items. The researcher chose the Flint Program because it contained those items and because of his familiarity with the program; however, there may be other community school programs in the United States which could have been used equally as well for a model program.

A check list was developed composed of those items recommended by authorities in Chapter II (See Appendix). Ample space was given on the check list for comments in regards to any particular program item and any new or innovative program in existence. It was the intent of the investigator to provide guidelines in the check list which would determine how each school compared with the model. This was necessary to assist the respondents in clarifying their remarks so as not to give general or vague replies.

I. MODEL FOR A COMMUNITY SCHOOL PROGRAM

For the purpose of this study the community school program in Flint, Michigan was used since it contained those major points heretofore described.

In an endeavor to set forth the entire concept of the Flint model program, it may be pertinent to relate the philosophy of that program. This philosophy, explained by Briggs, Calhoun, and Cusenza is as follows:

Flint's community schools are the center of community activities for children and adults. Their facilities are used for educational, recreational and social gatherings, for all ages from any area of the city at any time of the day or evening. Their varied programs, facilities and educational resources give all community members, regardless of race, economic status, or religion an opportunity to plan, work, learn and have fun together. People can drop in to chat or discuss plans over a cup of coffee, participate in family or group activities,

or become members of an educational or recreational class.

Through the members of the community working together, many kinds of constructive activity can be organized to help meet physical, mental or social needs. Flint community schools have become centers of activity where children and adults practice democracy, planning, developing, and sharing experiences (2:3).

Late Afternoon

The late afternoon program in Flint's community school was planned and organized by the principals, community school directors, and children of the community. Parents and staff members are utilized as resource personnel. They also are used to supervise. The activities vary in length from an hour to two hours and school facilities are used as needed.

Some typical recreational programs are: dancing (tap and social), roller skating and games. The varied instructional programs include such activities as cooking, wood shop, and classes in arts and crafts. There are also cultural programs such as boys' and girls' glee clubs, dramatics and sculpturing. Hobbies which may be pursued include ceramics, leathercrafts and photography. According to Briggs, Calhoun, and Cusenza--public relations directors of the Flint program--many other character building activities such as the Stepping Stone Program, and Boy and Girl Scouts are also included (2:221).

Evening Program

Adult education plays an important part in the life of many citizens of the community of Flint and "many adults have found that the only way to prepare for effective adult living is to follow a plan of continuing education" (2:23).

The Flint program provides for both adults and teenagers. Important in the evening programs are the adult education and recreation classes. General divisions of instruction are:

1. arts and crafts
2. business
3. communications
4. cultural and leadership training
5. evening college
6. homemaking
7. music and drama
8. recreation
9. vocational and avocational training (2:23).

The above divisions include more than 1300 individual courses (2:23).

Both junior and senior high teen clubs offer students opportunity to plan, organize, and carry on various activities of their own choosing. A Teen Club Council

has been organized with membership included from each teenage club in the community. The Council reviews, evaluates and promotes city-wide teenage activities. Supervision of the teenage groups is divided equally between paid employees and volunteers from the community. Some recreational activities planned by the club groups are: arts and crafts, badminton, basketball, boxing, dancing, dramatics, ping pong, roller skating, table games, and volley ball (2:24).

Summer Program

Summer activities are designed to provide for children of all ages as well as adults. Parents join their young people in such groups as sewing, swimming, archery, tours and trips. Some of the activities include the following:

Arts and crafts	industrial arts	archery
dramatics	auto shop	basketball
puppetry	typing	football
music	sewing	golf
radio	cooking	roller skating
tours and trips	dancing	swimming
tot lots	tap dancing	tennis (2:26).

Briggs, Calhoun, and Cusenza, of the Flint Program, state that the carry-over of interest from the summer programs to the regular school year classes has been recognized by parents and teachers with particular note of students' increased interest in art, music, dramatics, radio and sewing (2:26).

