

Lindenwood University

Digital Commons@Lindenwood University

---

Theses

Theses & Dissertations

---

5-1977

## The Paramount Unified School District Community Education Program: An Evaluation

Patricia Joan Day

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/theses>



Part of the Education Commons

---

1977

PREFACE

AUG 22 1976

The Community Education Program in Paramount has sought to be a cooperative venture between community and the Paramount Unified School District.

This writer, the Senior Community Education Service Leader, has attempted not to claim "ownership" of the program.

THE PARAMOUNT UNIFIED SCHOOL DISTRICT

COMMUNITY EDUCATION PROGRAM: AN EVALUATION or reporting on the program.

This is an administrative style that I have chosen so that the community can feel that it has a voice - which indeed it does - in the design and implementation of the program.

A Professional Paper

Submitted in Partial Fulfillment of

the Requirements for the Degree

Therefore, in the development of this thesis I have

Master of Arts

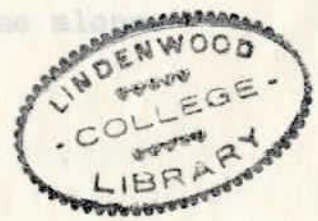
would the program we, which it should perhaps say "I". However, no community program can succeed without the administrator realizing it is indeed a collective "we" which

has brought success. In keeping with the Philosophy of Community Education "we" emphasizes the community effort

in the program. It was "I", however, who wrote this thesis;

Patricia Joan Day

May 1977



Thesis  
D333p  
1977

## PREFACE

The Community Education Program in Paramount has sought to be a cooperative venture between community and the Paramount Unified School District. ~~year 77 - 78,~~  
~~and that we are the only school district in California~~  
~~to be~~ This writer, the Senior Community Education Service Leader, has attempted not to claim "ownership" of the program. Consequently, through out this paper, the writer has utilized the collective "we" when discussing or reporting on the program.

This is an administrative style that I have chosen so that the community can feel that it has a voice - which indeed it does - in the design and implementation of the program.

Therefore, in the development of this thesis I have used the pronoun we, when it should perhaps say "I". However, no community program can succeed without the administrator realizing it is indeed a collective "we" which has brought success. In keeping with the Philosophy of Community Education "we" emphasizes the community effort in the program. It was "I", however, who wrote this thesis; and any blame which attaches thereto is mine alone.

## TABLE OF CONTENTS

	Page
CHAPTER V.	CONCLUSIONS AND RECOMMENDATIONS . . . . .
CHAPTER I.	THE PROBLEM . . . . . 1
	Conclusions . . . . . 62
	Social Problems in a Changing Society . . . . . 2
	Recommendations . . . . . 73
	The Community Education Process . . . . . 9
APPENDIX	. . . . . Programs - Process . . . . . 123
CHAPTER II.	COMMUNITY EDUCATION LITERATURE . . . . . 171
	Beginnings of the American Community Education concept . . . . . 17
	Community Education Evaluation Instrument . . . . . 19
	Beginnings of the Flint Program . . . . . 19
	The Influence of the Mott Foundation . . . . . 19
	1977 Development of an Educational Philosophy . . . . . 21
	F.S.S.S. Management Plan . . . . . 24
	The Advisory Council . . . . . 24
BIBLIOGRAPHY	The Community School Director . . . . . 25
	Books Useful to Administrating Community Education Programs . . . . . 27
CHAPTER III.	METHODOLOGY EMPLOYED IN STUDY . . . . . 35
	Population Under Study . . . . . 35
	Population and Needs at Three Community-School Sites . . . . . 39
	Community Education Management Plan . . . . . 44
	Evaluation Instrument . . . . . 47
	Limitations of Study . . . . . 47
CHAPTER IV.	EVALUATION . . . . . 50
	Evaluation Instrument . . . . . 50
	Analysis of Evaluation . . . . . 55
	Analysis of Effectiveness of School Site Programs . . . . . 59

	Page
CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS . . . . .	62
Conclusions . . . . .	62
Recommendations . . . . .	72
APPENDIX . . . . .	73
President Carters Proclamation . . . . .	i.
Community Education Job Description . . . . .	ii.
Community Education Evaluation Instrument 1973 . . . . .	iii.
Community Education Evaluation Instrument 1977 . . . . .	iv.
P.U.S.D. Management Plan . . . . .	v.

BIBLIOGRAPHY

It is the intent of this study to evaluate the Paramount Community Education program and show that it has had a positive effect upon the community and the schools where the community school program has been located.

The study will show that the community education program in Paramount has **CHAPTER I** able means to address the social, economic and political changes and "drift" occurring at the local **THE PROBLEM** level by attempting to provide "grass-roots" participation with school, city and statewide community leadership.

It will evaluate whether the community school can be a place where voices can be heard, ideas shared, issues raised and a sense of community can be identified. Through the development of community participation and leadership through a community school, we will seek to show that people do learn to care for themselves and each other as they struggle "to be" a community.

The evaluation will involve the school site as the "guiding unit" and the community education coordinator as the administrative facilitator to establish a community education program.

It is the intent of this study to evaluate the Paramount Community Education program and show that it has had a positive effect upon the community and the schools where the community school program has been located.

The study will show that the community education program in Paramount has been a viable means to address the social, economic and political changes and "drift" occurring at the local "community" level by attempting to involve "grass-roots" participation with school, city and mainline community leadership.

We will evaluate whether the community school can be a place where voices can be heard, ideas shared, issues debated and a sense of community can be identified. Through the development of community participation and leadership around a community school, we will seek to show that people can relearn to care for themselves and each other as they struggle "to be" in community.

The evaluation will involve the school site as the "organizing unit" and the community education coordinator as the administrative facilitator to establish a community education program.

The community education, founded in 1936,  
has taken on many different characteristics over the years.

CHAPTER I  
THE PROBLEM  
Social Problems in a Changing Society

That began as a recreational program for boys soon developed into an adult education and continuing education program.

In their book, The Year 2000, Kahn and Weiner state that education, continuing education and man's search for himself will be one of the major trends occurring in that century's society.

The book, written in 1967, is a predictor of what society might be by the year 2000. Much of the study depicts a very impersonal, highly computerized society. Only the area of man's continued search for identity, symbolized through an increased interest in education for all ages in society, gives us any real feel for the human in the year 2000.

The "schoolhouse" as the center of society is a trend well underway as the result of a concept which was established in 1936 in Flint, Michigan, known as community education.

The Mott Foundation Community Education concept was basically one which opened school facilities for community use. Frank Manley, Supervisor of Physical Education, was concerned with problems of juvenile delinquency and crime. He had a simplistic view of solving those problems -- develop a major recreational program at school sites. Mr. Manley sold the concept to Charles Stewart Mott, a multi-millionaire stockholder in General Motors, and thus began the growth of the community education concept.



The community education program, founded in 1936, has taken on many different characteristics over the years. What began as a recreational program for boys, soon developed into an adult education and continuing education program. When this writer student taught and later taught in junior high school in Flint, Michigan, in the late 1950s and early 1960s, the Mott Foundation Community Education program had enveloped the total community. School facilities were designed for community use. Classes and activities ran 24 hours a day in everything from recreation and teen clubs to job skills training and the fine arts. A community college, art center, theatre, library and swimming pool were built through the Mott Foundation Community Education Program.

But, by the 1960's, with the civil rights movement, a new element was added to community education. A representative community advisory council was developed at each school site which became involved in participatory democracy and community problem solving through the community education process.

Thus, the community education program which started as a recreation program, has by the 1970's become an instrument to reach "grass-roots" participation in the problems in individual communities.

The community education process was introduced into Georgia when Jimmy Carter was governor of that state. His reaction to the film "To Touch a Child" (the history of the

community education movement) was: "Hey, that's what I'm all about." He immediately made a five minute introduction to the film for use in Georgia, encouraging the adoption of the community education program throughout the Georgia public school system. ( See Appendix, page 1.)

This same concept was used by him to go out to the people and hear their concerns, their needs and their feelings. Through his involvement with the wider community of America he was able to put together a grass-roots process which ultimately led to his election to the Presidency of the United States.

The term "community education" was little known by professional educators until very recently. In 1964 only a handful of school districts had a community education program, but by 1971 there were 1,920<sup>1</sup> community schools. These schools involved over 1,733,000 people in programs yearly.

What has occurred in the American framework to create this major growth of community education over the last ten years? For one thing, there has been a major demographic and sociological change. Small towns and villages are disappearing, replaced by megalopolis and urban sprawl. People live in areas defined by artificial

---

1. Community Education: An Amalgam of Many Views, Jack and Minzey, "Phi Delta Kappan", Nov. 1972, pg. 150

Increased concentration of power at the federal level at the expense of state and local government, has only compounded the rules, regulations and taxes. The cities are of such magnitude that few citizens are able to participate actively in government.

The average person moves fourteen times in his lifetime.

There is no community; a man loses his identity in the crowd.

The human components of the "non-community" have been frustrated in their attempt at involvement and identification.

Poverty, crime, delinquency, drugs, and unemployment have increased at a frightening pace, until by 1976 crime is our #2 national problem.

With the alienation, loneliness, and loss of community has come a sense of futility and apathy. This apathy can be seen in the gradual reduction of the number of citizens who exercised their right to vote. A recent Harris Poll showed only 64 percent of those interviewed felt that what they thought made any difference in the decisions their governmental representatives would ultimately make. Perhaps of equal concern was the growing disenchantment with the institutions and organizations that serve people -- an attitude which has risen from 29 percent of those interviewed in 1966 to an alarming 61 percent in 1976.<sup>2</sup> Part of this apathy is due to an increased population. The first census conducted in 1790 showed 3,929,214 persons living in the United States. The 1970 census shows 203,235,298. We no longer have access to our elected officials. Government legislation thus reflects the needs and wants of big business and special interest groups.

Increased concentration of power at the federal level at the expense of state and local government, has only compounded the problem of increased isolation.

A further cause of national apathy is the recurrent scandals in government such as Watergate, congressional sex scandals, and congressional misuse of taxpayers' money.

"One of the symptoms of our time is that many people are fed up with 'politics'--by which they mean the whole machinery associated with political life. To become significant politics must discover its ethical foundation and dynamics."<sup>3</sup>

Another reason for added interest in community education is the dissatisfaction with the public schools as they currently operate. They are riddled with hypocrisy. They speak of community involvement, yet involvement is usually superficial at best. They pay lip service to the ideal of dealing with the total child, yet operate the school as a prison and instill a sense of failure into the child who does not conform.

The Supreme Court Decision of 1954 against "separate but equal education" began a people's struggle for a greater voice in the operation of their schools. Through federal grants the government has attempted to create community involvement through requiring "advisory councils" as part

---

3. Editor, Goodman, Paul, Seeds of Liberation, George Braziller, New York, 1964, pg. 7.

of qualifying guidelines. However, more often than not these councils exist only to "rubber-stamp" programs already decided upon by administration. Rather than developing community involvement, the schools have actually amplified the distrust the general public has for government and its various institutions.

A major problem occurring among low-income persons is the growing "big brother" view of government. Welfare programs and the myriad of federal programs to help the poor and disadvantaged have led to a "take care of me" attitude among many in our society.

The sad fact is that many government programs foster dependency on the government, rather than teaching skills or providing a positive self-image so that persons can learn to solve their own problems and meet their own needs. As the welfare rolls grow, so does the individual's dependency on government, which results in loss of freedom of choice. And as the welfare rolls grow, and social programs are developed to meet the needs of the poor, minority or disadvantaged, so do the taxes of the middle class American who is slowly becoming economically discriminated against by the "disadvantaged" and by the government. The American middleclass tends to feel voiceless. They continue the "Puritan Work Ethic" and struggle to be upwardly mobile but suddenly are beginning to feel used by the poor and the government. The middle class, it appears, is saddled with

supporting efforts to find solutions to the nation's economic ills. America has been characterized as a pluralistic society for nearly 175 years. It is not surprising, therefore, to find a nation of special interest groups -- all fighting for themselves and against others. Blacks, browns, labor unions, women, big business, the professions, the churches, etc., etc., all are yelling loudly for themselves.

In summation, our country has lost its sense of community because of the growth of megalopolis and urban sprawl. Government at all levels has grown to be faceless bureaucracies which do not hear people's voices of alienation, loneliness and loss of identity. Humans have become frustrated and apathetic. Crime, poverty, delinquency, drugs and unemployment have increased as have middle class taxes to support programs allegedly designed to address rampant social illness. Unrest and dissension is prevalent in the country as a result of the actions of hundreds of interest groups. We have lost a sense of our nation's purpose and a sense of community with each other.

However, there are indications that there is an increasing interest in the concept known as community education as a means of developing community. Community education may serve as a workable vehicle for increasing opportunities for citizen involvement in public policy issues and in decreasing alienation.

## The Community Education Process

To this writer, the community education process is one that is similar to a person searching for himself and for his self-identity.

In community education the school building is the center of community life: the community education coordinator is the therapist skillfully moving the community through the process of becoming. Through identification of community needs, establish priorities and problem-solving to meet those needs the community learns to rely on its own strengths and resources, and develop programs to create positive feelings for community and for the school.