Camping

The Flint Board of Education has stated the purpose of the camping program as being concerned with the well-being and physical fitness of their youth. There program includes physical activities which enable an individual to aspire to new goals of a physical as well as recreational nature (10). The camp grounds are located on a lake, and winter as well as summer camping is incorporated. The camping program for the summer provides two weeks of outdoor life to boys of elementary school age. The boys come from public as well as parochial schools and are chosen on the basis of those who can provide leadership and those who need to possess leadership qualities. They represent a cross section of all races, religions and economic backgrounds. There is no charge for their stay at camp. The camping program offer such activities as sports and crafts, rifle and archery, swimming, pioneering, story telling, talent shows, individual and group sports, fishing, hiking and outdoor craft work. During the winter months the facilities are used for youth groups who wish to use the camp for weekend outings, fishing, skating, tobogganing, and sledding. For one week in the summer the camp entertains a large group of physically handicapped children which

are referred by the schools and social agencies. These youngsters are assisted by camp counselors and physical therapists (10).

Health and Welfare

The Flint community school contains a school health and safety program. These programs involve individuals as well as organizations within and without the schools. They include: (1) health instruction, which is the responsibility of the teaching staff; (2) health services, which are conducted by nurses and other special personnel as well as by the community health center; and (3) healthful school living, which is provided through proper administrative and custodial policies and practices. Parochial as well as public school children receive this service (16). Some class instruction which is offered includes textbooks on health, and special series presented by the local radio station; Science, Home and Family Living, Personal Security, and Preparation for Marriage and Family Life are offered to the older students. All elementary children receive dental inspection, and the annual tests in vision, height and weight are given.

Hearing is checked in grades one, three and five. Flint's community school also supervises baby clinics along with the Flint Health Department. The clinics are

established in many schools and at the Public Health Department building where the infants receive medical supervision and immunizations as well as a check on their growth and development (16). Breakfast programs are offered in three lower elementary schools for children who show a loss of, or no gain in weight. Children are referred by teachers and principals. Before the child is accepted, the mother is contacted and requested to assist in preparing the breakfasts (16).

Physical fitness programs are incorporated in many activities at all hours of the day and evening the year-round, and in the school health program. Physical education is a required subject from the fourth grade level. In its activities, students are taught skills and are given an opportunity to participate in a broad program of enrichment and interscholastic athletics. There is, in addition to the regular classes in the school program, the Recreation Program. Functioning for both children and adults, it operates in all public schools after school hours and on Saturday, both summer and winter. Some activities offered include: golf, tennis, basketball, gymnastics, volleyball, swimming, badminton, football, archery, bicycle racing, canoeing, rowing, sailing, shuffleboard, soccer, table tennis, trap and skeet, and wrestling (14).

The climax of the summer recreation program is the annual Olympic Games. Children and adults are involved in 28 events which are run off in a ten-day period under the direction of the community school directors. The community of Flint also visits its "sister city" of Hamilton, Ontario Canada (alternating each year) where approximately 1,500 athletes and their families hold a three-day contest in 19 sports (14).

The safety program includes the following: (1) traffic safety instruction; (2) bicycle safety; (3) driver education; (4) junior fire marshall programs conducted by the Fire Department. All safety programs are cooperative community programs (16).

The Flint program also provides activities and programs along with counseling services to disadvantaged young people of the community. The Big Brother Program is the development of close one-boy-one-man friendship which enables a fatherless boy to know what a man is like, and help to understand more clearly his male role (15). The program draws upon the volunteer services of individuals, agencies, business firms, and service clubs. Its program includes a continuous year-round schedule of male-centered activities where the boys and men are matched according to racial and religious ties, special skills, and interests, and comparable socio-economic background.

Local police, rifle association, gun clubs, community school gymnasiums, pools, bowling alleys and private resorts all provide facilities free or at reduced rates (15).

The Stepping Stone Program provides home life and social activities for young girls who need someone with whom she can define ideals that give direction to her life. Such girls who participate are often from broken homes and all do not have the opportunity to learn home-making skills at home. Class instruction includes care and organization of a home, family and quantity cooking, marketing, marriage and family living, child care, and nursing (17). A house is provided where the girls learn in a residential setting. The 15-acre establishment serves as a laboratory for training in home and family living. Activities of the Stepping Stone Program include weekly sessions at schools, field trips, group and personal guidance and living activities at the home.

Another social welfare problem which the community school program attempts to solve is that of the crime and delinquency of the community and school youth and adults. The program offers to men serving time in the county jail, accredited high school courses, group therapy, aptitude testing, public speaking, vocational counseling,

alcoholism therapy, remedial reading, gas station attendant training, job placement, and follow up on their release from the jail (11).

Crime prevention programs include the utilization of the community. The Police-School Cadet Program was originated in order to develop more positive attitudes toward law enforcement and hopefully to show students that they can choose and reach acceptable goals in community service (11). This program is an after school club activity that involves good safety and health rules. The students study school safety, juvenile delinquency, city government, court procedures, community relations, gun and bicycle safety and crime prevention and detection (11).

Boys 13-16 years old who are on probation at the junior and senior high school levels may voluntarily participate in a "Positive Action for Youth" club which offers group counseling, work experience and family counseling, and individual counseling by school and social agency personnel (11). An advisory committee consisting of representatives of social agencies, churches, schools, and the court meet to recommend procedures to help the boys and the families (11).

Juvenile delinquents who are detained in a detention home are given instruction through the community school program. The youngsters enroll in Arithmetic for Fun, Swimming, Reading for Fun, Junior Homemaking, Creative Dancing, Cooking for Fun, and Arts and Crafts. Classes are scheduled in two hour blocks of time six days a week and are staffed by school personnel (11).

Vocational Guidance

The community school program at Flint provides vocational guidance for students, adults, student drop-outs, and prisoners. The program for prisoners works with inmates of the State Prison, and State Reformatory. Counseling and academic and vocational classes are available. Personnel are those employees of the community school program. Prisoners entering the vocational guidance program do so voluntarily and embark upon a program of re-socialization. Both job and home placement are given ex-inmates who were enrolled in the vocational program (12).

Vocational guidance is offered students of the community through the program's personalized curriculum training sessions. The program is geared toward the following goals:

1. encouragement of students to remain in school as long as possible--ideally, until they earn the high school diploma;

2. introduce students to employment opportunities by teaching a mechanical skill or giving occupational training;
3. improvement of basic academic skills as well as social skills of dress, appearance, manners, speech;
4. rehabilitation of students and preparation for regular classes (13).

Instruction in the vocational program is highly individualized and flexible, with a pupil-teacher ratio of 15-1. Units are short; abstract concepts, great detail and rote memorization are avoided. In-service training of teachers, involving principals and other school personnel, is used to assure better understanding of the disinterested student (13).

Community School Council

The Flint Community School has a community school council which is composed of members of the community, staff and students. All sections of the community are represented. Its duty is to advise the principal and community school director concerning desired programs and activities. It helps plan the best use of the building, sets dates of future events and provides interpretation of programs and leadership to the community at large. It keeps open the channel of communication between home and school (2:17).

The Mott Foundation of the Flint community schools has paid twenty-six million dollars to finance this program. These funds are donated and the community school directors are all full time employees (3).

The following lists the major points of the model program at Flint:

1. Late afternoon program
2. Evening program:
 - Adult education
 - Vocational education
3. Teen club
4. Summer program
5. Camping
6. Health & Welfare:
 - Class instruction
 - Safety instruction
 - Clinics
 - Physical fitness program
 - Recreation program
 - Stepping Stones
 - Crime prevention programs
 - Counseling
7. Community School Council

As can be seen, the above items coincide with those major areas recommended by authorities (see Chapter II). In addition to the above, the writer was interested in ascertaining whether or not the community schools surveyed contained: (1) charges for programs; (2) salary schedule for personnel; (3) full or part-time directors; and (4) budget or beneficiary sources of funding.