In community education then, the total community becomes involved in identifying problems, establishing priorities, mobilizing and allocating resources towards the solutions of identified problems and needs. The genius of community education is found in the process -- a process of doing and becoming -- it is a process whereby communities discover themselves and each other.<sup>4</sup>

The definition of community education has passed through an interesting evolution. It is probably accurate to say that early definitions were comparatively limited in their

---

<sup>4</sup> Kerensky and Melby, "What is Community Education," Comm. Ed. Bulletin, Center for Comm. Ed., Florida Atlantic Univ., Vol III, No. 1, pg. 1.

potential impact as compared with more recent conceptualization. Community education in its earlier stages tended to define limited programs such as recreation or extra programs for adults and children; as such, they tended to deal with programs tacked on to the existing curriculum. In fact, the rationale for the existence of community education was based on the improvement of the regular school program; even strong supporters of community education tended to view it as an extra.

There were those who saw something greater in the concept, but change in the definition did not come easily. As more and more persons became interested, there were added definitional efforts. And because there had been no formal attempt to develop a disciplined base, the definitions went in many directions, with each group seeing in community education what they wanted to see. As a result, community education means to many militant groups community organization and to others it means bringing community together to create positive change.

Community education in some cases became synonymous with such things as adult education, public relations, extended activities for students, or a use of buildings policy. To the higher education institution, community education meant continuing education; to the community college it meant credit and noncredit classes of the type they offered. To the segregationist it meant "neighborhood schools," and to the militants it meant community control.



To the vocational people it was job training and retaining, while to others it was promotion of the fine arts. It came to mean social work to some districts, poverty and disadvantaged programs to others, cooperative extension to some and recreation to others. "To some school districts it was preschool programs and compensatory education, while for others it merely meant adding the word 'community' to their school signs and buses." 5

At first glance it would appear that community education is indeed a conglomeration, meaning whatever a person of a community wants it to mean. On closer scrutiny, however, commonalities can be established and the definition can be refined. Misuse of the term usually is the result of mistaking a part for the whole. The common thread which runs through the previous listing of interpretations of community education is that in general they are all subparts of the concept.

Community education is an educational philosophy which permeates basic beliefs. It enlarges and enhances the role of the public school so that it is quite different from before. The school becomes responsible for all aspects of education as it relates to its community. Dr. Minzey, of Eastern Michigan College states, "To further enlarge the conceptual base, education is no longer interpreted to mean formal types of classes but any experience leading to the more

successful handling of experience."<sup>6</sup> Thus the public schools have some kind of responsibility for almost all activities that take place within the community. He goes on to say, "The school, however, does not become all things to all people. It attempts to recognize the needs of the community and to act as the coordinator, facilitator, or initiator to see that these needs are met. The school plays a catalytic role, serving an organizing function."<sup>7</sup>

It is important to point out the relationship between "community school" and community education. Community education is the education concept; community school is the vehicle by which many services of community education are delivered. The community school becomes the device through which community needs are matched with community facilities and programs developed either by the schools or by other agencies and groups within the community. The responsibility for coordinating this function of relating needs to programs becomes that of the community schools coordinator.

#### Programs/Process

To look more closely at community education we must study the two prime ingredients of the concept: programs and process. The program aspect deals with the more overt activities of a community. Communities have particular needs and programs are designed to assist in meeting those needs. Therefore, if there is a need for recreation,

---

6. Op. Cit., Minzey, pg. 152.

7. Op. cit., Minzey, pg. 152.

vocational retraining, or high school completion, the community education program provides the means of meeting it.

The second aspect of community education is process. This is the attempt to organize and activate each community so that it more nearly reaches its potential for democratic involvement and development. We have earlier noted the fact that communities have frequently become so large that community involvement and interaction have disappeared. It is a premise of community education that after communities reach a certain size, the number of people and the complexity of the structure makes it impossible for people to be involved in community activities. Over a period of time people at the grass-roots level become frustrated by the lack of opportunity to participate and soon adopt a "you can't fight city hall" attitude, and either withdrew from their civic responsibilities, or developed an angry, hostile form of participation. If participatory democracy is to return to our communities, it will have to come at a level where the size of the community is such that actual community involvement is possible.

The recommended size for the process aspect of community education is the community surrounding an elementary school building. This community is usually small enough to allow for community participation. There are other factors at work which encourage community interaction. The school is a public

facility located in the center of the community and is often the least threatening of institutions. It has an appropriate entree into the community through children. There will also be a degree of common interest which will allow this group to function more effectively.

Because of the size of the community, it will be possible to obtain actual community representation. By using techniques such as block club organizations or sociograms to identify community leadership, it is possible to develop community organization which is not only representative of the community, but has the capability of establishing two-way communication. Messages should not only flow out, but attitudes and feelings from the community should be communicated back, providing an impact on the decision-making group which is supposed to provide service to the community.

This organizational structure called an Advisory Council provides each elementary school area with a representative council that offers several advantages. First of all, the group is much more viable than the traditional group selected by the schools to be representative. The very nature of its selection offers an ingredient of representation not found in councils consisting of a few parents or groups selected from the status position in the community.

Second, the two-way communication nature of the council makes involvement of the community much more possible. By using council members who have been selected by their neighbors in a representative fashion, it is possible to solicit advice and feelings from the community to help the council in their activities and to report back to the community on events which have taken place.

Third, there develops a community concern which develops into community involvement. The community through being heard, being involved and working together on solving their own problems, become responsible for their problems. Thus they "own" their own problems and are more highly motivated in seeking solutions. In a democratic society, all control is in the community as long as communities exercise their political power. It is only when people allow the democratic process to dissipate that the decision makers feel free to disregard the concerns and needs of the community. The strength of the advisory unit, however, is dependent upon the strength and communications in that local community.

There is in community education also a problem-solving technique for communities which, if properly exercised, can contribute greatly to the positive growth of communities. The technique is merely one of using the scientific method to solve problems at the local level. Representatives of the community decide what problems need attention, arrange them in terms of priority, and seek

appropriate solutions. By analyzing possible solutions, deciding on what action to take, carrying out the action, and evaluating the degree of success, the council goes through a kind of catharsis and problem-solving experience. It not only brings about solutions to problems but develops interest and pride in the community and a community feeling which can only come from sharing significant experiences with one's neighbors. As people work together through this process, they realize that good decisions come from the involvement of many people and that communities realize great potential through the combined efforts of their citizens.

CHAPTER II  
COMMUNITY EDUCATION LITERATURE

1. Beginnings of the American Community Education Concept

Most students of community education history traced the American roots of community education to Dewey. Several quotes of Dewey point out his propensity for the concepts of community education.

CHAPTER II

May we remind you that a school has a corporate life of its own; that whether for good or bad, it is a genuine social institution, a community.

COMMUNITY EDUCATION LITERATURE

When the school introduces and trains each child of society into membership within such a little community, orientating him with the instruments of effective self-direction, he shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious.

The development within the young of the attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by direct conveyance of beliefs, emotions, and knowledge. It takes place through the intermediary of the environment. The environment demands of the aim total of conditions which are considered to be the exercise of the activity characteristic of a human being.

Robert A. Hutchins, "The Impact of the Power Age on the Community-School Concept", The Community School - Fifty-second Yearbook, National Society for the Study of Education, Part II, eds Nelson M. Henry (Chicago: University of Chicago Press 1957), p. 298.

John Dewey, The School and Society (1915 ed.; Chicago: University of Chicago Press, 1900), p. 44.

John Dewey, Democracy and Education (New York: Macmillan Co., 1916), p. 28.

## CHAPTER II

### COMMUNITY EDUCATION LITERATURE

#### I. Beginnings of the American Community Education Concept

Most students of community education history traced the American roots of community education to Dewey. Several quotes of Dewey point out his propensity for the concepts of community education.

May we remind you that a school has a corporate life of its own; that whether for good or bad, it is a genuine social institution .... a community.<sup>1</sup>

When the school introduces and trains each child of society into membership within such a little community, saturating him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious.<sup>2</sup>

The development within the young of the attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by direct conveyance of beliefs, emotions, and knowledge. It takes place through the intermediary of the environment. The environment consists of the sum total of conditions which are concerned in the execution of the activity characteristics of a human being.<sup>3</sup>

---

<sup>1</sup>Robert A. Naslund, "The Impact of the Power Age on the Community-School Concept", The Community School -- Fifty-second Yearbook, National Society for the Study of Education, Part II, ed. Nelson B. Henry (Chicago: University of Chicago Press 1953), p. 258.

<sup>2</sup>John Dewey, The School and Society (1913 ed.; Chicago: University of Chicago Press, 1900), p. 44.

<sup>3</sup>John Dewey, Democracy and Education (New York; Macmillan Co., 1916), p. 26.



One of the earliest books to carry the term "community school" in its title was Community Schools in Action by Clapp. The book was an account of two experimental schools in Kentucky and West Virginia. Clapp was a close friend of Dewey.<sup>4</sup> In the book's forward Dewey wrote, in part:

Perhaps the first lesson it teaches us is that the schools function socially only when they function in a community for community purpose, and communities are local, present, and close by, while "society" at large is something vaguely in the distance.<sup>5</sup>

The first community schools started in the late thirties.<sup>6</sup> One book, The Community School, by Everett, pre-dated the Clapp book by one year. Everett said:

All life is educative vs. education is gained only in formal institutions of learning. Education requires participation vs. education is adequately gained through studying about life.

Public school systems should be primarily concerned with passing the cultural heritage. The curriculum should receive its social orientation from major problems and areas of community living vs. the curriculum should be oriented in relation to the specialized aims of the academic subject.<sup>7</sup>

<sup>4</sup>Elsie Ripley Clapp, Community Schools in Action (New York: The Viking Press, 1939).

<sup>5</sup>Clapp, p. viii (foreward).

<sup>6</sup>Robert I Berridge, "Its Evolvment," The Role of the School in Community Education, eds. Howard Hickey and Curtis Van Voorhees (Midland, Michigan: Pendell Publishing Co., 1969), p. 19.

<sup>7</sup>Samuel Everett, The Community School (New York: D.D. Appleton-Century Co., 1938), p. 10.

Clyde H. Campbell, "Contributions of the Mott Foundation to the Community Education Movement," Phi Delta Kappan, LIV, No. 5 November 1972, p. 195.

## II. The Beginnings of the Flint Program

The birthplace of Community Education is considered to be Flint, Michigan. In Flint in 1935 a young supervisor of physical education in the Flint Public School System, concerned with problems of juvenile delinquency and crime, convinced multi-millionaire Mott to offer financial assistance to develop a recreation and education program for boys at the school facilities after school and in the evenings. "This was the beginning of Flint's famous lighted-school activities."<sup>8</sup>

The Flint program at first stressed a comprehensive recreation program and adult education. Through creative leadership and the funding of the Mott Foundation, the Flint program expanded into a total concept sparked by total involvement. Community councils and block clubs were organized, the community school director concept was implemented, and the entire community became involved. The curriculum included affective and life-laboratory experiences. Flint, Michigan, became the working model of the movement.

## III. The Influence of the Mott Foundation

By 1950, the Mott Foundation turned the bulk of its resources towards the movement.

---

<sup>8</sup>Clyde M. Campbell, "Contributions of the Mott Foundation to the Community Education Movement," Phi Delta Kappan, LIV, No. 3 November 1972, p. 195.

The professional society, the National Community Education

In 1955 the first community school workshop was held in Flint ... In 1964, the seven state universities in Michigan, in cooperation with the Mott Foundation, initiated a masters and doctoral degree program to prepare community education leaders. Five hundred and two interns have been enrolled in the full-time graduate operation and 1,105 students in the part-time program.<sup>9</sup>

Also, in 1955, the Mott Foundation financed a graduate training and information dissemination center at Eastern Michigan University. This center was the forerunner of the regional and cooperative centers for community school development which grew to sixteen by 1972-73. The regional center maintained their interest in graduate programs as well as information dissemination. Undergraduate programs were not a part of their function.<sup>10</sup>

In 1966 the National Community School Education Association was organized out of a need for professional association. In 1972 the association dropped the "School" from their title to facilitate the idea that community education goes beyond a physical facility.

The majority of post-1955 literature on community education has been written by authors associated with the C.S. Mott Foundation. Most received their graduate training in community education from Mott financed university centers.

---

<sup>9</sup> Campbell, p. 196.

<sup>10</sup> Maurice F. Seay, et al., Community Education: A Developing Concept (Midland, Michigan: Pendell Publishing Co., 1974) pp. 351, 352.

The professional society, the National Community Education Association, shared offices with the National Center for Community Education, an association of the Michigan Centers for Community School Development. Major officers of the national organization were, almost without exception, former Mott interns or were associated with regional or cooperating centers of community school development. The Mott Foundation and national centers material had been published by the Pendell Publishing Company of Midland, Michigan. The former national community education magazine, The Community Education Journal, also was published by Pendell up until 1976.

#### IV. Development of an Educational Philosophy

From the historical antecedents, there developed an educational philosophy. This philosophy was expressed by Christian when he indicated that traditionally the school had been thought of as unrelated to any other city facility or department. The school had been a building into which the child disappeared in the morning and emerged in the afternoon. It had been the place where between 8:30 a.m. and 3:30 p.m. for nine months of the year, education happened to young people.