II. TEN ADDITIONAL COMMUNITY SCHOOL PROGRAMS

The following discussion describes the ten community school programs which were used for purposes of this survey.

Waterford, Michigan (Population: 1,000)

Mr. Don Youmans, community school director at Waterford indicated their program included the following:

1. Community School Council
2. Adult Education Program
3. Late Afternoon Program
4. Summer Program
5. Charge a fee for programs offered
6. Salary schedule for personnel
7. Teen Club
8. Physical Fitness Program
9. School Camping
10. Budget Funding
11. Beneficiary Funding
12. Part-time Director
13. Full-time Director
14. Pre-School Program
15. Senior Citizen Club

Mr. Youmans also stated that while several schools indicated a Community School Council, some of the school councils were still in the beginning stages. In regards to the Adult Education Program, he stated that high school credits were given on a district-wide basis, although non-credit courses were also offered, such as arts and crafts. Mr. Youmans stated that the summer program was sponsored in conjunction with the City Recreation Department. He stated that most programs were self-supporting with a

nominal fee being charged to participants. Waterford's Teen Club was organized basically for the Junior High School level, although two clubs were being started in the elementary schools. He indicated that there were four full-time community school directors and twenty part-time directors which "Works well for programming." Physical fitness programs are district-wide through school recreation and through local men's and women's clubs. Mr. Youmans also stated that while they had no Stepping Stones Program, they were working rapidly to develop one. School Camping is done through the elementary schools during the year. Waterford's community school programs receive 80 percent of funding from the district budget and 20 percent through beneficiary sources. Mr. Youmans pointed out two items which were new and innovative in his community school. These were programs for pre-school children and a Senior Citizen's Club.

Galion, Ohio (Population: 12,650)

Mr. Bernard E. Hill, Superintendent of Schools, indicated his community school program contained the following:

1. Adult Education Program
2. Late Afternoon Program
3. Charge fees for programs offered
4. Part-time Director
5. Physical Fitness Program
6. Budget Funding

Mr. Hill explained that they were expanding their Late Afternoon Program for children to include evenings during the 1968-1969 school year. He also mentioned that all Adult Education courses cost \$8.00 each. It was further stated that while their community school directors were on part-time employment, they hope to expand this to full-time positions. In regards to community school funding, Mr. Hill stated that their community school program was financed temporarily by Federal funds, but now the program is strictly budget funded from the school district and by tuition.

Maywood, New Jersey (Population: 11,460)

Mr. Gerald France, community school director at Maywood, said that their program contained the following:

1. Teen Club
2. Counseling Services
3. Crime & Delinquency Program
4. Physical Fitness Program
5. School Camping

Mr. France commented that they were attempting to establish a Community School Council. He also stated that his community was surveying the need for an Adult Education Program. The community school director mentioned that any program the school board approved was free to all participants. The counseling services in this school district were in practice by the entire faculty at all

times. Although Mr. France stated that there was no Adult Education Program in existence at Maywood, he made the following statement: "Physical Fitness is handled through Adult Education." Mr. France stated that School Camping was offered for sixth graders only.

Worcester, Massachusetts (Population: 186,587)

The Community School Director of Worcester listed the following program items in existence:

1. Community School Council
2. Adult Education Program
3. Late Afternoon Program
4. Summer Program
5. Charge fees for programs offered
6. Salary Schedule for Personnel
7. Teen Club
8. Full-time Director
9. Health Services & Safety Education
10. Vocational Education Program
11. Counseling Services
12. Crime & Delinquency Program
13. Physical Fitness Program
14. Big Brother Program
15. School Camping
16. Budget Funding

The Community School Director withheld all comments.