School districts were units of local government. They were to be planned, remodeled, or utilized in light of the total planning in the community. It simply did not make sense to duplicate city parks with ball fields, equipment, and swimming pool. Most cities were crying for recreation facilities,

while schools were closed.<sup>11</sup>

Clancy, too, discussed the use of the existing facility as:

.... expanding the traditional role of the neighborhood school from a formal learning center for the young, operating six hours a day, five days a week, thirty-nine weeks a year, to a total opportunity center for young and old operating virtually around-the-clock, around-the-year. Schools make excellent community centers for the reasons:

- a. They are located so as to serve neighborhoods.
- b. They have facilities adaptable to broad community uses.
- c. They are owned and supported by the public.
- d. They are non-political.<sup>12</sup>

But the community school concept went far beyond facilities. The Honorable Frank Church, Senator from Idaho, understood the community school as:

.... not being simply a facility. The lights on in a school is not enough. The process or program is community education. It (is a process) which rekindles the spirit of the community. It can mean services to the elderly, continuing education for adults, recreational programs for young people, and a whole range of activities designed to help the community. It is a concept in the best traditions of our nation and should have the support of us all.<sup>13</sup>

The community school was an expression of the philosophy that the school was the logical hub of the community. It involved the people of that community in a program designed to touch on all the needs of the community. The idea required the members of the community themselves to participate in

<sup>11</sup>Floyd T. Christian, ed., Community School Guidelines (n.p.:Florida State Department of Education, 1970), 25 pp.

<sup>12</sup>Peter L. Clancy, "The Flint Community School Concept" (Flint, Mich.: Mott Program Flint Community Schools, 1970) p.2.

<sup>13</sup>Frank Church, "A National Viewpoint of Community Education," Community Education Journal, I (November, 1971).

attempts at its improvement. Processes of education were at work in every facet of community life. Some of these processes were enriching, others damaging. The community school program developed learning situations wherever they might be, and encouraged positive contact with community resources for people of all ages. This program, therefore, was the outward expression of the philosophy of community education.

Hubbard justified the community school in a traditional manner. A community school provided continuing educational and recreational services at the school on a twelve month basis. It offered sustained opportunities for communications and brought neighbors, school personnel, parents, youth, and leaders together to enjoy leisure, improve their neighborhood, and solve individual and community problems collectively by utilizing local resources.

The concept was based on the premise that the schools belong to the people. With the public schools used as community centers, the needs of communities were to be more adequately served. The philosophy repeated the concept of the "Little Red Schoolhouse" of previous generations in which the schoolhouse served as the community center for all activities. The total enrichment of the individual had as its base vigorous and spirited programs in physical education, physical fitness, sports, and recreation. After this base had been established, art, drama, music, library, sciences homemaking, occupational and other adult education programs and activities were to become a part of the total community school program. The

schools acknowledged their major burden of formal education, but also contributed increasingly to more life-laboratory experiences and beneficial use of lengthening leisure hours.<sup>14</sup>

A Florida brochure listed the "exciting" things that happened when a school adopted the community school philosophy.

1. The school becomes the hub of community life and support for the school is strengthened.
2. School shop facilities are open to the public.
3. Community drama groups are encouraged.
4. Adult music groups are formed.
5. Gymnasias become recreational centers.
6. Playgrounds are used extensively.
7. Cultural activities of all kinds become a reality.
8. Adult education flourishes.
9. Vandalism is minimized.
10. Cooperative **procedures** are developed.

In short, both young and old can point with pride to the community school.<sup>15</sup>

#### V. The Advisory Council

Officials of the California Centers for Community School Development listed advisory councils as the key to community school success. Councils were composed of a group of citizens who met together to coordinate and plan for community education development. Each council was to consist of representatives from the community-at-large, selected in such a way as to insure full community representation. The following were a few specific purposes:

---

<sup>14</sup>Edwin Hubbard, "Position Paper" (paper presented to California & Pacific Southwest Parks and Recreation Conference, 1968), pp. 1-5. (Mimeographed.)

<sup>15</sup>Christian, forward. (Mimeographed).

1. To discover and recognize problems, carry on study and planning, and make recommendations regarding the solution of those problems.
2. Provide a means through which civic groups or individual citizens can present plans for enriching the community.
3. To provide a means of communication.
4. To provide a sense of community.
5. To provide a means of democratic action in meeting local needs.
6. To identify potential community leaders and volunteers and to develop their qualities of leadership through community.<sup>16</sup>

#### VI. The Community School Director

The National Community School Education Association

defined the role of the community school director as one who:

...serves as a catalytic agent by providing leadership to mobilize community resources to solve identified community problems. This marshalling of all forces in the community helps to bring about change as the school extends itself to all people.<sup>17</sup>

A Flint, Michigan, publication listed the assessment of the community to be a prime responsibility of the community school director. He ascertained the needs of the community as well as the human resources available within the community and the city at large. Through his personal efforts, the director discovered the wishes of his community

---

<sup>16</sup>California Centers for Community School Development. "The Community Advisory Council" (San Jose, California: California State University, 1970), p. 2 (Mimeographed).

<sup>17</sup>"Philosophy Statement" (Flint, Michigan: National Community School Education Association, 1969), p. 1. (Mimeographed).



and then attracted people and provided programs within his school locality to satisfy these desires. He became involved in the areas of juvenile delinquency, adult education, area improvement, enrichment courses, senior citizens, re-training for job upgrading, interracial harmony, recreation and service organizations for children and adults.

Regardless of the dedication of the school director to the community school philosophy, he did not work alone. By means of the community advisory council, selected by him and the principal from those adults who already were established leaders in the community, he had a nucleus of well informed citizens who represented the community and parochial schools.<sup>18</sup>

Johnson identified the major "functions" of the community school director, recommended an approach for training, identified major training needs, incorporated the needs into a training model, and provided for evaluation of the model. The model was determined by a "panel of experts."<sup>19</sup> The total model was divided into three submodels of twelve categories each. The sub-model was identified by number of years of on-the-job experience. The twelve categories were:

---

<sup>18</sup>Flint, Michigan, Unified School District, "The Role of the Community School Director in the Flint Community Schools" (Flint, Michigan: n.n., 1970), pp. 1-5 (Mimeographed).

<sup>19</sup>Wilbur D. "Deke" Johnson. "Leadership Training Model

1. Administration
2. Community involvement
3. Coordinating
4. Demonstrating leadership
5. Finance
6. Personnel Management
7. Planning
8. Programming
9. Public relations
10. Recruiting
11. Surveying<sup>20</sup>
12. Training

The categories were identified by competency skill, training components, delivery systems, and methods. All university training was at the graduate level.

#### VII. Books Useful to Administrating Community Education Program.

The selection of books dealing entirely with community education and published after 1969 was fairly thin in relation to other disciplines within the education field. All but two books reviewed were published by the Pendell Publishing Company of Midland, Michigan.

Totten and Manley had written a syllabus-type manual on the nature and function of the community education concept. It was listed as Unit 101. This unit was an outline of material on the basic philosophy of community education. Figures relating to history and the total community concept of community education were included in the manual.<sup>21</sup>

---

<sup>20</sup>Johnson, pp. 117, 119, 123.

<sup>21</sup>Fred W. Totten and Frank J. Manley, "The Community Education Concept and Nature and Function of the Community

The Role of the School in Community Education was a series of essays which purported to meet a twofold purpose: first, as a textbook for teachers of students in community education, and second, as a handbook on community education for school officials. The book contained an often quoted essay, Ernest O. Melby's "Community Education: America's Social Imperative."<sup>22</sup>

A text for an administration or organization course in community education was The Community School: Basic Concepts, Functions, and Organization. Chapter one contained a discussion of freedom in relationship to community education. The chart on community development used to illustrate the interaction of community action groups "motivated" through the school center to the community at large, was found on page 59.<sup>23</sup>

Chapter ten, "Modern Education's Most Powerful Ally," summed up the theme of The Power of Community Education. This chapter outlined the various ways community education could have been an influence on education as a whole. The methods included:

---

<sup>22</sup>Howard Hickey & Curtis Van Voorhees, eds., The Role of the School in Community Education (Midland, Michigan: Pendell Publishing Co., 1969), 133 pp.

<sup>23</sup>Fred Totten and Frank J. Manley, The Community School: Basic Concepts, Functions, and Organization (Galiien, Michigan: Allied Education Council, 1969), 228 pp.

1. Influencing the placement of authority of education into proper hands.
2. Improving the education profession.
3. Expanding teacher preparation.
4. Bringing about curriculum change.
5. Defining values.
6. Promoting an understanding among men.
7. Facilitating communication.
8. Improving economic conditions.
9. Reducing waste.
10. Raising the cultural tone of the community.<sup>24</sup>

A Handbook for the Community School Director was, as indicated, a handbook. It was written as a resource for a practitioner or a university intern. The book was not indexed.<sup>25</sup>

Education II: The Social Imperative was philosophical and controversial. The book "slew all the traditional sacred cows of education from university teacher training to curriculum":

The central fallacy of all schools (teacher training) is that education consists of acquiring information rather than a process of becoming.

No other profession has found the recognition of professionalization so difficult to achieve.

The school is the final destructive force in the life of many children.

Present educational programs have too great an obsession with cognitive learning.

---

<sup>24</sup>Fred W. Totten, The Power of Community Education (Midland, Michigan: Pendell Publishing Co., 1970), 168 pp. Chapter 10.

<sup>25</sup>Robert L. Whitt, A Handbook for the Community School Director (Midland, Michigan: Pendell Publishing Co., 1971), 133 pp.

Children are seldom asked to do anything they are currently able to do, they are per force educated in failure.<sup>26</sup>

The book advocated revolution in education and building a new education (Education II) from the ashes.

Minzey and Letart, Community Education: From Programs to Process, advocated a process approach to the community education concept:

The most important aspect of community education is not program, but process. It is the relationship between these two terms which is fundamental ... The ultimate goal of community education is to learn to work together to identify problems and to seek out solutions to these problems.<sup>27</sup>

Foundations of Community Education was advertised on the book's jacket as expressing "trenchant truths in a minimum number of words". Contents included the relationship of the community to education, evolution of the community education philosophy, and the Flint Community School program.<sup>28</sup>

The Community Education Handbook was written for lay citizens and community education professionals interested in

---

<sup>26</sup>V.M. Kerensky & E.O. Melby, Education II: The Social Imperative (Midland, Michigan: Pendell Publishing Co., 1971), pp. 25, 27, 131, 132.

<sup>27</sup>Jack D. Minzey & Clyde Letarte, Community Education: From Programs to Process (Midland, Michigan: Pendell Publishing Co., 1972), p. 1.

<sup>28</sup>Larry E. Decker, Foundations of Community Education (Midland, Michigan: Pendell Publishing Co., 1972).

the implementation of a community education concept. The book outlined a specific model for instituting the concept. The book was not indexed.<sup>29</sup>

The Community School Principal was a traditional education (Education I as defined by Kerensky)<sup>30</sup> model for administering community education except in community/school relations. For example, all applications for community use of school buildings and grounds were to be made initially to the business office at the central offices and approved by the deputy superintendent or business manager. Most other sources recommended permits initiated by a community school director. In a list of job descriptions for a typical school, the position of community school director was not included. Counselor functions normally, throughout the literature, included a close referral system with the community school director, who in turn, worked with community organizations, such as Big Brothers, etc. The counselor functions were strictly "in house." Social events were the responsibility of the principal with no comments on delegation. Others, again, delegated at least a portion of this responsibility to the community school director. Custodial responsibilities, in this book, did not include the usual relationship with the director nor were

---

<sup>29</sup>Robert I. Berridge, The Community Education Handbook (Midland, Michigan: Pendell Publishing Co. 1973), 128 pp.

<sup>30</sup>Kerensky, pp. 4-7.

any special provisions made for additional hours for community use of the school. The book was traditional in the aspect of advisory councils. No mention was made of this group except as it related to community relations. The advisory council was first mentioned on page 202.<sup>31</sup>

Seay, the author of Community Education, A Developing Concept, indicated:

The reappraisal of higher education, demanded by the people who support and who use the products of American colleges and universities, appears to be getting underway. New considerations must be given to the old, isolationist relationships among research, instruction, and field services. A new comprehension must be developed in regards to the interaction between higher education and other educative institutions. Colleges and universities must acknowledge the continuousness, the comprehensiveness and the immediacy of the role of education.<sup>32</sup>

The above quote was a strong argument for the purposes of this study. It was the concluding paragraph of a chapter entitled "University Involvement." In the chapter were outlined the purposes and goals of the regional centers and indications that the universities comprising the National Center "have made possible the participation of approximately 600 graduate students at the masters and doctoral levels."

---

<sup>31</sup>Larry Burden and Robert C. Whitt, The Community School Principal: New Horizons (Midland, Michigan: Pendell Publishing Co., 1973), pp. 57, 58, 111, 121.

<sup>32</sup>Sheay, pp. 351, 352.

Many sources were available for financing community education. The book itself was a series of essays on all functions of community education.<sup>33</sup> A few examples are:

1. The community education concept.
2. Community education leadership.
3. Advisory councils.
4. Administrative structures.
5. Programming.
6. Accountability.
7. Counseling.
8. Research.

This literature review covered the broad range from history through a review of books that might be used to understand the community education process. The antecedents of community education can be traced back to Quintilian and Plato. John Dewey was credited by many with formulating the philosophy of community education. The first actual "community school" was not tried in the United States until the latter part of the 1930s.

The Mott Foundation had been the biggest single factor in the growth of the movement since 1950. Most literature directly relating to community education came from sources of the Mott Foundation and the Pendell Publishing Company.

The philosophy of community education expanded the role of the neighborhood school to a total opportunity center for young and old operating around the clock. The idea required the members of the community to participate in its planning and implementation.

---

<sup>33</sup>Seay, p. 367.



Many sources were available for financing community education. Some of these were federal sources, others were made available through individual state legislation. Still others were found in private industry and organizations.

The responsibility of the community school director was to discover the wishes and needs of the community. He then had to formulate programs and attract people to satisfy these desires. Little is available regarding the administration of a model community education program. Some had been written in the related area of training community education directors through pre-service, in-service, or graduate programs.