Cedar City, Utah (Population: 7,543)

The Community School Director from Cedar City denoted the following items as part of its program:

1. Community School Council
2. Adult Education Program
3. Summer Program
4. Charge fees for programs offered
5. Part-time Director
6. Health Services & Safety Education Program

7. Vocational Education Program
8. Counseling Services
9. Crime & Delinquency Program
10. Physical Fitness Program
11. Budget Funding

The Community School Director stated that they have a "very active and effective Adult Education Program." Concerning the Summer Program, he stated that one-third of the students of the community were involved. He mentioned that in some cases there was a fee charged for programs offered, but in no cases was there a fee charged for summer program activities. According to the Community School Director, his community school program has a very extensive Vocational Education Program. The Physical Fitness Program was stated as being carried over into the Summer Recreation Program.

Berlin, New Jersey (Population: 3,578)

The Berlin community school program contains the following items according to their director:

1. Community School Council
2. Adult Education Program
3. Late Afternoon Program
4. Summer Program
5. Charge a fee for programs offered
6. Salary schedule for personnel
7. Teen Club
8. Full-time Director
9. Health Services & Safety Education
10. Vocational Education Program
11. Counseling Services
12. Physical Fitness Program
13. School Camping
14. Budget Funding

The respondent stated that the Adult Education Program was small because of the Adult Education programs offered in surrounding areas. He also stated that the first fees for any activity will be charged for the summer, 1968 program. These fees will amount to twenty-five cents per course activity. The personnel for their community school program are paid \$3.25 per hour. Student assistants are not paid a salary. The Community School Director stated that he was the only director in that district. He also stated that the first Physical Fitness Program for his school district was initiated through the community school program.

Springfield, Ohio (Population: 82,723)

The director of the Springfield community school program listed the following activities:

1. Community School Council
2. Adult Education Program
3. Late Afternoon Program
4. Summer Program
5. Charge a fee for programs offered
6. Salary schedule for personnel
7. Teen Club
8. Full-time Director
9. Part-time Director
10. Health Services & Safety Education
11. Vocational Education Program
12. Physical Fitness Program
13. Budget Funding
14. Beneficiary Funding

The director stated his Community School Council has been in effect for this past 1967-1968 school year

and was "extremely hard to get started." The Adult Education Program was used extensively by adults seeking diplomas from high school and technical training. He stated that the Late Afternoon Program included not only recreational activities but "enrichment" activities such as reading, art, etc. He also stated that the summer program was in its first year and was combined with the City Parks and Recreation Program. In reference to the fees charged, they all amount to \$1.50 per ten-hour course. The salary schedule for personnel was given as \$1.25 for student assistants and \$2.50 per hour for adult personnel. He said that the "Teen Club is the hardest and most difficult group to work with." He mentioned that the Health Services and Safety Education Program are extensive due to the Title I support from the Federal government. He indicated they were working seriously on developing a Stepping Stones Program.

Junction City, Oregon (Population: 1,614)

The Community School Director stated their program contained the following:

1. Community School Council
2. Adult Education Program
3. Summer Program
4. Charge fees for programs offered
5. Teen Club
6. Part-time Director
7. Physical Fitness Program
8. Budget Funding

The Community School Director of Junction City remarked that the Community School Council contained seventeen members including two School Board members. He also stated that the Teen Club was very successful and had approximately two-hundred students in attendance every night; however, they decided to cancel the activities because of some trouble being created by a few participants. He said that they possibly would re-schedule activities in the future. The director said that although the community school director was on a part-time salaried basis, they planned to hire a full-time director in the 1968-1969 school year.

Eugene, Oregon (Population: 50,977)

Mr. Charles E. Stephens, Coordinator of Research, listed the following program items in Eugene:

1. Late Afternoon Program
2. Summer Program
3. Part-time Director
4. Health Services & Safety Education
5. Vocational Education Program
6. Counseling Services
7. Crime & Delinquency Program
8. Physical Fitness Program
9. Big Brother Program
10. School Camping
11. Beneficiary Funding

Mr. Stephens remarked that the Late Afternoon Program for children was sponsored jointly by the school district and the City Parks and Recreation Department.