## CHAPTER III

### THE METHODOLOGY EMPLOYED IN THE STUDY

#### Population Under Study

Paramount, California, is typical of today's western California communities. It is a community which was developed by citizens of Dutch background and served as the major dairy center for Los Angeles County. The community was known for its beautiful dairy farms and wide, clean streets. In the 1930s the decision to develop the dairy industry. The community today is served by light, radios, and heavy industry -- only one dairy farm remains. Paramount's previously stable population of homeowners has been replaced by tenants who may live two, three, or more families to an apartment or house. The Dutch immigrants have been replaced by a population which is now 50 percent Spanish surname.

These facts are apparent in the schools. The segment of the school population which may be identified as "minority" and/or "low income", has shown significant growth since 1970. Paramount Unified School District indicates that in 1970-71, minority student population in the schools totaled some 2,073 of 10,059 students (20 percent of the total). In 1974-75 the minority student population in the schools of the district stood at 3,599 of 9,243 students (39 percent of the total). In 1976-77 figures reveal that the minority population is moving toward 50 percent of the total school population.

## CHAPTER III

### THE METHODOLOGY EMPLOYED IN THE STUDY

#### Population Under Study

Paramount, California, is typical of today's southern California communities. It is a community which was developed by citizens of Dutch background and served as the major dairy center for Los Angeles County. The community was known for its beautiful dairy farms and wide, clean streets. In the 1950s the decision was made to encourage and develop light industry. The community today is marked by light, medium, and heavy industry -- only one dairy farm remains. Paramount's previously stable population of homeowners has been replaced by renters who may live two, three, or more families to an apartment or house. The Dutch immigrants have been replaced by a population which is now 50 percent Spanish surnamed.

These facts are apparent in the schools. The segment of the school population which may be identified as "minority" and/or "low income", has shown significant growth since 1970. Paramount Unified School District indicates that in 1970-71 minority student population in the schools totaled some 2,073 of 10,059 students (21 percent of the total). In 1974-75 the minority student population in the schools of the district stood at 3,599 of 9,243 students (39 percent of the total). In 1976-77 figures reveal that the minority population is moving toward 50 percent of the total school population.

Median family income, percent of families living below  
the poverty level, percent of families with only one child

Studies of Paramount and surrounding communities reveal the profound needs now to be found in the community. For example, a 1973 study by the Los Angeles County Health Department identifies nearly 30 percent of the housing units in the city in need of considerable repair or replacement. Mid-1975 data shows that 13,382 persons in Paramount were recipients of government assistance (AFDC, Food Stamps, S.S.I., etc.), in the amount of \$1,309,750 per month. The United Way study of social status revealed that Paramount showed above average figures in juvenile arrests, adults with less than an eighth grade education, percent of persons who had been in the country less than five years, and percent of persons living in crowded housing. (These figures were taken from the 1970 census, so that one may conservatively project an even greater number of problems in the same area today.)

Paramount also shows a major unemployment problem. Among those who are measurable (citizens and legal residents) unemployment reached 12 percent in the late summer of 1975, and stood nearly 11 percent in February, 1977. Illegal aliens who are unemployed move that figure substantially upwards.

4. A demand for hiring of only Spanish surnamed

Paramount shows a higher birthrate, a lower number of school years completed, a lower percentage of 16-17 year olds enrolled in school than is to be found in any of the surrounding communities (Downey, Bellflower, Long Beach, South Gate, Lynwood and Compton).

Median family income, percent of families living below the poverty level, percent of families receiving public assistance -- all reveal that Paramount was "ahead" of only one neighboring community.

In brief, the concerns of the community have serious needs. Paramount's geographic juxtaposition to Compton (today a heavily black community) has produced anxiety and even fear among the "established" leadership of the community -- a leadership that remains largely white and representative of the "majority" population. Although Paramount shows a gradual growth of black citizens, the bulk of the minority population is representative of the Latin culture.

Given the above information, tension in Paramount has been growing. The tension has been directed by a small group of minority parents toward the Paramount Unified School District. Their complaints are vague but seem to be directed toward the need for:

1. More communication between school district and community.
2. Better understanding of programs under federal funds which impact their children's education.
3. Their right to be heard as members of the community.
4. A demand for hiring of only Spanish surnamed persons to fill vacancies.

Underneath these expressions of concern is a feeling of distrust toward the "establishment" as they see it. The group is actively critical of school personnel and in many

early, e.e. "pre-flash" level, but the needs the polarization represents must be addressed.

In brief, the citizens of the community have serious needs which they are able to express. The social trends reveal a community in tension. The objective studies of the classic social data confirm the troubles in which the community finds itself.

Paramount reflects the position of many communities today. Moving from a rural to an industrial community with an influx of minorities and unskilled population, the "stable" community fled to the country leaving a small middleclass and a growing poverty class being taken care of through government programs paid for by the taxes of nearly submerged middleclass citizens. The Paramount Unified School District finds itself the scapegoat of community discontent, low reading scores, high dropouts and a demand for more Spanish surname employees.

The business and residential areas of Paramount are shrinking. The city provides parks and recreation, but beyond that all services are provided by the county and, except for a county library and fire department, all are located in other communities.

## Population and Needs at Three Community-School Sites

The three Community Schools used for this study were:

- Major Lynn Mokler Elementary School
- Mark Keppel Community School
- Clearwater Intermediate School

The Mokler Elementary School is located on the extreme southern edge of the City of Paramount. It serves 659 pupils of whom 199 are Spanish surname, 429 are Anglo-Saxon, 5 are black, 3 are Asian and 5 are Native Americans. The area is of lower socio-economic status. Forty percent of the children in the school are of one-parent families, with over 20 percent of these being working mothers.

Lynn Mokler Elementary School, in September 1976, had had very little parent involvement, and no after-school or evening programs for youth or adults. At this writing, the Mokler Elementary School has a noon-time recreation and crafts program for youth to decrease noon-time fights on the playground. A new library has been instituted at Lynn Mokler which is staffed completely through parent volunteers. An after-school program in the creative arts began in March which is reaching over 175 children in the school. These activities are Macrame (2 sessions), Cooking (4 sessions), puppetry, dramatics, Jr. Red Cross, Knitting and Crocheting, and Creative Writing. Evening classes in English as a Second Language and Positive Parenthood have been instituted for adults. Two daytime classes are being taught by the school counselor and psychologist for families:

Indian 1%, Blacks 3%, Asian 1%, Spanish surname 4%, Caucasian

"Helping Your Child to Succeed in School" and Effective Parenting." All classes and activities at school are run through parent volunteers or staff volunteers. The Mark Keppel Community School has evening and daytime Mokler children have been involved in inter-generational English as a Second Language classes for adults plus activities, through working on projects which they have shared with patients at Birdhaven Convalescent Home in Paramount. They have twice performed at the Community Education Senior Citizens Program: they have presented a talent show and also performed several square dances for the seniors. They enlisted senior citizens and their parents in intergenerational square dancing.

The Mark Keppel Community School is situated on the far southwest edge of Paramount next to Compton. The community is in transition from middle class to lower class socioeconomic status. There has been a sharp increase in low cost apartments and multiple-dwelling units. The community includes some small businesses and an industrial section. Over 50% of the families receive state aid. Over 70% of the children are eligible for a free lunch and breakfast program.

The population is shifting from predominantly caucasian to mixed ethnicity with an increasingly large number of Mexican-American families. The Mark Keppel Community School serves a student population of 580 pupils in grades K-6th. The ethnic breakdown is approximately: American



Indian 1%, Blacks 6%, Asian 1%, Spanish surname 51%, Caucasian 41%. The mobility rate at the school and in the community is 58%.

recreation leaders provide, counseling, enrichment, recreation, and community services projects. The youth involved in the "Get High on Life" program work together with English as a Second Language classes for adults, plus a staff to identify their needs and work together to solve community run arts and crafts class. Parks and Recreation provides leadership at the school site five days a week. Public forums for the community have been established so that community may have the opportunity to talk with elected city and school officials. A vandalism program has been introduced where children living in the vicinity of the school keep a watch on it so destruction does not occur. They are instructed on who to notify if vandalism is in process.

Clearwater Intermediate School serves 865 students in grades 6 through 8. The ethnic breakdown of the student body is 373 Spanish surname, 451 caucasian, 6 Black, 5 Asian and 13 Native-American. The socio-economic grouping represented at Clearwater is obviously broader than found at a neighborhood school. The majority of Clearwater students however, come from lower to middleclass homes.

During the past several months the Community Education Service Leader at Clearwater has initiated several programs to meet the needs of working parents and also young teens. A family counseling service out of North Long Beach Counseling Center has been established at the school site. Through

Los Angeles County Parks and Recreation a program has been established for the purposes of juvenile diversion. Specially trained recreation leaders provide, counseling, enrichment, recreation, and community services projects. The youth involved in the "Get High on Life" program work together with staff to identify their needs and work together to solve needs. They have had campouts and field trips through working together to provide the resources necessary for such experiences. A bowling league has been started and provides a weekly activity at a bowling alley in Paramount for over 60 Clearwater youth.

Along with the three community school site programs the community education program in Paramount has established unique programs for the total district. Such a program developed to meet the particular needs of a senior citizen population in Paramount is the weekly Senior Citizen's Dinner Program. The program is run by the seniors who have their own Senior Citizen Specialist funded through a federal grant. The program involves an Issues and Concerns of Senior's class which meets weekly and addresses topics of particular interest or concern to senior citizens. Dancing, field trips, referral services, etc., are all a piece of the program. A very special program developed through the community education seniors program, is an exercise class for shut-ins at the Paramount Convalescent Home. Over twenty senior citizens, all of whom are disabled through strokes, heart problems, etc., meet

twice a week with the Senior Citizens' Specialist. Exercise and socialization is the unique need of these patients. An "oral history class" is in the developing stages with these people.

A monthly Children's Cultural Series has also been introduced into the Paramount community. Six plays from professional theatre groups have been presented in Paramount. The plays have emphasized multi-culture and inter-age experiences.

A major community festival of fun and fellowship was held on May 19 - 21, 1977, which brought all segments of the community together around sports, cultural experiences, dances, tennis tournaments and food!

The Paramount Unified School District and the Community School Service also developed an innovative summer camping experience for youth in Paramount, in cooperation with the YMCA and the City of Paramount. The City of Paramount provided 250 camperships for Paramount youth to attend camp at no cost to the parents. The YMCA provided camp facilities at Camp Oaks in the San Bernardino mountains. The Paramount Unified School District and YMCA developed a curriculum which involved outdoor education, camping skills, as well as career education. Teachers from the district were hired to teach at the two camp sessions. They were paid through ADA generated through pupil attendance at the camps. This cooperative camping model is being used by other YMCA's to establish similar school-city funding sources for summer camping.

In summary, Paramount is reflective of many of the social and economic problems facing many American communities today. It is a piece of the urban sprawl of greater Los Angeles.

The three community school sites selected for community education programs were chosen because of the needs identified through community need assessments and surveys. Through community and staff working together, programs have begun to flow from the school sites which were the result of expressed community needs.

#### Community Education Management Plan

The Paramount Unified School District has three Community School Service Leaders, one of whom (the writer) is the Senior Community Education Service Leader. The responsibility of the Senior Community Education Service Leader is threefold.

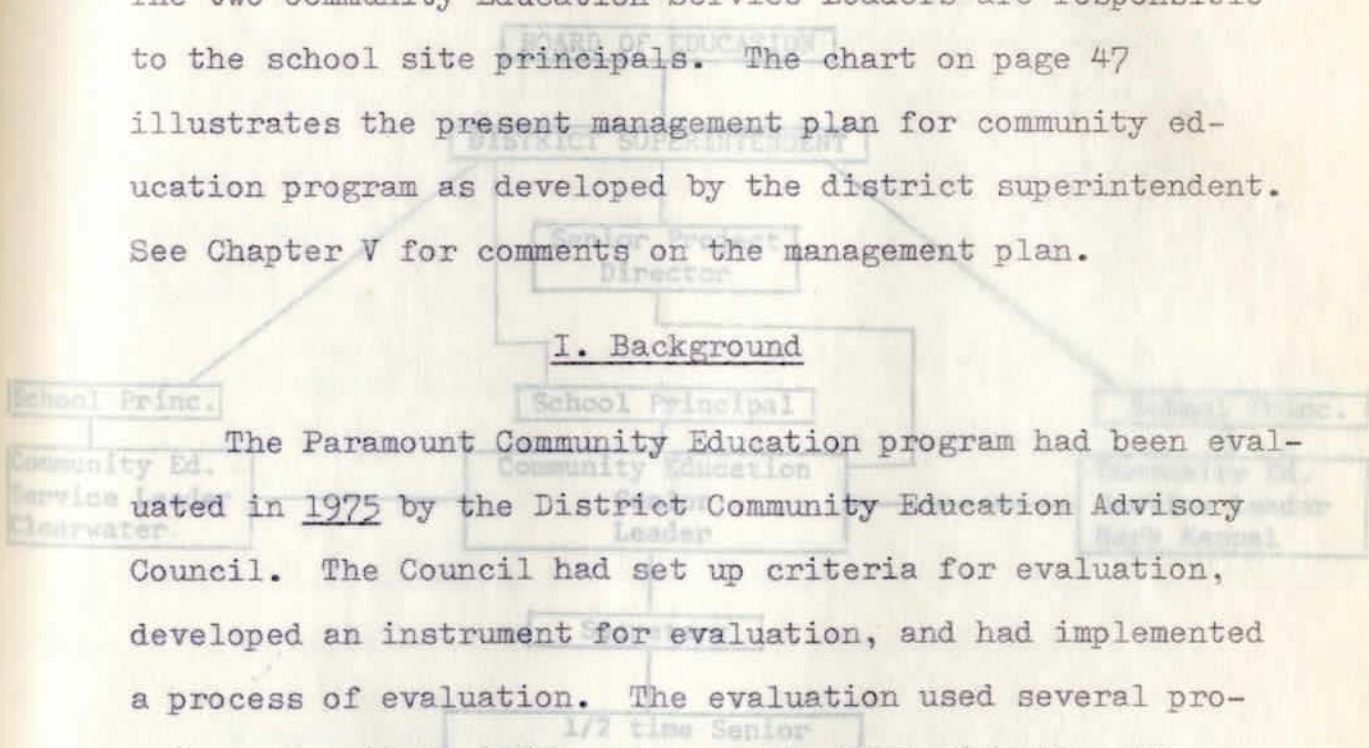
1. Mokler Elementary School
2. District-wide programs
3. Project Director: Community Education Grant

The Senior Leader reports directly to the Principal of the Mokler School for all programming at that site. She reports to the Senior Project Director in the Paramount Unified School District for all district and grant responsibilities. Such responsibilities include reports to Paramount City Council, Board of Education, California Department of Education, and the United States Office of Education.