Mr. Stephens stated that the beneficiary source for his funding was the Federal government by the use of Public Law 89-10, Title I.

Spokane, Washington (Population: 181,608)

The Community School Director responding to this survey stated their program contained the following items:

1. Late Afternoon Program
2. Summer Program
3. Charge a fee for programs offered
4. Counseling Service
5. Physical Fitness Program

The director commented that there was a fee charged for some summer program activities. It was also mentioned that the counseling services were both for the family and the individual. It was stated that the Physical Fitness Program included both Late Afternoon activities and summer activities.

III. SUMMARY OF CHAPTER

Chapter III presented the methods and procedures used for purposes of this study. The writer outlined the methods of selecting the ten community school programs used in comparison with a model program.

The model program of Flint, Michigan was chosen since it contained the majority of those recommended criteria of authorities. The model program chosen included

activities sponsored cooperatively by the schools and civic businesses and organizations of Flint. The functions of the model program included late afternoon programs, evening programs, summer programs, camping, health and welfare, vocational guidance, and community school councils. The participants of the activities included youth and adults from varied social-economic, race, and religious backgrounds.

A check list was sent to the sampled community schools and their directors indicated which program activities were sponsored by their schools.

CHAPTER IV

RESULTS OF STUDY

The problem to be solved after investigation of the ten community school programs was whether or not the schools chosen included in their programs any or all of the recommended items in the model established by Flint, Michigan. The investigator also endeavored to determine whether these ten schools had new or innovative programs in existence.

The results of the study showed that one community school, Waterford, Michigan, indicated two new or innovative programs in existence. These programs were (1) Pre-School Program, and (2) Senior Citizen Club.

The information received from the ten community school directors was compiled and compared in reference to the model program at Flint. Table I shows all ten community school programs in reference to the model and shows which program items were most frequently included.

Sixty percent of the community school directors answering the survey indicated to the researcher their combined programs had 76 percent of the model school program items. These schools also accounted for 83 percent of the total community school council indications.

Forty percent of the community school programs showed the use of full-time directors and 40 percent had part-time directors. Two schools had both full and part-time directors while two schools had neither a full-time or part-time director. The schools showing neither a full-time or part-time director also had the least amount of program items offered.

One of the schools showed they received funding from a beneficiary source. Two said they received their funds from both beneficiaries and the local district budget; these two schools offered 11 and 14 of the total 19 possible program items respectively. Five of the schools received money from the district budget only. Two furnished the information that they received no funds to operate their programs.

Eighty percent of the schools charged a fee for those participating in the programs. Two community schools, Maywood, New Jersey, and Eugene, Oregon did not charge a fee for programs which seemed significant because Maywood, New Jersey had no means of funding and offered the least number of program items. Eugene, Oregon was funded through a beneficiary source and offered 11 of the possible 19 total program items.

TABLE I
 NUMBER OF PROGRAM ITEMS CHECKED
 BY PARTICIPATING SCHOOLS

MODEL FOR A COMMUNITY SCHOOL PROGRAM	TEN COMMUNITY SCHOOLS SAMPLED *									
	1	2	3	4	5	6	7	8	9	10
Community School Council	x			x	x	x	x	x		
Adult Education	x	x		x	x	x	x	x		
Late Afternoon Program	x	x		x		x	x		x	x
Summer Program	x			x	x	x	x	x	x	x
Charge for Programs	x	x		x	x	x	x	x		x
Salary Schedule	x			x		x	x			
Teen Club	x		x	x		x	x	x		
Full-time Director	x			x		x	x			
Part-time Director	x	x			x		x	x	x	
Health Services				x	x	x	x		x	
Counseling Services			x	x	x	x			x	x
Crime & Delinquency			x	x	x				x	
Physical Fitness Program	x	x	x	x	x	x	x	x	x	x
Big Brother Program				x					x	
Stepping Stones										
School Camping	x		x	x		x			x	
Budget Funding	x	x		x	x	x	x	x		
Beneficiary Funding	x						x		x	
Vocational Education				x	x	x	x		x	
TOTALS	13	6	5	16	11	14	14	8	11	5

*School Names:

- 1 - Waterford, Michigan
- 2 - Galion, Ohio
- 3 - Maywood, New Jersey
- 4 - Worcester, Massachusetts
- 5 - Cedar City, Utah
- 6 - Berlin, New Jersey
- 7 - Springfield, Ohio
- 8 - Junction City, Oregon
- 9 - Eugene, Oregon
- 10 - Spokane, Washington

As shown in Table I, the items checked ranged from 5 to 16. Maywood, New Jersey and Spokane, Washington included the least amount of the items in the community school model. These schools also indicated no means of funding the community school program, nor do these schools provide for a full or part-time director of the community school program.

Worcester, Massachusetts checked 16 of the total items and showed their source of funding to be from the school district budget. Springfield, Ohio was one of two schools which checked 14 items and listed sources of funding to be derived from both the school district budget and beneficiary sources. In contrast to a model community school program at Flint, Michigan, where the entire program is financed by beneficiary sources, only three community schools investigated derived funds from a beneficiary source.

The most frequently checked model program items were the Physical Education Program with 100 percent, the Summer Program with 80 percent, Charge for Programs with 80 percent, Adult Education with 70 percent, and the Late Afternoon Program For Children with 70 percent. Table II shows the percentages of the model program items checked by the community schools.

TABLE II
PERCENTAGE OF ITEMS USED BY SCHOOLS

ITEMS	P E R C E N T A G E S										
	0	10	20	30	40	50	60	70	80	90	100
Physical Education	_____										
Charge for Program	_____										
Summer Program	_____										
Late Afternoon	_____										
Adult Education	_____										
Budget Funding	_____										
Community Council	_____										
Part-time Director	_____										
Teen Club	_____										
Counseling Service	_____										
Health Service	_____										
Voc. Education	_____										
School Camping	_____										
Full-time Director	_____										
Salary Schedule	_____										
Crime & Del.	_____										
Beneficiary Funds	_____										
Big Brother	_____										
Stepping Stones	_____										

As shown in Table II, Physical Education, Adult Education, Late Afternoon Programs and Summer Programs were the most popular items checked by at least 70 percent of the schools in the survey. These four program items are educational concepts which have been stressed for many years. In contrast, relatively new concepts in education such as Big Brother programs, Crime and Delinquency programs, Teen Club and School Camping were infrequently checked.

During the course of this investigation it was not possible to sample every major geographical location in the United States. This was because the survey revealed that approximately 70 percent of the total existing community school programs in the United States were centered near or in the state of Michigan. Some geographical areas did not contain a community school program as far as could be determined by the investigator. No replies were received from schools contacted in the South and Southeastern parts of the United States.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

When the ten community school programs which did respond to the writer were compared with a predetermined model, it was found that while many programs were similar in organization, no two programs were the same. It was interesting to note that while each community school director was encouraged and given ample space to add and explain any new and innovative ideas being used, only one school chose to indicate any.

One might also conclude that the schools receiving no financial support either from the school district budget or beneficiary funds cannot provide as many program activities as those schools receiving funds. This is pointed out by the fact that the schools receiving no means of funding also indicated the least amount of program activities offered.

Based upon the comments made by the community school directors, one might conclude that very few programs are branching out into new areas and some of the activities they now have are not operating as smoothly as they had anticipated.

The Stepping Stones Program, which was not being used by any of the schools, is an example of a new community school concept which, like the Big Brother Program, Crime and Delinquency Program, Teen Club and School Camping, has not obviously been fully accepted as worthwhile program items.

Seventy percent of the schools in the survey had existing adult education programs. Of the schools which did not indicate an adult education program, it may be surmised that perhaps another agency such as a junior college has been filling this need.