Interviewing and hiring procedures are set up in conjunction with personnel policy in the Paramount Unified School District. Supervision of community school office staff and the Senior Citizens' Specialist, and inservice training involving principals and the two Community Education Service Leaders are also part of the Senior Community Education Service Leader's job description. (See appendix, page 2.)

The two Community Education Service Leaders are responsible to the school site principals. The chart on page 47 illustrates the present management plan for community education program as developed by the district superintendent. See Chapter V for comments on the management plan.

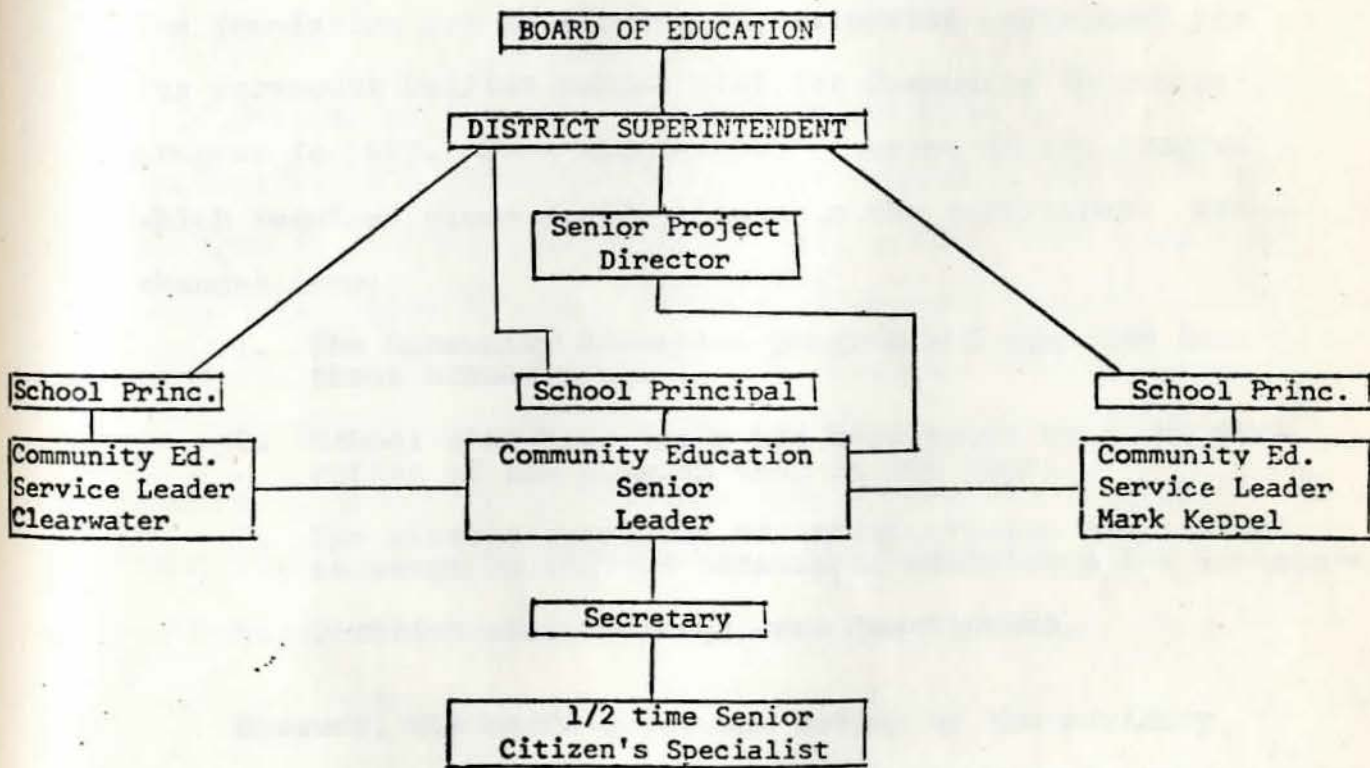
STAFFING CHART



I. Background

The Paramount Community Education program had been evaluated in 1975 by the District Community Education Advisory Council. The Council had set up criteria for evaluation, developed an instrument for evaluation, and had implemented a process of evaluation. The evaluation used several procedures to elicit information on the Community Education program, then located at Los Cerritos Elementary School. These procedures included personal interviews by the Advisory Committee of grass roots participants, teachers, administrators, city and school leadership. Telephone calls to people whose children attended Los Cerritos school were made at random. (See appendix, page 3) for instrument used and data obtained.) These techniques proved to be effective and were

STAFFING CHART



an aid in having the Paramount Community Education program awarded one of the first Community Education grants in the nation in 1976-77.

## II. Evaluation Instrument

Because the 1975 evaluation instrument had proved to provide information useful to the leadership of the Community Education program it was decided to use that instrument as the foundation for developing an evaluation instrument for the Paramount Unified School District Community Education program in 1977. Some changes had occurred in the program which required minor modifications in the instrument. Those changes were:

1. The Community Education program had expanded into three schools.
2. School site principals had more power over the direction of the program than in the past.
3. The classic community education process was limited in usage in 1977-78 because of administrative procedures.
4. District-wide programs were functioning.

However, the basic questions set up by the advisory council in 1974-75 were still valid for the 1977 Community Education program.

## III. Limitations

The evaluation was limited to a three week time frame due to:

1. The Paramount Unified School District time-line as to when evaluation should begin. They preferred the end of June.

2. The Lindenwood College's schedule as to due date for the project.

Given the time frames thus imposed, it was determined that the evaluation would take place during the last two weeks in May and first week in June. Data was scheduled to be compiled and conclusions drawn from the data in the two weeks subsequent to June 6th. (In point of actual fact, data from the questionnaires was not received until June 20, 1977).

Because of the time frame it was decided to limit the evaluation to a cross section of the community and to focus efforts on the three community school sites. Each community school was asked to reach fifty participants in their program for a written response to the program. Thirty persons in each community school neighborhood would be telephoned at random by local school advisory council members to elicit their response utilizing the questionnaire on page 4. of the appendix.

The written evaluation would be given to the three community school principals, the Superintendent of Schools, five Paramount Unified District Board of Education members and five Paramount City Council members, plus the City Manager of Paramount. Agency personnel, such as the Recreation Department of Paramount, Los Angeles County Recreation Department, YMCA, AARP, Compton College, etc., would be similarly surveyed.



Those basic questions from 1974-75 which have current applicability are:

1. Are the three community school sites being used effectively as a community center?
2. What changes have occurred in the school/community since the community school program began in 1976-77?
3. What are the feelings of the community toward the school?
4. What obstacles need to be overcome for more broad-based community participation?
5. How involved has community been in establishing needs and developing programs around those needs?

The evaluation instruments, in their entirety, will be found at the end of this chapter. With the District Advisory Council's approval, membership roster attached, and the approval of the Paramount Unified School District Administration, the evaluation instruments were distributed to the three community school sites, and to senior citizens who participate in the Community Education Senior Citizens' Program.

The procedures used for gathering information were:

- a. Personal interviews with community education participants.
- b. Mail-outs of the evaluation instrument to community leaders.
- c. Telephone calls to community members chosen at random.
- d. Personal interviews with Paramount Unified School District Administrators and members of the Paramount City Council and the Paramount Unified School District Board of Education.

From this cross segment of grass-roots community residents and leadership would develop the evaluation of Community

EVALUATION INSTRUMENT

The Paramount Community Education program evaluation instrument was divided into three sections. Section A, Personal Data, sought demographic data, which would identify the representation of persons who responded to the community education evaluation.

CHAPTER IV

Personal Data Please select the one category that best describes you.

       DIRECT        POLICE        ADMINISTRATION

       SENIOR OFFICIAL        PLANNED OFFICIAL

       OCCUPATIONAL        BUSINESS        STUDENT

AGE RANGE:        16-24 yrs.        25-34 yrs.        35-44 yrs. and up.

At which school(s) have you participated?

       HIGH SCHOOL        COLLEGE        COMMUNITY        OTHER

SECTION A. PERSONAL DATA

1. Name of respondent: \_\_\_\_\_

2. Address: \_\_\_\_\_

3. City: \_\_\_\_\_

4. State: \_\_\_\_\_

5. Zip: \_\_\_\_\_

6. Telephone: \_\_\_\_\_

7. Date of completion: \_\_\_\_\_

EVALUATION INSTRUMENT

The Paramount Community Education program evaluation instrument was divided into three sections. Section A, Personal Data, sought demographic data, which would identify the representation of persons who responded to the community education evaluation.

3. If you have participated in community education activities please check those activities which apply to you.

Personal Data: Please select the one category that BEST describes you.

PARENT  TEACHER  ADMINISTRATION

SENIOR CITIZEN  ELECTED OFFICIAL

COMMUNITY SERVICE AGENCY  STUDENT

AGE RANGE:  10-15 yrs.  16-24 yrs.

35-50 yrs.  50 yrs. and up.

At which school site have you participated:

MARK KEPPEL  MOKLER  CLEARWATER  ALONDRA

TABLE 1. SECTION A. PERSONAL DATA

4. How would you rate the function of a community school?

Excellent  Good  Fair  Poor

5. How would you rate the effectiveness of the community education program for you?

Excellent  Good  Fair  Poor

6. To what extent do the programs at your community school site meet the needs of the participants?

Excellent  Good  Fair  Not at all

Section B., of the evaluation instrument, sought to identify involvement in community education, the type of involvement and the value placed on that involvement by those responding to the evaluation. (Questions 1 - 6...Table 2)

TABLE 3. SECTION B. EFFECTIVENESS OF STAFF AND PROGRAMS

1. To what extent have you participated in the community education activities in Paramount?  
 Very active \_\_\_\_\_ Some \_\_\_\_\_ Little \_\_\_\_\_ None \_\_\_\_\_

2. If you have participated in community education activities please check those activities which apply to you.

Attendance at community education class

Volunteering at a community education activity.

Leading a class activity

Participating on a community education advisory council.

Helping in developing a community education activity at a school site.

3. To what extent were the community education programs of value to you?  
 Very valuable \_\_\_\_\_ Some value \_\_\_\_\_ Little value \_\_\_\_\_ None \_\_\_\_\_

4. How would you rate your understanding of the function of a community school?  
 Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

5. How would you rate the effectiveness of the community education program for you?  
 Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

6. To what extent do the programs at your community school site meet the needs of the participants?  
 Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Not at all \_\_\_\_\_

Section B., also addressed itself to the effectiveness of the community education staff, what effect community education has had on school vandalism attitudinal change on behalf of participants toward the schools, the effectiveness of dissemination of information and their feelings about the continuation of community education programs at their school sites. (Questions 7 - 12...Table 3)

TABLE 3. SECTION B. EFFECTIVENESS OF STAFF AND PROGRAMS

7. To what extent is the community school staff receptive to the ideas and concerns of the people in your community education program?

Excellent     Good     Fair     Not at all

8. To what extent has the community school program effected vandalism and graffiti at the school site?

Decreased     No effect     Increased     Not applicable

9. To what extent has the community school program effected your attitude toward the school?

More positive attitude     No change in attitude

Negative

10. How have you learned about activities available through community education?

<input type="checkbox"/> Fliers sent home	<input type="checkbox"/> teachers
<input type="checkbox"/> PTA bulletin	<input type="checkbox"/> friends
<input type="checkbox"/> Newspapers: Which ones:	<input type="checkbox"/> neighbors
<input type="checkbox"/> Paramount Journal	<input type="checkbox"/> U.S. Mail
<input type="checkbox"/> Herald American	
<input type="checkbox"/> L.A. Times	
<input type="checkbox"/> Long Beach	
<input type="checkbox"/> City Council or Board reports	
<input type="checkbox"/> Community Education Staff	

11. Do you feel the school facilities are adequate for community programs and activities?

Excellent     Good     Fair     Poor

Section C listed various classes and activities that were utilized during the 1976-77 school year. A rating scale of excellent, good, fair and inferior was used to measure the value of the activity to the participant. See Table 4. next page.