Based upon this study, one cannot conclude that population is a factor in determining the status of a community school program. For example, Waterford, Michigan with a population of 1,000 quite surpassed Spokane, Washington which had a population of 181,608.

For a school district administration to undertake the instigation of a community school program entails the realization that full cooperation and planning from many members of the community is needed. This often necessitates changes in school philosophy as well as community philosophy as to what role education is to play in society.

II. RECOMMENDATIONS

It is recommended that any person interested in a community school program investigate such areas as how to develop a community school program or the major problem areas facing the community school administrators of today. Other informative research can be undertaken such as community sentiment in regards to a community school program and the aspects of financing such programs. The researcher feels these are crucial areas of consideration if a community school program is going to be successful.

Although this study related the status of ten community schools sampled, it may be pertinent to recommend research centering upon a single community school program which would enable a researcher to fully investigate all aspects, including the opinions and suggestions of students and adults alike. This should be done because one program will have many of the typical problems encountered. While not all the many problems will be prevalent in a single community school program study, enough will be present to give a researcher some insight into the enormous task of developing the community school concept.

It is the writer's recommendation that any person truly interested in improving the caliber of schools

should take a long look at the direction in which we are moving today. We are tradition bound, but public education at any age can become a way of life. The school can be a unifying agent to national values, and personal family goals. Parents and children can learn together, work together, so that they can then, dream together.

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APPENDIX

May 9, 1968

Attn: Community-School Director

Dear Colleague:

I recently communicated with Mr. Larry Briggs, consultant for the Mott Foundation, Flint, Michigan, and he has given me your school as one which would be most helpful in my study of community school programs.

My school district has requested that I conduct a descriptive survey of communities which have community school programs. It is our desire to know how our program compares with other programs of comparable size.

While I realize that you are most busy, it would be greatly appreciated if I could have your cooperation in seeking information regarding your program. I have enclosed a check list of program items which cover the information that I am seeking. Could you please check this list and send me any brochures or pamphlets which will better enable us to determine your existing program? Any background information which you could provide would be very helpful. Thank you so much for your assistance.

Realizing that many community school programs are still in the developmental stage, I would appreciate it if you would send me information on your program as it is now. Even if your program encompasses only one of the items on the checklist, please indicate so.

Yours Truly,

Claude Gove
Community-School Director
805 Mountain View
Ellensburg, Washington 98926

Enc.

CG/fl

DOES YOUR PROGRAM COVER ANY OF THE FOLLOWING ITEMS? PLEASE INDICATE "YES" BY CHECKING EACH ITEM.

____ 1. Community-School Council

Comments _____

____ 2. Adult Education Program

Comments _____

____ 3. Late Afternoon program for children

Comments _____

____ 4. Summer Program

Comments _____

____ 5. Charge a fee for programs offered

Comments _____

____ 6. Salary schedule for community school helpers (student assistance)

Comments _____

____ 7. Teen Club

Comments _____

____ 8. Are your community school directors on part-time or full-time?

Full _____ Part _____ Comments _____

____ 9. Health Services and Safety Education Program

Comments _____

____ 10. Vocational education program

Comments _____

____ 11. Counseling Services

Comments _____

____ 12. Crime and Delinquency Program

Comments _____

____ 13. Physical Fitness Program

Comments _____

____ 14. Big Brother Program

Comments _____

____ 15. Stepping Stones Program (Develops homemaking and family life skills for disadvantaged girls)

Comments _____

____ 16. School Camping

Comments _____

____ 17. Are Community School Funds derived from the school district budget or beneficiaries

Budget _____ Beneficiaries _____ Comments _____

PLEASE INDICATE ANY ADDITIONAL PROGRAMS YOU HAVE WHICH ARE NOT DESCRIBED ABOVE:

PLEASE SEND ANY AVAILABLE MATERIAL C.O.D. TO:

CLAUDE GOVE
805 MT. VIEW
ELLENSBURG, WASHINGTON 98926