1. English as a Second Language
2. Evening In-House Tutoring Program
3. Positive Parent Involvement Program
4. How to Help Your Child at School
5. Forestry
6. Cooking
7. Creative Writing Group
8. Artistic
9. Spelling and Grammar
10. Recreational
11. Art, Red Cross
12. Community Planning Activities
13. Advisory Council Meetings
14. "See Rich at 1111"
15. Spelling League
16. Community Forum
17. Children's Creativity Group
18. Community Meetings
19. Conversational Spanish
20. After School Activities
21. Volunteer Activities at School
22. Parents and Teachers Meeting
23. Parent-Teacher Conferences
24. School Activities Field Trip

TABLE 4. SECTION C. SCHOOL ACTIVITIES

COMMUNITY EDUCATION CLASSES OR ACTIVITIES IN PARAMOUNT

Please check the box that best describes your feelings about activities, classes or programs you have participated in through community education.

ACTIVITIES	EXCELLENT	GOOD	FAIR	INFER- IOR
1. English as a Second Language				
2. Evening Positive Parenthood Classes				
3. Daytime Parent Education Class				
4. How to Help Your Child in School				
5. Puppetry				
6. Cooking				
7. Creative Writing Class				
8. Dramatics				
9. Knitting and Crocheting				
10. Macrame				
11. Jr. Red Cross				
12. Community Planning Meetings				
13. Advisory Council Meetings				
14. "Get High on Life"				
15. Bowling League				
16. Community Forums				
17. Children's Creative Series				
18. Community workshops				
19. Conversational Spanish				
20. After school recreation				
21. Volunteer activities in school				
22. Issues and Concerns classes				
23. Senior citizen programs				
24. Senior Citizen field trips				

TABLE 4. SECTION C. PROGRAM COMPONENTS

The evaluation instrument was distributed to approximately 450 persons who have, at some level, been involved with the Paramount Unified School District's Community Education Program.

PERSONAL DATA ANALYSIS: Please select the ONE category that BEST describes you.

145 PARENT/COMMUNITY 21 TEACHER 8 ADMINISTRATION 115 SENIOR CITIZEN

ELICITED OFFICIAL ANALYSIS OF EVALUATION AGENCY 59 STUDENT

AGE RANGE: 65 10-15 yrs. 18 16-24 yrs. 62 24-35 yrs.

SECTION A: The demographic data on the surveys returned indicates that the largest populations being served through community education are parents/community 145 and senior citizens 115. The next representative group would be students in the age range 10-15 years. The age range demonstrated that community education is strongest in reaching persons 35 years and older (225 total). Of those surveyed only 18 persons fall within the 16-24 age range.

The largest site population of those surveyed were at Alondra Intermediate School where senior citizens' activities and programs are held. Mark Keppel Elementary School population surveyed represented 80 persons while 70 persons were surveyed at the Major Lynn Mokler School site and 30 persons were surveyed at the Clearwater Intermediate School site. The other 59 persons responding were agency personnel and community persons who were involved on a community-wide basis.



Seventy-nine percent of those persons responding to question

three, "To what extent were the community education programs of

PARAMOUNT COMMUNITY EDUCATION PROGRAM EVALUATION

valuable or of some value. Twenty-one percent of those responding

PERSONAL DATA ANALYSIS: Please select the ONE category that BEST describes you.

145 PARENT/COMMUNITY 21 TEACHER 6 ADMINISTRATION 115 SENIOR  
CITIZEN

9 ELECTED OFFICIAL 9 COMMUNITY SERVICE AGENCY 65 STUDENT

AGE RANGE: 65 10-15 yrs. 18 16-24 yrs. 62 24-35 yrs.

110 35-50 yrs. 115 50 yrs. and up.

At which school site have you participated:

80 MARK KEPPEL 70 MOKLER 30 CLEARWATER 84 ALONDRA

TABLE 5. SECTION A. PERSONNEL DATA ANALYSIS

In question number one, "To what extent have you participated in community education activities in Paramount?", over 80% of persons surveyed indicated they were very active or have had some involvement. Involvement, as indicated in question number 2, ranged from attendance at community education classes (210), volunteering at a community education activity (75), leading a class activity (25), participating in a community education advisory council (15), and helping in developing a community education activity (34).

How would you rate the effectiveness of the community education program for you?  
163 Excellent 178 Good 15 Fair 4 Poor

To what extent do the programs at your community school site meet the needs of the participants?



Questions 7-12 in Section B. were directed toward staff cooperation, effect of graffiti or vandalism at community school sites, attitudinal changes toward the school through community involvement, effectiveness of dissemination of information and the continuation of community education at their school site.

Of those surveyed, 185 responded that the community education staff members were excellent in their receptivity to the ideas and concerns of the community they serve. Ninety-five responded that they were "Good", 21 responded "Fair" and 2 at one school site responded they were not responsive at all to their community needs.

Question number 8 directed itself to the effect community education had on vandalism or graffiti. One hundred and seventy-one persons said it decreased vandalism, however, 102 persons surveyed indicated it had no effect. It is important to note that 58% of persons surveyed had a more positive attitude toward their school and the Paramount Unified School District.

The most effective forum for the dissemination of information was through the community education staff itself, fliers sent home and the PTA bulletin. School facilities had 65 persons responding that the facilities were excellent and 65 responding they were poor, with 231 feeling they were good or fair.

To question number 12, "Do you feel the community education program should be continued at your school site", of those surveyed 325 said yes, 4 no and 30 no answer. (Questions 7-12... Table 7, see next page)

7. To what extent is the community school staff receptive to the ideas and concerns of the people in your community education program?  
185 Excellent 95 Good 21 Fair 2 Not at all
8. To what extent has the community school program effected vandalism and graffiti at the school site?  
171 Decreased 102 No effect 11 Increased 25 Not applicable
9. To what extent has the community school program effected your attitude toward the school?  
208 More positive attitude 91 No change in attitude 2 Negative
10. How have you learned about activities available through community education?  
161 Fliers sent home 35 teachers  
75 PTA bulletin 34 friends  
68 Newspapers: Which ones: 15 neighbors  
21 Paramount Journal 3 L.A. Times 14 U.S. mail  
32 Herald American 12 Long Beach  
3 City Council or Board reports 110 Community Education Staff
11. Do you feel the school facilities are adequate for community programs and activities?  
65 Excellent 134 Good 95 Fair 65 Poor
12. Do you feel the community education program should be continued at your school site?  
308 Yes 2 No

TABLE 7 SECTION B. EFFECT OF STAFF AND PROGRAM ANALYSIS

ANALYSIS OF EFFECTIVENESS OF SCHOOL SITE PROGRAMS

Section C was included so that persons who had participated in various classes or activities could rate the value of those specific activities as they experienced them.

The Senior Citizens' programs received a strong response as either excellent or good.

22. Issues and Concerns classes	31	5	0	1
23. Senior citizen programs	82	22	0	0
24. Senior Citizen field trips	39	41	2	

TABLE 8 SECTION C. SENIOR CITIZEN

Of those surveyed 136 persons responded excellent and 26 stated  
 Of the 24 activities listed, numbers 2 - 13 in section C  
 were programs offered at the Major Lynn Mokler school site.  
 Of those persons responding to this section, 117 indicated  
 these programs to be excellent and 51 felt them to be good.

Activities	Excellent	Good	Fair	Inferior
English as Second Language	35	15	5	0
Evening Positive Parenthood Class	5	5	12	2
Daytime Parent Education Class	12	8	0	0
How to Help Your Child in School	5	3	0	0
Puppetry	12	2	0	0
Cooking	34	4	0	0
Creative Writing	6	3	0	0
Dramatics	8	5	0	0
Knitting and Crocheting	3	2	0	0
Macrame	9	3	0	0
Jr. Red Cross	8	8	3	0
Community Planning Meetings	15	8	1	0

TABLE 9 SECTION C. MAJOR LYNN MOKLER PROGRAM COMPONENT

TABLE 11 SECTION C. CLEARWATER INTERMEDIATE SCHOOL PROGRAM COMPONENT

The Mark Keppel School site and the Mokler School site each held English as a Second Language Classes through Adult Education. Participants responding to the ESL Program rated 35 excellent, 15 good and 5 fair. The Mark Keppel School site involved community forums, community workshops, conversational Spanish, after-school recreation through Paramount Recreation Department, volunteer activities, as well as advisory council meetings. Two programs were written into the survey: the "Keppel Sharks" activity and a dance class.

Of those surveyed 136 persons responded excellent and 26 stated activities were fair.

16. Community Forums	9	3	0	0
18. Community workshops	19	5	5	1
19. Conversational Spanish	10	5	2	1
20. After school recreation	19	4	3	0
21. Volunteer activities in school	48	9	2	0

TABLE 10 SECTION C. MARK KEPPEL ELEMENTARY SCHOOL PROGRAM COMPONENT

Clearwater Intermediate School activities included advisory council meetings, "Get High on Life", and the bowling league. Of the persons responding, 48 responded excellent and 24 good, and 1 fair.

13. Advisory Council Meetings	12	9	3	0
14. "Get High on Life"	21	10	6	0
15. Bowling League	15	5	0	0

TABLE 11 SECTION C. CLEARWATER INTERMEDIATE SCHOOL PROGRAM COMPONENT

There were some over-lapping components that effected the three school sites, such as question numbers 13., advisory council meetings, 17. Children's Creative Series 18. Community workshops, and 21., Volunteer activities in school. These components received strong respnse and there were no marked differences in response at school sites surveyed.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS CHAPTER V

Our purpose in conducting this evaluation, was to examine the Paramount Unified School District Community education program and show that it has had a positive effect upon the Paramount community and schools where the program has been located.

We also sought to determine whether the Paramount Community education program is a viable means to address the social, economic, and political changes occurring in the community.

Further, we attempted to discover if the community school can be a place where voices can be heard, ideas shared, and community problem solving can occur.

The evaluation results, as determined by the responses to the instrument used, do indeed show that the community education program has had a positive effect upon community and schools. Of those participating in the survey, 306 expressed a desire for the program to continue.

The responses to all sections of the survey indicated both depth and breadth of support; that is, respondents of all categories had strong positive feelings about the program and the process.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Our purpose in conducting this evaluation, was to examine the Paramount Unified School District Community Education program and show that it has had a positive effect upon the Paramount community and schools where the program has been located.

We also sought to determine whether the Paramount Community Education program is a viable means to address the social, economic, and political changes occurring in the community.

Further, we attempted to discover if the community school can be a place where voices can be heard, ideas shared, and community problem solving can occur.

The evaluation results, as determined by the responses to the instrument used, do indeed show that the community education program has had a positive effect upon community and schools. Of those participating in the survey, 308 expressed a desire for the program to continue.

The responses to all sections of the survey indicated both depth and breadth of support; that is, respondents of all categories had strong positive feelings about the program and the process.



The second element in the evaluation, whether the Paramount Unified School District Community Education program is a viable means to address the social, economic, and political changes occurring in the community, responses to the evaluation instrument again gave strong evidence that that potential power base exists. On table 4 pg 54 of the evaluation under classes and activities number 12, 13, 16 and 18, Community Planning meetings, Advisory Council meetings, community forums and community workshops indicate at least 82 persons had participated in a process-oriented activity and 48 found it excellent; 25 said it was good and 9 felt such activity had been fair.

On page 1 of the evaluation instrument, answers to question #2 indicated that 34 persons were involved in helping develop a community education activity at their school site and 15 have participated on an advisory council.

This same data would indicate that, at some level, the community school is a place where voices can be heard, ideas shared and a sense of community can develop.

From all indications then, it would seem that the three community school sites are being used effectively as community centers. The feelings of the community, as represented in evaluation respondents, toward the schools are positive and there is agreement that the community has been involved through

planning meetings, advisory councils, forums and workshops in identifying community needs and in creating programs to address those needs.

Another piece of evidence that a positive attitude has developed at the three community school sites and in the community is reflected in answers to question #9. Community persons feel vandalism and graffiti at the three community school sites actually decreased during 1976-77 school year.

It seems logical to conclude on the basis of the evidence elicited by the evaluation instrument that the Paramount Unified School District Community Education program has had a.) a positive effect upon those surveyed, b.) has been a place where voices could be heard and ideas shared.

There is no indication, however, in response to the evaluation instrument that community education is a viable means to address and find solutions to the social, economic and political changes occurring in community; only that opportunity may exist to achieve those ends. It can be deduced subjectively, however, that with the overwhelming support for community education there is a base of power on which the community can build to create change.

To illustrate this hypothesis, we can cite our Senior Citizens Program. Through surveys, and door-to-door need assessments and interviews, it was obvious in 1973 that there

was no program to meet the needs of the elderly in Paramount. Community Education, drawing on community resources, began an evening nutrition program at an elementary school site. The first week 110 persons attended. The program grew to well over 180 in a matter of weeks and it became necessary to move the program to a nearby intermediate school. Attendance grew and peaked at about 280. The Community Education Senior Citizen's program branched out to include a volunteer Senior Citizens group, a band called the "Retreads," a choir and Adult Education classes designed for Senior Citizens. The Seniors themselves, with the Senior Community Education Service Leader acting as facilitator, began the Paramount Committee on Aging and an American Association of Retired Persons chapter. When the Business Office and the Food Services Division of the Paramount Unified School District wished to discontinue the dinners because they were "a bother," the Senior Community Education Service Leader, with representatives of the Senior Citizens Advisory Council, met with the Assistant Superintendent for Business and the Food Services Director, after first meeting with the Superintendent of Schools. Underlying the two visits and the decision to continue the program was the understanding that these people lived and voted in Paramount. The Seniors felt positive toward the schools because of the Senior Citizen's programs developed through Community Education. However, the powers in the school district were convinced if the programs for the elderly were discontinued, they might not feel so positive

about the school. The Paramount Unified School District was facing a possible tax override issue on the next ballot; additionally, two Board of Education members opposing the District Superintendent were running for re-election.

The dinner program for Senior Citizens still continues, the tax override did not appear on the ballot, but the two Board members opposing the District Superintendent were defeated after an article appeared in the press noting that they were not in favor of the Community Education program.

Political change of some significance also occurred during the city council elections in 1975. One of the volunteers serving at the Senior Citizen's programs announced her candidacy for City Council. She was opposing one of the Council's strong supporters of Community Education. She did much of her politicking while pouring coffee at the dinner program. Campaign buttons and literature were distributed during formal Senior Citizen's gatherings in the school. The Senior Community Education Service Leader was caught in the middle of a situation which she opposed on principle - the use of school sponsored events to achieve personal ends.

It was the feeling of the Community Education Service Leader, supported by the Advisory Council, that the Senior Citizen's programs were not the place to run a political campaign. The sense of community developed over two years' time was being threatened as persons in favor of and opposed to the candidate became "tense" in one another's presence. The Community Education

Service Leader talked with the candidate privately to try to convince her that a school program should not be used by a political candidate. The candidate became hostile and made several visits to the District Superintendent to convince him that the Community Education Service Leader should be fired. Emergency meetings were called by the Superintendent and Community Education Service Leader to establish guidelines governing activities. Those guidelines, among other things, prohibited the use of Community Education programs for political purposes. The Advisory Council organized a "candidate's" night for the Senior Citizens a week before elections. When the council election was held the candidate who created all the problems was narrowly defeated. The precinct count showed that she lost because of votes cast against her in areas of high Senior Citizens concentration.

When the Federal Community Education Grant was awarded to the Paramount Unified School District, a part-time Senior Citizens Specialist was hired who had been a volunteer in the program. Because she was 68 years old, the Personnel Office stated she could not be hired. Again the Community Education process and power was evident when the Board of Education voted 5-0 to change hiring procedures so that the Community Education Senior Citizens Specialist could remain. At the First Annual Senior Citizens Recognition Day co-sponsored by Community Education and the Paramount Chamber of Commerce in mid-1977,

the Community Education Senior Citizens Specialist was named Senior Citizen of 1977 by the City, School and business community.

The Senior Citizens in Paramount in 1973 were without a voice, without power, and without community purpose. Community Education acting as a facilitator, working with the Senior Citizens, have helped them to develop their own programs and resources that they might now be responsible for themselves and "make a difference" in the community in which they live. In this sense Community Education has made a difference in Paramount, California, and has created positive change and a sense of community.

The Paramount Community Education Program is not without its problems, however. Although responses to the evaluation instrument reflected that the community education process and citizens involvement were occurring, it did not address the degree of community-wide involvement.

It is the observation of this writer that involvement occurs only to the degree that the administrator of the Paramount Unified School District permits it to occur; that, indeed, the administrators have control factors at their disposal which permits them to feel "safe" with limited community process and involvement.

For example, the management plan for community education established by the Paramount Unified School District Superintendent, ensures that the school site principals hold the power in the community education program. The principals have little or no training in community education. Most of the principals have been involved in a one day in-service on community education. They see community education as programs to bring people into the schools. They ignore the process which should be taking place with school and community. The principals supervise community education personnel, make decisions regarding advisory councils, and exercise control over use of school facilities. With such power in the hands of the building-level administrators, they are able to prevent some process, process that they may see as threatening to them, from occurring. The principals at the three community school sites have been most cooperative with the community education specialists so long as classes for community were being established, festivals or open houses were being held, and childrens after-school programs brought good attendance. The principals also actively sought to utilize community members as volunteers in the classrooms and in other such activities in which two-way communication was limited.

Community forums and meetings were places where community questions could be addressed to city and schools

leaders, where dialogue, however limited, could occur. However, few of these forums were followed by efforts at community problem solving. Questions were asked and answers were given, but the community, school and city administration did not organize together to create any positive change. Significant concerns around such complex problems such as truancy, drop out rates, instruction for foreign children in an American middle-class institution, instruction for the American middleclass student, while simultaneously providing instruction for foreign students, were never really addressed. If administrators and school staff had risked allowing community to work with them on some of these major issues confronting their school and community, then perhaps through the process of struggling to find answers for complex questions, the two segments of society; community and schools would have learned renewed respect for each other.

The administrators in the educational programs still seem to feel that they "know what is best" for the children of the community. It is that attitude which stands in the way of true community input and problem solving.

Administrators fear community control. However, community education problem solving, if used correctly, does not lead to community control. It does mean community members working cooperatively together to develop solutions to major problems. The definition of community, consistent with the philosophy of community education, includes the



with the possible exception of those changes which have specific reference to senior citizens.

Since control of the community education program has been placed in the hands of the principals, the process is once removed from the legitimate concerns of the total community.

#### THE APPENDIX

#### Recommendations

The Paramount Unified School Districts Community Education Program has strength in the community. Within the limits set by administration the community education staff have built a strong foundation for community involvement.

It is our recommendation however, that if a school district is to adopt the community education concept, then they should be willing to put time and money into intense training of the school site principals and central administration who have the power to say "no". Boards of Education should also be fully trained through workshops at state and national levels to fully understand the concept of community problem solving. It is no longer feasible to promise community that through advisory councils, PTA, etc., that they will have influence on the education of their child, or on decision making policies of central administration and Boards of Education. The community in Paramount has been "educated" to the community education process. We now must develop effective means to break down administrative barriers, so that

PRESIDENT SPEAKS UP  
IN COMMUNITY SONG BOOK

THE APPENDIX

There is an important message from the President of the United States in this book. It is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

The President's message is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

The President's message is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

The President's message is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

The President's message is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

The President's message is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

The President's message is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

The President's message is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

The President's message is a message of hope and courage. It is a message that we can overcome our problems and build a better future for ourselves and for our children.

## PRESIDENT SPEAKS OUT ON COMMUNITY EDUCATION



*I have been interested in the Community Education concept since I first saw the film *To Touch a Child* about five years ago — so interested in fact, that as Governor of Georgia, I made a short lead film to introduce *To Touch a Child* to the people of my state. In the sound track of that 1971 introductory film, I expressed the following views:*

*"I'm Jimmy Carter, Governor of Georgia. I know that in many communities around our nation tonight, the school building lights are burning, and teachers, adults and young people are coming together to make use of a very valuable facility.*

*"The community school concept offers our people the chance to participate in the learning process when they can — which is often outside of regular school hours. In so doing, it offers us the chance to extend the learning process to the whole community.*

*"I'd like to see the community schools concept initiated wherever possible, and I believe that local communities in every state, including Georgia, ought to seriously examine this chance to improve themselves through a process that brings people closer together and extends educational opportunity to all our citizens."*

*I am aware of the tremendous growth of the Community Education concept in the past few years and would like the nation's Community Educators to know of my continued interest in this worthwhile movement which can mean so much for all of us.*

*You may also be interested to know that my daughter-in-law Judy Carter, is a professional educator who has been actively involved as teacher in a Community Education workshop in Jacksonville, Florida.*

*We have a tremendous need to develop more sense of community throughout the nation, and I feel that the Community Education concept, if fully implemented could make an impact in meeting this need.*

Sincerely,

A handwritten signature in cursive script that reads "Jimmy Carter". The signature is written in dark ink on a light background.

Jimmy Carter

October 15, 1976

## JOB DESCRIPTION - CLASSIFIED

---

### COMMUNITY EDUCATION SENIOR LEADER

#### POSITION SUMMARY

The Community Education Senior Leader works with schools, individuals, community groups, and other supporting agencies to develop and organize a spectrum of programs to aide the school and community to achieve the goals of the Community School program. For the Community Education Senior Leader portion of the position, this employee is directly responsible to the principal at the school where the Community Education Senior Leader is assigned. For the coordination portion of the position, this employee is directly responsible to the Senior Director of Special Projects and will comprise roughly 20% of the position's time.

#### DUTIES AND RESPONSIBILITIES

1. Carry out administrative duties required to process and employ persons through the federally funded Community Education program.
2. Train, in-service, coordinate and lead weekly staff meetings of two Community Education Senior Leaders and one-half time Senior Citizen Specialist.
3. Work in line relationship to the principal of the school to which assigned and in staff relationship to principals of other community education schools.
4. Assist in collection of data, maintaining records and procedures used in Community Education program for evaluation of program.
5. Assist in the writing of proposals to support the district Community Education program.
6. Coordinate all district-wide Community Education programs and activities.
7. Serve as advisor to District Community Education Advisory Council and give leadership to establishment of school level Community Education Advisory Committee.
8. Provide liaison among city, business, service organizations and community groups.
9. Work with principals, faculties and district staff to establish and operate after school and evening programs.

CLASSIFIED JOB DESCRIPTION - (continued)  
Community Education Senior Leader

---

DUTIES AND RESPONSIBILITIES - (continued)

10. Work with the principals, librarians and library clerks to keep open the media center beyond regular school hours to provide the proper atmosphere to enhance the pupils' after school study and work habits.
11. Responsible for scheduling facilities, use of equipment and general arrangements for the school plant after school and on non-school days.
12. Cooperate with the Department of Recreation to develop specific recreational programs desired by the community.
13. Cooperate with civic associations, teen clubs, adult education, churches, Boy Scouts, Girl Scouts, Senior Citizens and other established community groups to obtain an understanding of their activities and objectives and to aid them in any way possible.
14. Cooperate with all existing school groups, such as P.T.A., Advisory Councils, homeroom mothers, etc., in improving the overall community effort of each group, and coordinates the efforts of two or more groups in certain specific projects.
15. Promotes the school and education through frequent formal, semi-formal and informal contact with the community.
16. Promotes better school-community relationships by providing various educational, recreational, social and cultural experiences for the youth and adults of his community.
17. Brings the parent into the schools in an experience-oriented relationship, thereby providing a greater depth of understanding of education within the community.
18. Interprets the policies of the school and its programs to members of the community, many of which might otherwise have no, or limited, knowledge of the school and its operation.
19. Provides worthwhile ideas to the community, and strives to involve people in the process of implementation and development of these ideas as a service to the community.
20. Strives to promote better understanding among individuals and groups in the community, in order to improve the neighborhood program.
21. Attempts to provide the leadership for new and worthwhile activities, projects and programs that are needed in the community.

# TARGET AREA C



EVALUATION COMMITTEE  
Results to Date  
January 14, 1975

The criteria for the evaluation committee's questionnaires used in the telephone survey, and the written survey, was based on the following concerns of the committee. They are as follows:

1. Is the Community School being used effectively as a community center?
2. What has been the changes in the community since the beginning of the community school program in 1973?
3. What are the feelings of the community toward the school?
4. What obstacles need to be overcome for greater participation?
5. How effective has the Community School Coordinator been in the community?
6. How involved is the Advisory Board at the Los Cerritos School?

A written survey was sent out through the school in the 4th and 5th grade classrooms, and also through the Tiny Tots classes. The telephone survey attempted to reach 30 names picked at random through the Los Cerritos attendance files. The results follow.

## WRITTEN SURVEY

Sent out in Spanish and English through the 4th and 5th grade classes, and the Tiny Tots classes.

### Results of Survey

A total of 50 questionnaires were returned.

1. Are you aware we have a Community School Program at Los Cerritos School?  
Yes 45 No 5
2. Have you or a family member participated in programs at the Los Cerritos Community School? (Programs were listed)  
Yes 35 No 15
3. Did you feel classes were worthwhile?  
Yes 25 No 0 No comment 25
4. How did you learn about the programs available through Community Schools?  
Neighbors 8  
Newspaper 4  
Fliers Home 15  
PTA 5  
Telephone 6  
School Office 2
5. Do you feel Community Education has helped the Los Cerritos Community?  
Yes 48 No 0
6. Has the Community School Coordinator tried to provide programs you felt were needed or desired?  
Yes 45 No 0 Did not know 5
7. Do you feel having activities after school for children helps discourage vandalism and juvenile delinquency?  
Yes 49 No 1
8. Do you feel the community's feelings toward Los Cerritos School are good in general?  
Yes 40 No 0



Some of written comments made by those filling out survey were:

1. More people have learned about the school and are getting involved.
2. Since the school is doing more for the public, people want to involve themselves with more activities.
3. Thank you for all the services to our community.
4. Less vandalism
5. People seem to be taking advantage of classes and activities available to them.
6. Tiny Tots helps them "get used to going to school".
7. It is good to have all of these classes.
8. It is good to have this program.
9. More education is needed.
10. We were unable to get information about all the classes.
11. You are helping the neighborhood get ahead.
12. Community Education has helped get the parents together with all the children to see what is happening.

## TELEPHONE SURVEY

Thirty names were picked at random to be called by the telephone committee. Out of the 30 names the telephone surveyors were able to reach only 18. The other phone numbers were either disconnected, people have moved or the number had been changed since September 1974.

We feel this in itself gives us valuable information about the area in which the Community School is attempting to serve.

The results of the telephone survey were:

1. Are you aware of your Community School at Los Cerritos?
 

Yes 14	No 4
--------	------
  
2. Are you or any family member participating or have you participated in Community School activities in any form?
 

Yes 10	No 9 work conflict
--------	--------------------

  - b.) Would you like to participate in a Community School activity?
 

Yes 8	No 4
-------	------
  
3. Do you understand the functions of the Community School?
 

Yes 11	No 6
--------	------
  
4. Are you aware that the Los Cerritos Community School offered a training class in Community Schools in the month of November?
 

Yes 6	No 12
-------	-------
  
5. Are you aware that Los Cerritos Community School has tried to start a mother's Koffee Klatch on Tuesday afternoons?
 

Yes 12	No 5
--------	------
  
6. Have you been receiving fliers on the Community Education classes being brought home by your children?
 

Yes 17	No 1
--------	------
  
7. Would you be interested in having material mailed to you about classes and activities in Community Education?
 

Yes 18	No 0
--------	------
  
8. Do you feel the Los Cerritos School is being used effectively as a neighborhood community center?
 

Yes 13	Don't Know 2	No 2
--------	--------------	------

9. Do you feel the programs of the Community Schools meet the needs of the participants?  
 Yes 12 Don't know 4 No 2
10. Do you feel the Community School Coordinator is receptive to the ideas and requests of people in the community?  
 Yes 10 Don't know 5 No 2
11. Do you feel the school facilities are adequate?  
 Yes 11 Don't know 2 No 2
12. Has vandalism increased, decreased, or is it the same since Community Schools have been at Los Cerritos?  
 Increased 1 Decreased 8 Same 5
13. Has graffiti increased, decreased, or is it the same since Community Schools?  
 Increased 1 Decreased 8 Same 5
14. Do you have a better feeling about schools in general or Los Cerritos School since Community Education?  
 Feel good about school 16
15. Comments about Los Cerritos School
1. Send more material in Spanish
  2. Appreciate food donations
  3. Thought knitting class was great!
  4. Programs are real good
  5. People I know are participating
  6. Would like business courses in bookkeeping, typing, business machines.
  7. Bathrooms not clean.
  8. Need to cover holes in school playground
  9. Need additional buildings at school
  10. Good feelings about teachers and school
  11. Parents can go and participate and know that their children are o.k.
  12. Very happy with community school and Los Cerritos School. Mr. Godlin is a good principal and man.
  13. Mr. Godlin is a good principal, concerned for all children
  14. Old grafitti remains, but no new graffiti
  15. Would like Day Care Center

To the above report and comments there was one particular survey which stood out from the other people surveyed. This survey was very negative toward the coordinator, and we feel its feelings should be looked at separately from the rest of the report. The following comments are from that particular telephone survey.

The person being surveyed answered Yes to questions 1,2,3,4,5,6,7, and No to 8,9, and 10.

The following comments were made.

1. All we have are Parks and Recreation and Adult Education classes. They cost money. Original idea was to have free or no cost.
2. Parks and Recreation doesn't really reach many kids. Arts and Crafts didn't reach any. Not meeting needs. I feel a volunteer should teach without charge and any materials, if not available, should be purchased by participants.
3. Director takes credit for things she has no dealings with.
  - a. Folklorico set up under Title VII on their own.
  - b. Last year she took credit for woman returning to college and she had nothing to do with it.
  - c. Stated that she had gone door to door with Sharon Risser, Cheryl Blanchard and Jean Jones and never did.
  - d. Lots of people have registered difficulties.

example: First Aid class needed. Participants never received instructor.

4. Directors hours not consistent.
5. Feels a need of more for parents and kids after 5:00 p.m.

This survey was an exception from others surveyed at random. However, it should not be ignored. It is the feeling of this committee that the District Advisory Council should take a look at this survey and decide what steps should be taken in regard to the survey.

The Evaluation Committee would like also to survey the Los Cerritos Advisory Board and the Principal of Los Cerritos School before finalizing their report. The final report of the Evaluation Committee will be submitted to this committee for review and discussion at the February 11th meeting of the District Advisory Council.

TO: All Division and Department Heads

FROM: District Superintendent

PARAMOUNT COMMUNITY EDUCATION PROGRAM EVALUATION

INTRODUCTION: In the interest of better serving our community we the community education staff, are asking you to fill out this community education evaluation form. Please return the form to the community education staff member at your community school site (listed on page 4) by June 20, 1977. Thank you for your time and your help.

PERSONAL DATA: Please select the ONE category that BEST describes you.

PARENT  TEACHER  ADMINISTRATION  SENIOR CITIZEN

ELECTED OFFICIAL  COMMUNITY SERVICE AGENCY  STUDENT

AGE RANGE:  10-15 yrs.  16-24 yrs.  24-35 yrs.

35-50 yrs.  50 yrs. and up.

At which school site have you participated:

MARK KEPPEL  MOKLER  CLEARWATER  ALONDRA

1. To what extent have you participated in the community education activities in Paramount?

Very active  Some  Little  None

2. If you have participated in community education activities please check those activities which apply to you.

Attendance at community education classes.

Volunteering at a community education activity.

Leading a class activity.

Participating on a community education advisory council.

Helping in developing a community education activity at a school site.

3. To what extent were the community education programs of value to you?

Very valuable  Some value  Little value  No value

4. How would you rate your understanding of the function of a community school?

Excellent  Good  Fair  Poor

rectly

odel.

in

e  
l;  
ting -

ned

n.  
on,

ity

r,

ey

TO: All Division and Department Heads

FROM: District Superintendent

SUBJECT: REASSIGNMENT AND ALLOCATION OF COMMUNITY EDUCATION ACTIVITIES

### 1. ORGANIZATIONAL PATTERN EFFECTIVE THE DATE OF THIS BULLETIN

- 1.1 Mrs. Patricia Day will be assigned as Senior Community Service Leader at Mokler School; Mrs. Helen Bohon will be Community Service Leader at Keppel School; Mrs. Marianne Papp will be Community Service Leader at Clearwater School.
- 1.2 Some 20 - 30 % of Mrs. Pat Day's function will be reporting directly to Dr. Philip Shaner, Senior Director of Special Projects, in administering the federal program of the Community Education Model.
- 1.3 70 - 80 % of Mrs. Day's time will be spent as a Service Leader in the Mokler School attendance area.
- 1.4 Mrs. Day, in her 20 - 30 % time in federal programming, will be working with Senior Citizens, the part time Clerk and Principal; Service Leaders where the Community Education Program is operating - other than at Mokler School (Keppel and Clearwater).

As a coordination effort, Mrs. Day will work with the three school Principals, (including the Principal where she is assigned on site) and with the other Service Leaders in helping to move the Community Education Program in a generally common direction. It is emphasized that Mrs. Day's function is one of coordination, which is of itself a staff function, not a line function.

- 1.5 Community Service Leaders at Keppel and Clearwater Schools are responsible directly to their school Principals for the Community Education Service Program. Those Principals, along with the Principal at Mokler School, will be available to work with Mrs. Day in the coordinated effort in her function as a staff member, not a line member.

### 2. COORDINATED EFFORT AND DUAL RESPONSIBILITY

- 2.1 The Community Service Leaders at Keppel and Clearwater Schools have a singular responsibility to their school Principals. They also will work through their school Principals in coordination with Mrs. Day in the Education Program in terms of a general, common direction.

- 2.2 Mrs. Day's function is more complex in that she is responsible directly to the school Principal at Mokler or the Community Education Program at that school attendance area. However, she also has a 20 - 30 % responsibility working with the other school Principals where the Community Education Program is active, and with the Principals of those schools and Service Leaders in a coordinated effort on a staff basis only. Mrs. Day will also work with Dr. Shaner in the area of the federal project.
- 2.3 It is recognized that the above diffusion of responsibility of authority is a difficult one. I see no way at this time to make the position of Senior Service Leader of Community Education singularly responsible to one person without coordinating activity, considering the fact that Community Education cuts through the entire community, particularly in those attendance areas where there is a Community Service Leader in attendance.
- 2.4 The City of Paramount is currently funding one half of Mrs. Day's salary along with the Secretary and supplies, etc. Thus through the school district, Mrs. Day has certain accountability functions to the City of Paramount, i. e. making reports to the City Council and coordinating the Community Education Program so it does include the City in at least a portion of activities that can be jointly and cooperatively staged.

### FINANCING

- 3.1 As indicated, there are several sources of financing for the Community Education Program. This further complicates the entire administration and functioning of the Program. However, with people of good will and good rapport it can work effectively.
- 3.2 Some financing will come from the City of Paramount, some from the Paramount Unified School District - non-federal district funds; other funds will be from the Paramount Unified School District federal district funds. Thus the financing to some degree follows the coordinated effort, accountability, reporting responsibilities and direction of the Program generally.

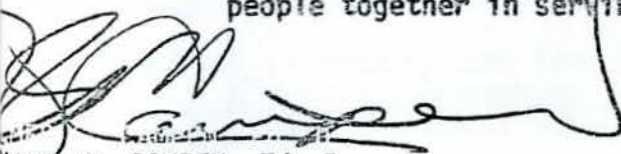
### AUTHORITY AND ACCOUNTABILITY

- 4.1 Mrs. Day is an employee of the Paramount Unified School District even though one half of her salary and expenses are paid through the City of Paramount. Thus, she is fully responsible to the Principal of Mokler School for a major portion of her activity and to the Senior Director of Special Projects for a minority portion of her activity in federal funding and coordination.
- 4.2 Community Education Service Leaders at Keppel and Clearwater Schools are directly responsible to their school Principals for Community Education Programs in those attendance areas.

- 4.3 The District Superintendent will be available to lend logistic and material support to the Program federally, within the area of federal and non-federal district funding. He will make contacts with the City, County, State or federal offices. The Superintendent is making himself available for input at a specific level where it is determined to be needed either by the Senior Director of Special Projects or the Principals of the various schools which have Community Education Programs.

GENERAL COMMENTS

- 5.1 I believe we are most fortunate to have an on-going Community Education Program with federal monies. We are one of 84 school districts throughout the entire United States that was funded in this area.
- 5.2 Second, we have the opportunity to work closely with the City of Paramount and other County, State and federal agencies to expand our Program here in serving our community in so many different ways that will be limited only by our ingenuity and perceptiveness.
- 5.3 As long as we have people of good will who are competent, as we do have in each of our positions, involved with Community Education, I am sure we can and will be the envy of other communities as they look to an ever growing federally funded Program and see the harmony and cooperative effort between the several levels of authority and types of government. Common purpose can bring people together in serving others.



PALMER G. CAMPEN, Ed. D.  
District Superintendent



## BIBLIOGRAPHY

### Books

Berridge, Robert I., The Community Education Handbook, Midland, Michigan, Pendell Publishing Company, 1973.

Burden, Larry and Whitt, Robert C., The Community School Principal: New Horizons, Midland, Michigan, Pendell Publishing Company, 1973.

Clapp, Elsie Ripley, Community Schools in Action, New York, The Viking Press, 1939.

Decker, Larry E., Foundations of Community Education, Midland, Michigan, Pendell Publishing Company, 1972.

Dewey, John, Democracy and Education, New York, Macmillan and Company, 1916.

Dewey, John, The School and Society, 1913 edition, Chicago, University of Chicago Press, 1900.

Everett, Samuel, The Community School, New York, D. D. Appleton-Century Company, 1938.

Hetrick, William M., Community Process: Community Education's Promise, Flint, Michigan, Pendell Press, 1976.

Hickey, Howard, and Van Voorhees, Curtis, eds., The Role of the School in Community Education, Midland, Michigan, Pendell Publishing Company, 1969.

Johnson, Wilbur D. "Deke", Leadership Training Model for Community School Directors (unpublished PhD dissertation), Western Michigan University, 1973.

Kerensky, V.M. and Melby, E.O., Education II: The Social Imperative, Midland, Michigan, Pendell Publishing Company, 1971.

Kahn and Wienir, The Year 2000, New York, The Macmillan Company, 1968.

Minzey, Jack D. and Letarte, Clyde, Community Education: From Programs to Process, Midland, Michigan, Pendell Publishing Company, 1972.

Seay, Maurice F., et al., Community Education: A Developing Concept, Midland Michigan, Pendell Publishing Company, 1974.

Totten, Fred W., The Power of Community Education, Midland, Michigan, Pendell Publishing Company, 1970.

Totten, Fred and Manley, Frank J., The Community School: Basic Concepts, Functions, and Organization, Galien, Michigan, Allied Education Council, 1969.

Whitt, Robert L., A Handbook for the Community School Director, Midland, Michigan, Pendell Publishing Company, 1971.

### Pamphlets

California Centers for Community School Development, "The Community Advisory Council," San Jose, California, California State University, 1970. (Mimeographed)

Christian, Floyd T., ed., "Community School Guidelines," (n.p. Florida State Department of Education), 1970.

Clancy, Peter L., "The Flint Community School Concept," Flint, Michigan, Mott Program Flint Community Schools, 1970.

Flint, Michigan, Unified School District, "The Role of the Community School Director in the Flint Community Schools," Flint, Michigan, 1970. (Mimeographed)

Hubbard, Edwin, "Position Paper" (paper presented to California and Pacific Southwest Parks and Recreation Conference), 1968. (Mimeographed)

"Philosophy Statement," National Community School Education Association, Flint, Michigan, 1969. (Mimeographed)

### Articles

Campbell, Clyde M., "Contributions of the Mott Foundation to the Community Education Movement," Phi Delta Kappan, LIV. No. 3, November, 1972.

Church, Frank, "A National Viewpoint of Community Education," Community Education Journal, I, November 1971.

Kerensky and Melby, "What is Community Education," Community Education Bulletin, Center for Community Education, Florida Atlantic University, Vol. III, No. 1.

Minzey, Jack, "Community Education: An Amalgam of Many Views", Phi Delta Kappan, Pendell Press, November 1972.

Naslund, Robert A., "The Impact of the Power Age on the Community-School Concept," The Community School - Fifty-second Yearbook, National Society for the Study of Education, Part II, ed. Nelson B. Henry (Chicago: University of Chicago Press, 1900).

Totten, Fred W. and Manley, Frank J., "The Community Education Concept and Nature and Function of the Community School," Unit 101 - Community Education Series, Flint, Michigan, 1970.